PD-AAP-166

LAC/DR M. Brent
Room 3917
N.S.

UNCLASSIFIED

DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT
Washington, D.C. 20523

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ISN 16600

PROJECT PAPER

HONDURAS

RURAL EDUCATION

LAC/DR:78-16

Project Number:522-0119

UNCLASSIFIED

AUG 25 1978

ACTION MEMORANDUM FOR THE ASSISTANT ADMINISTRATOR (LAC)

FROM: LAC/DR, Marshall D. Brown

Problem: Authorization of a $750,000 grant for the Rural Education Project in Honduras.

Discussion: The purposes of the proposed project are: (1) to establish an education management system within the Ministry of Education (MOE) with a proven capacity to design, develop, test and deliver improved curricula and instructional materials, and to train rural primary teachers in their use; and (2) to establish a full-fledged Central/Satellite (C/S) School System in six Departments of the North Coast of Honduras. The project addresses the recommendations of the 1976 Subsector Rural Education Assessment which concluded that a revised, more practical curriculum would significantly reduce drop out and repeater rates in school children, by linking practical learning experiences with formal classroom instruction. Previous AID loans have financed classroom construction and equipment; and an ongoing Non-Formal Rural Education project has initiated the development of educational software in MOE. The proposed project will further this effort as well as bring the C/S School Program into six additional departments. Specific project activities include the development of an integrated education management system with the capacity to design, develop, test and deliver improved curricula and instructional materials, training of personnel in various aspects of education management and information, and improvement of a materials production center and information system.

The total cost of the project over the four year implementation period will be $2,185,000. The AID grant of $750,000 will finance technical assistance to improve MOE's education and evaluation/information systems, and provide participant training and equipment. The GOH will provide approximately $1,435,000 for staff salaries, per diem costs, printing materials and computer time.

The DAEC reviewed and approved the proposed project on August 16, 1978. The following modifications were made as a result of the review:

1. A brief discussion of other educational programs using the modular learning approach was included in the PP to demonstrate the technical feasibility of this methodology.

2. A summary of surveys and other pre-project analyses was included in the PP, which indicates that the proposed learning modules and revised curriculum will be accepted by the teachers, effective in reducing drop-out rates, and responsive to the needs of rural beneficiaries.

3. A clause was inserted in the Project Authorization (PAF) which will increase the Mission Director's delegation of waiver authority under this project to make nationality waivers of up to $125,000 on a case-by-case basis to permit the contracting of Third Country Nationals for politically sensitive positions such as educational research, curriculum development, and education management.

The project was approved in January 1978 by the Working Group on Human Rights and Foreign Assistance. The Initial Environmental Examination (IEE) recommended a Negative Decision which was approved by the AA/LAC on August 16, 1978. The project is included in the FY 1978 Congressional Presentation. An Advice of Program Change is not required.

Recommendation: That you sign the attached Project Authorization and Request for Allotment of Funds (PAF) for the Honduras Rural Education Project.

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DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D.C. 20523

ASSISTANT
ADMINISTRATOR

PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS

PART II

Name of Country: Honduras

Name of Project: Rural Education
Project Number : 522-0119

Pursuant to Part I, Chapter 1, Section 106 of the Foreign Assistance Act of 1961, as amended, I hereby authorize a Grant to Honduras the "Cooperating Country" of not to exceed Three Hundred Thousand United States Dollars ($300,000) to help in financing certain foreign exchange and local currency costs of goods and services required for the project as described in the following paragraph.

The project, which will be implemented by the Ministry of Education, consists of the establishment of an education management system with the proven capacity to design, develop, test, deliver, and train rural primary teachers in the use of improved curricula and instructional materials - and the establishment of a full-fledged Central/Satellite school system in six Departments of the North Coast of Honduras. Approximately 975 teachers in 307 Central/Satellite schools will be trained in and will use new curricula and materials. In addition, central design staff will be fully trained in the various elements of the system, an improved materials production center will be established, and an improved information system will be functioning. A.I.D. funds will be used to provide technical assistance and participant training in the areas of educational management, evaluation, curriculum design, materials development, and educational technologies; and to finance commodities for information systems and educational technology (hereinafter referred to as the "Project"). Three Hundred Thousand United States Dollars ($300,000) of the financing authorized and approved for the Project will be obligated when the Project Agreement is executed.

I approve the total level of A.I.D. appropriated funding planned for this Project of not to exceed Seven Hundred and Fifty Thousand United States Dollars ($750,000), Grant during the period FY 1978 through FY 1982. I approve future increments during that period of funding up to $450,000, subject to the availability of funds in accordance with A.I.D. allotment procedures.

I hereby authorize the initiation of negotiation and execution of the Project Agreement by the officer to whom such authority has been delegated in accordance with A.I.D. regulations and Delegations of Authority subject to the following essential terms and covenants and major conditions, together with such other terms and conditions as A.I.D. may deem appropriate.

A. Source, Origin or Nationality of Goods and Services

Except for Ocean Shipping, goods and services financed by A.I.D. under the Project shall have their source, origin or nationality in Member Countries of the Central American Commmon Market or in the United States except as A.I.D. may otherwise agree in writing. Ocean Shipping financed under the Grant shall be procured in the United States.

B. Mission Authority to Issue Nationality Waivers

Because of the continuing sensitivity of the issue of U.S. national contractors within the Ministry of Education, the Mission is authorized (pursuant to the authority delegated to me by A.I.D. Delegation 40), to issue nationality waivers on a case-by-case basis up to a life of project cost not to exceed $125,000 for each proposed contract for technical services. Such waivers shall be justified in accordance with the criteria prescribed by Supplement B of A.I.D. Handook 1 and shall otherwise be processed in accordance with A.I.D. regulations.

Edward W Coy
Assistant Administrator
Bureau for Latin America and the Caribbean

August 25, 1978
Date

Clearance:
LAC/Cen, WLuken Date 8/24/78
LAC/DR, HBassford Date
LAC/DR, JSanbrailo Date
LAC/DR, MBrown Date

GC/LAC, JLkessler:lb:8/23/78
X23272

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT PAPER FACESHEET

1. TRANSACTION CODE: A (A ADD, C CHANGE, D DELETE)

PP

2. DOCUMENT CODE: 3

3. COUNTRY/ENTITY: HONDURAS

4. DOCUMENT REVISION NUMBER:

5. PROJECT NUMBER (7 digits): 522-0119

6. BUREAU/OFFICE: A. SYMBOL: LA; B. CODE: 05

7. PROJECT TITLE (Maximum 40 characters): RURAL EDUCATION

8. ESTIMATED FY OF PROJECT COMPLETION: FY 82

9. ESTIMATED DATE OF OBLIGATION: A. INITIAL FY 78; B. QUARTER 4; C. FINAL FY 80 (Enter 1, 2, 3, or 4)

10. ESTIMATED COSTS ($000 OR EQUIVALENT $1 -)

A. FUNDING SOURCE	FIRST FY 1978 B. FX	C. L/C	D. TOTAL	LIFE OF PROJECT E. FX	F. L/C	G. TOTAL
AID APPROPRIATED TOTAL						
(GRANT)	(300)	( )	(300)	(750)	( )	(750)
(LOAN)	( )	( )	( )	( )	( )	( )
OTHER U.S. 1.						
OTHER U.S. 2.						
HOST COUNTRY		75	75		1,435	1,435
OTHER DONOR(S)						
TOTALS	300	75	375	750	1,435	2,185

11. PROPOSED BUDGET APPROPRIATED FUNDS ($000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE C. GRANT	D. LOAN	E. 1ST FY 78 F. GRANT	G. LOAN	H. 2ND FY 79 I. GRANT	J. LOAN	K. 3RD FY 80 L. GRANT	M. LOAN
(1)	623	630		300		450			
(2)									
(3)									
(4)									
TOTALS									

A. APPROPRIATION	N. 4TH FY 81 O. GRANT	P. LOAN	Q. 5TH FY 82 R. GRANT	S. LOAN	LIFE OF PROJECT T. GRANT	U. LOAN
(1)					750	
(2)						
(3)						
(4)						
TOTALS						

12. IN-DEPTH EVALUATION SCHEDULED: MM 09 YY 81

13. DATA CHANGE INDICATOR. WERE CHANGES MADE IN THE PID FACESHEET DATA, BLOCKS 12, 13, 14, OR 15 OR IN PRP FACESHEET DATA, BLOCK 12? IF YES, ATTACH CHANGED PID FACESHEET.

2 (1 = NO, 2 = YES)

14. ORIGINATING OFFICE CLEARANCE

SIGNATURE: J. B. Robinson

TITLE: Director, USAID/H

DATE SIGNED: MM 08 DD 04 YY 79

15. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION: MM 08 DD 07 YY 78

AID 1330-4 (3-76)

PROJECT PAPER

RURAL EDUCATION

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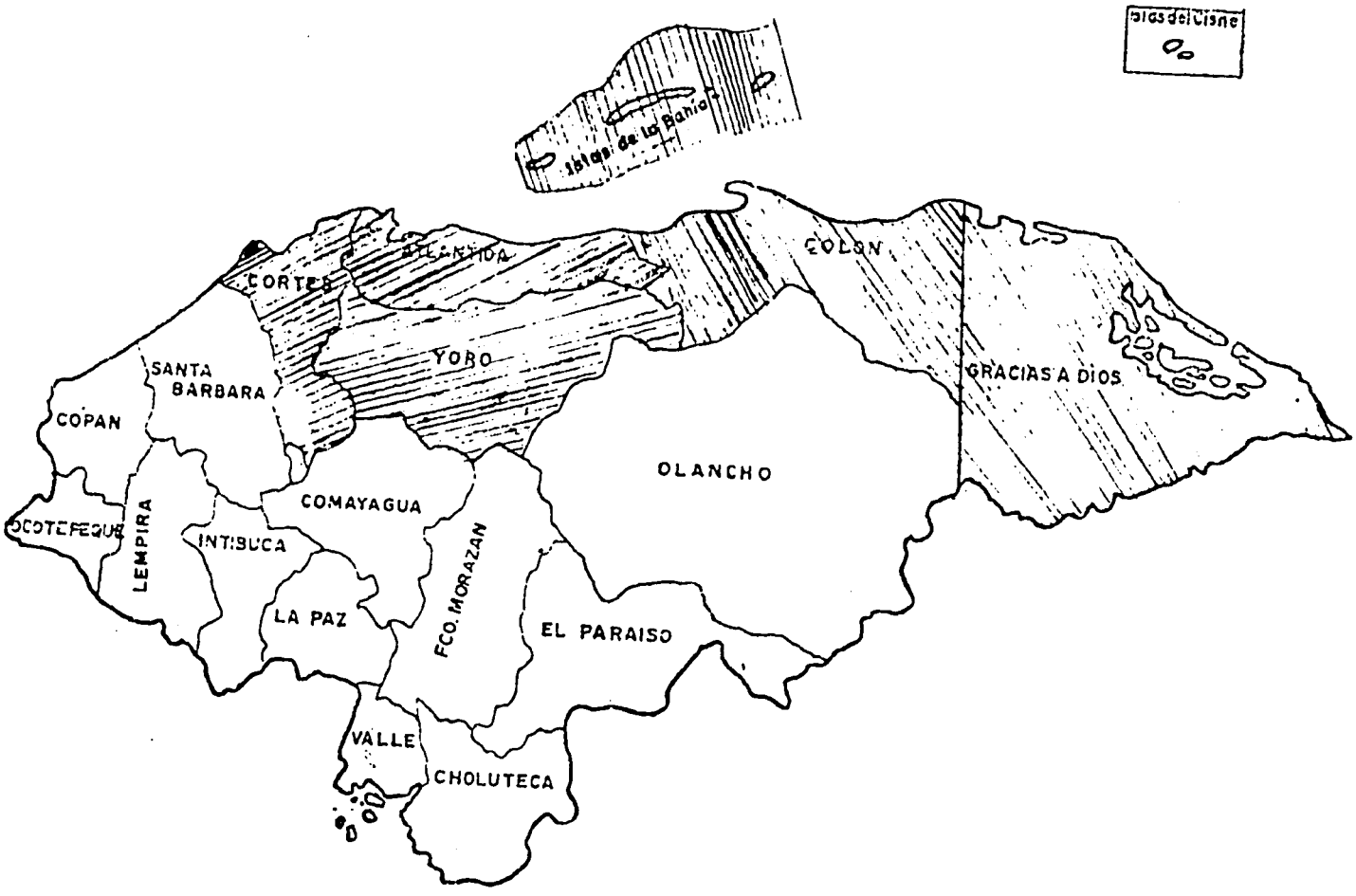

D. NARRATIVE SUMMARY

This is a four-year grant in the amount of $750,000 to the Ministry of Education (MOE) of the Government of Honduras. The purposes of the Project are: (1) to establish an education management system within the MOE with a proven capacity to design, develop, test, and deliver improved curricula and instructional materials, and to train rural primary teachers in their use; and (2) to establish a full-fledged Central/Satellite School System in six Departments of the North Coast of Honduras.

These purposes will have been achieved when 975 teachers and school directors in 307 Central/Satellite schools have been trained in, and are using, new curricula and materials and when the system is beginning to function in a second rural area of the country.

The outputs needed to realize the Project purposes are: (1) an integrated system for continuous research, curriculum and materials design, teacher training, supervision and evaluation; (2) personnel fully trained in the various elements of the system; (3) an improved materials production center; and (4) an improved information system.

AID will finance inputs of up to $482,000 for technical assistance in education and evaluation/information systems. In addition to in-country training to be accomplished by technical advisors, 108 months of long-term participant training will be provided at a cost of $108,000. Reproduction, data processing and microfilm equipment valued at $160,000 will round out a total AID contribution of $750,000.

The total GOH counterpart contribution, i.e., salaries, per diem, and other costs, is approximately $1,435,000.

Direct Project beneficiaries are 40,000 rural primary schoolchildren per year in the priority development area on the North Coast of Honduras. In this area, 72 percent of the population depends on agriculture. Average per-capita income is approximately $118.00. Average educational attainment in the area is now 1.8 years. The Project will increase by 140 percent the likelihood that a school entrant will finish six years of education. In addition, the quality and relevance of their education will be enhanced. The benefits of the Project will spread to approximately 400,000 rural students in all areas of Honduras, beginning with one additional area outside the North Coast, during the Project time frame.

II. BACKGROUND AND DETAILED DESCRIPTION

A. Background

1. History of Project Development

An expanded version of this Project was conceived as the last of a series of three rural education interventions to be supported by USAID/H in the 1970's. Its roots go back to 1974, at which time it was estimated that an intensive review would be undertaken and a $16.0 million Grant/Loan Project would be submitted in 1976 to support both construction and human resources development in Honduran education. A PRP was reviewed in November 1975. As a consequence of the review, the Mission produced a Rural Education Sub-Sector Assessment and an Interim Report. Both the Assessment and the Interim Report were reviewed and approved in AID/W in April, 1976. As the Mission was gearing up for PP preparation the IBRD entered the picture with a $5.0 million school construction loan offer for Honduras. The construction element of the IBRD loan made parallel assistance from A.I.D. redundant. The Mission decided to cancel plans for further AID-financed school construction. After an exchange of telegrams between the Mission and AID/W, the 1978 ABS included a $750,000 grant for the purposes of providing rural primary students with an education system that is more relevant and more accessible and providing functional education to the rural adult population. The size and scope of the resulting Grant Project is therefore much reduced.

2. Problems to be Addressed

a. Constraints

The 1976 USAID Assessment concludes with an analysis of constraints in the rural educational system. These constraints, described in detail in Chapter XI of the Asssessment, are summarized here.

One of the priority goals of the National Development Plan in education is to link education to the development process. Constraints to the achievement of this goal include three which are related to the capability of MOE personnel. The first is a lack of adequate rural teacher preparation, more than 33 percent ofwhom are unqualified according to MOE standards. A second constraintis inthe quality of supervisory personnel in regional offices, who lack training in administration, planning, research, and evaluation. Third, there is a lack of specialized MOE professionals at the middle-level management level in curriculum, instructional materials development, evaluation, supervision, and teaching methodology.

The inefficiency of the rural primary school constitutes an important constraint to the educational system. Millions of dollars are spent on students who drop out of school after completing only the first or second grade. Repetition, principally in the lower grades, is another cause of wastage. The irrelevancy of primary curriculum to the rural environment and a lack of teaching materials in general are factors that contribute to this wastage.

Finally, there is a constraint in MOE management systems, especially in information and analysis. Each major unit of the MOE tends to concentrate on its own problems without analysis of the relationship of these problems to those of other units. Planning and policy formulation cannot be carried out on a rational basis without adequate and timely gathering of information.

b. Current Attempts to Solve Problems

One of the MOE's major efforts to remove some of these constraints is the Central/Satellite (C/S) School Program which links practical learning projects to classroom instruction. The C/S Program was analyzed in the 1976 Assessment, which concluded that with a revised, more practical curriculum, repeater rates can be reduced by 40 to 60 percent and school entrants who complete sixth grade can be more than doubled, from 21 percent to 51 percent.

The USAID has engaged in significant efforts to assist the C/S Program. Under Rural Reconstruction Projects I (522-V-025) and II (522-V-031) a total of $3.5 million has been loaned to reconstruct schools, add and equip classrooms, and establish a teacher training center for the Central/Satellite School system.

The Non-Formal Rural Education Project (522-0108) approved in mid-1976 was to have developed a Ministry of Education (MOE) staff capable of designing, executing and evaluating non-formal programs for adults in two target areas and upgrading the MOE staff for carrying out this expanded Rural Education Project. After authorization, however, the GOH decided to administer non-formal education through the Planning Council (CONSUPLANE). It was envisioned that coordination between the several GOH entities involved in adult and non-formal education could best be accomplished by a central staff agency, rather than a line Ministry such as the MOE. The Mission, with AID/W concurrence, acceded and the National Program for Non-Formal Education (PRONAEEH) was established in CONSUPLANE.

Loans 522-V-025 and 522-V-031 provide educational hardware, classrooms, equipment, special project materials, and training facilities. The NFRE grant has initiated the development of educational software in the MOE

with research and curriculum development training. This proposed grant Project will round out the package and bring the Central/Satellite School Program into operation in the Central/Satellite Schools in six Departments of the North Coast as described in part B of this Section.

3. Evaluation of Ongoing NFRE Project

a. Non-Formal Education

In terms of the numbers of campesinos who have received training through PRONAEEH and the establishment of physical infrastructure (audio-visual and materials reproduction units) the non-formal element has substantially met its targets. However, recent evaluations by technicians within the Project, a consultant contracted by the Mission and the GOH, and a consultant contracted by the Mission, have pointed up PRONAEEH's failure to attempt or accomplish its central purpose of coordination. The PRONAEEH unit itself has not had adequate technical development to allow for expansion beyond the two areas in which it now functions, because of the late arrival of planned technical assistance and the failure of PRONAEEH to accept the recommendations of available technicians.

The NFRE Project is taking remedial actions to make better use of technical assistance and training and to avoid expansion into new areas until PRONAEEH is fully capable. Additional AID financing of non-formal education under this Project is not foreseen.

b. Formal Rural Education

The MOE training element of the NFRE grant project is on schedule in achievement of its purposes. Initial training of a core group of eight researchers has been accomplished and field research has begun. The training of teacher trainers in field investigation, curriculum, group dynamics and materials design has begun. The MOE has seized every opportunity for grant-funded T.A. and has used it effectively. Outputs and purposes of this element of the Project will be substantially achieved and, with the complementary inputs from this Project, the MOE will be in a position to adapt traditional curricula to the rural environment and to train teachers in rural areas.

An evaluation of grant-financed training of researchers has developed findings that are important and relevant to this Project. The model of in-country training of MOE staff in Ministry projects has proven successful. Untrained staff were provided intensive theoretical training for eight months after which they carried out three research projects in different regions of the country. The combination of theory and practice in

these research projects has produced a solid staff capable of designing and implementing educational research efforts using anthropological and sociological methods. The staff was institutionalized by the MOE after only a year of NFRE Project activity.

The research and teacher training groups will be in place to contribute to the implementation of this proposed Project after additional training to develop the skills needed for the expanded, integrated activities of this Project.

B. Description

1. Goal, Purpose, Outputs and Inputs 1/

a. Goal

The sector goal to which this Project contributes is to improve the quality and availability of Primary Rural Education in Honduras to make it more effective in meeting the needs of the rural poor. The National Development Plan 1974-1978 states two broad sector goals for education: (1) to democratize education; and (2) to link education to the development process. Democratization is accomplished by improving the quality and availability of rural education, making rural education quantitatively and qualitatively equal in accessibility and value to that which is offered in the urban areas. The needs of the rural poor are met by linking education to the development process, orienting rural education toward economic and social requirements of the rural environment.

