PD-ABM-539

Final

Evaluation of the USAID Primary Education Efficiency Project

RFP #95-005

Contract #522-0273-C-00-5148-00

Prepared for

USAID/HONDURAS
Apartado Postal 3453
Tegucigalpa, M. D. C.
Honduras

Prepared by

CREATIVE ASSOCIATES INTERNATIONAL, INC.
5301 Wisconsin Avenue, Northwest
Suite 700
Washington, DC 20015

ATTACHMENT C

OUTLINE OF BASIC PROJECT IDENTIFICATION DATA

1. COUNTRY: HONDURAS

2. PROJECT TITLE: PRIMARY EDUCATION EFFICIENCY

3. PROJECT NUMBER: 522-0273

4. PROJECT DATES:

   a. First Project Agreement: 08/07/86
   b. Final Obligation Date: FY 95 (planned)
   c. Most recent Project Assistance Completion Date (PACD): 12/31/95

5. PROJECT FUNDING (amounts obligated to date in dollars or dollar equivalents from the following sources)

a.	AID Bilateral Funding (grant and/or loan)	US$23,326,108
b.	Other Major Donors	US$ N/A
c.	Host Country Counterpart Funds	US$10,103,300
	Total	US$33,429,408

6. MODE OF IMPLEMENTATION: Ministry of Education (MOE)

7. PROJECT DESIGNERS: Ministry of Education and USAID/Honduras

8. RESPONSIBLE MISSION OFFICIALS: (for the full life of the project)

   a. Mission Director(s):

      Anthony Cautterucci
      John Sanbrailo
      Marshall Brown

   b. Project Officer(s):

      Richard Martin
      Henry Reynolds
      Nadine Dutcher
      Ned van Steenwyk

9. PREVIOUS EVALUATIONS: March, 1992

Executive Summary

Primary Education Efficiency Project (522-0273)
Honduras, 1986-1995
November 1995

Basic Project Identification Sheet

1. Development Objectives

PEEP was designed to improve the efficiency and quality of primary education in Honduras, and thus affect the production and quality of life of Honduran people. $23,878,000 in USAID funds were budgeted for this project.

2. Purpose of the Evaluation

To conduct the final evaluation of USAID Project No. 522-0273, the Primary Education Efficiency Project (PEEP), 1986-1995. More specifically, the evaluation: (a) ascertains the extent to which the objectively verifiable indicators (OVIs) contained in the project's Log Frame (as revised 5/92 after the midterm formative evaluation) were met for each of the project's seven components, (b) confirms the major accomplishments to date for the EDUCATODOS subcomponent, and (c) probes the experience of the project with a view to making helpful suggestions for the future conduct of some or all of the project components under new donor auspices or for future USAID projects.

3. Study Method

The methodological approach consisted of a documents review, personal observations, interviews with present and former project personnel, with MOE and USAID officials, and a review of archival documents--all aimed at documenting and cross-validating findings. The team cross-validated project achievements through two or more different sources, and, where possible, calculated the data using different analytical approaches. The team spent 6 person days visiting schools.

4. Findings

The MOE and PEEP Project have expended tremendous efforts to establish in Honduran classroom a vision of classroom learning that is a learner-centered, self-directed process in which children assume increasing responsibility for the school, the school community, and the learning process itself. (An overview of the evaluation findings are presented in the Annex.) The project is vulnerable to derailment when other donors such as the World Bank and Germany replace USAID's inputs. The MOE needs

continuity of purpose as well as continuity in funding to sustain momentum towards major changes in the way teaching and learning happens in Honduran primary schools. Unless the new donors take advantage of the experiences of PEEP and the lessons learned, the resulting discontinuity will be costly, especially in terms of the MOE's sense of direction. USAID is funding a coordinating position to aid in the transition from one donor to another.

5. Conclusions

1. The evaluation team was able to verify 8 out of the 9 objectively verifiable indicators of national impact envisioned in the revised log frame of 1992. Especially successful were the reduction in the numbers of primary school dropouts and the increased numbers of fourth and sixth grade primary school graduates (the level of education associated with achieving basic literacy and numeracy). For example, 1994 primary school graduates are equal to 70% of the 13-year-old population, which is one of the highest rates in Central America, as compared to about 50% in 1985 before the project began. See Annex.

2. Seventy-five percent of the objectives of each project component were met or surpassed, and another 14% were substantially met. Especially successful components include the textbook development, printing and distribution component and the school construction component. These two components account for 55 percent of the project budget (excluding the MOE contributions for construction). See Annex.

3. The envisioned project outcomes that were not reached were, for the most part, related to the automation of manual systems. The MIS and the testing and evaluation components were especially affected by this. Transfer of computer technology to the project staff was undermined by the many-year delay in obtaining the computers, by the overly modest level of computer literacy in the job pool, by the high turnover of staff due to political changes in the government and by higher salaries in the private sector for technicians trained in computer operations.

4. The analytical requirements of the PEEP project were greatly overshadowed by production demands. Consequently, while production schedules were met (e.g., key objectives were identified, tests were fabricated, texts were published), there tended to be a lack of technical analysis which would have sharpened the focus and utility of project efforts. Analytical technology was not transferred, and an opportunity was missed to move from the relative obsolescence of much information that the MOE traditionally collects to a more discriminating,

systematic identification of useful information and to a higher level of information analysis.

5. An on-going mechanism for quality control was not institutionalized. Quality control inputs tended to be discrete, perhaps one-time events in the sequence of developing tests or texts, for example. Quality control mechanisms were not, however, built into the project as strong evaluation feedback loops to insure continuing quality control for curriculum development, teacher training, test development, evaluation, and MIS initiatives.

6. EDUCATODOS is off to a good start and has activities in progress in all phases of its scope areas. Factors that may inhibit sustaining the initial momentum include: promoter selection (some current promoters are inactive) and lack of transportation; program expansion that outstrips logistical support systems; some of the lessons may be ineffective for some age-groups or other target segments of the audience; delayed inputs from NGO and municipal partners; and administrative, financial and logistical complexities (e.g., there will be 3 revenue streams, and there will be many contracts with small local radio stations whose broadcast schedules need to be coordinated.

7. Recommendations

1. Routine information operations need to be computerized. The original PEEP goal of automating information needs and providing remote access to the data base is sound but not yet implemented. This component needs a clear vision of its role in the MOE, and a workable plan to get there soon. Careful consideration is suggested to developing a menu of special report formats, so that MOE staff concerned with textbook distribution, classroom reconstruction, teacher placement or training, for example, can immediately access the relevant information in an attractive format. (The inexpensive Quicken financial reports option is one example of how this might work.)

2. Relevant analyses need to made. Raw data needs to be analyzed to be useful, and there are very useful analyses that are currently beyond the MOE's grasp, due to lack of time, opportunity, and/or expertise. Not only do technical analyses need to be performed, but this technology needs to be transferred to Honduran personnel and institutions, public and private.

3. An on-going mechanism for quality control needs to be institutionalized in all project components. Evaluative

feedback from administrators and consumers alike needs to be periodically elicited and used to refine the product or services in question.

4. In the continuation project, instructional materials need to be provided on an uninterrupted basis and revisions need to be based on pupil content mastery. User experience (both student and teacher) should be incorporated in the routine cycle of revision of educational materials.

5. To help sustain the considerable progress EDUCATODOS has made in its first year, the project should consider: encouraging the MOE to select and retain EDUCATODOS promoters on the basis of merit and past job performance; assuring promoter mobility by providing adequate field transportation; using criterion-referenced tests to research the effectiveness of individual lessons with target audience segments on an on-going basis; delaying further program expansion until partnerships with municipalities and NGOs are operational in existing program areas; and creating a flexible financial management system with appropriate accountability.

6. Transfer key PEEP equipment to the relevant implementing agent. A major impediment to the successful start-up of the PEEP project was the inordinant delay in obtaining the necessary equipment. To avoid frustrating suspensions in project activities, key PEEP equipment should be transferred to the EDUCATODOS unit of the MOE.

7. Resolution of the bottlenecks impeding timely cash flow disbursements.

8. Lessons Learned

A. Due to bureaucratic red tape and other obstacles, over time, the project developed a functional pattern of contracting out for technical and administrative services, although it did not succeed in establishing a mechanism for obtaining critical equipment in a timely fashion.

B. In countries with a high staff turnover due to political, social, and economic conditions, a higher level of continuous training is required than for areas of lesser job mobility, and goals of institution capacity-building may need to be reframed in terms of enhancing the skills of the national pool of education specialists.

C. One factor that has contributed to the success of the project in accomplishing most of its objectives is its ten-year time frame. Another has been the dedication of its staff.

8. Development Impact

To sustain momentum towards major changes in the way teaching and learning take place in Honduran primary schools, facilitating and qualitative inputs need to be: continuous and uninterrupted; available to teachers, children, and communities in a timely and consistent manner; continuously improving in quality as a result of the systematic collection and use of feedback from teachers by means of surveys and from children by means of achievement test results; and part of an integrated plan to improve the quality of learning which is internally consistent and fully aligned with the MOE's vision of primary education.

Annex: Summary of Findings

Executive Summary Annex: Overview of Evaluation Findings

Primary Education Efficiency Project, Honduras (522-0273), November 1995

Objectively Verifiable Indicators	Goal	Obtained
Increase in total number of 4th grade graduates	45%	61%
Increase in total number of 6th grade graduates	40%	57%
Increase in total enrollments	20%	24%
Reduction in dropout rates based on grade cohorts (1986-94)	20%	55%
Reduction in grade school repetition rates (1986-94)	20%	20%
Reduction in school years required to produce a 4th grade graduate (1986-94)	15%	13%
Reduction in school years required to produce a 6th grade graduate (1986-94)	10%	20%
Increase in achievement in 4 basic subjects, grades 1-6 (1990-94)	200%	not verifiable
No substantial difference in student attainments by gender	no difference	no difference

Success in Meeting Project Objectives, by Component	Planned	In Process	Completed
Learning Objectives, Testing and Evaluation			
24 final lists of enabling objectives, minimum learning objectives, and explicit evaluation criteria for each objective (4 subjects, 6 grades).			
Criterion-referenced standardized test banks developed for grades 1-6; with test items based on highest order MOE minimum learning objectives for each grade level.			
A computerized test generation, grading, and reporting system in place.			
Computerized test item bank, grading and reporting system (4 subjects, 6 grades).			
Criterion-referenced standardized tests being administered to stratified, representative national samples of primary school children at the end of each school year; results analyzed and disseminated.			
1 model test per grade printed and distributed to teachers with instructions for using minimum learning objectives, evaluation criteria, developing test items, scoring tests, the use of tests as formative and diagnostic instruments for making pass/fail decisions.			
6 model tests in use, 1 per grade (criterion-referenced).			
At least 4 waves of standardized test data available (1990-93), with continued use of standardized tests by MOE after PACD.			
At least 20% of teachers making regular use of model criterion-referenced tests for grading students.			
2 major empirical project evaluations completed in Year 5 and Year 8 of project impact on achievement and efficiency indicators.			

Educational Policy Planning and Research			
LOP total of 6 major studies completed.			
LOP total of 8 policy research workshops on results and recommendations of the 6 major studies and policy issues in education.			

Textbook Development, Printing and Distribution	Planned	In Process	Completed
16 new textbook titles and guides (4 subjects, 1-4 grades); 4 new workbook titles; 40 new individualized study modules (5 modules per subject, 4 subjects, grades 5-6) written, reviewed, field tested, and approved by MOE.			
4 teams of 5 authors each trained and experienced in textbook preparation and revision.			
5,000,000 new textbooks, teachers' guides, workbooks, individualized modules and other educational materials printed and distributed for full book coverage of the primary system by 1994. (12 million were printed/distributed.)			
Honduran private sector experienced in printing and distributing educational materials.			
New MOE capacity to project demand, plan, order, store, ship, and deliver textbooks based on computerized inventory system.			

Inservice Teacher Training			
300 professional teacher trainers, 18 department supervisors, and 300 regional supervisors and model teachers trained to serve as inservice teacher trainers.			
25,000 teachers (the total number of 1991 primary school teachers) trained in 2-week workshops over 4 years.			

Information and Policy Management (MIS)			
Expanded CPU; expanded and decentralized terminal access in MOE; remote data input and access in 3-5 regions.			
20 MOE staff trained in MIS utilization and 180 MOE personnel.			

School Construction, Renovation, and Maintenance			
MOE community promoters working with teachers and community participants to plan and implement school projects with local labor and materials.			
600 classrooms constructed and equipped with school furniture (1987-93).			
At least 25 school classrooms constructed by women teams.			
500 classrooms renovated (1987-95).			
900 classrooms receiving preventive maintenance.			
Low-cost classroom strategies and technologies developed to reduce construction costs by at least 50% as compared to traditional cement block classrooms; and to encourage increased community involvement in classroom construction.			
Low-cost strategies and technologies shared with other donors, GOH and PVO school construction programs.			

Project Management			
Timely filling of vacant personnel positions.			
Timely acquisition and maintenance of equipment.			

EDUCATODOS	Planned	In Process	Completed
Progress toward 7 BEST (1995-2000) project outcomes (curriculum, materials, criterion-referenced tests, delivery systems, municipal involvement, training, management and evaluation system).			
Use of PEEP materials.			

Table of Contents

Appendices

A. The Evaluation Work Scope
B. Logical Framework (revised 1992) for 5222-0273
C. List of actions taken, and status of actions not yet taken but still considered valid by the evaluation team, based on the recommendations of an earlier evaluation of the project programs.
D. Description of the methodology used in the evaluation (e.g., research approach or design, the types of indicators used to measure change of the direction and trend of impacts, how external factors were treated in the analysis).
E. Bibliography of documents consulted.
F. List of individuals contacted (name, title, agency).