This Project specifically addresses broad sector goals in one area of the country and establishes an institutional capacity to cover the entire rural area of Honduras. The primary indicator of progress toward goal achievement will be a rise in the percentage of rural children aged 7-14 who are attending school. During the life of the Project this rise will be slight but it will accelerate as the Project is replicated and as the C/S School System is expanded.

b. Purposes

The purposes of the Project are to: (1) establish an education management system with the proven capacity to design, test, develop, and deliver

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1/ See Logical Framework, Annex B.

improved curricula and instructional materials, and to train rural teachers in their use; and (2) establish a full-fledged C/S School System in six Departments of Northern Honduras. End of Project Conditions indicating achievement of these purposes are: (a) trained personnel within the educational management system will have designed,produced, pre-tested, delivered and trained teachers in the use of new curricula and corresponding didactic materials in four subject matter areas, i.e., math, natural science, vocational education, languagefor six grades; (b) the new curricula and materials will be in use in 100 percent of the Central/ Satellite schools of the six Departments in the North Coast; and (c) the system will have begun to apply its methodology in one more area where the C/S School System has been established.

c. Outputs

The principal output will be an integrated system for continuous curriculum and materials design, teacher training, supervision, and evaluation. This system will function as a part of the Directorate for Planning and Educational Reform (DIGEPRE), which operates under the direct guidance of the Minister and which has the statutory responsibility for developing and implementing educational reform projects. Three units of DIGEPRE i.e., Training, Research and Curriculum, will be combined under a Technical Commission to operate full-time in support of this Project.

A second output will be personnel fully trained in the following related elements of the system:

- Teacher Training	-	24
- Educational Research	-	8
- Curriculum and Materials Design	-	20
- Materials Production	-	3
- Information Systems	-	3
TOTAL	-	58

An estimated 1400 hours of formal instruction by qualified technical advisors is required, in addition to practical, on-the-job training.

The third output will be an improved materials production center, for which additional equipment will be provided, as verified by the production of 1500 learning units.

The fourth output will be an improved information system, with additional data processing and microfilm capabilities, as verified by a functioning information system for all schools in the six Departments.

d. Inputs

A.I.D.-financed inputs include: 108/work/months of technical assistance in education management, in-service teacher training, curriculum design, materials design in content areas, educational technology, and evaluation/ information systems for a total of $482,000. Participant training in the same areas will be provided, up to a total of 108 months phased over the life of the Project for a total of $108,000. Up to $160,000 for commodities in information systems, educational technology and materials printing will be provided to complement existing equipment.

The GOH-financed inputs to this Project include the following:staff salaries for a four-year period total of $1,086,000; $259,000 in per diem cost, and $90,000 in printing and supplies and data processing costs for a total of $1,435,000. It should be noted that an additional 32 staff are already on the Ministry payroll, hired as counterpart to Projects 522-V-031 and 522-0108. They will be involved full-time in Project activities but are not included in the counterpart contribution until after the completion of Project 522-V-031 in November 2, 1980.

2. Strategy and Methodology

This Project builds on existing organization, staff, and training activities in the MOE to develop an educational management system capable of designing and coordinating curriculum, materials, and training elements. There are at present eight trained researchers in a unit trained under the Non-Formal Rural Education Project. An additional 24 teacher trainers have commenced training, funded by counterpart to RR II (522-V-031) and some technical assistance funds from the NFRE grant. This Project will round out the training of the research unit, will provide the necessary technical assistance to complete training of the teacher trainers, and develop and train the curriculum and materials development unit. Much of the hardware for production of educational materials is already in place. The Teacher Training Center to be built under AID Loan 522-V-031 will be redesigned as an R & D Center and will house the materials production unit as well as serving as a base for field research, training, and evaluation. An evaluation of the additional equipment and training needed to respond to the needs of this Project has been conducted and these needs will be met by the Project.

a. Management

The above three units will be pulled together under a single management system which will coordinate the delivery of services to the C/S schools in the Project area.

The Curriculum and Materials Development unit (20 people) will design and develop curriculum and materials for the project primary school. Its present five-member staff will be supplemented by nine from other Directorates of the MOE plus six new personnel for the four-year life of the Project. The General Directorate for Educational Materials Production, (GDEMP) will produce the materials.

The Training Unit (24 people) will be responsible for introducing updated curricula, teacher methods, and evaluation procedures for training project school teachers. They will design, implement, and test a permanent in-service system for training teachers,and develop an integrated delivery system. Their's is the most critical role in the Project as their work will insure the delivery of Project benefits to C/S schools.

The Research Unit will develop formative and summative evaluation systems to test Project education materials and the effectiveness of teacher training, in terms of improved classroom instruction and student learning. It will analyze current student evaluation systems, and will design and recommend improvement where indicated. Finally, it will implement the over-all evaluation system of the Project, incorporating quantitative and qualitative indicators of educational results.

A Technical Council, chaired by the Vice-Minister for Technical Affairs, with the Directors General of Primary and Secondary Education., Planning and Educational Reform, and Technical Services will be the policy and administrative decision-making body. DIGEPRE will manage the activities of the three project units, acting as executor of Technical Council decisions. Thus, Project day-to-day management will be the responsibility of DIGEPRE, which will constitute a Project Management Unit formed by the heads of each unit and the Director General.

b. Educational Technology

The educational technology to be developed and disseminated in this Project uses modular learning packages to teach students in groups. Honduran rural primary school curriculum and materials will be designed around the needs of rural people for application through non-traditional modular group learning techniques. MOE staff will be trained to develop, produce and manage this approach to rural education.* Teachers and supervisors

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* This Project has been designed expressly to avoid the sensivity toward technical advisor's direct intervention in curriculum design. The advisors will train and advise the MOE staff in the techniques of curriculum design, but Honduran professionals will actually do the design work.

will be trained in workshops to design, evaluate, and improvise on the new curriculum manuals and instructional materials for use in the classroom.

The curriculum to be developed is more than a plan or program. It will be a day-to-day guide of integrated, planned and organized activities in which the students, teachers, and community can and have participated to achieve the GOH objectives of education.

Loose-leaf books with games and illustrated questions (learning modules) will permit groups of students to participate actively in a learning process rather than passively copy what a teacher puts on the blackboard. Special efforts will be made to design materials that can be even further adapted to local needs by the teacher and class. Pre-testing will require extra expenditures but will assure the validity and relevance to the region of all materials.

The new curriculum and instructional materials will be delivered and explained to the teachers through an initial 10-day workshop. Once teachers are familiar with the methodology, instructional modules for students together with a teacher's manual and reply/evaluation manual will be distributed to the teachers for each subject in each grade. A 60-minute cassette will provide additional specific instructions to teachers on use of materials. Direct follow-up will occur through visits by the central school director, with feedback occurring through these visits and through two-day workshops held each month at the central school.

c. Implementation Strategy

Because of the scope of the training and design task the Project will be laid out in several phases (see Implementation Plan). The first phase will include training of the Central staff, analysis and review of the existing materials, curriculum research and evaluation, improvement of the materials production center and evaluation/information system, designing of new curriculum materials and support systems, and distribution of materials for grades 1, 2 and 3.

Phase II of the Project, curriculum experimentation and in-service teacher training will begin the second year of the Project. The teachers will be trained in the curriculum for grades 1, 2 and 3 and it will be pre-tested. The materials, curriculum, and support system for grades 4, 5 and 6 will be designed and distributed. In the third year, teachers will be trained in the curriculum for trades 4, 5 and 6 and it will be pre-tested, while the 1, 2 and 3 grade materials are being modified for introduction into a new area of expansion. By the end of the third year all technical

assistance will have terminated and the units will handle the balance of the program by themselves, with the fourth year being modification of 4, 5 and 6 curriculum and materials for introduction into the new area.

The Project will provide two levels of in-country training for central staff and for in-service school personnel. The MOE central staff will be trained the first year in 45-day seminars in educational planning and programming; curriculum and materials design; production and delivery; principles of field investigation; educational management; fundamentals of teacher training; educational technology; and evaluation. In-service teachers, central school directors, and supervisors of the six North Coast regions will receive 10-day introductory seminars in the use of the new curriculum and materials followed by monthly 2-day seminars to adjust and reinforce their use. The introductory workshops will also be scheduled into the Normal schools program to insure that their graduates are prepared for participation should they be assigned to a C/S school in the Project region.

Advisors in education management, in-service teacher training, curriculum development, materials design, education evaluation and educational technology together will develop and execute a training package for the MOE staff and will assist them in developing curriculum, materials, and staff training delivery systems. This method has proven successful in the MOE component of the Non-Formal Rural Education Project. Rigorous academic training was combined with actual field research to establish a qualified and competent research unit. The training model successfully developed under NFRE will be replicated in the Rural Education Project.

Permanent participation of teachers in the curriculum and materials development process will be accomplished by the on-going formative evaluation system. Teacher's attitudes toward the present curriculum will be assessed; the findings of this assessment will be incorporated into the design process. Teachers will pre-test the new curriculum and materials and their suggestions will again be taken into account by the central design staff.

Actual teacher training will be structured to permit self-management of the introduction of new approaches by Central/Satellite teaching staff and supervisors. Each new unit will be a self-managed learning package within the teacher training system.

3. Beneficiaries

Direct Project beneficiaries are approximately 40,000 primary school students in the C/S schools of six Departments of the North Coast area, which became a development priority after Hurricane Fifi. It includes

three of the priority agrarian reform regions -the Aguan Valley, Masica, and Guanchías; and two significant minority regions -the Bay Islands with a black English-speaking population, and La Mosquitia with an Indian population. As the target area for Loan Projects 522-V-025 and 522-V-031 and a target of significant agricultural development efforts, it is a priority region for any educational project which wishes to link education to the development effort and aiming at increased income and productivity. The system established in this Project will proceed to a second target region toward the end of the Project in 1981. This target region comprises nuclear schools to be built under an IBRD loan in the western and southern border areas.

The research unit has conducted a baseline survey of schools and communities in the North Coast region, which is the basis for the following profile.

Seventy-two percent of families in the C/S School System rely on farming as their princpal source of income. The average household has 7.6 persons, of which 2.3 on the average are attending school. The mean age of school-attenders is 10.6 years. Mean per capita income for individual small farmers is $130, and for group farmers $106. Occupations and incomes for the remaining 28 percent of the population are difficult to determine exactly. The majority are laborers in agro-industrial enterprises, earning between $50 and $100 mean per capita income. Rural entrepreneurs and artisans have incomes that are probably substantially higher than those of the farmers.

While educational expectations vary considerably, the majority of parents expressed a desire for emphasis on agricultural and vocational topics in the curriculum. Specific expectations are in terms of carpentry skills, cooking and sewing skills, and improved knowledge of agricultural techniques.

The nature and extent of Project benefits can be determined by the analysis conducted for successful C/S schools in the 1976 Assessment. Most importantly, the student who enters the Central Schools has a 140 percent greater chance of completing the six grades of primary school than does the student in other rural schools. Secondly, the quality and relevance of education is substantially improved, as the thrust of the curriculum is to improve practical instruction in agricultural and vocational areas linked to the traditional subject matter. These qualitative benefits have been described in the analysis of selected Central Schools. In summary they are: (1) increased level of classroom performance as demonstrated by decreased repeating rates; (2) acquisition of basic skills in agriculture and animal husbandry; (3) acquisition of domestic skills (sewing and cooking primarily); (4) acquisition of health concepts to reduce endemic illness.

The long-term benefits of improved skills cannot be quantified, as they are only one element in the entire development process. These benefits will provide, in the medium-term, rural human resources that are more fully capable of participating in and benefiting from rural development programs designed to improve their productivity, income and employment status.

C. Other Donor Activity

1. The World Bank

The World Bank is ending its first in a series of projects designed to assist the Government of Honduras in the improvement of education efforts. The $12,000,000 loan includes funds for: (i) expansion of the Escuela Superior del Profesorado (ESP) and its secondary-level practice teaching schools; (ii) construction and equipping four normal schools and twelve primary level practice-teaching schools; (iii) construction and equipping of three technical training centers; and (iv) renovation and expansion of the agricultural school at Catacamas to raise its level of teaching to post-high school and to construct three campesino leadership centers. The loan also provides funds for technical assistance, of which only 20 percent have been used. It appears that no further funds will be forthcoming for this purpose. The revised curriculum and training elements of the Project were not executed because of the Bank's de-emphasis of those aspects of its loan.

The Bank and the GOH have signed a five million dollar loan for assistance in the development of a system of educational nuclei (similar to Central/ Satellite Schools) in eight Departments of the South-western frontier area with 600 classrooms, teacher training, furniture, materials, syllabus revision, textbook distribution, technical assistance, and a non-formal education component. Funds for the software components are insufficient for any real effort. It appears that these elements will again be de-emphasized.

The Project can be expected to build various central schools with six grades, satellite schools with six grades and other incomplete schools of four grades. Given this physical infrastructure, there will be a need and an opportunity for teacher training and the introduction of materials and curriculum. Therefore, this is the most logical location for replication of the activities of this Project.

2. Interamerican Development Bank - IDB

The IDB is nearing completion of a project which includes an $814,000 grant and a $6,750,000 loan to upgrade technical education in the formal system.

The project includes funds for the construction of two new vocational institutes, the renovation and expansion of one agriculture institute, teacher training, secondary curriculum reform, equipment, furniture, materials and technical assistance.

IDB has loaned three million dollars to EDUCREDITO for post-high school educational loans. Similar assistance at the University level is being considered.

3. UNESCO

This agency has provided limited technical assistance (two technicians) in Non-Formal Education and three additional technicians to give a one year course in research curriculum and educational technology at the Escuela Superior del Profesorado. The course was attended by Ministry staff from the Offices of Primary, Vocational, and Secondary Education, Fine Arts, Educational Reform, and Planning. Several of these trained people will be part of the staff in this Project.

4. UNICEF

UNICEF will be providing $232,000 for materials and equipment for Central/ Satellite Schools in the Comayagua area and has also provided, in past years, the same assistance in the Project area.

5. CARE

CARE is involved in an ongoing self-help school construction program and is distributing PL 480 Title II food commodities for 180,000 schoolchildren.

6. Relationship to GOH Plan

All of the above agencies are working within the GOH National Development Plan, as it is currently interpreted. Vocational Education needs at the secondary level are being covered by IDB with its present and planned projects. The World Bank appears to be in a position and willing to finance the construction required to expand the Central/Satellite School System country-wide.

7. Coordination

The concentration of other donors on technical vocational normal school and higher education, and on physical infrastructure needs, creates a clear role for AID in the development of the system and software for rural primary education. This division of labor makes coordination with other donors relatively simple to accomplish through regular consultations in-country.

III. PROJECT SPECIFIC ANALYSES

A. Technical Feasibility

The use of modular educational technology--modules include materials for the students, accompanied by self-instruction packages, manuals, and supporting cassette messages for teacher training -- grows out of a need for a lowest cost model which can achieve the results necessary to improve student and teacher capabilities. Of the 13,000 primary school teachers, about 8,000 are rural. They are geographically dispersed to the degree that direct contact for all necessary training would result in a very high cost per trainee. Self-instruction packages plus cassettes tied to a limited number of workshop days in the field will cut costs of training, provide guidance and support for teachers learning the new curriculum and materials, and maintain MOE control over the introduction of the new approach in the primary educational learning system.

Since these manuals and cassette packages can be repeatedly perused (during non-school hours) by the teachers who receive them and since the problems they encounter will be dealt with through interaction with the Central School Director/Monitor, there should be assured at least equal learning outcome for the teachers compared to the traditional text book and seminars. Qualifying tests to be administered to all teachers should provide data to confirm this during the Project period.

This approach has been determined to be the lowest cost model applicable under Honduran conditions. It has had successful application in rural areas.[1/] The most compelling features are the low cost of replicability and its adaptability to various kinds of rural environments.

The responsiveness of the Project technical design to recommendations in the 1976 Sector Assessment is summarized in Annex E.

B. Economic Feasibility

A complete economic analysis of this Project is contained in Annex C and is summarized here. It evaluates the worth of the Project to Honduras, examines various strategies to achieve Project purposes, and tests the cost-effectiveness of teacher training and materials production modes.

The economic analysis concluded that this Project, though not quantifiable in economic terms, is compatible with the developmental objectives of the country and is likely to produce the economic and social benefits that emerge from a better educated work force, as indicated by studies done in other Central American countries. The analysis also concludes that the goal of providing a sixth grade education as a means of achieving equity is preferable to a possible alternative goal of providing universal access to a first grade education. The fact that C/S schools can, in fact, reduce

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1/ The modular approach has worked successfully in Project Impact, an AID-funded program in Indonesia. It is being utilized in the AID-funded Unitary Schools Project in Colombia. Experience there has shown that the approach is qualitatively superior to traditional teaching methods.

student drop-out rates and increase retention rates was confirmed by the analysis. It was concluded that, while the cost per sixth-grade graduate was reduced, the over-all costs to the system would be increased by the presence of more students. The financial implications of the added costs are evaluated in Section IV under Financial Feasibility. In general, it is assumed that the added costs would be acceptable in the light of equity and developmental goals. It must be emphasized, nonetheless, that the long-term financial resources needed to provide access to a sixth-grade education for all rural children are staggering and that only over a period of 15-20 years could Honduras achieve significant progress toward that goal. This Project will help make such progress possible.

The economic analysis concludes that, among the various means to achieve reduced drop-out and increased retention rates, the approach identified by this Project would be most effective for both educational and economic reasons. Teacher training in the field reduces costs by about 70 percent, from $95.00 to $26.00 per teacher. Learning modules produced on newsprint and shared by groups of children, as has been done successfully in Colombia, is seven times cheaper than a system using minimal cost text books. Perhaps more importantly, the modular approach is better able to adapt to various regional environments.

The cost-effectiveness of this Project's methodology as compared with other methods of accomplishing stated goals is therefore well established. Moreover, since the start-up costs for training, technical assistance, equipment and design are covered under this Project, replication can be accomplished at much lower costs.

C. Social Feasibility

The social soundness analysis is contained in Annex D and summarized here. The analysis examines Project beneficiaries, the likelihood of acceptance of Project innovations, and the likehood of diffusion of Project benefits.

Project beneficiaries are schoolchildren in the C/S school system on the North Coast, of whom approximately 85 percent are in the rural poor target group. It would be neither feasible nor desirable to separate out children from poor families as a target group, as the classroom includes all socioeconomic groups.

Acceptance of Project curriculum innovations will not be subject to decision-making by direct beneficiaries, as the child is in a process of formation and cannot be expected to pass judgment on the utility of Project innovations during the life of this Project. However, the parent has, and will have in this Project, an important role in educational decision-making. The likehood of his acceptance of educational innovation is assessed by the level of dissatisfaction with the present curriculum. Parental attitudes indicate substantial desires for change in the math, agricultural, and vocational

areas. It can be concluded, then, that to the extent that the curriculum introduced in this Project takes into account learning needs as expressed by the parents in baseline research, parents will be highly likely to accept it.

Mechanisms by which the school can elicit parental participation in the implementation of educational reform are analyzed. At present, a slight majority of parents feel that they do participate in school decision-making. Training for teachers and supervisors in this Project will emphasize the need for increased parental participation. But the strongest motivation for parental participation will be the provision of functional curriculum that meets parental requirements by imparting practical skills to their children.

Diffusion of Project benefits is analyzed at two levels. On the one hand, there will be a long-term diachronic diffusion of benefits to succeeding generations of the school children in Project schools. To the extent that a trained teacher is key to educational improvement, one can expect that on the average four generations of school children will be benefitted. On the other hand, synchronic processes will diffuse Project benefits by replication of Project educational innovations to other areas of the country.

D. Administrative Feasibility

The administrative feasiblity of this Project is analyzed in detail in Annex F. The analysis examines current organizational structures, assesses the management capacity of the relevant office of the MOE, and summarizes AID's administrative requirements.

The Project will require no significant reorganization of the MOE. Units and commodities already established for previous projects will be somewhat expanded. The roles contemplated for various units are already established by law.

One of the purposes of this Project is to establish an appropiate educational management system in the MOE, to link the curriculum development, materials design, teacher training, and evaluation activities of the MOE. Thus, the project design incorporates measures to address existing weaknesses in existing management systems.

The Project will be implemented by the Directorate General for Educational Planning and Reform. This office has experience in administering AID grant projects as well as other donor projects. Project design calls for management of activities by the MOE staff. AID's role will be to monitor Project progress.

The judgment of the administrative analysis, in sum, is that the Project has a sound management design and that DIGEPRE is capable of managing Project activities.

IV. FINANCIAL PLAN AND ANALYSIS

A. Project Financial Requirements and Timing of Expenditures

It is expected that A.I.D. Grant and GOH counterpart resources will be allocated to this Project and expended approximately as summarized in Tables 1 through 3.

It has been determined, on the basis of GOH and A.I.D. estimates, previous experience, and the Implementation Plan, that four years is reasonable period in which to implement a project of this complexity and magnitude. The Project will be executed from the end of the 1978 through FY 1982.

B. Financial Impact of the Project on the MOE

1. Fiscal Capability of the GOH to Bear the Costs of Project

The projected four-year total MOE counterpart commitment to this Project, i.e., salaries, per diem, and other costs comes to approximately $1,435,000. Since the average annual rate of growth for the MOE budget (1970-78) is 14.2 percent at the current budget level, the Project cost is well within the financial capability of the GOH/MOE. 1/

2. Fiscal Capability of the GOH to Bear the Recurrent Costs of this Project.

a. Program Delivery Costs

The MOE also has the capability to continue the program in the six-region Project area without external financing after the end of the Project as

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1/ The time-series comparison from 1970-78 of the GOH/MOE budget and the portion of the MOE budget allocated to primary education are indicated in Table 4.

most all of the program expenditures are not continuous. The expenditures for MOE staff and teacher retraining; for equipment procurement; for curriculum and materials development production, evaluation and revision; and for the institutionalization of the new materials in the target Central/Satellite schools will have been completed in the 4 years of the Project's execution phase. Expenditure, therefore, in the fifth and following years of the Project will include the salaries of the six central staff members, which amount to $25,200 per year, and the replacement of materials every three years which is approximately $3,178 annually at current prices. These new staff members will be employed in extending the program into other parts of the country, so their salaries can only be marginally allocated as recurring costs of continuing the program in the initial target region.

The replication cost to the MOE of expanding the Project delivery activities nation-wide would also be well within the financial capability of the GOH. Replication of materials for 400,000 students (the total projected primary school population in the early 1980's) would cost approximately $81,000 annually. 1/ It would take about four years based on the present teacher training staff of 24 people. 2/ Should more teacher trainers be hired to speeed up delivery training, their salaries would become an additional cost.

b. Increased Retention Rate Costs

The disturbing cost factor in this program is not the program delivery costs, but rather the overwhelming costs that could ensue over time because of increased retention rates.

Assuming that the enriched, more relevant curriculum and instructional methods proposed do, in fact, realize the goal of improved retention in the Central/Satellite system schools, budgetary allowances will have to be made for the larger number of students who are staying in these schools for

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1/ This figure allows for an additional 10% in the original number of offset plates to allow for variation in originals prepared for different regions. See Appendix C for cost breakdown.

2/ 24 teacher trainers could theoretically conduct 108 ten-day sessions in a summer (3 months X 3 per month X 12 sites at 2 instructors per site). They could thus train 2,000 teachers per summer. 8,000 teachers is the total estimate for the rural primary schools in the nation. It would thus take four years to train all 8,000.

all six grades. Half of all students entering the first grade graduate from sixth grade when target retention rates are achieved, as opposed to 17.8% in regular rural schools.

The assessment estimates that the Government spent US $235.75 per Central School entrant in 1975 terms. Traditional rural primary schools required the Government to spend only an average of $131.20 per student who entered first grade before he or she left school permanently. The higher cost per entrant for Central Schools is a result of greater retention levels.

The increased recurrent costs to the MOE budget of these additional pupil years are significant when considered over time. Currently, first graders make up over 30% of total primary school enrollments in the six North Coast departments (MOE data), and 77% of those are first-time enrollers. The 1978 enrollment is expected to grow 3% annually (slightly higher than the historical rate for rural primary), to 45,000 students in 1982, with 10,750 of these first enrollers in grade one. Using the cohort flow analyses for average pupil years in the Central Schools and traditional rural primary schools (p. 134 and 138 of the Assessment), and the slightly higher per pupil costs for the Central Schools ($46) compared to the regular rural schools ($40), we have the following total costs per entering student:

Improved retention: 10,750 X 5.10 pupil years each X $46/yr. = $2,521,950
Traditional : 10,750 X 3.28 pupil years each X $40/yr. = $1,410,400

This represents a 79% difference in recurring costs in order to achieve the stated objectives of increased sixth grade output for roughly 10% of the current rural primary school population. When only the Central/Satellite school population is considered, this increase is only a small proportion (2%) of the projected primary school budget, but it is clear that such improved retention at a national level would demand considerable increases in the MOE budget, even if the transition occurs gradually. Rural primary currently receives about 32% of the total MOE budget. If this portion were to increase 79% and all other allocations remained the same (urban primary, secondary, adult and higher education), the MOE current budget would have to increase 25% more than its normal annual increase. This, of course, takes no account of the increased demand on secondary schools due to larger numbers of sixth grade graduates eligible to enter.

Thus, while the immediate target group of this Project can increase retention to the desired levels without unduly straining the MOE budget, the GOH must thoroughly consider the budget implications of national replication of a retention-improvement curriculum as a measure of achieving greater educational efficiency and equity.

It is possible that the national priority accorded universal education will be sufficiently high to permit the Government to allocate the necessary funds to the MOE. Another possibility to be considered and carefully monitored during this project period is that the average pupil years and per student

costs used in the above calculations may not be the most complete estimates of the incremental costs of primary students staying in school another year or two. There are two reasons for this to be true over the longer run:

a. Higher grades are currently much smaller in number and often can be increased without proportional increases in number of teachers (the dynamics of this will be tested empirically at the project schools);

b. Once student flow becomes smoother with less overcrowding in first grades, it is probable that the first time enrollees in first grade will be closer to 100% of seven-year olds rather than the current 142%. This would reduce the number of entering students and introduce a "moderate cost restraint" that would make the total cost rise less quickly than under the assumptions used initially in this Section (Annex H.d. details the calculations using this restraint).

This Project, through the information/evaluation mechanism, will monitor actual costs of the new system as compared with traditional schools to enable the GOH to make policy decisions regarding the acceptability of the increased costs weighed against the value of achieving stated development goals.

Table 1: SUMMARY COST ESTIMATED AND FINANCIAL PLAN

(US$000)

S O U R C E	AID FX	AID LC	Host Country FX	Host Country LC	Other(s)+ FX	Other(s)+ LC	T O T A L
Use							
Staff Costs Tech. Assit-ance-Central Staff & Teach-ers	482			1,086			1,568
Participant Training	108						108
Per Diem				259			259
Commodities							
Equipment	147						250
Materials				50			
Computer Time				40			
Inflation Factor 10%	13						
T o t a l	750			1,435			2,185

Table 3: PROJECTION OF EXPENDITURES
By Fiscal Year
(US$000)

FY	A.I.D.	HOST COUNTRY	T O T A L
79	396	139	535
80	262*	434	696
81	83	555	638
82	9	307	316
TOTAL	750	1,435	2,185

* $249 thousands plus $13 thousands derived from an inflation of 9% on commodities.

TABLE 2: COSTING OF PROJECT OUTPUTS/INPUTS

(US$000)

	OUTPUTS* #1	#2	#3	#4	TOTAL
A.I.D.					
T.A.					
- Management	100	40	-	-	140
- Evaluation	19	38	-	19	76
- Curriculum	38	38	-	-	76
- Materials Development		90	-	-	90
- Ed. Technology	-	75	25	-	100
Participant Training		108			108
Commodities (includes 9% inflation factor)	-	-	70	90	160
	157		100	109	750
HOST COUNTRY TOTAL					
Staff	814	272	-	-	1,086
Per Diem	65	194	-	-	259
Other Costs	-	-	50	40	90
	879	466	50	40	1,435

* Keyed to outputs in the Log Frame

TABLE 4: GOH/MOE Budget Analysis

(US $ Millions)

Year	GOH Budget	MOE Total Budget	% of Total GOH Budget	MOE Primary Educ. Current Expen-ditures Budget	% of Total MOE Budget
1970	112.6	21.9	19.4	13.4	61.2
1971	125.7	26.1	20.8	15.7	60.2
1972	133.7	27.9	20.9	16.1	57.7
1973	136.1	30.1	22.1	16.3	54.2
1974	164.6	34.1	20.7	17.5	51.3
1975	197.4	40.1	20.3	19.9	49.6
1976	258.0	46.0	17.8	21.2	46.1
1977	312.9	54.2	17.3	25.5	47.0
1978	416.0	63.1	15.2	31.9	50.6

V. IMPLEMENTATION PLAN

A. Summary

ACTIVITY	TARGET DATE
PRO AG signed	Sep. 30, 1978
Contract signed for T.A. Procurement	Dec. 15, 1978
All Long-term on-board 4 Participants begin overseas training Equipment ordered (PIO/C)	Jan. 15, 1979
MOE Central Staff trained Development of Curriculum for Grades 1-3 Equipment installed	1979
All short-term T.A. on-board	June 1979
Installation and evaluation of Curriculum Grades 1-3 Development of Curriculum for Grades 4-6 4 Participants begin overseas training	1980
Revision of Curriculum Grades 1-3 Installation and evaluation of Curriculum Grades 4-6 Final participant trained overseas	1981
Revision of Curriculum Grades 4-6 Expansion to other geographic areas	1982
PACD	September 20, 1982

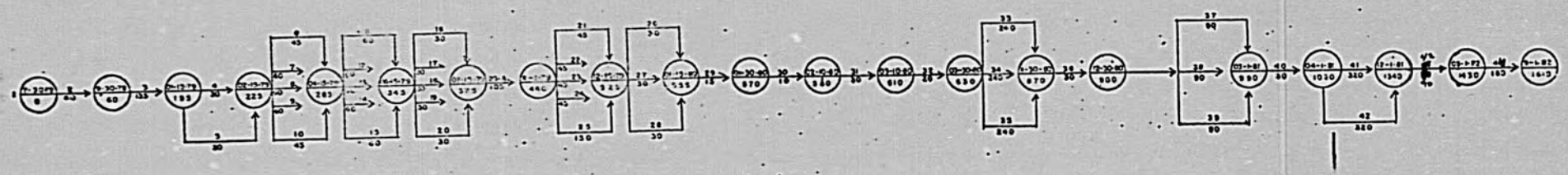
B. Detailed Implementation Plan

ACTIVITY NO. IN ATTACHED FLOW CHART	D A T E	ACTIVITY IN DETAIL	RESPONSIBLE UNIT	RESPONSIBILITY	FINAL RESULTS	DURATION IN DAYS
1	8/4/78	Design of Project	DIGEPRE	USAID - GOH	Final Document	
2	8/31/78	Signed Project Agreement and other Documentation prepared.	USAID	USAID - GOH	Project Agreement	31
3	1/15/79	Long-Term T.A. on board. Ed. Management, Curriculum Design, Ed. Technology, Evaluation and Information.	DIGEPRE	USAID - GOH	Consultants hired and in country	135
--5	2/15/79	Meeting with consultants and MOE Project employees to do work plan and organize new units for Project. Workshop.	DIGEPRE	GOH	Workplan for technical assistance. Creation of organization for administration of the Project	30
6,7,8, 9,10	4/15/79	Five workshops to standardize training of Central Staff in Curriculum, Teacher Training, Applied Research, Information and materials (given by consultants).	DIGEPRE/TA	GOH	Standardization of backgrounds of Central staff	60
11,12,13 14,15	6/15/79	Review of present curriculum, materials, research, teacher training and information systems.	DIGEPRE/TA	GOH	Identify positive aspects of all areas to use in future design	60

ACTIVITY NO. IN ATTACHED FLOW CHART	D A T E	ACTIVITY IN DETAIL	RESPONSIBLE UNIT	RESPONSIBILITY	FINAL RESULTS	DURATION IN DAYS
16,17,18, 19,20	7/15/79	Establishment of general guidelines of curriculum with all technical considerations, framework for evaluation, teacher training, information and materials.	DIGEPRE/TA	GOH	Guidelines for curriculum evaluation, materials, information research	30
20 A	11/1/79	Arrival and installation of equipment for printing and information and technology.	DIGEPRE/USAID	AID - GOH	Equipment installed	390
21,22,23 24,25	12/15/79	Curriculum design grades 1,2,3 materials designed printed for curriculum 1,2,3. Teacher Training design, grades 1,2,3. Evaluation Model design for Teacher Training curriculum and materials. Design of Media for support of curriculum and materials. Approval of Evaluation System for Project.	DIGEPRE/USAID	AID - GOH	Curriculum grades 1,2,3 Materials printed 1,2,3 Teacher Training Model Evaluation Model Design of Mass Media Model; Formative Eval. designed	150
26,27,28	1/15/80	Begin curriculum design 4,5,6 grades. Distribution of materials curriculum. Organize workshops of 10 days.	DIGEPRE/USAID	AID - GOH	Curriculum and materials in Central Schools. Workshop organized	30
29	1/30/80	First 10-day seminar in Central Schools of Project area, Satellites participating.	DIGEPRE C/S Schools	GOH	Begin teacher training	15
30	2/10/80	Finish workshop. New materials in C/S Schools and in use.	DIGEPRE Primary Ed. C/S Schools	GOH	First Teacher Training phase finish. Curriculum and Materials increase in C/S Schools.	10

ACTIVITY NO. IN ATTACHED FLOW CHART	D A T E	ACTIVITY IN DETAIL	RESPONSIBLE UNIT	RESPONSIBILITY	FINAL RESULTS	DURATION IN DAYS
31	3/10/78	Begin follow up workshops (2 days month) through end of Project. Begin formative evaluation of materials.	DIGEPRE C/S Schools	GOH	Second phase of Teacher Training begun. Begin curriculum evaluation of grades 1,2,3	30
32,33,34	11/30/80	Curriculum and materials of 1,2, 3, evaluated, ready for revision. Curriculum and materials for 4,5, 6, designed. End second phase of Teacher Training.	DIGEPRE	GOH	Curriculum and materials evaluated. Curriculum and materials 4,5,6 designed	20
35	12/80	Initial Evaluation	DIGEPRE/USAID	GOH - AID	Mid-term evaluation report	30
36,37,38	3/1/81	Curriculum and materials of 1,2, 3 revised and institutionalized by MOE. Introduce Curriculum and Mat. of 4,5,6. Worshop of 10 days for T.T. in 4,5,6 curriculum and mat. Introduce new curriculum in new area of country.	DIGEPRE Primary Ed. C/S Schools	GOH	New institutionalized revised Curriculum for C/S Schools begin 4th. phase of T.T. Introduce 1,2,3 in new area given necessary manpower	90
39	4/1/81	Follow-up workshops for 4,5,6. Evaluation of Curriculum Materials	DIGEPRE C/S Schools	GOH	Continue fourth phase of training 2 Research	30
40,41	12/1/81	End training on 4,5,6 curriculum and materials	DIGEPRE C/S Schools	GOH	End of fourth phase of training, curriculum and materials evaluated	390
42	3/1/82	Curriculum of 4,5,6 revised and institutionalized in MOE.	DIGEPRE	GOH	Curriculum of 1-6 Materials 1-6 institutionalized in zone of Project.	

ACTIVITY NO. IN ATTACHED FLOW CHART	D A T E	ACTIVITY IN DETAIL	RESPONSIBLE UNIT	RESPONSIBILITY	FINAL RESULTS	DURATION IN DAYS
43		Expand Program	DIGEPRE	GOH	Expansion to another region outside North Coast	
44	9/82	Final Evaluation	DIGEPRE/USAID	GOH - AID	Final Evaluation Report	60
45		Expand Program	DIGEPRE	GOH		



ACTIVITY

LINK OF ACTIVITY

N

NUMBER OF ACTIVITY

N

INITIAL OR FINAL EVENT OF ONE OR VARIOUS ACTIVITIES

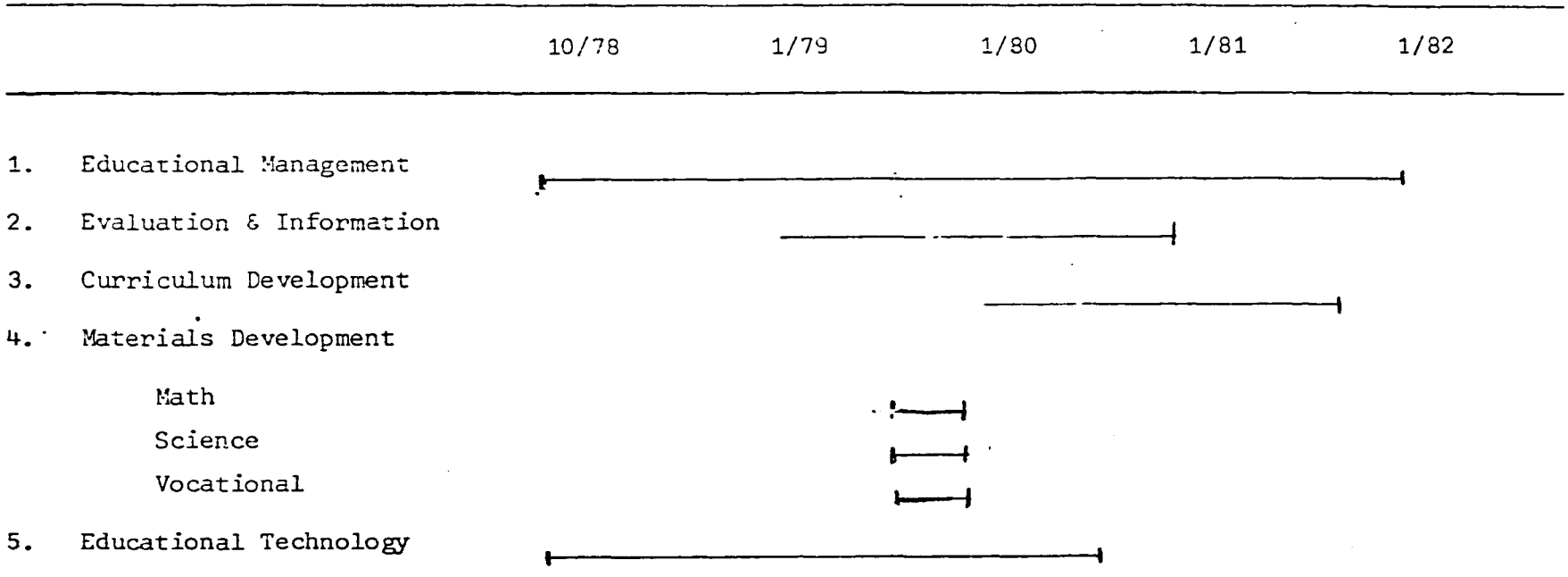
8-21-79

DATE OF BEGINNING AND/OR TERMINATION OF ACTIVITIES

239

TIME ACCUMULATED IN DAYS

TECHNICAL ASSISTANCE SCHEDULE



PARTICIPANT TRAINING SCHEDULE

		1/79	6/79	1/80	6/80	1/81	6/81	1/82	6/82	1/83	C O S T	
1.	Research										18,000	36,000
											18,000	
2.	Materials Develop.										6,000	12,000
											6,000	
3.	Curriculum Develop.										12,000	24,000
											12,000	
4.	Inform. System										12,000	24,000
											12,000	
5.	Ed. Ad-minist.										12,000	24,000
												188,000

VI. EVALUATION PLAN

A. Evaluation Model

Evaluation arrangements for this Project have been discussed in detail with appropriate MOE officials, and there is full agreement on the plan as presented herein. Evaluation procedures are an integral part of the Project design, to the extent that one of the three units to be established by the Project is the evaluation/information unit.

There are three commonly applied models of evaluation for an educational Project of this nature. The most frequently used is the opinion model, wherein an expert or group of experts from outside the Project conducts periodic evaluations for a few days or weeks. This model can be very useful in many ways, depending on the ability and experience of the outside evaluator. However, it is rarely of utility for day-to-day management which attempts to improve a project.

A second, more sophisticated, model incorporates some attempts to measure effects. Its method can include pre-and-post-comparative studies for short-term learning or, more frequently, surveys of user attitudes toward training. The results of said surveys can be delivered to Project management, but are not very useful for suggesting practical changes for improvement. These are often called summative evaluation systems.

The third, and least common, type of evaluation consists of rigorous attempts to analyze the functioning of an educational system. The analysis includes measurement of outcomes as well as analysis of the processes by which those outcomes were produced. For some evaluators, these process evaluations, utilized when there is a detailed baseline description and continued monitoring during project development, pertain to Project management processes rather than evaluation per se. Others, however, describe them as evaluation systems because the principal objective of this type of study is to utilize appropriate procedures to produce desired results. These are often termed formative evaluation systems.

The evaluation system of this Project combines the second and third models, with both formative and summative evaluation systems. Its purpose is to provide periodic appraisals of purposes, processes, means, and outcomes throughout Project implementation. Furthermore, there will be a continuing analysis of the causal variables that produce desired results, with a view to providing scientific bases for Project replication.

The model will meet the conditions of a demonstration process whose fundamental purpose is to provide data that can be used as a guide for action, by measuring the effectiveness of Project activities so as to offer valid information for the decision-making process. The evaluation unit will be responsible for detailed planning and implementation of the model, for which the broad guidelines are laid out here.

The evaluation unit will develop hypotheses of multiple causation between Project interventions, as independent variables, and the desired effect, measured by achievements in relation to the Project's objectively verifiable indicators, as a dependent variable. Antecedent variables will describe those factors that in certain ways set the boundaries of Project activities. Intervening variables, when added to the independent variables, explain the production of outcomes.

The verification of these hypotheses will require a research design which measures the extent to which desired effects have been produced; and whether it is more probable that desired effects are obtained with project-specific interventions than in their absence.

B. Arrangements for Evaluation Procedures

The collection of data for the evaluation plan has already begun with the baseline survey conducted under RR II. Collection of data for feedback will be a permanent process throughout the Project, focusing specifically on the effectiveness of training seminars, pre-test of materials, and the transformation of classroom methods and practices. Direct observation as well as surveys will be used to collect data.

The Project Implementation Plan has built into it the times and types of evaluation. In addition to the ongoing evaluation scheduled, two overall Project evaluations will be conducted by the Mission and the GOH. The first, an intermediate evaluation, is scheduled for December 1980. The second, and final evaluation will take place at the end of the Project, in September 1982. The evaluation will be conducted by Mission and GOH personnel, on the basis of data and reports developed by the evaluation unit of the Project.

These are in addition, of course, to the day to day monitoring of Project activities by the Mission Education Officer. For this purpose, at least quarterly project review meetings will be scheduled with the MOE Project Management Unit, the Technical Assistance staff, the MOE Technical Council, and USAID Education Officer. The purpose of these meetings will be to maintain joint management evaluations of Project progress and thus insure that Project activities remain on target.