Annexes

A. Graphic Display of Selected Socio-Economic Indicators for Honduras and Neighboring Seven Countries:

Geographic Overview A
Geographic Overview B
Geographic Overview C
Population 1992
Population Density per Square Mile
Population Overview
Age Distribution
Urbanization Percent
Electricity Consumption per Capita
GNP per Capita $US
GNP Growth Percent
GNP for Defense (percent)
GNP for Agriculture (percent)
GNP for Industry (percent)
GNP for Services (percent)
Land in Agriculture (percent)
Agricultural Workers (percent of workforce)
Total Imports
Total Exports
Trade Balance
Trade from USA (percent)
Trade from EEC (percent)
Trade from Japan (percent)
Infant Mortality Rate per 1000 births
Maternal Mortality Rate per 100,000 Live Births
Health Care Access (percent with access)
Persons per Physician
Persons per Hospital
Literacy Rate (percent)
Education Funding (percent of GNP)
Number of Primary Schools

Number of Primary Students
Number of Primary Teachers
Primary Students per Teacher

B. Global Objectively Verifiable Indicators, Selected Documents

1. Increases in 4th and 6th Grade Graduates, 1986 and 1994
2a. Matrícula Inicial por Grados y Sexo, Según Departamentos, 1986
2b. Matrícula Inicial por Grados y Sexo, Según Departamentos, 1994
3a. School Attainment, 1988-1993: Male
3b. School Attainment, 1988-1993: Female
4. Summary Tables: Graduates, Repeaters, Dropouts, School Attainment, "Lost" Between Levels
5. Children Not Covered by the School System
6. Cohortes Matrícula Inicial, Repitentes y Desertores, 1989-1994
7a. Dropouts, Age 7-12 by Level of School Completed
7b. Dropouts as a Percentage of Age Groups
8. Primary School Promotion and Retention, 1987-1992
9. Honduras MOE Data on Repetition Rates
10. Enrollments, Repeaters, Dropouts, 1989-1994: MOE
11. Grados (USAID constructed cohort flow)
12. Schools Reporting and Enrollment Reported, 1986-1992 Unadjusted Raw Data
13. Proyectos en Ejecución, entre 1986 y 1995

C. Production of Education Materials, Selected Documents

1. Materials Produced Under PEEP by EOP
2a. Producción de Textos Escolares
2b. Materials Development Process Flow Chart
3. Training Under PEEP
4a. Summary of PEEP Educational Materials Distributed by EOP
4b. Materials Reprinted Under PEEP by EOP
5b. Inventario Físico y Mantenimiento de Textos Escolares
6. Conocimiento de Embarque
7. Disponibilidad de Materiales Educativos en el Aula
8. Usos Reportado de los Textos de Primero a Cuarto Grado
9. Materials Produced under PEEP by EOP: Where Printed
10. Esquemática: Materiales Escolares
11a. Proceso de Producción de Textos Escolares y Materiales Educativos
11b. Ayuda Memoria: Capacitación sobre Elaboración de Materiales Educativos
12. Informe de los Resultados Obtenidoos en la Gira Realizada a Nueve Departamentos del País, 16 Agosto 1994

D. School Construction, Selected Documents

1. Informe Trimestral--Contribución de Contraparte
2. Omitted
3. Manual de Construcción para la Escuela de Adobe:; Materiales y Recursos Locales
4. Lista de Participantes que Asisten al "Seminario Taller de Tecnología de Adobe"
5. Diagrama de Flujo para Contratación, Pago de Personal y Establecimiento de Fondo Rotatorio

E. EDUCATODOS, Selected Documents

1. Resumen Estadístico del Proyecto EDUCATODOS Región Sur, Junio 1995
2. Instrucciones para la Aplicación de Pruebas de Ubicación Dirigida a Promotores Municipales, Comunales y Facilitadores
3. Prueba para Segundo Nivel
4. Proyecto Educación para Todos en la Escuela Morazánica

Definition of Acronyms

AED. Academy for Educational Development.
GOH. Government of Honduras.
IIR. Institute for International Research.
LOP. Life of Project.
MOE. Ministry of Education.
NGO. Non-Governmental Agency.
OVI. Objectively Verifiable Indicator.
PACD. Project's Anticipated Completion Date.
PEEP. Primary Education Efficiency Project (522-0273)/
PIU. Project Implementation Unit.
USAID. United States Agency for International Development.

Final Evaluation Report

Primary Education Efficiency Project (522-0273)
Honduras, 1986-1995

November 20, 1995

Final Evaluation Report

1. Purpose and Study Questions

The overall purpose of this evaluation is to conduct the final evaluation of USAID Project No. 522-0273, the Primary Education Efficiency Project (PEEP), 1986-1995. More specifically, the evaluation: (a) ascertains the extent to which the objectively verifiable indicators (OVIs) contained in the project's Log Frame (as revised 5/92 after the midterm formative evaluation) were met for each of the project's seven components, (b) confirms the major accomplishments to date for the EDUCATODOS subcomponent, and (c) probes the experience of the project with a view to making helpful suggestions for the future conduct of some or all of the project components under new donor auspices or for future USAID projects.

2. Team Composition, Field of Expertise, Role Played in Evaluation, Study Methods

The four-person team spent an aggregate of 15 person weeks in Honduras between September 17 and October 18, 1995.

H. Ned Seelye (team leader) has 20 years of experience planning and evaluating USAID educational projects, many in Central America. His education includes an M.A. in Latin American studies from La Universidad de San Carlos de Guatemala, an additional two years doctoral-level studies in anthropology at Tulane University, and one year in social psychology (specializing in methods of quasi-experimental evaluations in field settings) at Northwestern University. He has taught many years, including a senior Fulbright lectureship in Ecuador, and has served as a program director with the Illinois State Department of Education and as executive director of an NGO in Washington, D.C.

Fredi M. Munger (Ed.D in educational policy) has 15 years experience planning, implementing and evaluating education projects for USAID, the World Bank, the Asian Development Bank and UNICEF. She is also an Adjunct Professor at the Center for International Education, School of Education, University of Massachusetts at Amherst.

Gary G. Fritz (Ed.D in education administration and supervision, University of Illinois, Urbana) has served on a number of USAID projects in Central and South America. He taught in and directed schools in Bolivia and Chile for 18 years, and was a Fulbright Senior Lecturer in Mexico.

Rosario Santos Bertrand is an Honduran educator who received her *licenciatura* from the Universidad Pedagógica Nacional. She is currently under contract with the Centro de Desarrollo de Recursos Humanos (CADERH), an Honduran NGO, to head primary education follow-through activities for the Honduras Peace Scholarship program, with the title of Coordinadora de Seguimiento.

While overall responsibility for the evaluation rests with the team leader, each team member was assigned specific areas of inquiry: Fredi Munger examined the textbook and EDUCATODOS components, and shared responsibility for verification of the global, non component specific, OVI's. Gary Fritz examined the school construction, educational research, and teacher training components. Ned Seelye examined the testing and evaluation, MIS, and project management components, and shared responsibility for verifying the global OVIs. Rosario Santos Bertrand assisted each of the other team members in obtaining and interpreting the required documentation.

The methodological approach employed by the team consisted of a documents review, personal observations, interviews with present and former project personnel, with MOE and USAID officials, and a review of archival documents--all aimed at documenting and cross-validating findings. The team cross-validated project achievements through two or more different sources, and, where possible, calculated the data using different analytical approaches. The team spent 6 person days visiting schools.

Project staff, MOE educators, and USAID officials all provided substantial assistance to the evaluation team. Their interest in the project and the future of primary education in Honduras was obvious. The evaluation team found them to be dedicated, knowledgeable, candid, and in every way supportive of the team's efforts.

3. Economic, Political, and Social Context of Project

When the PEEP project was designed in 1986, it was anticipated that Honduras would experience sufficient economic growth to allow the GOH to assume the financial burden for continuing many project interventions. However, as of 1994 this does not seem plausible. The promising economic trends of 1991-1992 were not sustained in 1993 and per capita GOP remains low at an estimated US $580.

As the last elections approached, the fiscal deficit which was projected to fall to 3.8% of GOP in 1993, climbed to over 10%.

When the new government took office in 1994, it inherited serious fiscal and balance of payment problems. Inflationary pressure began to build in 1993 and by 1994 foreign exchange reserves were depleted.

The new administration is committed to sustainable economic growth and has established as priorities: a) reducing fiscal deficit; b) reducing the size and increase the efficiency of the public sector, c) privatizing selected public enterprises, d) restructuring the social security system, and e) reforming tax law and tax administration. Concurrently, the government has promised to maintain the present level of social expenditures and continue its programs of poverty reduction and human resource development. To complement these existing programs, the government has proposed to implement a broad range of policy reforms and investment programs in basic service areas such as health and education.

According to the World Bank's Basic Education Project Staff Appraisal Paper, the government has a clear perception of social needs and is assigning high priority to the development of human resources through investment in education, particularly at the primary level.

The need for this investment is made more urgent by Honduras' low levels of literacy (32% overall and 42% in rural areas according to 1992 World Bank figures; 73% literacy according to UNICEF 1992 figures). This is exacerbated by the low levels in average school attainment (about 4 years of schooling in 1993).

Against this context of low per capita GOP, high social needs, low levels of human capital accumulation and constrained public financing, the successful interventions to improve the quality of primary education begun under PEEP must compete for funding with other critical social investment and struggle. Honduras, unlike the rest of Central America (with the recent exception of Guatemala), has gone against a 20-year regional trend towards reduction of expenditure on primary education in terms of GDP share and of central government spending.

Annex A provides graphically-displayed information which allows the reader to compare Honduras to its seven neighbors across a number of socio-economic indicators.

4. Findings

A. Overall Findings regarding Log Frame Project Goals and Purposes

A series of objectively verifiable indicators (OVIs) that are generally assumed by educational specialists to be capable of reflecting increased efficiency in the primary education system

were identified by project and Mission staff in the revised project log frame. The log frame OVIs are intended to provide an independent means of verifying impact and trends in school attainment, coverage, efficiency and effectiveness.

The evaluation team used various sources to confirm or disconfirm whether these OVIs were realized at their anticipated level of attainment. A major source of information was the data collected annually from classroom teachers and compiled by the MOE's Informática component. These data serve as the official source of information for MOE decision-makers and the same data source was used by the project designers to set the baseline and targets for the quantifiable outputs. As a secondary source to check trends, the Household Survey data collected by the Census was used.

John Edwards has documented in three reports the problems with the information contained in MOE and SECPLAN data sets: Midterm Evaluation (March 1992), *Datos Básicos sobre la Educación en Honduras* (1994), and *The Current Status of Primary Education in Honduras* (1995). One key constraint with MOE data is its limited usefulness in comparing changes in the educational system year to year due to a fluctuating number of schools reporting statistics each year. This fluctuation particularly affects statistics compiled from comparing data from one year to the next (e.g., cohort flows). Although Edwards made available some adjusted data sets, the team was unable to use them other than to validate general trends as they covered different years from those specified in the log frame.

To illustrate the errors inherent in the current MOE reporting system, about 2% of the students who matriculate in a given grade are unaccounted for in the reported numbers of grade-level repeaters, dropouts, and graduates. Sometimes tables with the same title, date, format, and data set contain cells with varying figures. This leads different investigators to calculate different amounts based on the same data set; when different data sets are used, the extent of the variance increases. Nevertheless, this is what is available to work with and longer-term trends over the LOP become evident.

The evaluation team attempted, whenever feasible, to calculate the realization of the OVIs in a complementary fashion to the way the project had calculated the gains. In other words, rather than to duplicate the project's calculations, the evaluation team tried to cross-validate the tabulations based on a plausibly alternate line of reasoning.

Of the "global" indicators of impact, the evaluation team was able to verify the realization of 8 of the 9 OVIs. A discussion of each of the 9 OVIs follows.

Anticipated Outcomes

- **45% increase in total number of 4th grade graduates over 1986.**
- **40% increase in total number of 6th grade graduates over 1986.**

The realized increases meet--and exceed--the project's goals. Between 1986 and 1994, the increase in 4th grade graduates is 60.6%, and 56.7% in the number of 6th grade graduates; these figures are unadjusted for repetition rates (see below) and national increases in the school-age population. During this period, national increases in first grade enrollments grew 4%.

The first way the evaluation team examined the relationship between the number of 4th grade graduates in 1986 and 1994 was to compare the number of children who completed 4th grade in 1986 with the number of children who completed 4th grade in 1994.

These calculations are based on annual statistical tables for 1986 and 1994 compiled by MOE's Informática service component (see Annex B, Exhibit 1). Annex B, Exhibits 3a and b show the figures as adjusted for the approximately 4% increase in enrollment calculated on the basis of the percent increase in first grade initial enrollments in 1986 compared to 1st grade initial enrollments in 1994.

To cross-check this trend, the evaluation team referred to John Edwards's 1994 study of Census Department Household Survey Data. These figures show an overall increase of 21.6% in the number of females between the ages of 16-25 who had completed 4-6 years of primary school in 1993 compared to 1988. This confirms the general trend toward an increase over time in the number of upper-elementary school graduates. Since this calculation is based on a 5-year time span instead of the 8-year span available in the MOE data (above), it is safe to assume that the Household Survey data yields a more conservative figure. (See Annex B, Exhibits 3a, b.)

This trend is further collaborated by Household Survey data that demonstrates a decades-long trend towards increased school attainment. In addition, between 1988 and 1993, the proportion of 16- to 25-year-olds attaining no school or less than 3 years of school declined.

In addition to indicators of increased graduates, the project was also concerned with increased coverage. This is discussed in the next section.

- **20% increase in total enrollments.**

Numbers of Children in School

If one examines the total number of children enrolled in school in 1986, the total school enrollment was 809,906 while in 1994 the

primary system had about 1,008,181 student enrolled. This represents a 24.4% increase in enrollments, thus meeting the envisioned OVI. These figures do include repeaters in the total enrollment, but repitition rates were declining during this period so that total enrollments, not including repeaters, still increased. (See Annex B, Exhibit 4.)

Percent of Children Enrolled

Total enrollment can be defined as the coverage, or the percentage of children of school age actually enrolled in school. Using this definition and data from the Household Surveys of 1988 and 1993, J. Edwards concludes in his 1995 report that there is an unmistakable increase in the percentage of children enrolled. For instance, initial enrollment of 7-year-olds increased from about 75% in 1989 to nearly 87% in 1993.

Examining the entire range of children enrolled in school from ages 5 through 15: in 1988 77.35% of the boys ages 5 to 15 and 79.45 of the girls were enrolled in school while in 1993 85.52% of the boys ages 5 to 15 and 87.52% of the girls were enrolled in school. This means that for 5-15 year old boys there was an overall increase in total enrollment of 10.5% and a 10.1% increase in total enrollment for 5 to 15-year-old girls.

If just the 7- to 14-year-olds are included in the calculations: in 1988 84.4% of the boys ages 7-14 and 90.3% of the girls age 7-14 were enrolled in school while in 1993, 88.7% of the boys ages 7-14 and 95.6% of the girls ages 7-14 were enrolled in school. This means that for 7- to 14-year-old boys there was an overall increase in total enrollment of 5% and a 5.8% increase in enrollments for girls aged 7-14. (See Annex B, Exhibit 5.)

System Growth

A closer approximation of system growth can be obtained by comparing the number of first grade initial enrollments in 1986 and 1993. Without adjusting for the number of repeaters in each initial enrollment, an approximate 4% level of increase can be detected. This 4% growth level exceeds the 3% per annum growth of the general population between 1986-1995.

In summary, 1994 primary school graduates are equal to 70% of the 13-year-old population, which is one of the highest rates in Central America, as compared to about 50% in 1985 before the project began.

- **20% reduction in dropout rates based on grade cohorts (1986-1994).**

This objective was met, and surpassed, as there was a 55% reduction in dropout rates.

The evaluation team examined this trend by following the 1989 1st-grade cohort through the end of their 6th grade in 1994, based on MOE data that left an average of 2% of the children unaccounted for at each grade level. Based on this imperfect data, dropout rates declined steadily but slowly from a high of 5.6% during 1st grade to a low of 2.5 in 6th grade; no bi-modal patterns were discerned in this data set. The 1989-1994 cohort data suggest that the dropout rates decreased by 55% (1989 dropout rate of 5.6% minus the 1994 cohort dropout rate of 2.5% = 3.1% divided by 5.6% = 55%), thus exceeding the project goal of realizing a 20% reduction.

Analyzing the data cross-sectionally by grade level, rather than by cohort, the average dropout rate across the 6-year period 1989 to 1994 was 5% for 1st grade, 3.3% for 2nd grade, 3.3% for 3rd grade, 3.2% for 4th grade, 2.9% for 5th grade, and 2.3% for 6th grade.

Across all grade levels, the average dropout rate for all 6 grades in 1989 was 3.9%, and in 1994 the average dropout rate across grade levels was 3.3%, showing an average decline in dropout rates between those years of 15.4% (3.9% minus 3.3% = .6% divided by 3.9% = 15.4%).

Both the age-cohort tabulations and the cross-sectional tabulations by grade level across years, and by years across grade levels, show the same trend toward a general lowering of the dropout rates across time and grade levels. (These data are found in Annex B, Exhibit 6, 7a, b.)

Using this definition, every year about 50,000 children (or 4.9% of the total enrollments) dropout of school before completing the school year, 77% of them before completing third grade. Of these dropouts, two-thirds are from rural areas.

Reports on dropout rates for the same years vary from 4.8% to 31.5% depending on how dropouts are defined, which data sets are used, and what algorithm is used to compute their number. In general, although dropout rates are lower than for some of its neighboring countries, they remain unacceptably high, especially in lower primary schools. Dropout rates seem to be declining for all definitions, sources and algorithms, with a few anomalies.

Dropouts are the percentage of students who abandon the system without completing the education cycle. The term dropout is applied to two different phenomena: children reported as dropouts by school directors and children who disappear from the system between grade levels.