VII. CONDITIONS, COVENANTS, AND NEGOTIATING STATUS:

A. Negotiating Status

This Project has been discussed in detail with the Minister of Education, and the Director General of DIGEPRE, and in more general terms with the planning council. Most of the concepts included in the Project originated in the MOE, particularly those related to the administrative arrangements

for project implementation, field training of teachers and the need to develop training modules. The DIGEPRE staff was instrumental in identifying the types and amounts of technical assistance and training required to institutionalize the activities of the Project. Accordingly no difficulty is anticipated in signing the Project Agreement before the end of FY 1978.

B. Covenants and Conditions

The Project Agreement will establish the GOH commitment to provide the counterpart financial support for the Project and to free Directors from classroom teaching to facilitate their supervisory role envisaged for this Project.

C. Third Country Technical Assistance and Waivers

This Project requires a mix of T. A. selected on an individual basis to address the specific needs of the Project. This mix will include some U.S. National some Central Americans and some third-country nationals. It is planned that the host government will contract individuals to provide all technical assistance and that both the USAID and the MOE will be directly involved in identifying and selecting individual technicians. A series of individual personal services contracts will be necessary. Some will require waivers, which the Mission is prepared to solicit on a case-by-case basis. The matter of a large U. S. presence within the Ministry is still a sensitive issue.

January 23, 1976

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E.O. 11652:N/A

TAGS:

SUBJECT: DAEC REVIEW OF RURAL EDUCATION PRP'S (LOAN AND GRANT)

REF: STATE 213591

ACTION: MS

INFO: D
AD
PROG
CD
CONT
CHRON
READER

23 JAN 76 1533

File 0119

SUMMARY:

THE DAEC REVIEW OF THE HONDURAS FY 77 RURAL EDUCATION PROGRAM WAS HELD DECEMBER 1, 1975. THE PROJECT WAS APPROVED IN PRINCIPLESUBJECTTO RECEIPT OF ADDITIONAL DOCUMENTATION AND ANALYSIS. SPECIFICALLY, THE DAEC RECOMMENDED THAT THE MISSION: (1) SUBMIT A REVISED DAP STATEMENT NO LATER THAN FEBRUARY 20, 1976, FOR AID/W APPROVAL WHICH OUTLINES THE MISSION'S EDUCATION STRATEGY BASED ON A DESCRIPTION OF THE MAJOR PROBLEMS IN THE EDUCATION SECTOR; (2) COMPLETE A SUBSECTOR ASSESSMENT NO LATER THAN APRIL 30, 1976, FOCUSED SPECIFICALLY ON RURAL EDUCATION NEEDS AND THE EFFECTIVENESS OF THE PRIMARY EDUCATION AND NON-FORMAL EDUCATION SYSTEMS IN MEETING THOSE NEEDS: AND (3) SUBMIT ALONG WITH OR AS PART OF THE ASSESSMENT AN INTERIM REPORT WHICH OUTLINES THE FY 77 LOAN AND GRANT PROGRAM BASED ON THE FINDINGS AND RECOMMENDATIONS OF THE SUB-SECTOR STUDY. IN ADDITION, IT WAS AGREED THAT THE PP FOR THE FY 76 GRANT PROJECT FOR NON-FORMAL EDUCATION COULD BE SUBMITTED AT THE SAME TIME AS THE DAP STATEMENT AND THAT THE SUBMISSION OF THE ASSESSMENT/ INTERIM REPORT SHOULD PRECEDE OR ACCOMPANY THE SUBMISSION OF THE PP FOR THE RURAL RECONSTRUCTION LOAN II.

1. DAP APPROVAL: PER REFTEL THE MISSION WAS ASKED TO SUBMIT AN AMENDED DAP STATEMENT FOR AID/W APPROVAL TO PROVIDE A RATIONALE FOR OUR INVOLVEMENT IN THE EDUCATION SECTOR, PARTICULARLY THE AREA OF FORMAL EDUCATION. THIS STATEMENT SHOULD BUILD UPON THE EARLIER DAP DESCRIPTION OF HONDURAN EDUCATION PROBLEMS AND MORE FULLY DEFINE THE PROBLEMS AND PROBABLE CAUSES AND RELATE THEM TO THE GOH'S EDUCATION PLAN. THE ROLE OF INTERNATIONAL DONORS AND OTHER AGENCIES WORKING IN THE SECTOR SHOULD BE DISCUSSED AND THE SPECIFIC ROLE AID MIGHT PLAY FOR ADDRESSING CERTAIN EDUCATIONAL CONSTRAINTS, SUCH AS

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FACILITIES SHORTAGE, LACK OF TEACHERS, MATERIALS, AND LOW RETENTION RATES SHOULD BE DISCUSSED. SINCE THE INVOLVEMENT IN PRIMARY EDUCATION IN HONDURAS DEPARTS FROM OUR PREVIOUS POLICY OF NON-INVOLVEMENT IN FORMAL EDUCATION, WHAT IS THE JUSTIFICATION FOR NOW INITIATING ACTIVITIES IN THE FORMAL SYSTEM? DOES THE IDB OR IBRD PROVIDE SUPPORT FOR THE FORMAL EDUCATION SYSTEM? IS IT PREFERABLE THAT SOME AREAS SUCH AS CURRICULUM REFORM BE FUNDED BY THE IDB OR IBRD GIVEN THE SENSITIVITY OF THE GOH TO BILATERAL ASSISTANCE IN THESE AREAS? THE APPROPRIATENESS AND STRATEGY FOR AID INVOLVEMENT SHOULD BE HIGHLIGHTED. FINALLY, THE MISSION'S CAPABILITY TO MANAGE AN EDUCATION SECTOR PROGRAM IN TERMS OF EXISTING AND PROPOSEDSTAFF SHOULD BE DESCRIBED.

2. CONGRESSIONAL NOTIFICATION: THE NEED FOR CONGRESSIONAL NOTIFICATION FOR THE FY 76 RURAL EDUCATION GRANT, WHICH WAS DETAILED IN THE PRP AND OUTLINED DURING THE DAEC REVIEW, HAS BEEN REFERRED TO LA/GC AND CC/LPC FOR A DECISION. USAID WILL BE ADVISED OF THE RESULTS BY SEPTEL.

3. SUB-SECTOR ASSESSMENT: THE DAEC WAS CONCERNED THAT THERE WAS INSUFFICIENT ANALYSIS OF THE EDUCATIONAL PROBLEMS OF THE TARGET GROUP IN HONDURAS OR OF THEIR CAUSES TO CONFIRM THE PROPOSED DAP STATEMENT AND THE LOAN AND GRANT PROGRAM PROPOSED FOR AID-FINANCING. IT WAS NOT CLEAR THAT THE PROBLEMS HAD BEEN FULLY IDENTIFIED. FOR EXAMPLE, IS IT THE LACK OF SKILLS OF THE RURAL POPULATION THAT SHOULD BE RECEIVING PRIORITY AID ATTENTION OR THE LIMITED ACCESS TO THE EXISTING PRIMARY EDUCATION, ALBEIT IMPERFECT, BY THE RURAL POPULATION, OR BOTH. WHAT DOES A LOW SKILLS LEVEL MEAN IN HONDURAS? SHOULD THESE SKILLS BE PROVIDED OUTSIDE THE FORMAL SYSTEM? WHAT WOULD BE THE APPROXIMATE COSTS? IT WAS ALSO NOT CLEAR THAT THE REASONS FOR THE PROBLEMS IDENTIFIED, E.G., LACK OF SKILLS, HAD BEEN ANALYZED. AS A RESULT, THE DAEC QUESTIONED THE NEED FOR THE LARGE AMOUNT OF CONSTRUCTION THAT AID WOULD BE FINANCING UNDER THE TWO PROPOSED LOANS. THIS PROBLEM OF LOW SKILLS LEVEL WOULD SEEM TO IMPLY PRIORITY TO CURRICULUM REFORM, TEACHER TRAINING AND NEW MATERIALS RATHER THAN SYSTEM EXPANSION. THE BUDGETARY IMPLICATIONS OF THE EXPANDED SYSTEM WERE NOT CLEAR. CONSEQUENTLY, THE DAEC RECOMMENDED THAT A SUB-SECTOR ASSESSMENT BE UNDERTAKEN WHICH WOULD SUPPORT THE RATIONALE FOR BOTH THE OVERALL PROGRAM AND ITS COMPONENTS.

Nature of problem + causes

TERMS OF REFERENCE FOR THE ASSESSMENT IN THE SECTOR AND FOR WHICH THE SCOPE OF WORK WILL BE DEVELOPED IN EARLY JANUARY, SHOULD INCLUDE THE FOLLOWING:

-----A) ANALYSIS OF TARGET GROUP NEEDS, I.E. WHAT ARE THE LEARNING NEEDS OF RURAL PEOPLE IN ORDER FOR THEM TO FUNCTION EFFECTIVELY IN THE RURAL AREAS?

-----B) DESCRIPTION OF THE EXISTING EDUCATIONAL SYSTEMS, BOTH THE FORMAL PRIMARY SYSTEM AND THE NON-FORMAL SYSTEM OPERATING IN THE RURAL AREAS IN TERMS OF:

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------- - COVERAGE/ACCESS FOR THE TARGET POPULATION.
------- - RELEVANCY OF EDUCATIONAL SKILLS AND ATTITUDES BEING TRANSMITTED:
------- - EFFECTIVENESS/EFFICIENCY OF THE TWO SYSTEMS IN TERMS OF COST AND BEHAVIOR CHANGE.

THIS SECTION CAN ALSO EVALUATE THE EFFECTIVENESS TO DATE OF THE APPROXIMATELY 73 SCHOOLS WHICH HAVE ALREADY UNDERTAKEN CURRICULUM REFORM.

-----C) DEFINE THE GAPS BETWEEN A AND B.

-----D) EXAMINE THE ALTERNATIVES TO CLOSE THE GAPS. WHAT CAN BE DONE AND WHAT ACTIVITY SHOULD AID SPECIFICALLY UNDERTAKE?

LA/DR WILL ASSIST IN IDENTIFYING CONSULTANTS FOR THE ASSESSMENT. CURRENT ESTIMATES INCLUDE AN EDUCATION PLANNER, ECONOMIST, AND AN EDUCATIONAL TECHNOLOGIST. JERRY WEIN OF LA/DR IS AVAILABLE THE WEEK OF JANUARY 19, 1976 FOR TWO WEEKS TO HELP DEVELOP THE SCOPE OF WORK.

4. INTERIM REPORT: THE MISSION WAS ALSO REQUESTED TO SUBMIT AN INTERIM REPORT ALONG WITH THE SUB-SECTOR ASSESSMENT WHICH SUMMARIZES THE RATIONALE FOR AND OUTLINES IN DETAIL THE FY 77 LOAN AND GRANT PROJECTS FOLLOWING LOGICALLY FROM THE FINDINGS AND CONCLUSIONS OF THE ASSESSMENT. THE JUSTIFICATION OF AID'S ROLE IN FINANCING AN EXTENDED PRIMARY SCHOOL SYSTEM, ALONG WITH THE NON-FORMAL SYSTEM, SHOULD BE CLEAR IN THE INTERIM REPORT. THE GOH COMMITMENT TO PROVIDE FUNDS AND STAFF FOR SUCH IMPORTANT COMPONENTS AS CONSTRUCTION, MATERIALS PRODUCTION CENTER, AND SALARIES FOR NEW TEACHERS INVOLVED IN CURRICULUM REFORM SHOULD BE COVERED BY THE REPORT. THE RATIONALE FOR THE HIGH PROPORTION OF LOAN FUNDS ALLOCATED TO CONSTRUCTION AND THE RELATIONSHIP OF THE CONSTRUCTION COMPONENT TO THE TOTAL PROGRAM SHOULD BE CLEARLY OUTLINED. THE ABILITY OF LOCAL COMMUNITY TO ASSUME MAINTENANCE RESPONSIBILITY FOR SCHOOL FACILITIES SHOULD ALSO BE DESCRIBED. USAID AND GOH MANAGEMENT CONSTRAINTS IN THE EDUCATION SECTOR SHOULD BE INCLUDED IN THE REPORT.

5. THE PP FOR THE GRANT PORTION OF THE PROGRAM SHOULD BE SUBMITTED IN TIME TO PERMIT NOTIFICATION AND OBLIGATION OF FUNDS IN THE INTERIM QUARTER (JULY 26, 1976 AT THE LATEST). SISCO

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AID 1020-28 (7-71)
SUPPLEMENT I

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

(INSTRUCTION: THIS IS AN OPTIONAL FORM WHICH CAN BE USED AS AN AID TO ORGANIZING DATA FOR THE PAR REPORT. IT NEED NOT BE RETAINED OR SUBMITTED.)

Life of Project:
From FY _____ to FY _____
Total U.S. Funding _____
Date Prepared: _____

Project Title & Number: _____

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Program or Sector Goal: The broader objective to which this project contributes:	Measures of Goal Achievement:		Assumptions for achieving goal targets:
Improve quality and increase availability of Rural Primary Education	Retention rate and number of graduates increased to 10 pupil years per sixth grade graduate in Project area schools.	MOE Data	Economic and social conditions promote desire for more education among parents and children
Project Purpose:	Conditions that will indicate purpose has been achieved: End of Project status.		
Establish an education management system with proven capacity to design, test, develop, and deliver improved curricula and instructional materials, and to train teachers in their use.	307 C/S schools have new educacational materials in four subject matter areas, i.e., math, natural science, vocational education and language arts, for the six primary grades, designed and produced by the new education management system.	Project Records Field observation Project Evaluations	No major natural disasters involving destruction of schools materials.
Establish a fully functional C/S school system in six departments of Northern Honduras.	915 teachers, 60 school directors and 42 supervisors, have been trained in and are applying new methodologies and materials.		Teacher cooperation in adoption of the modular group learning approach
	Training and materials production will have begun for at least one additional area where C/S or nuclear schools exist.		Teacher attrition at or below normal

A.I.D. 1020-28 (7-71)
SUPPLEMENT 1

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project:
From FY _____ to FY _____
Total U.S. Funding _____
Date Prepared: _____

Project Title & Number: _____

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Outputs:	Magnitude of Outputs:		Assumptions for achieving outputs:
An Integrated System for continous curriculum and materials design, teacher training, supervision and evaluation	One system in place	Project Evaluations	Continued viable working relationships between MOE and Technical Advisor
Personnel trained to operate the system	Teacher Trainers - 24 Educ. Researchers - 8 Curriculum/Materials Designers - 20 Materials Production - 3 Information/Systems Evaluation - 3 In-service primary teachers and directors -975 Supervisors - 42		
Improved materials production center	Capacity to produce 1,000 modules/ per month (24,000 total in 2 yrs.)	MOE re	
Improved Information System	Data processing capability for research/management analysis	Project Evaluations	
Inputs:			
AID ($750,000 Grant)			
Technical Assistance ($482,000) for design, management and in-country training	108 work months in: Education Management (36) Curriculum Design (24) Materials Design (18) Education Technology (24) Evaluation/Information Systems (24)	Project Records	Technically qualified firm or individuals to provide TA waivers for some TCN advisors
Participant Training ($108,000)	108 months in same technical areas as described for TA		

AID [illegible]
SUPPLEMENT 1

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project:
From FY _____ to FY _____
Total U.S. Funding _____
Date Prepared: _____

Project Title & Number: _____

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Inputs (Cont'd)	Implementation Target (Type and Quantity)		Assumptions for providing inputs:
Commodities ($160,000)	Reproduction - data processing, and microfilm equipment for: Information System $ 81,884 Educ. Technology 65,554 Inflation Factor (9%) 12,562		AID/W approval data processing equipment procurement
GOH			
Staff Salaries	$1,085,000	Project Records	
Staff Per Diem	259,000	MOE Budget	
Printing Supplies	50,000		
Computer Time	40,000		
	$1,435,000		

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Best Available Document

ECONOMIC ANALYSIS

This analysis will review three questions from an economic perspective:

A. Is this Project worthwhile in terms of benefits to Honduras?

B. If increased numbers of primary school graduates are socially desirable, and improved quality of instruction is the main factor inhibiting increased output of primary school graduates, then what is the best strategy or mix of strategies to obtain improved quality of instruction?

C. If better trained teachers and supplementary materials are the most appropriate mix of vehicles to improve instruction, what is the most cost effective way of training teachers and of producing the supplementary materials?

A. VALUE OF PROJECT TO HONDURAS

A.1 General Benefits

The exact contribution of sixth grade education to the workforce in rural Honduras has not yet been determined empirically or otherwise. However, the Education Sector Assessment notes two studies that support the hypothesis that higher economic returns result from fifth and sixth grade completion.* In addition to the probable economic value of basic literacy, numeracy and reasoning capacity resulting in improved rural workforse productivity, the Honduras National Development Plan for 1974-1978 emphasizes an equity goal, equal educational opportunity. This means providing access to relevant education not only at the first grade level but all the way through primary school, and for adults who missed formal schooling opportunities. It often happens that countries choose to implement their education equity goals by providing universal access to first grade. By creating incomplete schools (less than six grades) in order to spread limited resources to everyone, governments actually increase wastage of their scarce resources, since students are forced out before completing enough education to have irreversibly gained the basic skills they need. Most education sector assessments document this wastage. Providing access to six grades of relevant education, is more likely to permit accomplishment of equity goals with limited resources than is universal access to first grade.

Honduras has stated a goal of improving retention and promotion rates in rural primary schools and of providing improved educational materials

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* M. Carnoy's "Rates of Return to Schooling in Latin America", and A. Daniere's small farmer production correlation to education done for the Guatemala Evaluation Sector Assessment in 1976, both on p.146 of Honduras Assessment.

and equipment that will link the content of education to rural development needs.1/ The country also has specific successful experience with the dramatic improvement in retention through the introduction of practical orientation to the regular curriculum in pilot schools. Specifically, orientation of rural teachers plus the provison of a few tools and a project fund for developing agriculture plots, crafts classes and other practical experience opportunities has permitted some rural schools, designated Central/Satellite, to begin to relate academic subjects to familiar elements in the environment of rural students. Student interest and that of the parents and community is significantly higher in these experimental schools. The result is a far lower dropout rate for Central school students when compared to control schools also having six grades, but using traditional teaching approaches. A special study done for the Sector Assessment compared eight of the best Central schools with eight matched control schools for the years 1974-1975. The results are shown below:

Repetition, Promotion and Dropout in
Sample Central and Control Primary Schools (1974 - 1975)

	CENTRAL			CONTROL		
Grade	Rep.	Prom.	Dropouts	Rep.	Prom.	Dropouts
1	.245	.640	.126	.217	.494	.289
2	.212	.744	.044	.209	.616	.175
3	.143	.707	.150	.129	.615	.255
4	.113	.719	.168	.152	.559	.289
5	.105	.860	.035	.123	.827	.050
6	.033	.697	-0-	.069	.31	-0-

P. 136. Assessment.

It is very clear from this chart and from the Assessment that Central Schools with practical orientation are promoting many more students through the sixth grade rather than losing them to dropout: 502 students were graduated for every 1,000 entering the Central schools compared to only 213 graduating from the Control schools.2/ Furthermore, Central schools only required 10.2 school years per graduate compared to 16.6 years in the control schools. Despite slightly increased costs per student year including tools and local inputs, the cost per Central school sixth grade graduate was only $461 compared to $664 in the control schools and $736 average for all rural traditional schools.3/

1/ P. 13 of Assessment

2/ P. 138-139 of Assessment

3/ P. 143 of Assessment

It is resonable to conclude that low-cost efforts to bring more schools to the retention level of those Central schools which are functioning at their best capacity would be of economic benefit to the Honduran society because of the reduced wastage of education expenditures and greater productivity of graduates. In addition there would be social benefits providing more equitable distribution of education opportunities to rural children. However, to produce more sixth graders more efficiently will still cost more overall because more students will remain in school. These considerations are examined in the Financial Analysis.

A.2. Project Efficiency Targets

This Project will focus first on the 307 North Coast area schools which are organized in a Central/Satellite system. It is estimated that only about one-quarter of the 60 designated Central schools are presently realizing their full potential for improved retention (defined as the levels achieved by the eight sample schools in the Assessment Survey), and virtually none of the 247 Satellite schools are at this level of improved retention. This Project is designed to provide a generally improved curriculum, instructional materials for student use that will permit them to relate academic subjects to their rural environment, and training for all project school teachers and supervisors in the use of revised curriculum and materials. Section B. below will examine this mix of inputs. At the end of this project, all 307 schools (60 Central and 247 Satellite) will be successfully applying the more relevant curriculum and instructional methodology, and their retention rates and number of graduates will increase to or near the target rate (10 pupils years per sixth grade graduate).

B. COST EFFECTIVENESS OF PROJECT STRATEGY

Since empirical evidence indicates that a school can dramatically improve retention rates if the students are able to relate the academic subjects they must learn to the environment that is familiar to them, what are the alternative ways of introducing to the student this more relevant orientation? Once the required revisions or variations in the application of the curriculum have been developed, this information can be delivered to the students in a variety of ways:

- Improved rote learning by increasing teachers knowledge of subject areas. (Method presently in use.)

- Individual worksheets and designs for experiments at home or in the neighborhood.

- Video-tape or TV presentations to visually present to children how practical application might occur, without necessarily requiring students themselves to do the tasks.

- Text books revised and distributed to all rural children to take home and apply lessons learned.

- Supplementary radio programs trasmitted to children in school or at home to guide them in the application of what they learn to practical problems.

- Learning modules and tools for practical work distributed to schools so that groups of students can experiment in school agricultural plots, crafts workshops and simulated games with the application of academic studies to rural life.

Each of the above alternative methods was considered and some were discarded as unfeasible for both practical and economic reasons.