Children Reported as Dropouts During the School Year

E. Schiefelbein and S. Peruzzi report in *Honduras, Situación de la Educación Básica y del Analfabetismo* (1994) conclude that dropout

rates are over reported by school directors and include temporary desertions and children who leave one school to enroll in another.

Annex B, Exhibit 4, presents the school directors reports of dropouts, and is the basis for dropout rates reported in the World Bank's recent Staff Appraisal Report (1994).

Children "Lost" between Grade Levels

The PEEP Project Paper,the midterm evaluation team, and J. Edwards used a different algorithm for calculating dropouts which compares initial enrollments for one year (adjusted for repeaters) with initial enrollments for the next grade in the following year (adjusted for repeaters). The final evaluation team was able to approximate their results with 1986 data and compare these to 1994 dropout rates. Annex B, Exhibit 4 presents these comparisons.

According to Edwards (September 1995), who based his calculations on Household Survey Data collected by the Census from 1988 through 1993:

> The dropout rate measured as a percent of the student population has fallen;
> the largest proportions of dropouts are found among children of ages 12 and up;
> most dropouts in the 7 to 12 age groups occurs at or before completing the first three grades;
> the pattern of dropouts is bi-modal, with a peak in the first 3 grades and another one at grade 6.

- **20% reduction in grade school repetition rates (1986-1994).**

Grade repetitions have declined across all 6 grades between 1986 and 1994 by an average rate of 20%, the project's goal. Computations comparing repeaters at each grade level to the initial enrollments for that grade level (data from the *Anuarios Estadisticos* provided by Informática) show changes in repetition rates (see Annex B, Exhibit 4).

Comparing the MOE data to the Household Survey Data and examining repetition rages by age between 1987 and 1992, Edwards concludes that although the repetition rate had decreased significantly, repeaters still accounted for nearly a quarter of the cohort of 7-year-olds. (See Annex B, Exhibit 8 & 9.)

According to the World Bank's Staff Appraisal Paper, although the repetition rates are declining, Honduras still faces a serious problem with high repetition rates which raises the cost of primary education. The cost of repetition is borne unevenly, as rates for rural areas are reported by MOE to be about 34% higher than for urban areas.

The 1991 Bridges study on repetition in primary school found that repetition is the most important cause of the high dropout rate. The authors report that most students who do not complete school are repeaters who become too old to remain in school, e.g., 11-year-old first graders. The study explains that repeaters are likely to repeat grades more than once, indicating that the cause of their failure is not addressed by merely repeating a grade. The study identifies major factors leading to high repetition rates including: sporadic attendance, short school year and school day, lack of textbooks and other teaching materials; inappropriate instructional techniques for multi-grade schools, and lack of preschool education.

- **15% reduction in the number of school years required to provide a 4th grade graduate (1986-94).**

Using a cohort flow analysis based on information provided by MOE's Informática, in 1986 it took 7.2 years to produce a 4th grade graduate and in 1994 it took 6.27 years to produce a 4th grade graduate. This reduction represents about a 13% reduction in the number of school years required. (See Annex B, Exhibit 10.)

A comparison among Central American nations is presented in the UNICEF (1995) statistics based on 1989 cohort achievements. Honduras (47% 4th grade attainment) rates favorably among its neighbors: 82% in Mexico, 46% in Guatemala, 62% in El Salvador, 67% in Nicaragua, 89% in Costa Rica, and 85% in Panama.

- **10% reduction in school years required to produce a 6th grade graduate (1986-1994).**

This goal was met and exceeded, as there was about a 19.9% reduction in the time it takes to produce a 6th grade graduate. Using a cohort flow analysis based on information provided by MOE's Informática, in 1986 it took 11.4 years to produce a 6th grade graduate and in 1994 it took 9.7 years to accomplish the same. (See Annex B, Exhibit 11.)

Putting the cohort figures together with the attainment figures reveals that in 1994 the average student stays in school about 6.7 years and advances 4.2 grades.

Using the UNICEF (1995) statistics based on 1989 cohort achievements (i.e., on-time completion rates), Honduras (34% 6th grade attainment) rates favorably among its neighbors: 72% in Mexico, 64% in Belize, 36% in Guatemala, 24% in El Salvador, 41% in Nicaragua, 79% in Costa Rica, and 79% in Panama.

- **200% total aggregate increase in academic achievement in four basic subjects, grades 1-6 (1990-94).**

The Mission calculated the increases in academic achievement based on testing scores for each grade level following the introduction of the text books. These calculations indicate that the aggregate

percentage increases in achievement for each academic area (math, Spanish, social studies, natural science) between 1990 and 1994 reached 171.7%. Most (128.5%) of the gain scores were reported for 1991 gains over 1990 based on a sample of five departamentos. Subsequent comparisons were based on a larger sample of seven departamentos and do not replicate the level of gains recorded for 1990-1991 in the five sampled departamentos. In fact, in two of the three subsequent comparisons (1991-1992 and 1993-1994) the change scores were negative (-7.9 and -18.6, respectively), although teacher strikes plausibly contributed to lower test scores in 1993-1994.

The evaluation team employed another approach to cross-validate changes in the norm-referenced achievement scores. Recalculating the change scores solely on the larger sample (1991-1992, 1992-1993, 1993-1994), the total aggregate gain in subtest achievement by subject matter is 37.4 percent. The only grade level for which there are consistently positive aggregate gain scores is for first grade. One disadvantage, however, of excluding the 1990-1991 scores from analysis is that this misses whatever initial impact the project interventions may have had.

There are technical difficulties in interpreting the test scores. There are no reliability coefficients available for total test scores based on the norm-referenced testing, but item analyses were performed recently by the testing and evaluation component on the subtest scores for testing completed in 1992 and 1994. Customarily, lower reliability result from subtest scores (in this case, math, Spanish, social studies, and natural sciences) compared to total test scores, due to their reduced number of test items.

Subtest reliability coefficients calculated on the tests completed in 1992 range from a low of .52 (excluding a possibly miskeyed math test for 5th grade math, Form B, which registered a reliability coefficient of -.04) to a high of .93 (for 1st grade Spanish). Nationally standardized norm-referenced tests should ideally obtain reliability coefficients in the .90s range. The evaluation team examined 32 subtests administered in 1992 (4 subjects X 6 grades + 6 Form B versions of math and 1 Form B each or a level of natural science and social studies), 1 reached a reliability coefficient of .90 or above; 6 reached a coefficient between .80 to .89; 13 reached a coefficient between .70 and .79; 6 reached a coefficient between .60 to .69 (coefficients ranging between .60 through .79 are what one would expect from good, non-standardized classroom teacher-made tests); 5 fell between .50 to .59.

Another 30 subtests administered in 1994 (excluding 2 subtests which appear to have been miskeyed) were subject to item analyses. The subtest reliability coefficients for 1994 were somewhat higher than those administered in 1992. 4 subtests reached the .90s; 7

reached the .80s; 10 reached the .70s; 7 reached the .60s; and 2 reached the .50s.

Recording students' tests in terms of total test scores would, most probably, have yielded more reliable information concerning overall changes in learning. Without total-test-score analyses, the evaluation team is hesitant to base conclusions of cognitive achievement on a review limited to subtest scores.

PEEP, in recent years, decided that criterion-referenced tests might yield information that was better geared to test student achievement in terms of the "higher order" learning goals of each subject matter. To this end, at the beginning (and again at the end) of the 1994 school term, criterion-referenced tests were administered to a nationally represented sample of 182 schools. These data are reported by the testing and evaluation component in terms of the percent of the tested criteria that students answered correctly at each grade level for each subject area. Norm-referenced testing was continued for the LOP in order to provide a consistent measure of achievement since 1990.

- **No substantial difference in student attainments by gender.** (This is an USAID compliance requirement, not explicitly a log frame objective.)

In terms of equitable access to education for girls and boys, John Edwards analysis of the household survey data demonstrates a 60 year trend dramatically reducing the gap between men's and women's educational attainment. He cites the declining share of women with zero years of school (61.7% in the 1930s to 11.9% by 1990) as evidence. Although the largest decline in gender inequality appears to have taken place between the 1930s and 1950s, there are indications that the trend is still continuing. (See Annex B, Exhibit 3a, b.)

In 1994, according to Informática figures, the total school enrollment for girls in grades 1 through 6 was 49.5% and 50.5% for boys. The proportion of boys enrolled is slightly higher than girls for first and second grade, about the same for 3rd and 4th grade and slightly higher for girls in 5th and 6th grade. This is attributable to the drop out and repeater rates which are slightly lower for girls than for boys. In 1994 females represented 52.4% of 6th grade graduates. (See Annex B, Exhibit 4 & 12.)

Only a portion of the MOE information received by the final evaluation team was disaggregate by gender. The following set of calculations is based on that partial set of statistics.

Enrollments

In 1986 the total school enrollment for girls ages 7-14 was 90.3%; in 1993 the total enrollment for 7-14 year old girls was 95.6%. Of the children in school, 49% were girls in 1986 and 49.5% were girls in 1994

Repetition

In 1986 of all the repeaters, 47% were girls. Of all the girls enrolled in school in 1986, about 14.5% were repeaters that year. In 1994, of all the repeaters 44.8% were girls. Of all the girls enrolled in school in 1994, 10.9% were repeaters.

4th and 6th Grade Graduates

In 1986 girls share of the 4th grade graduates for that year was 48%. 1994 data was not disaggregated. In 1994, the girls' share of 4th grade graduate was 51.7%.

In 1986, girls' share of 6th grade graduates was 52%; in 1994, girls' share of 6th grade graduates was 52.7%

Annex B, Exhibit 4 summarizes these data.

External Factors Affecting Outcome Indicators

The overall aim of the project was to contribute to the efficiency and quality of primary education in Honduras. The objectively verifiable indicators of program success (in measures other than cognitive learning) were largely met. In the absence of an evaluation design that would allow one to make causal links between program interventions and outcome measures (an early treatment-comparison design quickly and completely eroded), the best we can do is to associate gains in outcome measures with project accomplishments during a period when there were no other major donors in Honduras and the country was in social turmoil. (Social turmoil was endemic in Guatemala, El Salvador, and Nicaragua, too, countries where educational coverage and efficiency declined in the 1980s.)

To develop confidence in the plausibility that the PEEP project contributed to the impressive gains noted in many OVIs, the evaluation team assessed a number of external factors that may have affected--positively or negatively--the OVIs. Annex B, Exhibit 13 lists 35 educational initiatives between 1986-1995, most funded at levels less than US$1,000.000 and most are regional rather than national in their coverage. By far the biggest program in this period is the PEEP program, funded by USAID. Beginning in 1990, however, there are two highly visible GOH programs to incentivize parents to send their children to school. The first provides mothers with a monthly stipend of L20 for each child enrolled in primary school. The second program provides elementary school children with a pair of tennis shoes and a backpack for carrying their supplies. During the 8-year LOP period, by far the biggest investor in the Honduran primary education system was the GOH. As such, much of the progress in so many system-wide indicators of quantitative and qualitative

improvements can be credited to the on-going willingness of the government to maintain a high level of investment in primary education.

Although many MOE and GOH programs in concert increased the attractiveness of attending primary schools, the PEEP project was by far the largest intervention between 1986 and 1995, and can, therefore, take its fair share of the credit for gains noted in the OVIs.

B. Learning Objectives, Testing and Evaluation

Background

Seven and a half percent (or $1,522,244) of the project allocation was budgeted for this component, and as of September 1, 1995, 95% was expended or committed. This component was the last of the seven project components to be staffed, in June 1988. This delay is due, in part, to the exigencies of reaching a consensus among MOE officials, supervisors, and teachers before the initiatives contemplated by this component could be initiated. Other factors cited to explain the delay include the lack of computer literate personnel who were willing to work for the wages offered by the MOE, changes in personnel once they were trained, lack of computers, MOE resistance to change, the MOE was waiting for the results of an on-going effort to develop " new evaluation system" for the MOE, and lack of overall vision concerning the mission of this component.

Anticipated Outcomes

- **24 final lists of enabling objectives, minimum learning objectives, and explicit evaluation criteria for each objective (4 subjects, 6 grades).**

This outcome has been fully realized and the lists have been published as *Rendimientos básicos e indicadores de evaluación del nivel primario*, Secretaría de Educación Pública, 1993.

- **Criterion-referenced standardized test banks developed for grades 1-6; with test items based on highest order MOE minimum learning objectives for each grade level.**

This outcome has been fully realized, with at least five criterion-referenced test items for each learning objective for each grade level (or a total of 30-40 test items for each academic subject, grades 1-6), based on highest order MOE minimum learning objectives published in *Rendimientos básicos de mayor complejidad*, Secretaría de Educación Pública, April 1993. (These "higher order" objectives each incorporate a larger number of the objectives that are listed in the *Rendimientos básicos e indicadores de evaluación del nivel primario*, 1993.) The item

bank is a manual system consisting of typed items (and their accompanying illustrations) contained in file folders.

- **A computerized test generation, grading, and reporting system in place.**

This outcome has not yet been fully realized. Responses by each tested student are entered onto diskettes manually (text files in WordPerfect) and sent to a local firm that has been contracted to grade the tests and report the results. These computer-generated reports, with much of the information graphically displayed, are further abstracted by the project's evaluation component and the data aggregated with previous years' data. The evaluation component then prepares an attractive and informational report. Item-analysis information, including measures of test score reliability, level of difficulty, and statistics on test-score variability of the norm-referenced tests are not part of either the contracted or in-house reports. Breakdowns by departamento and urban, rural multi-grade, and rural one-teacher school are provided.

Relevant analyses for the criterion-referenced tests that began to be administered to students in 1994 was begun by having panels of judges establish the face validity of the tested items, and continued by pretesting a pilot version and returning to students to ask why they had experienced difficulty with certain items; the items were then reedited. Cross-validation studies will need to be accomplished in the future. It would be interesting to establish the relative comparability of student achievement as measured by both the norm-referenced and criterion-referenced tests.

- **Computerized test item bank, grading and reporting system (4 subjects, 6 grades).**

A manual system has been prepared, but it has not been computerized. This component was the last to be staffed and computers were not provided (i.e., loaned) to the evaluation component until 1994--and there was an energy crisis that year and they could not be used. Component personnel is currently reviewing a microcomputer program with the capacity for computerized test generation, grading, and reporting. Obstacles to the timely review of this software include (a) the language of the program and of the manual is English, and (b) the paucity of personnel in the evaluation component who are familiar with computerized systems of this general type.

- **Criterion-referenced standardized tests being administered to stratified, representative national samples of primary school children at the end of each school year; results analyzed and disseminated.**

This goal mostly has been met. The criterion-referenced tests for grades 1-4 began to be administered to an 18-departamento sample (182 schools) in 1994. Items aimed at each subject matter area are included in the battery, and are based on higher order objectives that were published in 1993.

(The norm-referenced test sample currently consists of 7 departaments. The procedures observed to obtain a sample representative of the selected seven departamentos should insure its generalizeability, at least in the sampled departamentos. Since average socio-economic conditions vary widely across departamentos, a truly national representative sample may have to include schools from all 18 departamentos, as does the sample for criterion-referenced tests.)

Substantial progress has been made in analysis and dissemination of the criterion-referenced test results, but the analyses lack relevant data such as the results of cross-validation studies. As of September 1995, test information has not reached schools until 6 to 12 months after test administration. This limits its usefulness to general policy issues within the MOE. To be useful to classroom teachers, the testing results will have to reach teachers very quickly after testing. The required level of swiftness can not be achieved without the use of optical scanners to process the data.

- **1 model test per grade printed and distributed to teachers with instructions for using minimum learning objectives, evaluation criteria, developing test items, scoring tests, the use of tests as formative and diagnostic instruments, and for making pass/fail decisions.**

Model tests in each of the 4 subject matter areas for grades 1-3 have been prepared, but printing and distribution has not yet occurred.

- **6 model tests in use, 1 per grade (criterion-referenced).**

7 model criterion-referenced tests for each grade are currently in use. One to two model norm-referenced tests per grade also are in use.

- **At least 4 waves of standardized test data available (1990-93) during LOP with continued use of standardized tests by MOE after PACD.**

This goal has been fully met. The sixth application of standardized norm-referenced tests is scheduled for October 1995.

- **At least 20% of teachers making regular use of model or criterion-referenced tests for grading students.**

This goal has not been met. Virtually none of the teachers appear to be using test information for grading purposes. The

distribution of model tests to teachers for use in pass/fail decisions may require a reform in MOE directives to allow for this. Meanwhile, the process of inservicing teachers in the use of testing has begun via the component's initiative to involve teachers in techniques of formative evaluations.

As noted above, the test results do not reach the teachers in time for them to use for this purpose, even if they were inclined to do so. Teachers might well exercise some caution in regards to using the results of these tests for grading purposes as PEEP has not yet demonstrated either their validity beyond establishing face validity and reediting items based on student feedback.

- **2 major empirical project evaluations completed in Year 5 and Year 8 of project impact on achievement and efficiency indicators.**

This goal has been met in its entirety. A midterm formative evaluation was completed in 1992 by the Academy for Educational Development, and the present report contains the project's final summative evaluation, performed by Creative Associates International in the fall of 1995.

Implications for Future

The envisioned aim of this component was to computerize testing and evaluation activities, but computers were not provided. By 1992--and still no computers--it was rationalized by external consultants that equipment such as mark scan readers were not necessary as the data could be entered manually into a computer in a month. Decisions such as this undermined the resolve to computerize, and in fact, when the analyzed data is chronically late--as has consistently been the case in Honduras--one seeks as many ways as possible to cut the time necessary.

In the crunch to produce tests and other deliverables, the component had little time (or training) to enable it to properly analyze the data. Outside consultants tended to arrive, complete their tasks, and leave without effecting much, if any, transfer of technology. It would have cost more otherwise, and cost was used as a reason to cut many services that hindsight suggests may have been vital to the success of efforts to computerize the component's operations.

Major events in the life of this component include the development of a battery of norm-referenced tests, identification of basic, higher order objectives for each subject matter and grade, the addition of a battery of criterion-referenced tests, and, on the negative side, the persistence of manual, rather than computerized, systems.

C. Textbook Development, Printing and Distribution

The Project has met or exceeded its anticipated outcomes in the areas of materials development, production and distribution. In addition, as a result of the project many Honduras in the private and public sectors have gained knowledge and experience in strategic, tactical and operational aspects of planning, designing, producing and distributing instructional materials that promote a particular educational vision. The Project has spent approximately $12.65 million dollars building the PIUs capacity to develop, print and distribute nationally a full set of educational materials. 54% of the project budget was earmarked for this component.

Anticipated Outcomes

- **16 new textbook titles and guides (4 subjects, 1-4 grades); 4 new workbook titles; 40 new individualized study modules (5 modules per subject, 4 subjects, grades 5-6) written, reviewed, field tested and approved by MOE)**

Written and Approved by MOE

PEEP has exceeded the anticipated number of anticipated primary school titles (76) having developed 82 texts, guides, notebooks, modules and supplementary instructional materials. In addition, by EOP PEEP will have developed 6 adult basic literacy workbooks for the EDUCATODOS program. All of the materials have been approved by MOE prior to printing. The list of materials developed and approved by MOE under PEEP appears in Annex C, Exhibit 1.

By EOP, PEEP will have spent approximately $4.8 million on salaries, technical assistance, reporting, commodities and the operating costs associated with developing a materials production component as well as preparing and producing instructional materials.

Field Tested and Revised

All titles produced under PEEP were field tested in some form and the results incorporated into revisions. The instructional materials design process adopted by the Textbook component (see Annex C, Exhibit 2a, b) called for manuscripts to be field tested ~~and~~ three times to provide writers, editors and illustrators with information on design and format issues. This general field testing process was modified somewhat for each kind of material produced.

For textbooks, field tests of individual components or lessons were conducted by PEEP teams and by a small group of teachers.

Not all textbook components were field tested. PEEP teams tried out a sample of components from the draft manuscripts with students in a few schools to see if pupils understood the content. 5 to 10 Teachers were given copies of the components to review for five days and provided PEEP teams with comments on clarity, design and format. Observations and comments were incorporated into revised drafts and the process repeated twice more with students from different schools but the same teachers were asked to review and comment upon the revised components. Feedback from component testing was incorporated into the final draft.

The process for field testing the self-study modules (*fasículos*) was different for two reasons: 1) the *fasículos* required a change in teaching approach from teacher-directed to learner directed; and 2) there was less variation in component format. Therefore, instead of testing a sample of individual components, a group of teachers from 6 schools used photocopies of the complete set of draft components (36 titles) with their fifth and sixth graders and provided feedback to the design teams during the manuscript revision process.

Pupils' guides were field tested in a sample of 14 schools which were also participating in the experimental Escuelas Activas y Participativas program. The pupils' guides represented a transition from teacher-directed to learner-directed education. Third and fourth graders worked with photocopies of these guides (8 titles). Materials developers received feedback on the content, design and ability of children to use the guides and textbooks independent of teacher direction.

Posters for Spanish were given to about half the Grade 1 teachers in the country before they went to press. The extensive field test was used to determine the best methods for displaying poster series given the limited wall space suitable for displaying instructional materials in Honduran classrooms. A free-standing flip chart format was selected as a result of this extensive field test. The math posters series were tested by about 5 teachers and it was decided to let individual classroom teachers decide how best to display the math posters.

Workbooks were distributed to children in grades 1 and 2 and the testing used mostly to decide on font size and space required for penmanship practice.

Teachers' guides were field-tested and revised by teachers selected from all over Honduras and brought to Tegucigalpa for a week-long workshop.

- **4 teams of 5 authors each trained and experienced in textbook preparation and revision.**

To date, PEEP has spent approximately $124,000 on training for about 150 Honduran editors, writers and illustrators who worked as

subject specialist teams developing textbooks and other instructional materials in mathematics, science, Spanish and social studies. If the costs of technical assistance for the textbook component, which included training Honduran editors, writers and illustrators, the total cost was over one million dollars.

The teams received general orientations at the beginning of the materials development process and more specialized training during the course of writing, field-testing, revising and editing the manuscripts. With each change of government (1990 and 1994), all but a few members of the subject specialist teams were replaced. This turnover necessitated additional orientation and training programs for newly appointed writers, editors and illustrators which were executed by USAID project personnel since financing for technical assistance for this activity was very limited by 1990. In addition, this component's chief technical assistant died in a 1989 airplane crash. In order to complete the scheduled staff development activities, Marco Tulio Mejía, a USAID officer, Office of Education and Human Resources, personally assumed responsibility for completing the technical training.

A complete list of seminars, workshops, courses, orientations and study travel undertaken by the educational materials production component teams appears in Annex C, Exhibit 3.

In addition to the formal training, 2 long-term technical advisers and more than 20 short term consultants provided on-the-job training to the writing and editing teams. In addition, local resources, such as CADERH, provided support and guidance to the subject specialist teams.

The project has left behind a rich legacy of professionals trained and experienced in organizing and managing a materials development process as well as a cadre of writers, editors and illustrators knowledgeable and practiced in the techniques and methods of developing instructional materials.

- **5,000,000 new textbooks, teachers' guides, workbooks, individualized modules and other educational materials printed and distributed for full book coverage of the primary system by 1994.**

Printed

By the End of Project, PEEP will have spent about $7.7 million (out of the $12.65 million allocated for the Textbook and Materials Component) on printing or re-printing over 17,500,000 educational materials and distributed them to all auxiliary supervisors throughout Honduras for further distribution to schools. (See Annex C, Exhibit 4a, b, c for the printing breakdown by title and date.)

Distributed

The PEEP project organized a two-step distribution process. A local transportation company was contracted to deliver materials to district offices throughout Honduras. The Project developed a paper based inventory control system to track, monitor and control the distribution of 60 to 80 titles to over 280 sites. In 1994, for example, the distribution system managed the delivery of over 4,000,000 items representing 74 kinds of instructional materials. (See Annex C, Exhibits 5a, b, and 6 for details regarding quantities of item distributed and inventory control vouchers.)

The PEEP project has shown that textbook distribution can be hampered by the absence of a reliable system to transport books from the district offices to schools. Materials are delivered in a timely manner to auxiliary supervisors but the Project has no control over the timetable for delivery of materials from the district office to the school directors or from the school directors to the classroom, the last link in the distribution chain.

In 1994 the project undertook a study of 40 schools to assess, among other things, the extent to which materials produced by the project were present in classrooms and used by teachers. They reported the findings of their classroom materials inventory by grade, urban vs. rural school, and high vs. low achieving schools (based on PEEP's basic achievement test scores). These results are presented in Annex C, Exhibit 7.

The researchers concluded that although PEEP materials are generally available in schools, there are discernible differences between urban and rural schools regarding the proportion of educational materials available per student. While most rural schools had basic materials in all grades, urban schools, especially low achieving schools, had fewer materials in 50% of the grades observed. Rural schools have about a 1:1 pupil text ratios while urban schools showed an 8:1 pupil per book ratio.

The study also examined the use of materials in classrooms using both teachers reports and their own observations. Their finding suggest that the reported and observed use of available materials is not universal. Rural schools used the textbooks more than urban schools while urban schools used the modules more often than rural schools. In terms of the other materials produced by the project (notebooks, flip charts, games) the researchers found a low frequency of use (2%-15%). The researchers also report that they observed male teachers using the materials more often than female teachers.

The researchers offer this observation regarding the use of PEEP material. Habits formed during the years of teaching without

materials are difficult to change in a short period of time without consistent training and follow up. Teachers seem most comfortable with the Spanish-language textbooks and other educational materials developed by the project.

In 1994 a 9-person training team conducted a tour of 9 departments and collected information on the distribution and use of instructional materials. The team interviewed auxiliary supervisors, inventoried materials at the district and school levels, identified problems with the distribution of materials, and collected information on training.

Among other matters, they report that: materials were kept longer than necessary by auxiliary supervisors, some auxiliary supervisors had not yet distributed the materials, some of the boxes delivered were incomplete, materials were delivered to the wrong site, materials were delivered outside of office hours to persons other than the supervisors, shortages of math and Spanish-language books for 1st and 2nd grade, materials were delivered in accordance with the previous year's matriculation numbers, funding was insufficient to transport of materials to their final destination (see Annex C, Exhibit 12). The project has used this information to improve the distribution component.

- **Honduran private sector experienced in printing and distributing educational materials.**

The quality and speed of the printing presses available in Honduras limited local participation in printing. The Honduran private sector printed only 634,000 (3.6%) of the 17.5 million volumes produced under the project. Another 7,599,000 (43.4%) were printed in Costa Rica. The balance 9,267,000 (53%) were printed in the USA. (See Annex C, Exhibit 9 for a breakdown of titles printed by country.)

All of the distribution of materials from warehouse to auxiliary supervisors was undertaken by Honduran transportation companies.

- **New MOE capacity to project demand, plan, order, store, ship, and deliver textbooks based on computerized inventory system.**

The MOE did not develop the in-house capacity to project demand, plan, order, store, ship and deliver textbooks based on a computerized system. However, a computerized system for monitoring and controlling the distribution of educational materials is being developed by the MIS contractor. (Schematics for this system appear in Annex C, Exhibit 10.)

Implications for Future

As a result of the project, Hondurans in both public and private sectors have developed knowledge about materials development and production. (See Annex C, Exhibit 11.)

1996 represents a moment of discontinuity in the area of materials development and production. The institution responsible for managing the process of materials design, development, production and distribution is going out of business, and with it, easy access to all the tacit knowledge accumulated by the Honduran public and private sector over 8 years about how to manage complex production projects to a timetable in Honduras. Once the project is disbanded, because this knowledge is not institutionalized, it may be difficult to access.

The moment of discontinuity comes at a point when the MOE needs continuity to sustain momentum towards major changes in the way teaching and learning happens in Honduran primary schools.

PEEP's instructional materials have changed many Honduran classrooms from being dependent on teachers to being dependent on printed materials. Having created this demand, the GOH and the donor community have an interest to provide teachers with an uninterrupted supply of books as the current stock wears out. This obligation will be met, in part, with financing and technical assistance provided under the World Bank's Honduran Basic Education Project for textbook revision, production and distribution. The textbook supply chain is long and complex, and problems can occur at any point in the process. The evaluation team reviewed the World Bank's Staff Appraisal paper and has two caveats regarding the textbooks and didactic materials component:

a. An opportunity to base textbook revisions on pupil mastery of content will be missed if, as currently proposed, the revisions are based primarily on expert opinion. Student experience with the educational materials in the classrooms and the availability of criterion-referenced tests to measure subject-matter learning provide a means for a more thorough revision of the materials.

b. Long delays in reprinting and distribution caused by complications associated with project start-up may have the unfortunate consequence of reversing classroom level gains. It is unclear whether the following agreed-upon schedule for materials review, revision and reprinting is still realistic.

The MOE has agreed to the following demanding schedule for materials review, revision, and reprinting.

1996 3rd grade modular textbooks, 4 subject areas
1996 1st grade textbooks, review/reprint 4 subject areas
1997 4th grade modular textbooks, review/reprint 4 subject areas
1997 2nd grade textbooks review/reprint 4 basic courses
1998 5th and 6th grade modular textbooks review/reprint 4 basic courses

As the instructional materials have been produced by the PEEP project, the PEEP PIU has had to develop the technical capacity to design, test, revise and distribute instructional materials. The project has also had to develop the managerial capacity to plan, organize, lead and control the development and production of huge quantities of instructional materials. Some of these technical and managerial skills are explicit and can be formally shared with the MOE via training sessions, process documents, guides, planning grids, etc. Other skills in managing complex projects to a timetable are tacit and cannot be transferred easily. The project depends on MOE to select and hire without political biases to get the job done. To date, political biases in the hiring process have been greatly in evidence.

Even with substantial technical assistance from the World Bank's Honduras Basic Education Project, it is not clear how the MOE will develop the institutional capabilities--especially financial management--to manage this complex undertaking in a time to continue the gains towards its revised vision of primary education.

D. Inservice Teacher Training

Background

This component represents $2,255,000 (or 8%) of the project budget.

The general consensus among educators in developing countries is that education provides the best approach to building a more productive people and nation, and a higher quality of life. This belief is shared by the general public, as well.

A concurrent belief is that if persons, particularly the traditionally marginalized, are to benefit from education it must be brought up to date and geared to meet the nation's new economic and social demands. It must be tailored to help citizens successfully survive in the current world environment. Crucial to any change are the reactions of key institutions of the nation, in this case the MOE and the schools for teacher training.

Pre-service training for teachers is accomplished in Honduras by 12 normal schools. Facilities and instructional materials at normal schools range from modest to poor. These conditions mitigate against the prospect of changing Normal School students' attitudes and of increasing and sharpening their skills. In practice, less than 10% of their graduates find employment as teachers. This moves the major burden of teacher training to the inservice training of working teachers, an MOE responsibility. In response, in 1982 the MOE created the CAM, Centro de Actualización del Magisterio (Center for Teacher Training) as the vehicle to implement and supervise inservice training. Funding was provided by USAID.

The CAM was staffed by a director and 33 staff (since reduced to 12) to carry out the program. The CAM employed the trickle down model or multiplier effect as follows (see *Primary Education Sector Assessment*, 1989, p. 48):

Level One: National - 42 MOE trainers
Level Two: Departmental - 702 supervisors, auxiliary supervisors, and
Level Three: 15,000 classroom teachers

The staff and technicians of CAM received training locally and in the USA.