Memorization and rote learning is the traditional method of education in much of rural Latin America and uses the teacher alone as the channel of information to the child. Increasing the teacher's knowledge may certainly increase the total information available, but unless the child learns how to use and apply the knowledge gained, little of long-term value (economic or social) can be attributed to this alternative. The success of the Central school depends on participatory learning and application to familiar environments. In large classes, this is difficult for an un-aided teacher to arrange regardless of his substantive knowledge.

Direct transmission to the student via individual worksheets would have placed an excessive burden on the MOE (which only allocated one percent of its budget to materials and supplies for primary schools in 1978), requiring at least a doubling of amounts allocated to that line item for full coverage of rural primary students.

No video or TV equipment is currently available in the GOH for widespread use in primary school education. Although the possibility exists for the GOH to make such an investment now, no basis for preferring video over radio or print materials exists. Since the infrastructure for the other two (radio and print) already exists, use will be made of the available equipment in which the MOE has invested.

Textbooks are available in a majority of rural schools but many schools do not have complete sets. Section C.2. below demonstrates how textbook purchase, even without considering costs of developing new texts, is not as cost-effective as the materials alternative chosen. Most importantly, the standardization of textbooks does not permit easy adaptation to regional environments, the factor that appears to most account for the success of the instructional innovations of the Central schools.

Radio-transmitted supplementary lessons for primary students is not contemplated at this time basically because the project is still in a pilot area. However, Honduras has a transmission infrastructure, and

the population owns a sufficient number of transistor radio receivers, for future consideration of this alternative. The history of adult non-formal education in Honduras has developed the basis for social acceptance of radio technology for learning needs of the out-of-school population. The Assessment describes in detail the programs of ACPH's Escuelas Radiofónicas, Radio Progreso, Radio Evangélica and the Government-owned Radio Honduras.*

Theoretically, students could also have access to the radio at home to motivate and guide them in practicing what they had learned at school during their farm or home chores rather than staying two extra hours at school to undertake similar tasks on school property. However, since Radio Honduras provides national coverage, separate models for applying curriculum to the rural environment in each major region of the country would be difficult and costly.

This project opts for the alternative of providing teachers and students with appropriate instructional materials and tools as well as methodological training for teacher in the use of learning modules and in regional adaptation of a core curriculum. A revision of the current curriculum, at the request of the MOE, has been programmed prior to preparation of such instructional materials. The in-service teacher training will take place in Central Schools rather than more costly training in an urban center, which would require expenditures for travel, per diem, and lost teaching days. The low cost training model is discussed more fully in Section C.1 below. The provision of self-instruction packages (manuals and cassettes) to teachers will also reduce the time spent in seminars. Cassettes are proposed because of the relatively small number of teachers (1975) involved at the pilot stage. Once the cassette tapes are developed, however, transmission via radio to significantly larger numbers of teachers would be relatively easy and may prove to be more efficient.

C. COST EFFECTIVENESS OF PROJECT METHODOLOGY

C.1 Cost Effectiveness of Teacher Training Methods

It is estimated that each teacher will require ten days of additional training in order to complete orientation in the revised curriculum and the methodology. Traditionally, teachers were called out of their schools and required to attend workshops in Tegucigalpa or a major Teacher Training Center. Daily per diem was budgeted and their travel expenses were subsidized. The resulting cost of this in-service training would be $95.00 per teacher without considering costs of preparation of the course itself:

*Chapter IX of Assessment

TRADITIONAL 10-DAY WORKSHOP

Travel (average)	L. 40.00
Per Diem	L.100.00
Materials	L. 2.00
Three Instructors, at L.955 for 10 days ÷ 20 (20 teachers per 3 Ins.)	L. 48.00
TOTAL PER TEACHER	L.190.00 or US$95.00

By conducting this type of seminar at the Central Schools with trainers arriving at the site and teachers within daily "commuting" distance, the operating costs have been reduced considerably to US $26.00 per teacher:

10 - DAY WORKSHOP AT CENTRAL SCHOOL

- 2 Instructors:

Salary	L. 640.00
Per Diem	L. 200.00
Travel	L. 80.00
Sub-Total	L. 920.00

- Central School Director (as instructor) Salary 85.00

Total L.1,005.00 ÷ 20 teachers = L.50.00

- Material L. 2.00

Total per teacher L.52.00 or US$ 26.00

C.2 Cost-Effectiveness of Materials Production

The project proposes to provide the schools with materials that contain elements of self-instruction and participation and allow students to work in groups. A similar system experienced success in Colombia and provided a lower cost alternative to provision of textbooks as will be shown below. The fact that modules (defined as one year's materials in one subject) are prepared in such a way that they can be distributed to groups of six to eight children, permits four sets of modules to fulfill the learning needs of an average class. The estimated physical life of one module is three years. Children copy answers into their own notebooks, a traditional method in Honduran schools even with textbooks, which permits parents to review what the child is learning when he returns home from school.

The cost of development of these materials will actually be part of the curriculum revision effort and is annualized here and attributed to the cost of producing materials. It is assumed the major redevelopment of the curriculum will last for at least nine years, i.e., that the materials can be printed from existing plates three times assuming that they last physically three years per printing.

Actual reproduction costs for sufficient units to supply all Central/ Satellite schools in four subject areas are minimal. Given 40,000 students, 975 teachers and 1.54 grades taught by each teacher (all actual 1978 data from MOE) a total of 24,000 modules for student groups would have to be printed along with 1,500 each of teachers manuals and evaluation manuals. The estimated curriculum development, materials design and reproduction costs are summarized below with details on page 13 and 14 of this Annex.

Item	Total Cost	Depreciation or Amortization Period
Newsprint and labor	$ 9,535	3 years
Curriculum development and materials design	$ 396,000	9 years
Printing equipment	$ 20,000	10 years
Offset plates	$ 20,000	9 years
Total annualized cost (annual cost of all of above) for 40,000 students	$ 51,418	
Total annualized cost for 400,000 students	$ 80,020	

As can be seen the additional costs for replication of the curriculum modules to the national level (400,000 estimated rural students in Honduras in 1983) is minimal. Once the investment is made in development costs and offset plate preparation, the materials can be printed in large numbers for only the cost of newsprint and labor.

As an alternative to achieve the same outcome of higher student performance, we might assume that the MOE would buy new textbooks for each student in all four subject areas at the conservatively low cost of $1.75 each with no development costs (texts currently in print would be selected), and that the textbooks would last for five years rather than the three estimated for newsprint materials. The following costs result:

Annualized costs for four texts each for 40,000 students = $ 56,000

Annualized costs for four texts each for 400,000 students= $560,000

The comparison is clear at both the 40,000 and the 400,000 student level that the group-based instructional materials are lower cost, especially considering replication to all rural primary students in Honduras. The

fact that the instructional materials can be flexible enough to permit teachers who are properly trained to introduce region-specific examples, and that the module method permits several grades of students to function effectively and simultaneously in a single classroom, implies that the instructional materials modules will actually produce a higher outcome in terms of student performance than the textbook-based instruction, even though costs are lower. Distribution costs have not been considered since they would be similar for either alternative

D. MOE DATA ON CENTRAL/SATELLITE SCHOOLS

1. Statistics concerning Multi-Grade Teaching Data

Grades	% Teachers with Responsibility for
0	9%
1	54%
2	22%
3	8%
4	4%
5	0.7%
6	1.4%
+ 6	0.4%

Average grades taught per teacher = 1.54

Standard Error = 0.069

2. Other Relevant Statistics

No. of students in rural primary	40,000	
No. of teachers in rural primary	975	
No. of grades taught by average teacher	1.54	
No. of grades taught in C/S project schools	1,500	(975 x 1.54)
Average number of students per grade	27	
Average number of students per teacher	41	

One learning module per 6-8 students per subject = four modules per subject.

One teacher's manual and one evaluation manual per grade per subject.

Four copies of modules per subject times four subjects = 16 modules per grade.

16 modules times 1,500 grades = 24,000 modules

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E. DETAILED COST ESTIMATES FOR INSTRUCTIONAL MATERIALS

1. Cost of Reproduction of Classroom modules (depreciation: three years)

24,000 modules of materials x average 80 pages per module = 1,920,000 pp =	3,840 reams	
1,500 teachers manuals x 25 pages average = 37,000 pp	75	
1,500 evaluation manuals x 25 pages average = 37,000 pp	75	
Total Newsprint required	3,990 reams	
Cost of paper at $1.50/ream =$5,985		$ 5,985
Other supplies (binders, etc.) $0.5/ module or manual x 27,000 modules and manuals = $1,350		$ 1,350
Total Cost of supplies to produce materials (for 40,000 students and 975 teachers teaching a total of 1,500 grades)		$ 7,335
Labor and utilities cost = 30% of paper cost		$ 2,200
TOTAL COST		$ 9,535
Annualized cost (divided by three)		$ 3,178

2. Cost of Making Originals (amortization period nine years)

Offset Plates

24 original modules (6 grades x 4 subjects)	
160 pages/module (80 pages x 2 sides)	
One plate produces four pages = 40 plates per module	
40 plates x 24 modules = 960 plates	
US $21 per plate x 960 plates	$20,160
Annualized cost (divided by nine)	$ 2,240

3. Equipment (amortization period ten years)

Offset multilith Plate reproduction unit Collater binder stapler	(See equipment list)	$20,000

Annualized cost (divided by ten)	$ 2,000

4. Development Costs: Personnel and advisors (amortization nine years)

MOE curriculum unit: 12 persons x 24 months X US $350/m	$100,800
MOE materials design unit 8 persons x 24 months X US $350/m	$ 67,200
AID Advisors 60 months x $3,800	$228,000
TOTAL	$396,000
Annualized (divided by nine years)	$ 44,000

TOTAL ANNUALIZED COST OF DESIGN AND PRODUCTION FOR:

40,000 students	$ 51,418
400,000 students	$ 80,020

SOCIAL SOUNDNESS ANALYSIS

This analysis will focus on three questions from the perspective of potential beneficiaries:

1. Who will benefit from the Project?

2. What is the likelihood of acceptance of Project innovations?

3. What is the likelihood of diffusion of Project innovations to other beneficiaries?

A. INTENDED BENEFICIARIES AND BENEFITS

1. Beneficiaries

The direct beneficiaries of this Project are some 40,000 school children from Central/Satellite schools in the six Departments of the North Coast. This analysis will not attempt to describe these children. Rather, the focus is on the families to which these children belong. The analysis is based on data collected for the Agricultural Assessment and the baseline survey of Central/Satellite schools under RR II.1/

Seventy-two percent of target children come from peasant farm families, whose average annual net per capita income is $130. Roughly 85% of these families fall under the poverty line, defined as $250 per capita income in Honduras. The remaining 30% of schoolchildren are from landless agricultural labor families, rural artisans and entrepeneurs, and persons employed in the urban service sector.

This Project, obviously, cannot separate out the rural poor schoolchildren as a discrete target group. The classroom is, and will remain, the great leveler, including children from all socio-economic groups. However, the majority of children in these schools are in fact from poor families. More importantly, the increased retention rate in C/S schools will benefit the families that are at present more disadvantaged by the educational system, those families whose children tend to drop out earlier for economic reasons.

The average household in the area has 7.6 persons, of which a mean of 2.3 are attending school. Parental literacy rates are 65%, and average educational attainment is 1.9 years. Only 19% of parents have participated in non-formal education courses of any kind, primarily sewing, first aid, cooperativism, and agricultural courses. When parents were asked to name three areas in which they would wish to have non-formal education, they responded as follows: sewing, 42%; agriculture, 11%; masonry, 9%, first aid, 9%. It is obvious from this list that the strongest felt learning needs are for practical skills that can be applied to the household economy and are of immediate value.

The individual farm families in the target area practice a largely subsistance agriculture. The most important crops grown by these farmers is maize, beans, rice, yuca, and banana. Their level of technology is traditional. Farmers were asked to name the three most important tools they used in agriculture. The machete and hoe are by far the most important tools, mentioned by 90 and 74 percent of the farmers, respectively. The axe and digging stick follow in importance, mentioned by 47 and 28 percent, respectively. The plow is considered an important agricultural tool by only 15% of farmers. In terms of agricultural practices, the same traditional profile obtains. Three fourths of farmers, whether individual or groups, use seed produced on the farm. Only 7% use improved seed exclusively. The use of fertilizer is equally low, though soil conditions in much of the North Coast are such that fertilizer is not an important input; only 18% of farmers use fertilizer.

Of the farm families in the target region, roughly one fifth are agrarian reform families and the rest are small farmers. These target groups are described extensively in Mission assessments. Suffice it to say, for purposes of this analysis, that these two farm sub-groups pose differing requirements on the educational system. While the core curriculum for both is similar, the application of learning in math, the sciences, and vocational education is different for group farm endeavors and individual small farms.

The basic design principle of this Project will be to take into account the differing learning needs of individual small farm families, group farm families, and non-farm families. The core curriculum and materials will be essentially the same, as it is impractical and probably undesirable to produce different curricula for children from different interest groups within the same classroom. However, teaching methods and learning activities will be designed to permit flexibility at the classroom level, requiring the teacher to adapt the core curriculum to the particular characteristics of the target groups in the school's community.

2. Benefits

While the quantifiable economic benefits to schoolchildren are difficult to determine, the qualitative benefits are tangible and immediate. There will be an improvement in the quality of classroom learning, due to three project interventions: improved teaching methodology, improved materials, and more relevant curriculum. The student will learn by working in groups with modular learning materials, rather than rote repetition and memorization. This will increase and enhance positive attitudes toward group cooperation as a means of achieving goals, which will be significantly important in civic participation and participation in cooperative endeavors when the child reaches adulthood. Given the fact that much of the agricultural development effort is focussed on cooperatives as groups and that there is an obstable to developing cooperation among peasants who

are accustomed to individual family labor, the benefit will be not only to the child as he becomes an adult but to Honduran society.

The improved materials provided by this Project will qualitatively enhance the child's learning. At present, little or no materials are provided to the child. Materials that are designed to impact on the students mind will increase the level of learning.

A curriculum which is relevant to the rural environment will have long-lasting qualitative benefits for the child. On the one hand, there will be short-and-medium- term improvements in health and nutrition status as a result of the learning of more appropriate health habits in the improved curriculum. On the other hand, there will be long-term improvements in production techniques, and health practices that will benefit the child when he is an adult and also his family as it develops.

B. ACCEPTABILITY OF PROJECT INNOVATIONS

It should be pointed out at the outset that the principal direct beneficiaries of this Project, i.e., schoolchildren, have little or no say in the acceptance of project innovations. It is in the nature of the educational process that primary schoolchildren are subjects of curriculum. That is, they are being formed and molded by the school curriculum. Therefore, the analysis in this Project will focus on acceptability of project innovations to the school community, as it is the parents who ultimately do and should participate in the educational decision-making process.

This analysis will assess the status of school-community relations at this point in time and the attitudes of parents toward the present curriculum. From these two sources, an informed judgment as to the acceptance of innovations in curriculum can be made.

A slight majority of parents (51%) do participate in school decision-making in existing C/S schools, while the preponderant majority (86%) feel that parents should participate.

Parents are able to articulate their reasons for participating in school decision-making processes. Parents who do participate were asked to state reasons for their participation. The most important reason is to know what their children are learning in school, according to 60% of parents. Twenty-one percent consider that it is to help the child and the school in the learning process, while 13% feel that in this way the teacher assists the parents. The remainder of parents consider that it is of general benefit to the community to participate in the school decision-making process.

When asked whether schooling in the C/S system is related to community needs, a majority (54%) of parents respond positively. Similarly, 62%

of parents express a general overall satisfaction with the school's teaching. Almost three-quarters (72%) of parents feel that teachers are interested in their childs progress in school. The same number (72%) feel that school community relations are good or very good, while 17% feel they are average and 8% feel they are poor or non-existent.

Two-thirds of parents feel that the teacher is interested in community development; they can cite specific instances in which the teacher has participated in the establishment of community organization, primarily parent-teacher associations.

It is important here to note the importance of the school in community development efforts. The most important institutions sponsoring community development projects in the community are local institutions. The patronato and the municipality are two local organizations, one a voluntary community betterment organization and the other a part of the departmental government system. The patronato sponsors 28% of community development projects and the municipality 11%. The school and parent teacher associations together sponsor 16% of community development projects. Community leaders sponsor 5.2%. A variety of central government institutions sponsor projects. The most important private voluntary organization is CARE, which sponsors 3.2% of community development projects. A variety of other institutions sponsor the remaining 22%. Thus, the school is the second most important sponsor of community development projects, carrying out more projects than all other central government agencies combined.

A large majority (75%) of parents feel specifically that the C/S system has benefitted the community and has improved the education of their children.

These data lead one to the conclusion that there is, by and large, a propitious atmosphere for the introduction of innovations in C/S schools, as relations with the community are positive and there are already widespread positive attitudes toward C/S school functions. Needless to say, there are some areas that will require modifications during project implementation. One of these areas is that of parental participation in the decision-making process. For innovations to be accepted, that participation will have to be increased and enhanced through mechanisms like the PTA, and workshops for the parents which explain the advantages of the new curriculum.

Parents in Central/Satellite schools participate in various ways. The most common form of participation has been in self-help school construction. Parents also participate in practical learning projects, both in animal husbandry and agriculture. The most limited form of participation is in review and approval of the curriculum. Parents will be involved in the curriculum development process of this project by reviewing the pre-tested curriculum at each Central School, as well as being the sources of baseline data for curriculum design.

A second area which will require further monitoring deals with reasons, external to the school system, for high drop out and extended absenteeism rates. The Sector Assessment notes that possible causes for absenteeism and dropout include a number of social and economic constraints. For example, extended absences or complete withdrawal often result from the importance of children to household economics--this is especially the case during periods (planting and harvest seasons) of peak agricultural activity. Similarly there are reports of children missing school to care for younger siblings while both parents work, as well as dropouts caused by family migration (both seasonal and permanent) in search of employment. Certainly these are potential constraints to project implementation. For the new curriculum to be successful children must be in attendance at school. To the extent that they are determined, with further analysis, to be serious constraints, mo ifications, such as adjustments in the school calendar and daily schedule will be considered.

IN-COUNTRY TRAINING PLAN

This Project will provide two levels of in-country training, that of the Central Staff and that of the in-service Central School Directors, teachers and supervisors. The technical assistance provided in this Project will be used to train the Central Staff in the specific areas of specialty of the Central Staff sub-units as described below.

I. CENTRAL STAFF

A. Curriculum Unit

All members of the curriculum team will enter this Project with college level training from the ESP in addition to a one year theoretical course in curriculum given by UNESCO in 1977. The formal training, to be done in a 45-day seminar will be in criteria for educational planning and programming, framework for curriculum design, the design of learning objectives, curriculum and materials design, and evaluation. This training will bring all trainees to a level which will allow them to enter into the working phase of the Project with a common background. The group will then be assisted by the technical advisors as they work through the review, design and introduction phases of their work.

B. Teacher Training Unit

Most of the members of this team also have had basic ESP training. At the end of the 45-day seminar period the group will have received training in curriculum theory, group dynamics and principles of field investigation and surveys, fundamentals of teacher training, methodologies, supervision, follow-up, evaluation, and educational technology. The technology training will include fundamentals of mass media, and program design and evaluation. This group has already begun training under the NFRE Project. The total length of this group's training will have been approximately one year.

C. Research Unit

The research group also has had basic ESP training plus training in the NFRE Project which included cultural anthropology, rural sociology, and social psychology plus some statistics, and SPSS techniques in computer applications in research. This project will serve to increase their training in analysis, which is one of their weaker areas of training, and to expand their knowledge in data processing and social sciences.

II. IN-SERVICE TEACHER TRAINING

A. Phase I - Curriculum Design and Programming and Their Relationship to Teacher Training

The curriculum design is to be carried out as part of a process which will lead to in-service teacher training. It will be done in the following stages:

1. Programming or Curricular Design Phase

In this phase there will be a review of the various curricula existing at the moment in the Project Area. Following this, the general framework of the curriculum will be developed taking into consideration pedagogical, methodological and social elements.

Next, utilizing an integrated methodology, primary education programs will be designed to encompass a coherent and systematic statement of general and specific objectives, content, practical activities, specific resources and evaluation. Further, one-hour cassettes will be recorded to reinforce the written materials which will be used in training teachers.

The program designed in this way will develop subject matter and materials for training of the teachers during project implementation. Based on the Program, the design of integrated units will begin. These units will serve as a guide so that the teacher can easily and sequentially introduce the new program in the classroom.

As a complement to these two types of materials (programs and integrated units), a prototype of material will be designed which the teacher will enrich utilizing his/her own experience and capacity and which can be adjusted at the level of the school.

There will be seven considerations taken into account as the materials are designed for each unit: association with the environment, practical activities, free activities, review activities, tests for student evaluation, answer sheets and control of progress.

B. Phase II - Curriculum Experimentation and In-Service Training of the Teachers

In the second year of the Project the application of the curriculum and programs in the Central/Satellite schools will begin with the constant advisory assistance of the central teacher training unit.

The following describes the various steps to be followed during the Project as relates to curriculum and materials, development and application.

1. Production of Curriculum and Materials

Production of the curriculum and materials by the curriculum and program units of DIGEPRE based on the findings of the Research Unit.

2. Review of Curriculum and Materials

The curriculum and materials will be reviewed by the Curriculum and Materials unit of the DIGEPRE.