Along with reducing the CAM drastically, funding has also been cut sharply. At present, the staff of 12 can only make about 2 visits a year to departments and schools. CAM's effectiveness has been severely curtailed.

In 1991 the CAD (Centro de Aprendizaje Docente) system of inservice was created. It now operates in all 18 departments. CAD functions on the basis of a cluster model. In this strategy, each community selects a model teacher based upon a mutually arrived at profile of what a good teacher should be. The model teacher works with other teachers and parents to build a school community which is self-sustaining and self-actualizing. However, some classroom teachers still do not understand the objectives and methodology of the CAD system. This may be in part due to long-held attitudes toward education and the lack of adequate normal school training.

For example, the staff of CAM and the views reflected in the USAID sector assessment paper both agree that primary teachers are insufficiently prepared in all areas of teacher training, particularly in subject matter areas. As a consequence INICE (Instituto Nacional de Investigación y Capacitación Educativa in which CAM is housed) maintains that teachers participating in the CADs are vocal in expressing wishes for training to fill the gap in subject matter areas. Teachers find it difficult to understand the self-teaching method and, again according to INICE, supervisors and trainers must continually repeat it. (This may explain in part what leads some teachers to comment "Otra vez a capacitación. Nos llaman para lo mismo.")

It must be said that the Honduran government is ambitious in its dedication to educational reform. In 1994 a National Plan for Educational Development was launched under the rubric La Escuela Morazánica, the Morazán school, Morazán being a national hero partial to good education. The plan is comprehensive and includes pre-school, primary, secondary, and adult education levels. The beginning phases are to be implemented from 1994 through 1997, with the establishment of Escuelas Morazánicas focused on

practicing and demonstrating the principles of the national plan. A number of Morazán schools are functioning. They incorporate some of the ideas and practices of PEEP (e.g., the CAD system).

More recently a small model school system was initiated in El Hatillo school zone near Picacho. It is called Escuela de Calidad. Nine rural schools, some with one grade classrooms and some with multi-grade classrooms, are incorporated into the plan. The idea took root in 1994 when PEEP personnel from Picacho began talking with teachers from the zone about the PEEP idea. They offered to train the teachers. At first the teachers were not interested. PEEP offered workshops to train the teachers and financial support to attend. A few came to the first workshop. At subsequent workshops all teachers have attended.

In February, 1995 the first Escuela de Calidad was established. The teachers now receive training from the Peace Scholars group. They come in from neighboring areas to take part. PEEP is supporting it.

Teachers trained by PEEP have positively impacted educators at all levels of the Honduran education system. The project has established good working relationships with hundreds of teachers trained in the United States by the USAID Peace Scholars program. As a consequence, the project has benefited by providing a vehicle by which Peace Scholars have been able to share skills and approaches to student-centered teaching-learning activities with thousands of colleagues.

Training also is occurring in the preparation of educators in the skills of teaching materials and text book composition and test item construction.

Anticipated Outcomes

- **300 professional teacher trainers, 18 department supervisors, and 300 regional supervisors and model teachers trained to serve as inservice teacher trainers.**

This goal has been met. 288 professional teacher trainers, of which 181 are Peace Scholars, have been trained in the USA and Honduras, 18 department supervisors, and 350 auxiliary supervisors have been trained to be teacher trainers. 300 Model teachers have been selected by their fellow teachers to serve as inservice teacher trainers. (Source of figures is INICE.)

- **25,000 teachers (the total number 1991 primary school teachers) trained in 2-week workshops over 4 years.**

27,000 teachers have been trained in an equivalent of 16 weeks of workshops over a 4 year period. (Source of figures is PEEP project offices, Picacho.)

Implications for the Future

The CAD system has proven itself to be effective and efficient in meeting the Projects goal and objectives. Its strong emphasis on the uses of written materials and student motivated learning is its fundamental strength. The fact that the USAID Peace Scholars are involved in all levels in the primary education provides the basis for optimistic projections for the future functioning of the CAD system in inservice training. Future inservice strategies would do well to include the participation of the Peace Scholars.

E. Educational Policy Planning and Research

Background

The amount budgeted for Educational Policy and Research was $1,091,000, 4% of the total Project budget. The research component was developed and funded in order to do research studies in particular areas, such as, retention and dropout rates, the use of texts and its impact on learning, testing systems and their reliability and other research of like nature. These data were then be used to help make educational policy decisions and to adjust program components to meet program objectives.

As the project developed both public and private agencies participated in developing, implementing and interpreting research studies. Recently (since 1992) only contracted individuals and institutions have done research under this component. The midterm evaluation reports that such action is to continue to EOP.

Anticipated Outcomes

- **LOP total of 6 major studies completed.**

This goal was exceeded as seven major studies were concluded on the following themes:

a. Education Sector Assessment - Compilation of data on students, parents, teachers, supervisors, physical plants and social and economic conditions relating to primary education in Honduras, 1980-1993.

b. BRIDGES (Harvard) Study of Primary Retention and Dropout Rates in Honduran Schools.

c. Universidad Pedagógica Nacional (UPN) study on grade failure rates in Comayagüa.

d. Catalogue of Abstracts and Studies on Primary Education--99 Honduran primary education studies by both public and private individuals and institutions. Location of actual research document of each study is indicated in the catalogue.

e. Study of student achievement, teacher training, and use of Project texts.

f. Advantages and Disadvantages of Using Statistics provided by SECPLAN and MEP.

g. Analysis of primary education statistics, 1980-93; John Edwards. An analysis of problems and difficulties encountered in the use of statistics.

Another research study is in progress on the role of supervisors in achievement of project objectives.

- **LOP total of 8 policy research workshops on results and recommendations of the 6 major studies and policy issues in education.**

This goal has been met. Workshops were organized and held by public sector agencies, such as MOE, USAID and the Instituto Nacional de Investigación y Capacitación Educativa (INICE), and by private sector agencies, principally the project's institutional contractors (IIR and AED). The location of the workshops varied from local hotels to INICE, to in-house meeting rooms. Participants were members of USAID, AED, IIR, MOE agencies, teachers, school administrators and Normal School personnel. One more workshop is scheduled for October 17, 1995.

Implications for the Future

The research done to date has provided useful data on which to base policy decisions. For example, the sector assessment (a. above) has brought together the results of an number of studies on subjects ranging from student learning problems to school dropout rates. The BRIDGES study (b. above) has provided valuable information on dropout and retention rates.

F. Information and Policy Management

A bit over 8% (8.4%, or $1,680,180) of the project allocation was budgeted for this component; as of September 1, 1995, 86% was expended or committed. This key project component did not begin until 1992. Obtaining the computers required to implement this component required contracting someone to do an implementation plan; getting the implementation plan approved by USAID/Honduras, USAID/Washington, and the MOE; then final specifications for equipment had to be defined with USAID/Washington participation and approval; preparation of a licitation; and installation of the computers (in 1994). Obviously, this process should have been initiated at the very beginning of the project.

Anticipated Outcomes

- **Expanded CPU; expanded and decentralized terminal access in MOE; remote data input and access in 3-5 regions.**

The memory capabilities of the Informática computers has been expanded, both in terms of RAM and of hard-disk storage. The goal of decentralized terminal access has not been realized in any region. Computers have not yet been delivered to regional locations, let alone any personnel trained in their use for remote access to MOE data banks.

- **20 MOE staff trained in MIS utilization and 180 MOE personnel.**

This goal has been partially realized with the training of 19 MOE staff in Informática and 5 staff members in other areas of the project.

Implications for Future

The same weaknesses noted above in the discussion of the testing and evaluation component are repeated in the MIS component: the lack of capable computers in the early years of this project, the paucity of analysis, long delays in disseminating the results, lack of a consistent vision.

The usefulness of traditional tables is limited, and these are tabulated without accompanying statistical analyses. There appears to be no mechanism for controlling the quality of the information at any input point, from classroom teacher to data entry at Informática.

Lack of programmed report formats geared to providing different policy-makers with relevant information makes using the data base an arduous task. This is partly being addressed through a contract with a local firm.

This component has not yet completed a data collection-report cycle in an expeditious manner. One confusion has resulted from favoring labor-intensive solutions to data entry vs. much quicker computerized solutions. For example, data entry for the school statistics takes a month, whereby an optical scanner would do the same job with less errors in about three to five hours, depending on the particular scanner used.

G. School Construction, Renovation and Maintenance.

Background

Of the over 7,000 primary school buildings in Honduras in 1984, many showed considerable deterioration (see AED, 1989), making

classroom environments depressing and deficient at best. (Honduran Primary Education Subsector Assessment, Dec. 1989, AED). With increasing enrollment placing demands on the system for more classrooms, the situation was becoming desperate. MOE investments in new construction, renovation and maintenance were minimal and not enough to meet increased demands.

It was anticipated that due to the project demand would be even greater. The construction, renovation, and maintenance of classrooms became one of the top priorities of the Project. The MOE budgeted $1,500,000 for the construction of new classrooms and USAID reserved $100,000 for dissemination of construction technologies (see Annex Q1).

To facilitate remedying the problem the MOE utilized the services of the Dirección General de Construcciones Escolares (DGCE). (See Annex D, Exhibit 1.)

This MOE agency provided major funding for the component, with the use of USAID economic support funds, and developed strategies for economically feasible construction using locally available materials, labor, and methods. From 1986 to 1991 the constructions were of cement block and brick. In 1991 adobe construction was initiated.

In recent years another GOH agency called FHIS, the Honduran Fund for Social Investments, has gotten into the school construction field. According to Project sources, FHIS goes into communities near highways and builds school, lock, stock, and barrel, at no cost to the community. These schools are identified by a large sign which prominently displays the FHIS name. The availability of FHIS schools has to an extent tended to repress the demand for the PEEP construction adobe schools where FHIS cement-block schools are available, because FHIS requires no community investment. PEEP consciously pursued a different policy, one of getting communities to contribute.

Anticipated Outcomes

- **MOE community promoters working with teachers and community participants to plan and implement school projects with local labor and materials.**

In 1987 an attempt was made to sign an agreement between USAID and the MOE to explore the use of adobe in school classroom construction. The then Minister of Education opposed the idea, which was put on hold until a new minister would take office. In 1991 negotiations were reopened. An agreement was signed. The task was then to convince community participants and teachers to accept adobe. This was done through the work of social promoters at community meetings. By and large, at this stage, people were not convinced, adobe being considered an inferior material.

The strategy then shifted to one of constructing 8 classrooms of adobe in the Choluteca and Valle regions as demonstration classrooms. Teachers and students found that the climate in the new adobe classrooms was much improved. There was fresh air. There was light. The classrooms with their new white paint were attractive. The teachers talked to other teachers, the students talked to their parents. Little by little interest in the new classrooms was aroused and even mayors became interested and asked to have such classrooms in their villages. By now there is general agreement that adobe is an ideal material from which to construct school classrooms. This goal has been met.

- **600 classrooms constructed and equipped with school furniture (1987-93).**

From 1987 through September, 1995, 599 classrooms were built and 21 more have been contracted to be built. The project currently is negotiating another 28 classrooms with the affected communities.

Of the 599 classrooms built during the period 1987-1993, 138 are of adobe. Also, 23 kitchens were integrated into 23 schools and were built of adobe. All classrooms built included student's desks, the total number being 9,856. During the same period 306 latrines were built and 111 water systems installed. (See Annex B, Exhibit 2.)

A new design for classroom furniture, especially student desks, was implemented at the time (1991) that adobe class rooms went into construction. The desks were designed so that they could be used by one student at a time for certain student-learning tasks. They could also be put together to form a larger surface and seating capacity when students work in teaching-learning teams. They have proved to be very adaptable. The desks are being made largely by students in USAID-assisted vocational training centers.

- **At least 25 school classrooms constructed by women teams.**

This goal has been met.

In 1992 the project began to train women in the skills needed to build classrooms with adobe. In some cases, this led to conflict between husbands upset with the idea of women working ~~and~~ the project. Social promoters from the PEEP and MOE project were sent in to explain and convince. Husbands have become more open to their wives developing new skills and working outside the home and families enjoy increased income. Women are investing their money in bettering life for the family, especially the children's lives with new shoes, more nutritious food, and a better education. According to Mission officials who worked closely with this component, women's self-esteem is boosted, as well. Friends and

neighbors are copying the building technique in their homes, and some of the older children are learning construction skills.

25 classrooms have been built by women. Several more are in the process of being constructed by women or are projected to be constructed by the EOP. (See Annex D, Exhibit 2.)

- **500 classrooms renovated (1987-95).**

During the period, 491 classrooms were renovated; 98.2% of the objective has been achieved. (See Annex D, Exhibit 2.)

- **900 schools receiving preventive maintenance.**

During the same period 800 classrooms were maintained; 89% of the goal was met. (See Annex D, Exhibit 2.)

- **Low-cost classroom construction strategies and technologies developed to reduce construction costs by at least 50% as compared to traditional cement block classrooms, to encourage increased community involvement in classroom construction.**

MOE and project personnel in collaboration with community members and teachers developed a design that was visually attractive and that used adobe, clay tile, local woods, and a unique white paint made of marble dust, glue, cement and water.

Community members were involved in the planning, construction and maintenance phases. Women as well as men were involved in all elements of the project. The community provided materials, such as sand, gravel, earth, and wood.

A review of construction contracts for 1991 and 1994 (Dirección General de Construcciones Escolares, MOE) reveal that classrooms which were constructed of cememt block and brick cost on the average L55,000 in 1991 and L110,000 in 1994. Classrooms constructed of adobe cost L14,000 in 1991 and L23,000 in 1994. Adobe construction cost only 25% of what construction with traditional materials cost in 1991, and only 22% of traditional materials costs in 1994.

- **Low-cost strategies and technologies shared with other donors, GOH and PVO school construction programs.**

This goal has been met. In order to disseminate knowledge and experience in the use of adobe in school classroom construction two workshops have been held, one in August of 1994 and another during August of 1995. Due to high demand for the workshop another is planned for November 1995. If the November workshop is not able to accommodate all those seeking registration, it is safe to predict that another workshop will be held. A total of 120 MOE construction component members, architects, construction

engineers, social promoters, construction company representatives and members of building cooperatives participated. (See Annex D, Exhibits 3 & 4.)

Implications for the Future

Community members, MOE personnel, teachers and students have developed strong commitments to the use of local materials in construction and in the involvement of local labor resources. The public sector, including MOE and the communities, have been the heaviest investors in the project in terms of finances and labor.

These developments would appear to go a long way toward the institutionalization of the project within the MOE, provided adequate levels of funding continue.

However, inefficient procedures in securing timely availability of funds to initiate and complete projects are a deterrent. In April of each year the paper flow to release funds begins and continues into July. When funds become available the rainy season has begun, making it impossible to begin work on most sites. At the end of December, construction stops, awaiting a new cycle of approvals. (See Annex D, Exhibit 5.)

H. Project Management

Background

A little over 15% (15.4%, or $3,334,343) of the project allocation was budgeted for this component. This proportion is consistent with well-managed non-profit enterprises. As of September 1, 1995, 98% was expended or committed. While the log frame contains no OVIs specifically to gauge the efficacy of the PEEP project management, the evaluation team explored three indicators of project management efficiency.

Anticipated Outcomes

- **Reasons for ability to produce outstanding outcomes and/or inability to produce anticipated outcomes.**

The major cause of the very high turnover in project personnel was that each time the government changed (4 times during the LOP), experienced personnel were discharged and new appointments were made. Another cause of staff turnover is that some skills, such a computer-related ones, are prized in the private sector where they are better remunerated.

- **Timely filling of vacant personnel positions.**

This has been a problem, but in some instances the project felt a smaller workforce might be more efficient so there were conscious efforts to delay some staffing.

- **Timely acquisition and maintenance of equipment.**

Delays of 6 months to over a year have characterized the acquisition of project equipment, and no service contracts for the upkeep of the equipment are in evidence.

Implications for Future

Many of the problems faced by the Management Component were beyond its ability to resolve (e.g., PIU difficulties and the expeditious processing of the required paper work to obtain services and equipment and to pay suppliers).

Honduran managers did as well as foreign technicians, although components requiring a somewhat esoteric orientation and careful follow-through (e.g., MIS) especially suffered through changes in administrative leadership, 5 directors in the first 4 years. Political biases acted against some directors when they belonged to a party other than the one in power at the moment.

I. Alternative Basic Education Delivery Systems for Out-of-School Youth and Adults (EDUCATODOS Component of BEST Project 1995-2000)

Background

About $1.2 million has been allocated under the PEEP and LearnTech projects and another $4.66 million budgeted under the BEST Project for developing and delivering basic education to out of school young adults between the ages of 15 and 24.

EDUCATODOS is a significant departure from a long history of adult education, literacy programs, and literacy campaigns undertaken by the public sector, NGO's, and the donor community in Honduras, and continued by the present Ministry of Education under its Morazán School: Education for All program (Educación Para Todos: EDUCATODOS).

EDUCATODOS is an alternative system for delivering basic education to out-of-school youth and young adults. Through using interactive instructional radio (IRI) and written materials in listening groups facilitated by community volunteers, learners can earn a primary school diploma or a Ciclo Común diploma.

The EDUCATODOS component has benefited from the experiences of the USAID's regional LearnTech Project (which was funded by both Central and USAID/Honduras financing) in using interactive radio instruction. These three sets of 100 radio lessons and accompanying written materials have served as the basis for the EDUCATODOS instructional materials.

New radio lessons based on field tests and revisions of the materials have been produced for the first level (equivalent to grades 1 and 2). EDUCATODOS is still using the previous experimental materials for level II and level III materials pending further field testing and revision.

EDUCATODOS will support basic education programs for out-of-school youth and young adults through existing MOE adult education centers, and by entering into agreements with NGOs and municipalities. About 24 NGOs and 12 Municipalities are expected to supplement the USAID and GOH contributions through their own funding sources. At the instructional level, EDUCATODOS will rely upon the participation of community based volunteer facilitators. Program activities will be coordinated through an EDUCATODOS/MOE PIU. As of October 1995, non project financing for EDUCATODOS has not materialized.

USAID is assisting the Ministry to strengthen its young adult basic education capabilities in the provinces of Valle, Choluteca and part of El Paraíso through the EDUCATODOS Component of USAID's BEST 1995-2000 Project. This component will cover the costs of producing educational materials, cassettes and radio programs, which will be distributed by the MOE to adult education centers for two years. After the second year, USAID and MOE expect that the GOH, NGOs and municipalities will purchase these materials and pass the cost along to employers, students and other entities.

Program Elements

The EDUCATODOS alternative basic education system for young adults has the following elements:

Learners: 15-24-year-old priority target group (but all other ages are welcome); organized into learning groups; pre-tested for placement level; post-tested for content mastery. (See Annex E, Exhibit 1 for enrollment figures.)

Facilitators: Volunteers from the community; trained by the project; provide on-the-spot help for learners; receive food grants for their service.

Promoters: Field workers employed by project; organize groups; administer pre-tests; manage the facilitators; distribute written materials.

Instructional Radio Broadcasts: Five Levels of IRI programming in half hour formats; broadcast transmissions through local radio stations.

Printed Materials: Printed workbooks that accompany radio lessons; under consideration are self-paced instructional materials in Spanish, Mathematics, Science and Social Studies, audio cassettes, graphic materials, and flip charts.

Tests: Criterion-referenced placement tests assign level to learners at beginning and Achievement tests used at end-of-level to determine promotion to next level have been developed, validated with children, but are pending validation with the target group. (See *Informe de la metas logradas por el componente VII--Construcción, Mantenimiento y Renovación de Edificios Escolares...*, MOE, 1995.)

Curriculum: Based on the Expanded Basic Skills Curriculum.

Principles: Flexible delivery system (Open-Entry/Open-Exit); decentralized authority; use of interactive radio instruction supplemented by specialized print materials. reliance on volunteers; partnerships with NGOs and municipalities.

Partnerships: At present about 35 NGOs are involved in adult education in Honduras. These NGOs have invested considerable human and financial resources training facilitators for their own programs. EDUCATODOS materials, standardized tests, and other services will support these NGO programs.

There currently are only a few municipalities offering adult education. EDUCATODOS will pilot test partnership with a few municipalities to explore how these entities can participate as partners in the program.

a. Overall status of EDUCATODOS with list of its major accomplishments

The current status of EDUCATODOS and its major accomplishments were achieved by partnerships between PEEP, the LearnTech Project and the Ministry of Education that pre-date the 1995 start-up of BEST. To date EDUCATODOS accomplishments include:

Curriculum Development

EDUCATODOS materials were designed in accordance with the specific learning objectives outlined in the Expanded Basic Skills scope and sequence approved by the MOE. These basic skills form the basis for the learning materials and the criterion-referenced tests developed for this component.

Learning Materials Development and Distribution

Pilot tested the "Nuevo Amanecer" series Levels I, II, and III with 11 experimental (with radio) and 14 control (without radio) groups of 3-10 participants located near Tegucigalpa.

Established system of formative evaluation for learning materials. Reviewed, revised and recorded 100 half-hour Level I radio programs.

Reviewed, redesigned, printed and distributed Level I learner support materials.

Reviewed, revised and recorded 100 Level II half hour radio programs.

Reviewed, redesigned, printed and distributed Level II learner support materials.

Began production of radio lessons for Levels III and IV.

Began planning and writing lessons for Level III and level IV support materials.

Began writing lessons and preparing readings and exercises for Level V support materials.

Criterion Referenced Testing

Developed but have not validated criterion referenced tests for placement testing and end-of-levels certification.

Training

28 field workers trained for 2 months in the United States in 1995 (under the CAPS program).

Conducted 2 weeks training in 1993 for all new staff on IRI, Adult Basic Education, roles of COEDUCA, USAID/Honduras, LearnTech and MOE; radio production cycle.

Ran 3 day orientation on materials development for writers, editors and illustrators 1995.

Conducted two 1 week training seminars for 16 technical staff on writing and editing materials in 1994, 1995.

Conducted four training programs for promoters and 2 training programs for facilitators in 1995.

Wrote facilitator support materials for Level I and Level II in 1995. (See Annex E, Exhibit 3 for training summary.)

Community Assessment and Mobilization, 1995

Undertook preliminary assessment of demand of human, materials and institutional resources in EDUCATODOS Project area. (See Annex E, Exhibit 4.)

Began on-going social promotion for EDUCATODOS through radio advertising.

Organized about 1500 Learning Centers for about 20,000 learners in the project area (see Annex E, Exhibit 4).

Learning Groups Organization, 1995

Wrote diagnostic tests for learner placement.

Enrolled 20,000 students in about 1500 learning centers.

Conducted diagnostic pre-tests for learner placement.

Began writing and validating certification tests.

Distributed support materials, learning materials and food to facilitators.

Began radio transmission for levels I, II, and III.

- **Extent to which 522-0273's educational materials have been and are being used in 1995-2000**

EDUCATODOS, a component of the 1995-2000 Project, is building on several elements of the PEEP Project. For instance, the EDUCATODOS' PIU is staffed by former PEEP Project personnel and physically located, with the staff of the MOE's Adult Education Division at the current site of the PEEP Project. In this way, some of PEEP's institutional memory, organizational, and technical skills will be available to 1995-2000.

Process guidelines for writing, illustrating editing, field testing and revising instructional materials developed under PEEP or other USAID Projects have been used to train EDUCATODOS staff. In this way knowledge about how to develop effective materials will be available to Project 1995-2000.

Also, the interactive instructional radio programming developed under PEEP or other USAID Projects (e.g., LearnTech) has been field tested, revised, re-recorded and will serve as the core of the EDUCATODOS interactive radio instructional activities. EDUCATODOS is adapting the IRI materials to appeal to young adults (15 to 24). To date, 300 radio scripts have been analyzed, re-written and re-recorded. Also, learner support materials for Levels I through V have been revised, re-written, and re-designed to appeal to the target audience.

The MOE and PEEP are incorporating their prior experiences in working with volunteer facilitators into their project implementation plans. These volunteer facilitators will be able to take advantage of PEEP products such as materials, testing procedures and training.

The evaluation team visited three EDUCATODOS learning centers, 2 in Valle and 1 in Choluteca. In Valle the overwhelming majority of learners were older than the 15 to 14-year-old target group, while in Choluteca they were primarily school-age children and young adults.

Learners and facilitators appeared eager and animated. During the radio broadcasts learners were attentive. The small transistor radios used by the learning centers were inadequate, so the project's assistant director, who accompanied the team to the field, made his larger portable radio available to the group. The lessons were upbeat, interesting, and interspersed with social messages on gender role issues.

The evaluation team observed that the pace of the radio lessons seemed fast for the learners, in the time allotted for writing and recitation was insufficient to allow learners to complete their tasks. After the radio lessons were completed, facilitators reviewed the material, helped group members with written work and answered questions. Once the class was over, the project's assistant director gave a motivational speech which was well received.

Implications for Future

Factors that could inhibit the quality and success of EDUCATODOS include the following.

a. Partnerships

1) The interest, willingness and ability of their NGO and municipal partners to participate in this endeavor and 2) their managerial and technical capabilities to organize, administer and support an expanding, decentralizing adult education system?

The long range success of EDUCATODOS depends heavily upon substantial support from NGOs, municipalities, employers and others to help finance and participate in these activities. In addition, its near and midterm success is dependent upon NGOs already active in the area of adult education adopting EDUCATODOS principles, materials and instructional approaches.

These two factors, institutional capacity and interest, have been significant limiting factors in expanding coverage by MOE/NGO/Municipality partnerships in adult basic education programs in other parts of the world.

b. Promoter Selection and Mobility

Success in a decentralized system depends heavily upon the ability of promoters to: 1) recruit, train, motivate and retain facilitators; 2) provide support materials on time and in the

correct quantities; 3) administer tests in keeping with the principles of flexible format and open-entry/open exit; 4) organize listening groups; 5) collect information on learner achievements; 6) collect feedback on learner responses to radio and support materials.

To fulfill these responsibilities, promoters must be selected on the basis of their willingness and ability to perform these tasks rather than on when they were appointed or by whom. Rigorous selection criteria should be established wherein past job performance is taken into account.

In addition, lack of transportation for promoters may seriously limit program quality. Promoters provide systematic links between learners and the project at the district and central levels. Without promoter mobility, this contact is interrupted, curtailed, or delayed.

c. Rapid Growth

Rapid growth may jeopardize program success as measured in the learning achievements of program participants. Academic success for participants requires that radios, workbooks, trained facilitators, reliable criterion-referenced tests, and other "soft" project elements be at the right place, at the right time and in sufficient quantity to support the scheduled IRI transmissions.

Experience in other countries has demonstrated that if a system's growth outstrips its ability to provide logistical support to field staff and learning centers, learners lose momentum, attend less frequently, drop-out and learn less.

d. Feedback on Program Quality

The current system for gathering information about program quality on a continuous basis needs to be maintained, feedback analyzed, and results used to revise and improve IRI programming and lessons on a continuous basis. As the curriculum and content of IRI are not flexible by intention (in that lesson sequences and content should not be changed by facilitators and learners) difficult or missed lessons will be made available to learners on cassette tapes later this year. Unfortunately, it may be economically unfeasible to adapt core programming to local needs or conditions.

e. Complex Administrative and Financial Systems

The project financial and management systems are complicated and place a large administrative burden on personnel. For example, the Project Paper describes four revenue sources for financing EDUCATODOS after the first year: USAID, MOE, Municipalities and NGOs. Each revenue source may require different accounting,

auditing and reporting procedures. This places a large accounting burden on the program. If delays in disbursements occur, local contractors such as radio stations may interrupt services. Interruptions which could, in turn, disrupt learning center activities.

A second example is the burden placed on administrators to coordinate broadcast schedules. In order to ensure the best possible radio reception, the most options for scheduling broadcasts, and an opportunity for local announcers to promote the programs, the project has decided to contract for broadcasting with many local radio stations. The trade off is the extra burden this flexibility places on the project.

5. Overview of Conclusions and Recommendations from Previous Evaluations and Studies (Ned Seelye)

The project, with the assistance of USAID and AED, have responded effectively to those recommendations made by the midterm formative evaluation (1922), with the exception of those whose responsibility fell to the MIS component.

The major non computer-related recommendations were aimed at increasing the intra-project coordination, and at abandoning the educational research component. The midterm evaluation suggested that future, more practical, research be contracted out.

Recommendations concerning automation were directed to the MIS component. A lack of consensus on the purpose of the component was noted, and doubt expressed about the quality of the data to be analyzed. Further, a lack of leadership and the ineffectiveness of technical assistance contributed, according to the midterm evaluation, to the inadequacy of plans for long-term implementation.

Automated access to information is a need shared by many project components. The major responsibilities for implementing computer-related recommendations falls to the MIS component. In retrospect, putting all the hopes for computerizing routine information requirements in one component (i.e., MIS) may have been a mistake.

See Appendix C for the project's response to each of the midterm evaluation team's recommendations.

6. Conclusions

1. **The evaluation team was able to verify 8 out of the 9 objectively verifiable indicators of national impact envisioned in the revised log frame of 1992.**

   Especially successful were the reduction in the numbers of primary school dropouts and the increased numbers of

fourth (the level of education associated with achieving basic literacy and numeracy) and sixth grade primary school graduates.

2. **Seventy-five percent of the objectives of each project component were met or surpassed, and another 14% were substantially met.**

   The project components of PEEP (excluding the project management component and EDUCATODOS which did not have log frame objectives), identified a total of 28 verifiable objectives. Of these, 21 (75%) were met in their entirety or significantly exceeded, and 4 (14%) were met by half or more (but less than fully completed). Especially successful components include the textbook development, printing and distribution component and the school construction component. These two components account for 55 percent of the project budget (excluding the MOE and USAID/GOH ESF contributions for construction).

3. **The envisioned project outcomes that were not reached were, for the most part, related to the automation of manual systems.**

   The MIS and the testing and evaluation components were especially affected by this. Transfer of computer technology to the project staff was undermined by the many-year delay in obtaining the computers, by the overly modest level of computer literacy in the job pool, by the high turnover of staff due to political changes in the government and by higher salaries in the private sector for technicians trained in computer operations.

   The typical delays caused by non-computerized management systems inevitably lead to providing target services so long after they are required that the information is rendered virtually useless to short-term decision-makers. Many opportunities to reduce the time required to provide needed information were lost due to the lateness with which computers were made available, the decision not to purchase equipment such as optical scanners (which would have reduced data input by a month for each testing period), and the lack of clearly focused and continuing technical assistance.

4. **The analytical requirements of the PEEP project were greatly overshadowed by production demands.**

   Consequently, while production schedules were met (e.g., key objectives were identified, tests were fabricated, texts were published), there tended to be a lack of technical analysis which would have sharpened the focus

and utility of project efforts. In the area of test development, for example, reliability and validity analyses would have substantially increased the interpretability of the testing. Another example is the lack of time for the MIS analysts to perform their analytical functions; the same unanalyzed tables of raw data are provided as before PEEP began.

In the absence of staff time (and perhaps expertise) for analysis, some of the project's needed analyses were contracted externally. This helped high-level policy makers. However, the language of most of the reports (English), and the fact that in many cases the outside contractors were not allowed the time to properly transfer either the rationale for the analysis or the techniques for performing similar analyses on an on-going basis, made it difficult to exploit the full benefit of those analyses which were performed.