3. Consultation with Teachers

The review group will consult with rural teachers and other educators regarding the curriculum and materials to be sure they are realistic and pertinent.

4. Adjustments in the Program

If the results of these consultations indicate the need for modifications, they will be made.

5. Materials Production

Once the adjustments are completed or if they are not necessary, the curriculum and materials will be passed to the Materials Production Center for reproduction.

6. Delivery to the Central Schools

The materials will be delivered to the Central Schools for use in the Teacher Training seminars.

7. Teacher Training

There will be a 10-day seminar for training teachers in the use of the curriculum and materials previously designed and for dissemination of information to the community. This seminar will be followed by monthly seminars of two days duration for the purpose of adjusting and reinforcing the use of materials and new curriculum. All members of the Central Unit will participate.

The initial workshop series will also be scheduled into the Normal Schools program to insure that their graduates are prepared for participation should they be assigned to a C/S school.

8. Distribution of the Materials in the Satellite Schools

The curriculum and materials will then be delivered to the Satellite schools.

The delivery and study of curricular materials will continue throughout the balance of the years and will be done in the two-day monthly seminars described below.

9. Introduction into the Classroom

The programs will then be introduced into the classrooms.

10. Follow-up

The follow-up will be done in the two day seminars.

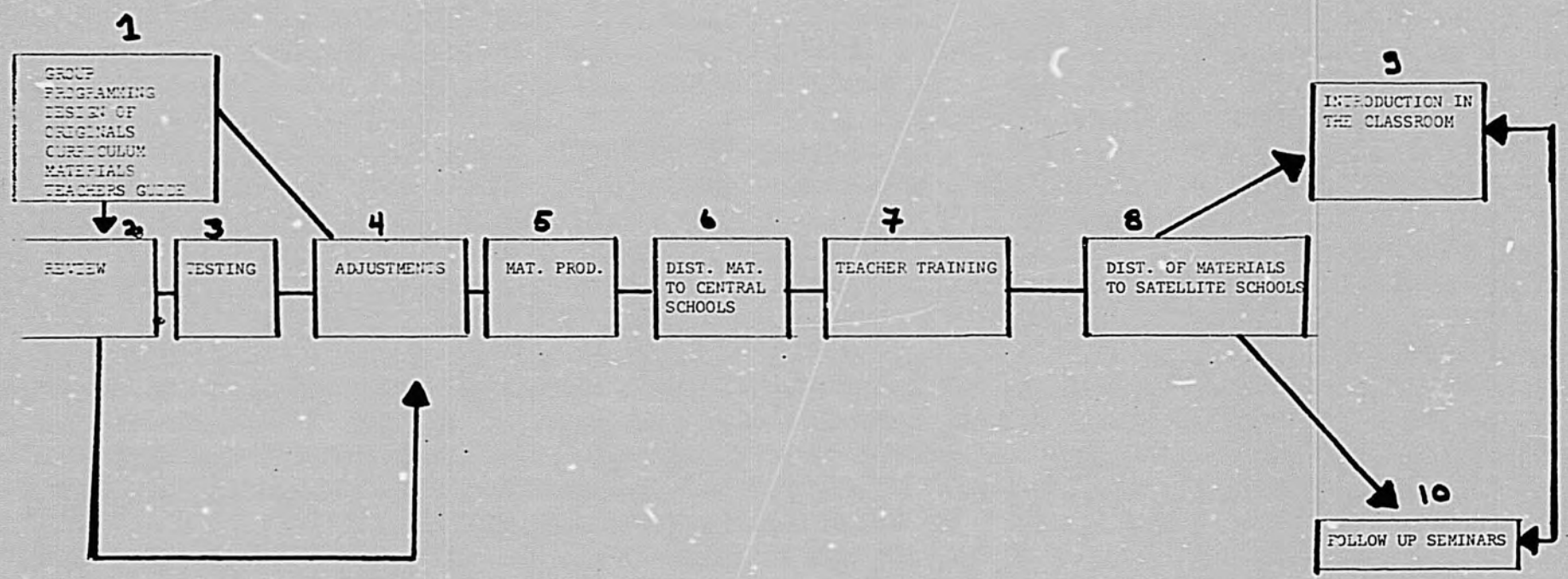
These seminars will be carried out in satellite schools and all the teachers in the Central/Satellite complex will attend. The objectives of the seminars will be:

i. Interchange of information and experience among the various teachers who participate in the Program.

ii. Analysis of the problems and search for solutions.

iii. Review and study of new curricula and materials with supervisors and technicians from the Planning Office.

GENERAL STEPS OF CURRICULAR AND TRAINING EXPERIENCE



SUB-SECTOR ASSESSMENT RECOMMENDATIONS AND RESPONSES

This Project is the product of an evolution of ideas first concretized in the Educational Sector Assessment in 1975. That assessment endorsed the Central/Satellite school concept based on the greater educational effectiveness results of certain central schools over traditional rural schools, e.g. higher retention rates, higher promotion rates, greater student interest and commitment to learning, etc.

The Assessment also recommended various activities for improving the support services to and of the Central Schools. These are summarized below in Section A with the response made in the proposed Project noted. Section B discusses these project responses at greater length.

A. RECOMMENDATIONS MADE IN ASSESSMENT

1. Teachers: Explore ways to provide incentives for teachers in rural areas. Expand in-service teacher training efforts. Explore ways to alleviate the materials shortage.

All three of these recommendations are responded to in this Project.

2. Instruction Materials: Increase MOE budget allotment for texts and explore less expensive ways to produce them. Establish a printing facility in the Center for Materials Production. Develop and produce curricular supplements for existing texts. Establish a means for pre-testing texts and educational materials. The consideration for textbooks was deemphasized because of costs. However, the other three recommendations are directly responded to in this Project.

3. Teacher Training: Explore means for coordinating all teacher training efforts within the Ministry especially in the area of adapting curricular content to rural areas. This recommendation is responded to in this Project.

4. Curriculum Development: Support the institutionalization of curriculum development and its centralization in a Teacher Training Project. Provide the training staff with opportunities for further study in content areas in which they give courses. Upgrade and expand the research and materials development staff. All of these recommendations are responded to in this Project.

5. Supervision: Increase number of supervisors and MOE budget allocations for transport and per diem. Support current efforts at the Superior Teacher College to train supervisors. The Project responds to the first two recommendations; however, the MOE for political reasons does not wish to have this Project support the recommendation referring to the Superior Teacher College.

6. Physical Facilities: Increase support for self-help classroom construction. Improve school maintenance. Require Municipal Governments to make their legally required contribution for school and construction. All of the above are responded to in the Rural Reconstruction II, AID Loan 522-V-031 Rural Education, classroom construction program.

B. INCORPORATION OF ASSESSMENT RECOMMENDATIONS IN THE PROJECT DESIGN

As a result of the assessment, the MOE has experimented with the establishment of various units to support the activities in the rural Central/Satellite School Program. This Project is an expression of their strongly felt need for a systematic approach to improving the rural Central/Satellite schools system, which has been established as a priority.

The basic units which will implement the Project already exist in the DIGEPRE, the administrative body proposed for the Project, except for the one for materials production which will serve as a support service. The units established within DIGEPRE are Curricula, Research, Educational Reform, Teacher Training, Information, and Programming. At present there are 72 employees in DIGEPRE most of which will participate in this Project either full or part time. An additional nine employees will be employed as part of Curriculum Materials Design Unit group. The MOE has guaranteed the provision for training of all of these personnel throughout the whole training period.

The General Directorates of Primary and of Secondary Education will coordinate with DIGEPRE through the membership of their Directors on the Technical Council, the executive board that will set the policy for the Project. Their cooperation is essential, for Primary Education controls the in-service teachers, and Secondary Education administers the Normal Schools where all primary school teachers are trained.

The General Directorate of Materials Production (CPME) will function as a support service to the project in Materials Production.* The CPME includes technical, art and printing units staffed by personnel with some experience. The print shop lacks some key machinery and personnel and the budget is limited. Since some experienced personnel is available, no large scale training will be necessary except in use of new machinery. Their production capacity with the recommended equipment will be adequate to meet the projected need for this Project for Materials Production. They will also shortly be receiving equipment for a photographic studio and a radio studio which will be available for use in this Project.**

*An AID-financed study recommended locating materials design responsibilities in the DIGEPRE and the Teacher Training Program while providing the Materials Production Center with the necessary production equipment and additional staff to do the materials production.

** This equipment was bought by AID for the National Nutrition Education Plan.

RURAL EDUCATION PROJECT

ADMINISTRATIVE ANALYSIS

A. THE GOH IMPLEMENTING AGENCY

1. Structure of Project Implementing Office

The Project will be administered by the General Directorate of Educational Planning and Reform (DIGEPRE) in the Ministry of Public Education. Development, delivery, and evaluation of project innovations will be the principal responsibility of DIGEPRE. Three other general directorates will be involved to some degree, in implementation of aspects of the Project. These are the General Directorates for Secondary Education, Primary Education, and Technical Services. Implementation of project innovations in Central/Satellite schools requires the participation of school supervisors and teachers from Primary Education in the project area. Institutionalization of innovations in pre-service training of teachers requires that the normal school division of the Secondary Education Directorate be involved. Production of educational materials will be carried out in the Technical Services Unit of the Materials Production Directorate.

No major reorganization of Ministry units is required. The administrative strategy of this Project is to function within the roles and structures already in existence. Roles envisioned in the Project for each of the participating units are already established by existing legislation. DIGEPRE is responsible within the MOE structure for policy and budget planning, and for the development of all educational reform programs. The Primary Education, Secondary Education, and Technical Services Directorate already exercise the administrative roles envisioned in the Project.

The DIGEPRE will provide basic staff and leadership for the Project. The Director General of DIGEPRE received MA-level training in Educational Planning at UNESCO, Paris. He has held high-level positions in the Ministry of Education for 14 years, serving the last three years as Director General and as liaison officer with all international agencies, administering the NFRE grant among others. The Mission has full confidence in the Director General's qualifications and ability to perform the administrative functions of the Project.

The DIGEPRE is presently organized into the following six units: Teacher Training, Research, Curriculum, Programming (basically budgeting at present), Information, Educational Reform (presently focused only on secondary), and Administration. Three of these -Teacher Training, Research, and Curriculum- will be assigned full-time to this Project. The Teacher Training unit has 27 recently hired staff members, the Research unit has

eight members, and the Curriculum unit has twelve members. The Curriculum unit was established in February 1978; currently, five of its staff members are from DIGEPRE and three in Primary Education, and three in Secondary Education, one in Adult Literacy. An additional six persons will be hired in Materials Design for a total of 20 staff members in Curriculum and Materials Development in DIGEPRE. The 57 staff in these three units will be the permanent, full-time counterpart for project execution. They will be integrated into the educational management system envisioned for the Project.

2. Institutional Management Capacity

The best analytical indicator of DIGEPRE's capacity to absorb and manage the technical and training provided by this Project is the experience of the NFRE grant between 1976 and 1978. The Director General has been Project Manager in the MOE, managing training plans, technical assistance contracts, and institutionalizing innovations. The NFRE evaluation has demonstrated the ability of DIGEPRE to successfully conduct a training program within the MOE.

a. Institutional Structure

The Project has been designed to build on the existing administrative structure of the MOE. The MOE is a permanently and legally constituted administrative branch of the Government that possesses legal authority for implementing all the roles contemplated in this Project. The innovations implied here are foreseen in the educational reform legislation as it presently exists.

The activities proposed under this Project continue AID and GOH support for those activities endorsed as desirable, relevant, and important by high level personnel in the MOE for the upgrading of rural primary education in Honduras. Tangible evidence of this commitment is the assignment of $500,000 of the MOE budget for the two years of the Teacher Training offered in AID Rural Reconstruction II. This commitment will increase by the $1,435,000 in counterpart contribution for this Project plus all on-going staff and operating costs. The Project costs are those for teacher, supervisor, and MOE staff time, including six new three-year full-time MOE staff positions, per diem, and other costs.

Part of the DIGEPRE staff assigned to the Project is on permanent Civil Service appointment that are not subject to rapid turnover. The other part is on contract. However, the Ministry of Education is arranging for the change of the group to Civil Service status also. The Technical Council is composed of General Director and Ministerial level appointees that are subject to turnover when there is a change in the Cabinet. There

has been stability since 1975 in these positions. It should be noted that there could be turnover at this level in the GOH in 1980 after the scheduled elections. Nevertheless, past experience has been that international projects subscribed under one leadership are implemented by succeeding leaders. The secondary school education project, for example, involved four successive Ministers.

b. Management Systems

The Project will require some strengthening of an internal management system within DIGEPRE and an external management system between DIGEPRE and other General Directorates. The basic structural mechanisms for both of these functions already exist. There already exists an orderly mechanism for the management of teacher training activities among the various Directorates General. A Technical Council, chaired by the Vice-Minister of Technical Affair, plus the Directors General of Primary, Secondary Education, and DIGEPRE was established in July 1977 by the MOE to develop policy and to provide the authority for implementation of Teacher Training. This Council's authority and membership will be broadened to encompass this Project, and the Director of the Technical Support Directorate for Materials production will be added. The Minister is an ex-oficio member of this group. The Technical Council will be the executor and decide policy for the Project.

The technical staff within the DIGEPRE formed by chairperson of the three-member Technical Committee of the Teacher Training Program, the managers of the training and evaluation units, and headed by the Director General of Planning and Educational Reform, will become the Project Management Unit to administer the Project. A full-time administrator and Secretary will be added in DIGEPRE to handle Project paperwork.

The need for strengthening these management systems is addressed directly in the Project design through training and technical assistance. Coordination and flow of information between the MOE units working with primary school education will be made more effective through the development of management systems which are based on the administrative structure described above.

The functions of the management sub-system will be as follows:

(1) Planning - to select methods and procedures which permit the achievement of purpose and to provide a structure for integrated decision-making at all levels.

(2) Programming - to schedule activities required to meet project objectives.

(3) Organization - to assist in the coordination of personnel resources in the system, so that their functions will lead to attainment of project objectives.

(4) Control - to ensure that the sub-systems carry out their tasks as planned by evaluating and coordinating the activities of the sub-systems.

(5) Communication - to achieve transfer of information between the decision-making centers of the various sub-systems.

c. Implementation of Project Innovation

While there is little doubt that the project interventions can be managed by DIGEPRE, the implementation of innovations will ultimately be the responsibility of school teachers in the Primary Education Department. The Primary Education school system has the minimum capacity to handle its present administrative functions. Its capacity to manage the introduction of thoroughgoing innovations has not been tested. Therefore, the Project will develop implementation strategies that will optimize the acceptance of the proposed innovations by rural primary teachers.

The weak link in the present management structure is at the departmental supervisory level. The average supervisor attends 90 teachers, an impossible workload in the North Coast Region where distances and terrain are overhelming. The C/S program establishes the Director of the Central School as an auxiliary supervisor for the 2-30 teachers in the C/S school directors will be freed from teaching responsibilities so that they can carry out their supervision role. Eighty percent of the directors have taken a supervisory course at the ESP. They will receive additional training in the new management roles necessary for implementation of this Project.

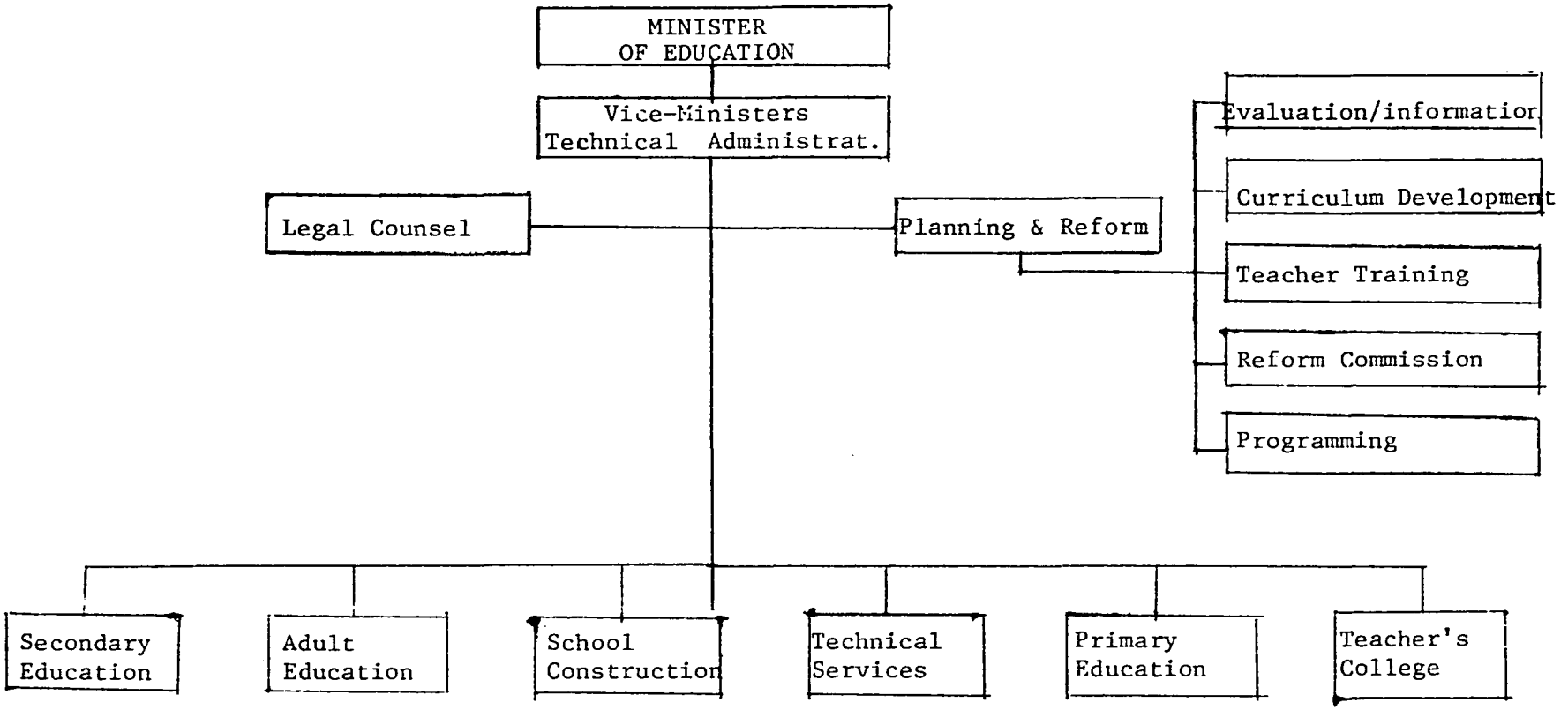
The principal incentive for teacher participation is improvement in the quality and effectiveness of their classroom instruction through more efficient and effective MOE delivery of improved materials and methods. A second incentive is self-improvement through training opportunities. The implementation of innovations by teachers, however, is not a question of incentives but a question of the manageability of the introduction of the innovations. The rate of change in this methodology will be facilitated by the support the teacher will have in her teaching from the presence of materials and the step-by-step procedures to be followed for their introduction. The first workshop will orient the teacher to the new curriculum and materials and show her how to use them. The opportunity to prepare lessons based on individual study with materials will be a first.

The follow-up seminars each month with the introduction of the teaching package for the following month will demonstrate to the teacher the on-going interest of the MOE and will allow for the gradual introduction of all of the material, which is the key to guaranteeing its use.

B. IN-SERVICE TEACHER TRAINING AND THE TRAINING CENTER

Originally, teacher training under the RR II and NFRE projects was to have been accomplished through direct classroom and workshop training in the Teacher Training Center, with follow-up training in the schools. Materials and curricula were to be designed, teachers trained, and follow-up done by the same 24 teacher trainers. This approach now seems unrealistic because of the scope of the job to be done and the high cost of centralized training resulting from per-diem and transportation costs. Certainly there will still have to be some direct teacher contact, but with the introduction of the independent-study materials to be designed in this Project, the need for frequent direct contact is reduced to a level that can be handled in the Central Schools, at greatly reduced costs. The Teacher Training Center, the original cost of which was to be $400,000 plus about $178,000 worth of equipment and furniture, will be re-designed to serve as an R & D Center. It will house this integrated system and the materials production unit. This approach will serve to enhance the coordination within the system while at the same time serve as a base for operations.

The new design will be adjusted to according to the needs of the Project. Costs will be reduced considerably and the excess funds will be re-programmed to finance other inputs under the loan such as materials and classrooms. Counterpart funds for operation of theCenter will be re-programmed to support training and staff costs of the Project.



PROJECT TECHNICAL COUNCIL MEMBERS

Vice-Minister for Technical Affairs, Chairman
Director General, Planning and Reform
Director General, Primary Education
Director General, Secondary Education
Director General, Technical Services

ANNEX F

1. Country Checklist

The Country Checklist has been prepared for Fiscal Year 1978 for the Rural Trails Project Paper (522-0137). No items on this checklist have changed.

2. Project Checklist

GENERAL CRITERIA FOR PROJECT.