Analytical technology was not transferred, and an opportunity was missed to move from the relative obsolescence of much information that the MOE traditionally collects to a more discriminating, systematic identification of useful information and to a higher level of information analysis.

5. **An on-going mechanism for quality control was not institutionalized.**

Quality control inputs tended to be discrete, perhaps one-time events in the sequence of developing tests or texts, for example. Quality control mechanisms were not, however, built into the project as strong evaluation feedback loops to insure continuing quality control for curriculum development, teacher training, test development, evaluation, and MIS initiatives.

6. **EDUCATODOS is off to a good start and has activities in progress in all phases of its scope areas.**

Factors that may inhibit sustaining the initial momentum include: promoter selection (some current promoters are inactive) and lack of transportation; program expansion that outstrips logistical support systems; some of the lessons may be ineffective for some age-groups or other target segments of the audience; delayed inputs from NGO and municipal partners; and administrative, financial and logistical complexities (e.g., there will be 3 revenue streams, and there will be many contracts with small local radio stations whose broadcast schedules need to be coordinated.

7. Recommendations

1. **Computerizing relevant operations.** The original PEEP goal of automating information needs and providing remote access to the data base is sound but not yet implemented. This component needs a clear vision of its role in the MOE, and a workable plan to get there soon. Careful consideration is suggested to developing a menu of special report formats, so that MOE staff concerned with textbook distribution, classroom reconstruction, teacher placement or training, for example, can immediately access the relevant information in an attractive format. (The inexpensive Quicken financial reports option is one example of how this might work.)

2. **Implementing relevant analyses.** Raw data needs to be analyzed to be useful, and there are very useful analyses that are currently beyond the MOE's grasp, due to lack of time, opportunity, and/or expertise. Not only do technical analyses need to be performed, but this technology needs to be transferred to Honduran personnel and institutions, public and private.

3. **Institutionalizing an on-going mechanism for quality control in all project components.** Evaluative feedback from administrators and consumers alike needs to be periodically elicited and used to refine the product or services in question.

4. **In the continuation project (MOE/World Bank/Germany), instructional materials need to be provided on an uninterrupted basis and revisions need to be based on pupil content mastery. User experience (both student and teacher) should be incorporated in the routine cycle of revision of educational materials.**

   The PEEP textbook component has effectively established a new norm for classroom activity that is print-materials focused. To support this new standard the World Bank Project should consider:

   a) incorporating pupil mastery of content into their proposed textbook review and revisions process.

   b) making the highest priority the review and revision process to meet established dates for materials reprinting (3rd grade textbooks in all subject areas in 1996; 4th grade, 1st and 2nd grade textbooks in all subject areas by 1998; 5th and 6th grade textbooks in all subject areas by 1999. Good feedback mechanisms will be critical for obtaining more up-to-date and useful teaching materials.

PEEP's instructional materials have changed many Honduran classrooms from being dependent on teachers to being dependent on printed materials. Having created this demand, the GOH and the donor community have an interest in providing teachers with an uninterrupted supply of books as the current stock wears out. This responsibility will be met, in part, with financing and technical assistance provided under the World Bank's Honduran Basic Education Project component for textbook revision, production and distribution. There are, however, two caveats regarding the World Bank's project design:

a. Delays of more than a year or so in reprinting and distribution caused by complications associated with World Bank project start-up may have the unfortunate consequence of reversing classroom level gains.

b. An opportunity to base textbook revisions on pupil mastery of content will be missed if, as is currently proposed, the revisions will be based primarily on expert opinion. Student experience with the educational materials in the classroom and the availability of criterion-referenced tests to measure subject-matter learning provide a means for a more thorough revision of the materials.

5. **To help sustain the considerable progress EDUCATODOS has made in its first year, the project should consider:**

a) Encouraging the MOE to select and retain EDUCATODOS promoters on the basis of merit and past job performance;

b) Assuring promoter mobility by providing adequate field transportation;

c) Using criterion-referenced tests to research the effectiveness of individual lessons with target audience segments on an on-going basis;

d) Delaying further program expansion until partnerships with municipalities and NGOs are operational in existing program areas;

e) Creating a flexible financial management system with appropriate accountability.

6. **Transfer key PEEP equipment to the relevant implementing agent.**

A major impediment to the successful start-up of the PEEP project was the inordinant delay in obtaining the

necessary equipment. To avoid frustrating suspensions in project activities, key PEEP equipment and facilities should be transferred to the EDUCATODOS unit of the MOE.

In the case of the construction equipment (3 adobe brick making machines, several 2 1/2 ton trucks, and several pickup trucks), if the World Bank project does not contemplate adobe construction, then USAID and the MOE should explore other alternatives, such as assigning at least one of the adobe-making machines to component II of the BEST Project and others like successful cooperatives or small construction enterprises, preferably those who worked in the PEEP/MOE school construction initiative, in regions where there is a demand for adobe construction.

In the case of audio-visual equipment (camcorder, TV set with built-in VCR), consideration should be given to transferring this equipment to the new project's teacher training component. This equipment could be used, by way of illustration, to produce a set of video tapes for use at workshops to show how student-centered learning takes place with EDUCATODOS promoters and facilitators.

7. **Resolution of the bottlenecks impeding timely cash flow disbursements.**

8. Lessons Learned

A. Due to bureaucratic red tape and other obstacles, over time, the project developed a functional pattern of contracting out for technical and administrative services, although it did not succeed in establishing a mechanism for obtaining critical equipment in a timely fashion.

This tactic was intended to overcome institutional inadequacies in the short term. In retrospect, this tactic has worked well and will probably continue to serve the MOE well under its forthcoming re-organization. One pertinent example concerns the fiscal management of the project. While the original intention of the *Convenio* was for MOE to manage project cash flow, this proved unworkable. Both the MOE and USAID rules governing disbursement of funds are extremely cumbersome, especially in the MOE. This situation was resolved in part by USAID's cooperation in disbursing funds directly to suppliers. Even so, it took an average of 8 months to process the required paperwork. Processing the necessary permissions to acquire computers took years.

To sustain and follow-through successful PEEP interventions under the planned re-organization of the project, the MOE will likely concentrate its energies on policy formulation, coordination of international and domestic projects, quality control (including monitoring and evaluation), and managing technical and

administrative contracts. Hence, experience gained under PEEP in soliciting, awarding, managing and monitoring contracts-for-services will be an asset to the MOE.

B. In countries with a high staff turnover due to political, social, and economic conditions, a higher level of continuous training is required than for areas of lesser job mobility, and goals of institution capacity-building may need to be reframed in terms of enhancing the skills of the national pool of education specialists.

While the MOE is not institutionally strengthened by staff trained under the project who prematurely leave the MOE, this is not as dysfunctional as it may appear at first glance. There is a limited pool of educators in Honduras and their skills are enhanced by participation in special projects, such as PEEP. Their professional mobility insures that sooner or later their skills will contribute to the success of future projects.

C. One factor that has contributed to the success of the project in accomplishing most of its objectives is its ten-year time frame.

Education sector projects of this complexity require at least a decade for all components to be up, running and aligned both with each other and to a common understanding of goals and intended impact. In any country, during the life of a project there will be economic, political, social or educational policy changes that will interrupt, delay, or redirect project energies. Honduras has been no exception.

Project growing pains can easily be misinterpreted, and it is only after a period of a decade or so of trial and success, and trial and error, that the product and process outcomes of a project can be assessed against inputs. The decision to continue and extend the project through its planned end of July 1994 was, in retrospect, a wise one.

9. Comments on Development Impact

In the past, the structure and services provided by the MOE have developed and changed in an ad hoc manner. Recent pressures to reorganize, downsize, and decentralize the system provide an opportunity to put in place different tactics for development. These tactics, in order to ensure the sustainability of planned and successful interventions, need to be consistent with newly defined roles of the MOE. These roles place emphasis on the MOE's responsibilities in setting educational policy, communicating policy clearly and persuasively to constituents, establishing strategic plans, instituting quality control processes in key areas, and managing contracts for technical services needed (e.g., textbook revision, planning, production and distribution and

effective delivery systems for hard-to-reach children and young adults).

The MOE and PEEP have expended tremendous efforts to establish in Honduran classrooms a new vision of how the classroom functions to the greater benefit of students. This new vision includes learner-centered and learner-directed processes and activities. In it, learners take increasing responsibility for their own learning and behavior. They work in teams in which students share learning tasks and help each other with learning problems. Through team work the students prepare presentations and give them to the whole class. Students also take responsibility for their attendance by checking themselves in and out of classrooms on wall charts. They take responsibility for classroom cleanliness and special class activities such as spelling bees and sports contests by forming committees.

To sustain momentum towards major changes in the way teaching and learning take place in Honduran primary schools, facilitating and qualitative inputs need to be:

a. continuous and uninterrupted;
b. available to teachers, children, and communities in a timely and consistent manner;
c. continuously improving in quality as a result of the systematic collection and use of feedback from teachers by means of surveys and from children by means of achievement test results;
d. part of an integrated plan to improve the quality of learning which is internally consistent and fully aligned with the MOE's vision of primary education.

Appendix A

ATTACHMENT A

SCOPE OF WORK

1. Objective

To conduct the final evaluation of USAID Project No. 522-0273, the Primary Education Efficiency Project.

2. Background

The Primary Education Efficiency Project (522-0273) Grant and Loan Agreement was signed on August 29, 1986. The Project purpose is to improve the efficiency, quality and cost-effectiveness of primary education in Honduras. The Project complements the Mission's Strategic Objective: "Enhanced Economic Participation and Increased Incomes of the Poor; Output No. 1.3; Expanded Access and Opportunity Through Investment in People."

The Project assistance completion date (PACD) is December 31, 1995 and is financed by $27,500,000 in USAID funding and $11,788,000 from the Government of Honduras (GOH). The Project has been executed by the Honduran Ministry of Education (MOE) and was designed to improve the quality, coverage, and efficiency of primary education. The Project has seven Components:

-The Textbook Development/Printing and Distribution Component has printed and distributed over 12 million units of instructional materials, and developed an experimental delivery system to provide primary education for out-of-school youth and adults;

-The Teacher Training Component has provided training for over 25,000 primary school teachers annually;

-The Educational Research Component has conducted six major studies and several smaller studies on various educational topics;

-The Management Information Component is developing and installing a decentralized, computerized information system for the MOE's central offices and Departmental Supervisors;

-The Testing and Evaluation Component has defined minimum learning objectives for each subject area on all six grade levels of the primary system, and developed norm referenced and criterion referenced standardized testing systems;

-The School Construction Component has built, repaired and remodeled over 2,000 classrooms, introduced an innovative low cost constructiontechnology which utilizes adobe and microcement roofing, and has contributed to overcoming traditional gender biases by promoting the use of female construction teams; and

-The Project Management Component has managed the project under the direction of the MOE's Vice Minister for Technical Affairs.

From 1986 when the Project began, the Project contributed to a 32% reduction in the dropout rate and a 26% reduction in repetition rates by 1992, and a 56% increase in primary school graduates by 1993. The quality of education, as measured by standardized test scores, has also improved as a consequence of the project and coverage expanded by 23% by 1993. Additional and updated data will be available for the final evaluation of the project with the completion of two independent studies which are currently analyzing educational statistics.

USAID's involvement in traditional primary schooling for youth will end in December of 1995 and a new project financed by the GOH, World Bank and Germany will be continuing many of the activities of USAID's current project.

USAID will utilize the final evaluation of the Primary Education Efficiency Project to prepare a Project Close-Out Report and to make adjustments in the implementation of alternative basic education delivery systems for out-of-school youth and adults under USAID's Basic Education and Skills Training Project (1995-2000). It is also anticipated that the evaluation's findings, conclusions and recommendations will be utilized by the MOE, World Bank and Germany as they begin the implementation of the new primary education project financed by these entities.

3. Work Scope

The contractor shall complete the following activities in Honduras over a twelve week period.

A. Determine the extent to which the Primary Education Efficiency Project has met its goal and the planned End of Project Status (EOPS), see Attachment C, and contributed to improved coverage, efficiency and quality of primary education in Honduras (1986-95). It there are any significant differences between boys and girls in achieving EOPS, discuss the probable causes and provide recommendations for future actions by the MOE to overcome inequities.

B. Determine the current status and accomplishments of each project component, the alternative delivery system for out-of school youth and adults, and make recommendations for future actions the MOE should consider to achieve further improvements in the quality, efficiency and coverage of primary and basic education.

C. Determine the extent to which the project's midterm evaluation served to redirect project activities and priorities from 1991 through 1995.

D. Determine the extent to which the project's educational materials have been and are being used in primary schools and alternative delivery environments, and make recommendations for future actions the MOE should consider to improve student achievement utilizing these educational materials and in the development of additional educational materials.

E. Based on MOE policies, pedagogical strategies, resources, etc. provide recommendations for the MOE, the World Bank and Germany to continue to improve quality, efficiency, and access to primary education in an equitable manner.

4. Methodology

A. Review the original and amended project designs; the findings, conclusions, and recommendations from the Project's Midterm Evaluation (1991); and related project documentation.

B. Submit a work plan in Spanish, within 5 days after arriving in Honduras. The work plan shall include specific dates for each activity to be realized. The contractor shall obtain the approval of the work plan by the MOE's Project Implementation Unit and USAID prior to executing the plan.

C. Execute the work plan approved by the MOE and USAID.

D. Disaggregate EOPS data by gender.

5. Qualifications

The contractor's primary consultant must be thoroughly familiar with the challenges and difficulties of achieving universal basic education in developing countries and have previous experience in the evaluation of education projects in developing countries. Other team members should have appropriate experience in the specific areas in which they will be evaluating the project.

6. Reports

Format of the report. The final report on the evaluation shall contain the following sections.

- Basic Project Identification Data Sheet. (See Attachment D);

Discussions of development impact must be included in a separate section of the body of the report, and should clearly present the development benefits resulting from the project.

Appendices. These are to include at a minimum the following:

(a) the evaluation Scope of Work;

(b) the pertinent Logical Framework(s), together with a brief summary of the current status/attainment of original or modified inputs and outputs (if these are not already indicated in the body of the report);

(c) list of actions taken, and status of actions not yet taken but still considered valid by the evaluation team, based on the recommendations of an earlier evaluation of the project(s) or program(s);

(d) a description of the methodology used in the evaluation (e.g., the research approach or design, the types of indicators used to measure change of the direction and trend of impacts, how external factors were treated in the analysis);

(e) a bibliography of documents consulted; and

(f) a list of individuals contacted.

Other appendices may include more details on special topics.

Submission of Reports. Two copies of a preliminary draft report will be presented to the Mission upon completion of the field portion of the evaluation and prior to departing Honduras.

The Mission and the Ministry of Education will require approximately ten (10) working days to provide comments to the evaluation team on both drafts, i.e., evaluation report and ES. The contractor will send to USAID NLT five weeks after receiving the Mission's final comments, 12 copies in English of the final evaluation report and 12 copies in Spanish of the final evaluation report which address the MOE and the Mission's comments. The contractor's team leader will be responsible for seeing the report through to a timely, professional completion.

Debriefings : The evaluation team shall hold an entrance briefing with USAID and the Ministry of Education. The team shall also provide a debriefing for the Ministry of Education and USAID prior to departing Honduras, which shall include a presentation of the report's conclusions, findings and recommendations.

- Table of Contents

- Executive Summary. Containing development objectives of the project or program being evaluated, purpose of the evaluation, study method, findings, conclusions, recommendations, lessons learned, and comments on development impact. The Executive Summary must be a self-contained document and should not exceed three (3) pages;

- Body of the report While *additional details may be included in appendices or annexes, the body of the report should be limited to 30-40 pages.* The body of the report must include the purpose and study questions of the evaluation; the economic, political, and social context of the project or program; team composition, field of expertise and role it played in the evaluation, and study methods (one page maximum); findings of the study concerning the evaluation questions (any deviation from the scope of work must be explained); conclusions; recommendations, and lessons learned in separate sections of the report; and comments on development impact.