1. App. Unnumbered; FAA Sec. 653(b)

(a) Describe how Committees on Appropriations of Senate and House have been or will be notified concerning the project; (b) is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than $1 million over that figure plus 10%)?	The Project was included in the FY 78 Congressional Presentation; assistance is within the allocation reported to Congress.
2. FAA Sec. 611(a)(1). Prior to obligation in excess of $100,000, will there be (a) engineering, financial, and other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?	The required plans have been completed and a reasonably firm estimate of the cost to the U.S. of the activity to be financed has been obtained.
3. FAA Sec. 611(a)(2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?	No legislative action will be required within recipient country.
4. FAA Sec. 611(b); App. Sec. 101. If for water or water-related land resource construction, has project met the standards and criteria as per Memorandum of the President dated Sept. 5, 1973 (replaces Memorandum of May 15, 1962; see Fed. Register, Vol 38. No. 174, Part III, Sept. 10, 1973)?	Not applicable.
5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed $1 million, has Mission Director certified the country's capability effectively to maintain and utilize the project?	Not applicable.

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6. FAA Sec. 209, 619. Is project susceptible of execution as part of regional or multilateral project? If so why is project not so executed? Information and conclusion whether assistance will encourage regional development programs. If assistance is for newly independent country, is it furnished through multilateral organizations or plans to the maximum extent appropriate?

The Project is not suitable for execution as part of a regional project.

7. FAA Sec. 601(a); (and Sec. 201(f) for development loans). Information and conclusions whether project will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions.

The Project will indirectly increase the flow of international trade by raising average educational attainments, will foster private initiative and competition, will increase development and use of cooperatives by preparing schoolchildren for such participation, will discourage monopolistic practices, will improve the technical efficiency of agriculture, and will apparently have no effect on free labor unions.

8. FAA Sec. 601(b). Information and conclusion on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).

The equipment to be purchased under the Project are expected to be of US origin and training will be substantially at US universities.

9. FAA Sec. 612(b); Sec. 636(h). Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized to meet the cost of contractual and other services.

Honduras is contributing 100 percent of counterpart of incremental Project costs in local currency.

10. FAA Sec. 612(d). Does the U.S. own excess foreign currency and, if so, what arrangements have been made for its release?

The US does not own such excess foreign currency.

FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

a. FAA Sec. 102(c); Sec. 111; Sec. 281a. Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production, spreading investment out from cities to small towns and rural areas; and (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions?

The Project will increase labor intensive production by training schoolchildren in appropriate agricultural techniques. One quarter of project beneficiaries are from families that are cooperative members; their education will be oriented toward the strengthening of said cooperatives.

b. FAA Sec. 103, 103A, 104, 105, 106, 107. Is assistance being made available: [Include only applicable paragraph -- e.g., a, b, etc. -- which corresponds to source of funds used. If more than one fund source is used for project, include relevant paragraph for each fund source.]

(1) [103] for agriculture, rural development or nutrition; if so, extent to which activity is specifically designed to increase productivity and income of rural poor; [103A] if for agricultural research, is full account taken of needs of small farmers;

(2) [104] for population planning or health; if so, extent to which activity extends low-cost, integrated delivery systems to provide health and family planning services, especially to rural areas and poor;

(3) [105] for education, public administration, or human resources development; if so, extent to which activity strengthens nonformal education, makes formal education more relevant, especially for rural families and urban poor, or strengthens management capability of institutions enabling the poor to participate in development;

The purpose of this Project is to make formal education at the primary level more relevant to rural poor families needs, and will develop the capability of the Ministry of Education to manage education programs for the rural poor.

(4) [106] for technical assistance, energy, research, reconstruction, and selected development problems; if so, extent activity is:

(a) technical cooperation and development, especially with U.S. private and voluntary, or regional and international development, organizations;

(b) to help alleviate energy problem;

(c) research into, and evaluation of, economic development processes and techniques;

(d) reconstruction after natural or manmade disaster;

(e) for special development problem, and to enable proper utilization of earlier U.S. infrastructure, etc., assistance;

(f) for programs of urban development, especially small labor-intensive enterprises, marketing systems, and financial or other institutions to help urban poor participate in economic and social development.

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(5) [107] by grants for coordinated private effort to develop and disseminate intermediate technologies appropriate for developing countries.

c. FAA Sec. 110(a); Sec. 208(e). Is the recipient country willing to contribute funds to the project, and in what manner has or will it provide assurances that it will provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or has the latter cost-sharing requirement been waived for a "relatively least-developed" country)?

The Grant Agreements will commit the GOH to 66% of Project costs. Past experience indicates that this commitment will be honored. The Project Agreement will formally establish this commitment.

d. FAA Sec. 110(b). Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to Congress been made, and efforts for other financing?

The grant funds will be more than 99% disbursed by the end of three years.

e. FAA Sec. 207; Sec. 113. Extent to which assistance reflects appropriate emphasis on; (1) encouraging development of democratic, economic, political, and social institutions; (2) self-help in meeting the country's food needs; (3) improving availability of trained workerpower in the country; (4) programs designed to meet the country's health needs; (5) other important areas of economic, political, and social development, including industry; free labor unions, cooperatives, and Voluntary Agencies; transportation and communication; planning and public administration; urban development, and modernization of existing laws; or (6) integrating women into the recipient country's national economy.

The Project is aimed at improving the availability of trained rural workerpower in the country.

f. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civic education and training in skills required for effective participation in governmental and political processes essential to self-government.

The Project has been designed to incorporate the felt learning needs of communities in Northern Honduras. It is based on the development of the country's intellectual resources to improve management systems in the Ministry of Education. It will provide schoolchildren with skills that will permit them to participate more effectively in running their communities.

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g. FAA Sec. 201(b)(2)-(4) and -(9); Sec. 201(e); Sec. 211(a)(1)-(3) and -(4). Does the activity give reasonable promise of contributing to the development: of economic resources, or to the increase of productive capacities and self-sustaining economic growth; or of educational or other institutions directed toward social progress? Is it related to and consistent with other development activities, and will it contribute to realizable long-range objectives? And does project paper provide information and conclusion on an activity's economic and technical soundness?

The Project will be of primary schools in the rural area directed toward the national development effort. It is related to other educational and agricultural development projects in the region. The Project Paper provides information on the economic and technical soundness of the Project.

h. FAA Sec. 201(b)(6); Sec. 211(a)(5), (6). Information and conclusion on probable effects of the assistance on U.S. economy, with special reference to areas of substantial labor surplus, and extent to which U.S. commodities and assistance are furnished in a manner consistent with improving or safeguarding the U.S. balance-of-payments position.

The small size of the Project will prevent its having any more than a marginal impact on the US economy.

2. Development Assistance Project Criteria (Loans only)

Not applicable.

a. FAA Sec. 201(b)(1). Information and conclusion on availability of financing from other free-world sources, including private sources within U.S.

b. FAA Sec. 201(b)(2); 201(d). Information and conclusion on (1) capacity of the country to repay the loan, including reasonableness of repayment prospects, and (2) reasonableness and legality (under laws of country and U.S.) of lending and relending terms of the loan.

c. FAA Sec. 201(e). If loan is not made pursuant to a multilateral plan, and the amount of the loan exceeds $100,000, has country submitted to AID an application for such funds together with assurances to indicate that funds will be used in an economically and technically sound manner?

d. FAA Sec. 201(f). Does project paper describe how project will promote the country's economic development taking into account the country's human and material resources requirements and relationship between ultimate objectives of the project and overall economic development?

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e. FAA Sec. 202(a). Total amount of money under loan which is going directly to private enterprise, is going to intermediate credit institutions or other borrowers for use by private enterprise, is being used to finance imports from private sources, or is otherwise being used to finance procurements from private sources?

f. FAA Sec. 620(d). If assistance is for any productive enterprise which will compete in the U.S. with U.S. enterprise, is there an agreement by the recipient country to prevent export to the U.S. of more than 20% of the enterprise's annual production during the life of the loan?

3. Project Criteria Solely for Security Supporting Assistance

FAA Sec. 531. How will this assistance support promote economic or political stability?

Not applicable.

4. Additional Criteria for Alliance for Progress

[Note: Alliance for Progress projects should add the following two items to a project checklist.]

a. FAA Sec. 251(b)(1), -(8). Does assistance take into account principles of the Act of Bogota and the Charter of Punta del Este; and to what extent will the activity contribute to the economic or political integration of Latin America?

b. FAA Sec. 251(b)(8); 251(h). For loans, has there been taken into account the effort made by recipient nation to repatriate capital invested in other countries by their own citizens? Is loan consistent with the findings and recommendations of the Inter-American Committee for the Alliance for Progress (now "CEPCIES," the Permanent Executive Committee of the OAS) in its annual review of national development activities?

The Project takes into account the principles of the Act of Bogota and the Punta del Este Charter. It is not expected to contribute to any great extent in directly furthering the economic or political integration of Latin America.

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FINANCIAL DETAILS

AID COSTS BY YEAR
(US $ 000's)

	79	80	81	82	Total
TA					
Management	50	40	50		140
Research	38	38			76
Curriculum Development	38	38			76
Materials Development	45	45			90
Education Technology	50	50			100
	221	211	50		482
Training					
Research	9	18	9		36
M. Development	12				12
Curriculum Development		3	12	9	24
Inf. System	9	12	3		24
Education Administration	-	3	9		12
	30	36	33	9	108
Commodities	147				147
Inflation Factor 9%	13				13
					160
TOTAL	411	247	83	9	750

AID COSTS BY YEAR (DETAIL)

RURAL EDUCATION PROJECT

A. TECHNICAL ASSISTANCE

1.	Management Systems 36 p/m	$140,000
2.	Evaluation and Information 24 p/m	76,000
3.	Curriculum Development 24 p/m	76,000
4.	Materials Development 18 p/m	90,000
5.	Educational Technology 24 p/m	100,000
	126 p/m	$482,000

B. PARTICIPANT TRAINING

1.	Research	36 p/m	$ 36,000
2.	Audio-Visual Materials	12 p/m	12,000
3.	Curriculum Development	24 p/m	24,000
4.	Information Systems	24 p/m	24,000
5.	Educ. Administration	12 p/m	12,000
	TOTAL	108 p/m	$108,000

C. COMMODITIES

1.	Information-System		$ 81,884
	Computer Peripherals and supplies	$ 26,844	
	Microfilm System	55,040	
2.	Educational Media/Central Unit		$ 44,534
	Art. Unit	$ 4,680	
	Photography	1,320	
	VTR Equipment	2,695	
	Reproduction Equipment	34,839	
3.	Educational Media/Schools		$ 21,020
	Recorders & Cassettes		$ 21,020
4.	Inflation 9%		$ 12,562
			$160,000

DETAILED EQUIPMENT LIST

(1)	Information Systems		$ 26,843.50
	1. Remote Entry Console	$ 4,192.00	
	1 Line Printer	8,138.50	
	1 Coaxial Cable for Console & Printer	1,875.00	
	1 Card Punch-Verifier	5,021.00	
	2 Disk Modules	5,000.00	
	100 Mils 80 Column Cards	405.00	
	100 Diskettes	1,000.00	
	20 Computer Tapes, 2400 ft. ea.	600.00	
	120 Diskette holders	12.00	
	400 Reams Computer Paper	600.00	
(2)	Microfilm Systems		$ 55,000.00
	1 Microfilmer and verifier	15,750.00	
	2 Retrieval Terminals and Accessories	27,240.00	
	1 Portable Microfilmer	8,730.00	
	2 Microfilm Readers	3,280.00	
(3)	Educational Technology		$ 2,000.00
	(a) Art Unit		
	1 Light Table 20 x 30	160.00	
	2 Drawing Tables 32 x 42	190.00	
	2 Draftman Stools	100.00	
	2 36" Squares	20.00	
	1 Compass Set	35.00	

2	Pencil Sharpeners	15.00	
2	Drafting Lights	60.00	
1	Guillotine Table Mod. 24" Cut	40.00	
	Triangles; Fountain pens x acto knives, ruling pens and other mics.	60.00	
		$680.00	

(b) Photography

1	35 mm Camera with 50 mm F:1.4	600.00	
1	80 to 200F2.5 1 Macro Zoom Lens	250.00	
1	55 mm F2.5 Lens	200.00	
1	Slide Copy Attachment with variable size capabilities	100.00	
1	Copy Stand Professional	150.00	
		$1,320.00	

(c)	VTR Equipment		$ 2,695.00
1	Portable VTR, accesories battery and adapter	2,090.00	
1	Heavy duty rechargeable battery and chargers	80.00	
1	RF adapter (channel 6)	50.00	
1	Monitor CVM	295.00	
1	23" TV Receiver	180.00	
(d)	Reproduction Equipment		$34,839.00
1	Mimeograph	1,650.00	
1	Stencil burner	3,000.00	

1	Copy machine	4,000.00
1	Combo punching-binding machine	400.00
1	Long Reach Stapler Heavy Duty	30.00
1	Regular Stapler	6.00
1	Pigeon Hole Collator	100.00
1	Offset Multilith Unit	14,000.00
1	Plate Reproduction Unit	5,000.00

(e) Cassette Recorder $ 21,020.00

317 Recorders at $60.00 at 19,020.00

2000 Cassettes at $1.00 at 2,000.00

RURAL EDUCATION P.P.

GOH COUNTERPART (DETAILED) 1/

A. Salaries

1. 915 Teachers + 60 Directors (60 workshop days

$125 + 22 = $5.68 x 60 = $340.80 x 975	$ 332,280.00
(1) (2) (3) (4) (5)	

(1) Monthly salary
(2) days per month
(3) daily salary
(4) days of workshops (30+20+10)
(5) number of teachers + directors

2. 6 Supervisors

$250 + 22 = $11.36 x 60 = $681.60 x 6	4,089.60

3. 6 New Central Staff

at $4,200/yr. x 4 yrs. x 6	100,800.00

20 Continuing Central Staff

at $4,200/yr x 4 yrs. x 20	336,000.00

4. 1 Administrator (23 mos. starting Nov.2/80)

at $400/month x 23	9,200.00

5. 1 Bilingual Secretary (23 months starting Nov.2/80)

at $200/month x 23	4,600.00

6. 3 Tech. Commission (23 months starting No. 2/80)

at $600/month x 23 x 3	41,400.00

7. 24 Teacher Trainers (23 months starting Nov.2/80)	193,200.00
8. 8 Researchers (23 months starting Nov. 2/80)	64,400.00
	$1,085,969.40

Incremental Costs of Project
New salary cost to Ministry 4 yrs. $114,600
New salary cost to Ministry 1 yr. $ 28,650

1/ Items not costed until No. 2/80 are now being allocated to Rural Primary Schools 522-V-031 which ends on that date.

B. Per Diem

1. 28 Central Staff: $15/day

8 Research and Eval.

120 days/person/yr. x 8 x 3 yrs. = 2880 days

12 Curriculum

60 days/person/yr x 12 x 3 yrs. = 2160 days

Total Per Diem 5040 days x $15.00	$ 75,600.00

2. 6 Sup., 96 Aux. Sup. and 60 Dir.: $7.50/day

80 x $7.50 x 102 x 3 yrs.	$183,600.00
(1) days/person/year	$259,200.00

C. Other Costs

1. Printing Supplies, Paper and Office Supplies

at $12,500/yr x 4 yrs.	$ 50,000.00

2. Computer Time

at $10,000/yr x 4 yrs.	40,000.00
	$ 90,000.00

Total GOH Counterpart for 4 yrs.	$1,435,169.40
Total GOH Counterpart for 1 yr.	$ 358,792.35
Total Project New Costs to Ministry (4 yrs.)	$ 204,600.00
Total Project New Costs per year	$ 51,150.00

FUTURE TOTAL COSTS AT IMPROVED RETENTION RATES WITH COST RESTRAINT

Source: Philip Blair

I. FUTURE COSTS

Annual costs per annual school output would decline in real terms, and generally even in current terms as well under an expanded project, assuming some moderate cost restraint*. For example, the total annual real cost of providing instruction in grades one through four of the rural primary education system in a calendar year divided by the total number of rural pupils who complete the fourth grade in the same year (some will continue their education further) would decline, in terms of constant value 1,975 dollars, from about $580 in 1975 to $460 in 1980, to $390 in 1985 and $430 in 1990. These real unit costs may be interpreted as the real cost of literacy as an (constant price) output. Note that these are not cumulative costs, but annual. See Table A-2.

Converted into current dollar prices at an assumed annual compound education cost inflation rate of 4%, the current total annual unit costs of grades 1-4 per annual fourth grade completer would be about the same in 1980 as they were in 1975 ($580).

Both total current and real annual unit costs of operating grades 1-5 while producing annual fifth grade completers would decline per fifth grade completer in the future, under the Project.

The total annual costs in constant 1975 dollars of providing enrollments in rural primary grades one through six divided by the total number of rural sixth grade graduates in the same year would decline from approximately $1,130 in 1975 to $1,080 in 1980, to $490 in 1985 and to $500 in 1990, (line 42, Table A-2).

In terms of current costs, based on an assumed 4% annual inflation rate of educational costs, the total current annual cost of operating rural grades one through six divided by the total annual number of rural sixth grade graduates produced in the same year would fluctuate, but would generally decline from about $1,130 in 1975 to $1,300 in 1980; $720 in 1985; and $910 in 1990 (line 45).

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* Throughout the analysis, "moderate cost limitation" or "restraint" refers to a hypothesized reduction of the number of first time, first grade entrants from 142% of the 7 year old population to 100% of that population over a 7 year period from 1978 through 1984. Based on experience in other countries (e.g., Indonesia), such an alignment of the primary age-grade distribution with government expressed age norms seems an achievable policy. It should be recognized, however, that it or its cost reduction equivalent are hypothetical assumptions herein that have not yet been put into practice.

The Project would thus be cost-effective in producing increased numbers of annual primary graduates and other annual completers of the higher primary grades in relation to expenses. All costs of the Project summarized above are based on the assumption of the imposition of reasonable cost limitation measures as by an age-grade policy, discussed in the footnote of page 1.

II. TOTAL COSTS

These would rise. The total annual costs of rural primary education would rise under an expanded project, due primarily to the large annual primary enrollment expansions expected. In constant 1975 dollars, even with assumed cost limitation, total real costs of the rural primary education system would increase from about $10 million in 1975 to $16 million in 1980; $17 million in 1985; and $18 million in 1990. (Line 34, Table A-2).

It is emphasized that these projected rural primary system real costs are based on assumptions, although they are considered reasonable. One of them is that cost limitation, as mentioned, could and would be introduced, as by hypothetical policy of moderate change in the current age-grade distribution in the lower primary grades as defined in the analysis, or its cost equivalent.

Based on an assumed annual educational cost inflation rate of 4%, the total annual costs in current dollars of rural primary education would thus rise, under the Project, and the assumed cost-limitation policies, from about $10 million in 1975 to roughly $20 million in 1980; $25 million in 1985; and $33 million in 1990. (Line 39, Table A-2). These projected costs are converted into Lempiras to the dollar and shown in line (1) of Table A-1.

In the absence of the assumed cost-limitation measures, on the other hand, a high retention expansion project would cost, in constant 1975 dollars, 27% more in 1985 than the above real $17 million and 42% more in 1990 than the real $18 million mentioned above. In constant 1975 dollars, these percentages of real cost increases without the cost limitation are equivalent to $4.6 million more in 1985 and $7.6 million more in 1990 than under the project with the assumed age-grade readjustment.

In current dollars, at an assumed 4% annual inflation rate, these percentage cost increases without the assumed cost limitation are equivalent to current additional costs of $7 million more (than $25 million) in 1985 and $14 million more (than $33 million) in 1990, than with the project under the assumed age-grade restraint or equivalent. The projected costs in relation to GOH financing ability are summarized next.

III. FUTURE COSTS RELATIVE TO BUDGET CAPACITY

The cost analysis attempted here conservatively assumes that GDP will

continue to grow in current (not constant) prices at an annual compound rate of 6%; that the MOE's share of the GDP will increase from 3.54%, which it was in 1974, to 4% in each of 1980, 1985, and 1990; and that the share of the total national public education budget devoted to national public primary education will rise slightly from 51.1%, which it was in 1974, to about 55% in each of 1980, 1985, and 1990. These assumptions reflect National Planning Council projections and GOH policy and are among the bases for Table 1.

The costs would be manageable under reasonable restraint. Based on these assumptions, and the additional assumption of cost limitation such as by a moderate age-grade distribution policy or its equivalent, rural primary education under the Project would require 65% of the total estimated national primary education budget in 1980, a percentage which would decline to 62% in 1985 and 61% in 1990 (line 8 of Table A-1). These rural-to-national primary percentages do not seem excessive, since 70.7% of the total number of persons of the nominal primary school age bracket (7-12), nationally, live in rural areas. (Table A-2, line 5).

In contrast, assuming there would be no age-grade limitation or cost limiting equivalent, but that the C/S expansion project would be carried out on the scale planned, then rural primary education would need 79% of the estimated total national primary education budget capacity in 1985 (or the mentioned $7 million more in 1985 current costs than under such cost limitation). Since 70.7% of the nominal primary school age population lives in rural areas as has been mentioned, these disproportionately large claims of rural primary education on the national primary education budget would seem unlikely to be financeable. Reasonable cost constraint, such as is assumed in the analysis, or its equivalent, thus seems necessary to insure the project's economic feasibility.

TABLE A-1

ESTIMATED BUDGET REQUIREMENTS AND CAPACITY

ALL COSTS IN CURRENT MILLION LEMPIRAS (US$1 = 2 LEMPIRAS)

	BUDGET REQUIREMENTS	1974 Actual	1980	1985	1990
			Projected		
(1)	Estimated required rural primary education budget under project, with age policy	N/A	39.1	50.4	65.6
(2)	Same as above but without age policy	N/A	39.1	64	93
	BUDGET CAPACITY				
(3)	GDP @ 6% growth from 1974	1936.6	2,747.1	3,672.2	4,919.6
(4)	MOE/GDP,%,Actual & Estimated	3.54	4.0	4.0	4.0
(5)	MOE NATL BUDGET,Actual & Est. Capacity	68,555	110	147	197
(6)	MOE NAT'L PRIMARY BUDGET Actual & Est. Capac.	35.0	60	81	108
(7)	NAT'L Public Primary/MOE Total National Actual and Est. Capacity	.511	.55	.55	.55
(8)	Reqd. Rural Primary MOE/Prim. Nat. Cap. (Feasibility Check) with age policy	N/A	.65	.62	.61
(9)	Reg'd Rural Primary MOE/Prim. Nat. Cap. (Feasibility Check) without age policy	N/A	.65	.79	.86

SOURCE:

Line (1) Table A-2 2 x Line (39)
Line (2) Figure 3. Same % difference between lines (1)&(2) & Project III & Project II.
Line (5) = (3) x (4) for future
Line (6) = (5) x (7) for future
Line (8) = (1) ÷ (6)
Line (9) = (2) ÷ (6)

TABLE A-2 PROJECTIONS OF POPULATION, ENROLLMENTS AND COSTS (1975 ACTUAL, AND FUTURE BASED ON ASSUMED MODERATE HYPOTHETICAL AGE-GRADE POLICY)

		1975	1980	1985	1990
	a. Populations				
(1)	National Population	3,074,889	3,663,348	4,347,552	5,149,196
(2)	National Percent Rural	68.9	N/A	N/A	N/A
(3)	Nominal Primary School Age Population -7-12, Nat'l	506,275	627,517	742,027	855,656
(4)	Population 7-12, Rural	357,936	443,762	524,613	604,949
(5)	Ratio School Age Population Rural/Nat'l	.707	.707	.707	.707
(6)	Rural 7-year old Population	68,545	83,454	96,086	111,123
	b. Public Primary Enrollments & Graduates				
(7)	Public Primary Enrollment: Nat'l Total:	435,861	613,848	673,071	742,870
(8)	Public Primary Enrollment: Rural Total:	246,761	379,560	395,868	423,219
(9)	Public Primary Enrollment: Rural C/S	46,885	150,110	197,999	212,106
(10)	Public Primary Enrollment: Rural Trad.	199,876	229,450	197,869	211,113
(11)	Public Primary Enrollment: Ratio Rural/Nat'l.	.57	.62	.59	.57
(12)	Public Primary Enrollment: Ratio Rural C/S /(Rural C/S & Trad.)	.19	.40	.50	.50
(13)	Primary Enrollment Ratio: National	.86	.98	.91	.87
(14)	Primary Enrollment Ratio: Rural	.69	.86	.76	.70
(15)	Total Annual Enrollment: C/S Rural Grades 1-4	41,998	132,999	156,359	169,262
(16)	Total Annual Enrollment: Trad. Rural, grades 1-4	179,040	199,040	168,419	185,022
(17)	1-4 Total Annual Enrollment: Total Rural	221,038	332,039	324,778	354,284
(18)	New entrants Rural Primary/7-yr.olds, with age-grade policy assumed	1.42	1.24	1.00	1.00
(19)	Annual No. of Entrants, Primary, with age Policy: Rural Total	97,334	103,483	96,086	111,123
(20)	Annual No. of Entrants, Primary, with age Policy: Rural C/S	18,493	41,393	38,434	44,449
(21)	Annual No. of Entrants, Primary, with age Policy: Rural Traditional	78,841	62,090	57,652	66,674
(22)	Annual No. of Entrants Primary, with age Policy: Ratio CS/(CS & Trad) Total	.19	.40	.40	.40
(23)	New Entrants/Rural Primary 7 yr. old, without age-grade policy	1.42	1.42	1.42	1.42
(24)	Annual No. of Entrants without age restraint: Rural Primary Total	97,384	118,505	136,442	157,795
(25)	Annual No. of Entrants without age-restraint: Rural C/S	18,493	47,402	54,576	63,118
(26)	Annual No. of Entrants without age-restraint: Rural Traditional	78,841	71,103	81,866	94,677
(27)	Annual number of graduates: Primary Public Rural, with age policy Total	10,123	18,099	31,070	29,983

Table A-2 cont.

		1975	1980	1985	1990
(28)	Annual number of graduates: Primary Rural, with age policy: C/S	1,916	6,375	18,665	19,39[illegible]
(29)	Annual number of graduates: Primary Public Rural, with age policy: Traditional	8,207	11,724	12,405	10,59[illegible]
(30)	Annual number of graduates; Primary Public Rural, with age policy: Ratio(C/S)Total	.19	.35	.60	.6[illegible]
	c. Costs, US$				
	Annual Unit Cost Per Pupil Year in 1975 Dollars: ($)				
(31)	Urban	42			
(32)	Rural C/S	46			
(33)	Rural Traditional	40			
(34)	Total Costs in Constant 1975 Dollars Public Primary Rural: Total, Million	10.152	16.083	17.023	18.20[illegible]
(35)	Public Primary Rural: C/S, Million	2.157	6.905	9.108	9.757
(36)	Public Primary Rural: Traditional, Million	7.995	9.178	7.915	8.4[illegible]5
(37)	Rural Cost Ratio, C/S/(C/S + Traditional)	.21	.43	.54	.5[illegible]
(38)	Assumed 4% per year inflation index (base 1975)	1.00	1.217	1.480	1.80[illegible]
(39)	Costs in Current Dollars: Public Primary Rural: Total, Million	10.152	19.573	25.194	32.782
(40)	Public Primary Rural: C/S	2.157	8.403	13.480	17.572
(41)	Public Primary Rural: Traditional	7.995	11.170	11.714	15.209
(42)	Annual Public Primary Rural Costs Per annual grad. in const.$ C/S	1,126	1,083	488	503
(43)	Per annual grad. in const.$ Trad.	974	783	638	7[illegible]7
(44)	Per annual grad. in const.$ Total	996	889	548	607
(45)	Annual Public Primary Rural Costs Per annual grad. in current $ C/S	1,126	1,318	722	9[illegible]6
(46)	Per annual grad. in current $ Trad.	974	953	944	1,436
(47)	Per annual grad. in current $ Total	996	1,082	811	1,0[illegible]3

Table A-2 Cont.

LINE	SOURCE
(1)	GOH Projection -approx. 3.5% annual growth rate
(2)	1974 Census: 1,828,863/2,653,857=rural to total population ratio.
(3)	GOH Projections
(4)	Rural/Nat'l in 1974 Census=338,302/478,570=.707, according to A. Miller computation
(5)	based on Sprague Multipliers; .707 assumed const. ratio in future
(6)	Assume .707 x national 7 year population
(7)	Obtained by adding estimated urban enrollment based on assessment
(8)	(9) + (10)
(9)	Student Flow Calculations made in Table A-3
(10)	Student Flow Calculations made in Table A-3
(11)	(8)/(7)
(12)	(9)/(8)
(13)	(7)/(3)
(14)	(8)/(4)
(15)	Student Flow Calculations made in Table A-3
(16)	Student Flow Calculations made in Table A-3
(17)	(15)+(16)
(18)	Hypothetical Age-Grade Option for limiting costs
(19)	(6) x (18)
(20)	(19) x (22)
(21)	(19) - (20)
(22)	GOH Plans
(23)	Present Age-Grade Practice
(24)	(6) x (23)
(25)	(22) x (24)
(26)	(24) - (25)
(27)	(28) + (29)
(28)	Student Flow Calculations made in Table A-3
(29)	Student Flow Calculations made in Table A-3
(30)	(28) ÷ (27)
(31)	Assessment of Honduras Rural Education
(32)	Assessment of Honduras Rural Education
(33)	Assessment of Honduras Rural Education
(34)	(35) + (36)

Table A-2 Cont.

LINE	SOURCE
(35)	(9) x (32)
(36)	(10) x (33)
(37)	(35) ÷ (34)
(38)	Assumed 4% per Year compound rate (1975 base year)
(39)	(40) ÷ (41)
(40)	(35) x (38)
(41)	(36) x (38)
(42)	(35) ÷ (29)
(43)	(36) ÷ (29)
(44)	(37) ÷ (27)
(45)	(40) ÷ (28)
(46)	(41) ÷ (29)
(47)	(39) ÷ (27)

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS PART I

1. TRANSACTION CODE: A (A = ADD, C = CHANGE, D = DELETE)

PAF

2. DOCUMENT CODE: 5

3. COUNTRY/ENTITY: HONDURAS

4. DOCUMENT REVISION NUMBER:

5. PROJECT NUMBER (7 digits): 522-0119

6. BUREAU/OFFICE: A. SYMBOL: ; B. CODE:

7. PROJECT TITLE (Maximum 40 characters): RURAL EDUCATION

8. PROJECT APPROVAL DECISION: ACTION TAKEN: A = APPROVED, D = DISAPPROVED, DE = DEAUTHORIZED

9. EST. PERIOD OF IMPLEMENTATION: YRS. 04 QTRS

10. APPROVED BUDGET AID APPROPRIATED FUNDS ($000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE C. GRANT	PRIMARY TECH. CODE D. LOAN	E. 1ST FY 78 F. GRANT	E. 1ST FY 78 G. LOAN	H. 2ND FY 79 I. GRANT	H. 2ND FY 79 J. LOAN	K. 3RD FY 80 L. GRANT	K. 3RD FY 80 M. LOAN
(1)	623	630		300		450			
(2)									
(3)									
(4)									
TOTALS				300		450			

A. APPROPRIATION	N. 4TH FY 81 O. GRANT	N. 4TH FY 81 P. LOAN	Q. 5TH FY 82 R. GRANT	Q. 5TH FY 82 S. LOAN	LIFE OF PROJECT T. GRANT	LIFE OF PROJECT U. LOAN
(1)					750	
(2)						
(3)						
(4)						
TOTALS					750	

11. PROJECT FUNDING AUTHORIZED (ENTER APPROPRIATE CODE(S)) 1 = LIFE OF PROJECT, 2 = INCREMENTAL LIFE OF PROJECT

C. PROJECT FUNDING AUTHORIZED THRU FY 82

12. INITIAL PROJECT FUNDING ALLOTMENT REQUESTED ($000)

B. ALLOTMENT REQUEST NO.

A. APPROPRIATION	C. GRANT	D. LOAN
(1)	750	
(2)		
(3)		
(4)		
TOTALS	750	

13. FUNDS RESERVED FOR ALLOTMENT

TYPED NAME (Chief, SER/FM/FSD)

SIGNATURE

DATE

14. SOURCE/ORIGIN OF GOODS AND SERVICES: 000 941 LOCAL OTHER

15. FOR AMENDMENTS, NATURE OF CHANGE PROPOSED

FOR PPC/PIAS USE ONLY	16. AUTHORIZING OFFICE SYMBOL	17. ACTION DATE MM DD YY	18. ACTION REFERENCE (Optional)	ACTION REFERENCE DATE MM DD YY

AID 1330-6 (7-76)

PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS

PART II

Name of Country/Entity: HONDURAS Name of Project: RURAL EDUCATION

Number of Project: 522-0119

Pursuant to Part I, Chapter I, Section 106 of the Foreign Assistance Act of 1961, as amended, I hereby authorize a Grant to Honduras the "Cooperating Country" of not to exceed seven hundred and fifty thousand United States Dollars (US$750,000) to help in financing certain foreign exchange costs of goods and services required for the project as described in the following paragraph.

The Project, which will be implemented by the Ministry of Education, consists of the establishment of an education management system with the proven capacity to design, develop, test, deliver, and train rural primary teachers in the use of improved curricula and instructional materials and the establishment of a full-fledged Central/Satellite school system in six Departments of the North Coast of Honduras.

Approximately 975 teachers in 307 Central/Satellite schools will be trained in and will use new curricula and materials. In addition, central design staff will be fully trained in the various elements of the system, an improved materials production center will be established, and an improved information system will be functioning. A.I.D. funds will be used to provide technical assistance and participant training in the areas of educational management, evaluation, curriculum design, materials development, and educational technologies; and to finance commodities for information systems and educational technology.

I approve the total level of A.I.D. appropriated funding planned for this project of not to exceed seven hundred and fifty United States Dollars (US$750,000), during the period FY 1978 through FY 82 I approve increments during that period of funding up to $300,000 in FY 1978 and $450,000 in FY 79, subject to the availability of funds in accordance with A.I.D. allotment procedures.

I hereby authorize the initiation of negotiation and execution of the Project Agreement by the officer to whom such authority has been delegated in accordance with A.I.D. regulations and Delegations of Authority subject to the following essential terms and covenants and major conditions, together with such other terms and conditions as A.I.D. may deem appropriate:

Source of Origin of Goods and Services

Except for Ocean Shipping, goods and services financed by A.I.D. under the

project shall have their source and origin in the Central American Common Market or in the United States except as A.I.D. may otherwise agree in writing. Ocean Shipping financed under the Grant shall be procured in any eligible source country except the Cooperating Country.

Signature _____

_____
Typed Name of Authorizing Officer

_____
Official Symbol

ANNEX J

DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT LAC/DR-IEE-78-28
WASHINGTON, D.C. 20523

ENVIRONMENTAL THRESHOLD DECISION

Location : Honduras

Project Title : Rural Education Project, 522-0119

Funding : $750,000 Grant ($300,000 FY '78); ($450,000 FY '79)

Life of Project: Four Years

Mission Recommendation:

Based on the Initial Environmental Examination, the Mission has concluded that the project will not have a significant effect on the human environment and therefore recommends a Negative Determination.

The Latin America and the Caribbean Bureau's Development Assistance Executive Committee has reviewed the Initial Environmental Examination for this project and concurs in the Mission's recommendation for a Negative Determination.

AA/LAC Decision:

Purusant to the authority vested in the Assistant Administrator for Latin America and the Caribbean under Title 22, Part 216.4a, Environmental Procedures, and based upon the above recommendation, I hereby determine that the proposed project is not an action which will have a significant effect on the human environment, and therefore, is not an action for which an Environmental Impact Statement or an Environmental Assessment will be required.

Edward W Coy
Assistant Administrator for
Latin America and the Caribbean

August 16, 1978
Date

Clearances:
DAEC Chairman:MBrown MB
LAC Environmental Advisor:ROOtto OHo

RECORD COPY

INITIAL ENVIRONMENTAL EXAMINATION

PART I

Project Location	:	Honduras
Project Title	:	Rural Education Project 522-0119
Funding	:	$750,000 Grant
		(300,000 FY78)
		(450,000 FY79)
Life of Project	:	4 years, 1978-1982
IEE Prepared by	:	Andrea Mohn
		Date: July 31, 1978
Threshold Decision	:	

a. Recommendation:

Negative Determination

b. Concurrence:

_____ Date: August

J. B. Robinson, USAID/Honduras
Mission Director

c. Assistant Administrator's/Director's Decision

_____ Date:

DESCRIPTION OF THE PROJECT

PART II

The Project consists of the establishment of an education management system within the Ministry of Education, with the proven capacity to design, develop, test, deliver, and train rural primary teacher in the use of improved curricula and instructional materials and the establishment of a full-fledged Central/Satellite school system in six departments of the North Coast of Honduras.

Approximately 975 teachers in 307 Central/Satellite schools will be trained in and will use new curricula and materials. In addition, central design staff will be fully trained in the various elements of the system, and improved materials production center will be established, and an improved information system will be functioning. A.I.D. funds will be used to provide technical assistance and participant training in the areas of educational management, evaluation, curriculum design, materials development, and educational technologies; and to finance commodities for information systems and educational technology.

IDENTIFICATION AND EVALUATION OF ENVIRONMENTAL IMPACT

PART III

The Project is one of those classified in Part 216.2 of A.I.D. Environmental procedures as published in the Federal Register among the "general class of activities that do not normally require the filling of an Environmental Impact Statement or the preparation of an Environmental Assessment: Education or training programs not designed to result in activities directly affecting the environment.

The Impact Identification Form is attached to this IEE as a reference.

RECOMMENDATION FOR ENVIRONMENTAL ACTION

PART IV

Since the Rural Education Project does not involve any actions that will have a direct adverse affect on the human environment, a Negative Determination is proposed.

IMPACT IDENTIFICATION AND EVALUATION FORM

Impact
Identification
and Evaluation 1/

Impact Areas and Sub-areas

A. LAND USE

1. Changing the character of the land through:
   - a. Increasing the population ---------- N
   - b. Extracting natural resources ---------- N
   - c. Land clearing ---------- L
   - d. Changing soil character ---------- N
2. Altering natural defenses ---------- N
3. Foreclosing important uses ---------- N
4. Jeopardizing man or his works ---------- N
5. Other factors

_____ _____

_____ _____

B. WATER QUALITY

1. Physical state of water ---------- N
2. Chemical and biological states ---------- _____
3. Ecological balance ---------- N
4. Other factors

_____ _____

_____ _____

1/ Symbol meanings:
- N - No environmental impact
- L - Little environmental impact
- M - Moderate environmental impact
- H - High environmental impact
- U - Unknown environmental impact

C. ATMOSPHERIC

1. Air additives ---------- N
2. Air pollution ---------- N
3. Noise pollution ---------- N
4. Other factors

Short Term Construction Air Pollution N

_____ _____

D. NATURAL RESOURCES

1. Diversion, altered use of water ---------- N
2. Irreversible, inefficient commitments --------- N
3. Other factors

_____ _____

_____ _____

E. CULTURAL

1. Altering physical symbols _____ N
2. Dilution of cultural traditions _____ N
3. Other factors

_____ _____

_____ _____

F. SOCIO-ECONOMIC

1. Changes in economic/employment patterns ---- M
2. Changes in population ---------- N
3. Changes in cultural patterns ---------- M
4. Other factors

_____ _____

_____ _____

IMPACT IDENTIFICATION AND EVALUATION FORM

G. HEALTH

1. Changing a natural environment ---------- N
2. Eliminating an ecosystem element ---------- N

3. Other factors

_____ _____

_____ _____

H. GENERAL

1. International impacts ---------- N
2. Controversial impacts ---------- N
3. Larger program impacts ---------- N
4. Other factors

_____ _____

_____ _____

I. OTHER POSSIBLE IMPACTS (not listed above)

_____ _____

_____ _____

_____

Agosto 7 de 1978
Oficio Nº DE/2721

Señor
JOHN B. ROBINSON
Director A.I.D.
Su Despacho.

Señor Director:

Como es de su conocimiento el Gobierno de Honduras está orientan-sus esfuerzos y recursos hacia el logro del desarrollo integral del país, dentro de las directrices contenidas en el Plan Nacional de Desarrollo vigente.

Para el logro de los objetivos y metas propuestas en el referido plan se ha destinado un considerable esfuerzo al desarrollo de la educación básica entendida como factor coadyuvante al desarrollo de los demás sectores económicos y sociales. Sin embargo los esfuerzos realizados han sido muchas veces infructuosos debido a que la educación primaria especialmente rural presenta serias deficiencias en su estructura y funcionamiento.

Estas deficiencias están relacionadas entre otras cosas con la inadecuación de los programas de estudio, la escasez de material didáctico y la carencia de un sistema permanente de capacitación docente; lo cual ha dado como resultado altas tasas de deserción y repitencia escolar especialmente en los primeros grados de la escuela primaria. Como respuesta a estos problemas el Ministerio de Educación Pública con la asistencia de la Agencia para el Desarrollo Internacional ha venido realizando una serie de actividades tendientes a solucionarlos, como por ejemplo los proyectos de reconstrucción de escuelas en la zona Norte del país.

De todo lo cual se infiere la necesidad de que el Ministerio de Educación Pública encare de inmediato un proceso de reestructuración curricular del nivel primario, así como la elaboración de material didáctico suficiente y adecuado y el fortalecimiento de los programas de actualización del magisterio.

En vista de lo anterior y estando plenamente consciente de las serias limitaciones de recursos financieros y humanos que sufre Honduras, muy atentamente nos permitimos solicitar que esa prestigiada Agencia, proporcione la suma de US$750.000.00 en calidad de donación y que haría posible la ejecución de un proyecto de desarrollo de la educación rural, propendiendo al establecimiento de un sistema de mejoramiento de las Escuelas Rurales Piloto.

.../...

2.

El Ministerio de Educación proporcionará la Contraparte de los recursos humanos, incluyendo personal de curriculum, de actualización e investigación y otro personal, así como el apoyo financiero y de servicios necesarios para llevar a cabo el proyecto.

El proyecto y la donación, serán ejecutados por el Ministerio de Educación Pública, el que integrará un Consejo Técnico-Administrativo, formado por el Viceministro de Asuntos Técnicos y los Directores Generales de Educación Media, Primaria y Planeamiento y Reforma Educativa y Directora del Servicio Técnico de Apoyo, para la toma de decisiones, y designará como Unidad de Coordinación a la Dirección General de Planeamiento y Reforma Educativa.

La asistencia que proporcione esa Agencia no sólo la consideraremos vital para la ejecución del proyecto, sino que también constituirá un importante factor de motivación y cohesión entre las personas de las comunidades rurales que son servidas por las Escuelas Rurales Piloto.

En espera de su amable atención a la presente, le reitero a usted las muestras de mi distinguida consideración.

CONSEJO SUPERIOR DE PLANIFICACION ECONOMICA
TEGUCIGALPA, D. C.
Honduras

ARTURO CORLETO M.
Secretario Ejecutivo