  The report is to include a description of the country context in which the project or program was developed and carried out, and provide the information (evidence and analysis) on which the conclusions and recommendations are based.

- Conclusions should be short and succinct, with the topic identified by a short subheading related to the questions posed in the Statement of Work. Recommendations should correspond to the conclusions; whenever possible, the recommendations should specify who, or what agency, should take the recommended actions; and recommendations should be limited to no more than eight (8) recommendations.

  Also in a separate section, the contractor will include a brief description of conclusions and recommendations from previous evaluation(s), if any, and a brief discussion of how they were used in the implementation of the project.

  Lessons Learned should describe the causal relationship factors that proved critical to project success or failure, including necessary political, policy, economic, social and bureaucratic preconditions within the host country and USAID. These should also include a discussion of the techniques or approaches which proved most effective or had to be changed, and why. Lessons relating to replicability and sustainability must also be discussed.

7. Time Frame

It is anticipated that the evaluation can be completed with 16 person weeks of technical assistance. The contractor's consulting team should arrive in Honduras no later than July of 1995 and remain in Honduras for a period of approximately four to eight weeks, depending on the composition of the contractor's consulting team. It is understood that the composition of the team may vary over this period. Six day work weeks are authorized.

8. Relationships and Responsibilities

The contractor shall report to Ned van Steenwyk, USAID Education and Training Officer. Further support for the contractor will be provided by MOE and project personnel, Marco Tulio Mejia USAID Senior Technical Advisor, Rolando Chavarria USAID construction supervisor, the USAID Project Support Officer, and the USAID Evaluation Officer.

9. Selection Criteria

	Points
Previous experience of the team leader in conducting evaluations of education projects in developing countries	25
Previous experience of proposed personnel in activities related to textbook development, printing and distribution	10
Previous experience of proposed personnel in activities related to in-service teacher training	10
Previous experience of proposed personnel in activities related to educational research in developing countries	10
Previous experience of proposed personnel in activities related to educational management information systems in developing countries	10
Previous experience of proposed personnel in activities related to criterion based standardized testing systems	10
Previous experience of proposed personnel in school construction activities in developing countries	10
Overall responsiveness of the proposal	15
Total:	100

Appendix B

ATTACHMENT

LOGICAL FRAMEWORK
PRIMARY EDUCATION EFFICIENCY PROJECT (522-0273)
Revised 05/92 as part of midterm evaluation

Goal	Original Objectively Verifiable Indicators	Revised Objectively Verifiable Indicators	Means of Verification	Assumptions
To improve the productivity and quality of life of the Honduran people	-Increased agricultural productivity -Improved public health status -Reduced fertility -Increased family income	-45% increase in total number of 4th grade graduates over 1986 -40% increase in total number of 6th grade graduates over 1986 -Increased family income over the long term	-GOH statistics from Household Survey -MOE education statistics	-Annual earnings for economically active population completing 4-6 years of grade school continue to be at least 50% higher, have longer life spans, low fertility, rates, and reduced infant mortality of children as compared to people who do not attend primary school. -Political stability -Continuing democratic process
Purpose				
To improve the quality, efficiency, and access to primary education in Honduras	-60% improvement in student achievement -30% reduction in grade repetition rates -10% reduction in dropout rates -13% reduction in school years to produce a 6th grade graduate -28% reduction in cost per student in grades 1-6	-200% total aggregate increase in academic achievement in the four basic subjects in grades 1-6. -20% reduction in grade school repetition rates -20% reduction in dropout rates based on grade cohorts -20% reduction in cost per student promoted (in real	Standardized tests MOE and project statistics	Teacher training and the availability of educational materials will improve the quality and efficiency of education.

	terms) -20% increase in total enrollments	Demand for primary education will continue to increase
Outputs	**Original Objectively Verifiable Indicators**	**Revised Objectively Verifiable Indicators**
Textbook Component		
New national textbook series written and field tested and officially approved	1. 24 new textbook titles and 24 new teacher guides (4 subjects, 6 grades) written, reviewed, field tested, and approved by MOE	1. 16 new textbook titles and guides (4 subjects, 1-4 grades); -- new workbook titles; -- new individualized study modules (- modules per subject, 4 subjects, grades 5-6) written, reviewed, field tested, and approved by MOE
Honduran capability to write modern textbooks	2. 4 teams of 5 authors each trained and experienced in textbook preparation and revision	2 4 teams of 5 authors each trained and experienced in textbook preparation and revision
Textbooks and teacher guides printed and distributed	3. Full book coverage of the primary system in 1991: 3,988,000 new textbooks provided to 997,000 primary school students; 157,168 teacher guides provided to 39,292 primary school teachers	3. 5,000,000 new textbooks, teachers' guides, workbooks, individualized modules and other educational materials printed and distributed for full book coverage of the primary system by 1994
Enhanced capability to print and distribute textbooks in the Honduran private sector; enhanced MOE capacity to administer printing and distribution of textbooks	4. Private sector printers and distributors with experience in massive-scale printing and distribution of textbooks. New MOE capacity to project demand, plan, order, store, ship, and deliver	4. Private sector experience in production and distribution of textbooks. New MOE capacity to project demand, plan, order, store, ship, and deliver textbooks based on computerized inventory

		textbooks based on computerized inventory system	system
5.	Criterion-referenced standardized tests available for measuring students' academic achievement	5. 96 model tests (4 per subject per grade) developed based on MOE basic learning objectives, printed in teachers guides with instructions for classroom use, and national performance standards	5. Criterion referenced standardized test banks developed for grades 1-6; with test items based on the highest order MOE minimum learning objectives for each grade level. A computerized tes generation, grading, and reporting system in place.
I.	<u>In-Service Teacher Training Component</u>		
1.	National program of in-service teacher training workshops expanded and functioning	1. 300 professional teacher trainers, 18 departmental supervisors, and 300 regional supervisors and model teachers trained to serve as in-service teacher trainers	1. 300 professional teacher trainers, 18 departmental supervisors, and 300 regional supervisors and model teachers trained to serve as in-servic teacher trainers
2.	Functioning National In-service Teacher Training Center	2. La Paz Teacher Training Center functioning for project purposes 3 months per year for first 5 years of project	2. This item cancelled
3.	Experimental system of in-service distance teacher training field tested and evaluated	3. Use of rural newspaper and/or radio to reinforce in-service teacher training tested for 3 years and evaluated with 10,000 teachers	3. This item cancelled along with the educational media component
4.	Teachers trained in use of new textbooks, multi-grade teaching, community relations, basic learning objectives, and testing and evaluation	4. 39,292 teachers, the total number of 1991 primary school teachers, trained in 2-week workshops over 4 years	4. -------- teachers, the total number 1991 primary school teachers, trained in 2-week workshops over 4 years
5.	System of basic learning objectives	5. Fundamental learning objectives developed from official curriculum in 4 subject areas for 6 grades	5. Enabling objectives, higher order minimum learning objectives, and specific evaluation criteria developed for each objective based on MOE

III.	Education Policy and Research Component		
1.	Education policy study unit	1. One unit with 2 full-time professional education policy researcher/ analysts	1. This item cancelled as a sustainable unit.
2.	Studies of policy and administrative alternatives	2. Average of 5 studies completed per year (3 with original data-gathering from the field); LOP total of 40 studies	2. LOP total of 6 major studies complet
3.	Policy research conferences, workshops, observational visits, and technical assistance.	3. Average of 2-3 workshops per year; LOP total of 20 workshops	3. LOP total of 8 policy research workshops on results and recommendations of the 10 major studies and policy issues in educatio
			4. Technical assistance provided on major policy issues and a minimum of 4 observational visits to other countries by decision maker on major policy issues.
IV.	Management Information System (MIS) Component		
1.	Enlarged computer capacity	1. Expanded CPU; expanded and decentralized terminal access in MOE; remote access through 12 departmental supervisors	1. Expanded CPU; expanded and decentralized terminal access in MOI remote data inplut and access through regions.
2.	Enlarged base of trained users	2. 200 MOE staff trained in MIS utilization	2. 200 MOE staff trained in MIS utilizatio
3.	Permanent academic testing program	3. Item bank, testing system in use tracking academic achievement of a representative national sample of primary education students	3. Item bank, testing system in use for tracking academic achievement of a statified, representative national sampl of primary education students

curricula in 4 subject areas for grade 1-6

V. Learning Objectives and Evaluation Component

1. Officially approved basic minimum learning objectives	1. 24 final lists of minimum objectives (4 subjects, 6 grades)	1. 24 final lists of enabling objectives, minimum learning objectives, and explicit evaluation criteria for each objective (4 subjects, 6 grades)
Permanent test item bank	2. Computerized item bank with 24 files (4 subjects, 6 grades)	2. Computerized test item bank, grading and reporting system
Model tests with instructions for using minimum learning objectives and for scoring tests in teacher guides	3. 24 model tests (1 test per subject per grade) printed and distributed to teachers with instructions for using minimum learning objectives, evaluation criteria, scoring tests, the use of tests as formative and diagnostic instruments, and for making pass/fail decisions.	
Academic achievement tests developed for national evaluation	4. 24 tests in use with periodic upgrading from item analysis and item bank	
Academic achievement testing program functioning at national level	5. Tests being administered to representative national sample of primary school children at the beginning and end of each school year; results analyzed and disseminated	5. Tests being administered to statified, representative national samples of primary school children at the end of each school year; results analyzed and disseminated
Results from national testing program for project tracking	6. At least 10 waves of test data available (2 per year for 5 years)	6. At least 4 waves of test data available (1990-93) during LOP with continued use of standardized tests by MOE after PACD
Teachers voluntarily using nationally developed tests for student evaluation and diagnosis	7. At least 20% of teachers making regular use of model tests for grading students	7. At least 20% of teachers making regular use of model tests for grading students
Project evaluations completed	8. 2 major empirical project evaluations completed in Year 5 and Year 8 of project impact on achievement and	8. 2 major empirical project evaluations completed in Year 5 and Year 8 of project impact on achievement and

		efficiency indicators	efficiency indicators
VI.	Construction, Renovation, and Maintenance Component		
1.	New system of community-based construction, renovation, and maintenance developed	1. MOE community promoters working with teachers and communities to plan and implement school projects with local labor and materials	1. MOE community promoters working with teachers and communities to plan and implement school projects with local labor and materials
2.	Classrooms constructed	2. 150-300 schools constructed per year for 3 years for a LOP total of 450-900 schools depending on success of MOE cost-reduction strategy	2. 500 classrooms constructed
3.	Classrooms renovated	3. 100-200 schools renovated per year for 3 years for a LOP total of 300-600 schools depending on the success of the MOE cost-reduction program	3. 500 classrooms renovated
4.	Schools receiving maintenance	4. 100-200 schools receiving maintenance per year for 3 years for a LOP total of 300-600 schools depending on success of MOE cost-reduction program	4. 800 schools receiving preventative maintenance
5.	School maintenance manuals distributed to all schools	5.	5. Directors and teachers trained in school maintenance and upkeep
			6. Low cost classroom construction strategies and technologies developed to reduce construction costs by at least 50% as compared to traditional cement block classrooms, to encourage increased community involvement in classroom construction; strategies and technologies shared with other donors, GOH and PVO school

construction programs.

VII. Educational Media Component

1. Interactive classroom radio system:

a. Interactive radio production staff

a. Staff of 20 trained educational radio program producers

VII. This component deleted.

b. Production, transmission, and reception capabilities

b. Production studio; transmission capability with national coverage; reception facilities sold and in use in 10,000 classrooms

c. Programs in use

c. Programs developed, field tested, revised, and in regular use in math and language areas for grades 1-3

2. Educational print media production program:

Newspaper posters keyed to primary school curriculum	a.	30 special posters per year for 3 years in *El Agricultor* for 5,000 classrooms for a LOP total of 750,000 posters
Newspaper section designed for distance in-service teacher training	b.	30 special information pages per year for 3 years in *El Agricultor* for 5,000 teachers for a LOP total of 750,000 teacher pages
Mosquitia bilingual education service	3.	82 primary schools in Mosquitia receiving special transitional bilingual instruction by radio
Experimental education media program	4.	Average of 4 small field experiments per year with innovative instructional media and materials

Appendix C

ATTACHMENT C

COMPLETE LIST OF RECOMMENDATIONS

A. SCOPE OF WORK QUESTIONS

What is the project impact to date on the quality, efficiency, and cost effectiveness of Honduran primary education?

Recommendations

Note: To carry out the studies recommended below, the project should hire external consultants. Whenever possible, the project should contract Honduran experts rather than expatriates.

1. The project should focus less on repetition and dropout rates. They are poor measures of project performance, and the targets laid out in the logframe are not justifiable. More emphasis should be placed on measures of quality by immediately producing and administering standardized tests. Because project personnel do not possess the skills needed to carry out this effort, a team of experienced external consultants should be brought in as soon as March 1992 to begin work on testing. The team should immediately begin the following tasks (see recommendation 3.a under Evaluation component):

   - design a stratified random sample of primary school children that can be geographically matched with the Household Survey (see recommendations 2 and 4 below)

   - design and administer standardized tests to the stratified random sample

   ACTION: The Mission and MOE do not agree that emphasis should be on quality, rather than the efficiency of primary education (See Section L. Comments by Mission and Borrower/Grantee on Full Report). However, an external technical consultant was contracted to assist the project as recommended to define evaluation criteria for learning objectives and to develop criterion referenced test items for standardized tests. Currently, an external technical consultant is being contracted to continue this work (Action No. 1 on face sheet) and a computerized test generating, grading and reporting system will also be developed for the MOE by another external contractor. (Actions Nos. 3 and 4 on face sheet).

2. The Honduran Census Bureau has been surveying 11,000 Honduran households twice each year since 1986. Three-quarters of the sample is kept from one period to the next. This data should be carefully analyzed for its content about education, and the

MOE should enter into discussions with the Census Bureau to examine the possibility of attaching an education module to the upcoming March 1992 survey or to those thereafter. An outside consultant should be hired to design the questions for the education module to be attached to the Household Survey. These questions should be aimed at clarifying the following policy issues:

- the magnitude of repetition and dropout rates
- the socioeconomic determinants of student performance
- the effect of crowding (class size) on student performance (ordinary students)

ACTION: *USAID developed an education module which will be used in addition to the Household Survey in early 1993. The project's new institutional contractor will conduct studies on the magnitude of repetition and dropout rates, the socioeconomic determinants of student performance, and the effect of crowding (class size) on student performance as recommended. The application of criterion referenced tests in the schools of families included in the National Education Module Survey will also be considered during 1993. (Action No. 3 on face sheet).*

3. In the meantime, USAID/Honduras should amend the project indicators to include changes in the total number of years of schooling rather than repetition and dropout rates alone. Gains significantly above the secular trend are probably a good indicator of a more productive school environment. "Promoción automática" or other GOH changes in promotion standards would of course reduce the reliability of this indicator of improved productivity and are not recommended.

ACTION: *The Mission does not fully agree. Repetition and dropout rates will continue to be used as project indicators. However, the years required to produce a sixth grade graduate will be monitored as recommended. See also the new project logframe in Attachment B. This recommendation will be closed with the issuance of a project agreement amendment to redefine the project logframe and outputs. (Action No. 2 on face sheet).*

4. The Census Bureau currently collects geographic location data for sample subjects, but most of this data is discarded during processing. The MOE should encourage the Census Bureau to stratify its sample and disaggregate the location data as much

as possible so that household survey data can be matched with reliable MOE data on teacher salaries, training, school type and construction, and other direct inputs to the educational process. Such analysis will eventually make it possible to gauge the optimal mix of public inputs to education and to disentangle the effect of these inputs from domestic, social, and economic influences on educational attainment.

The studies described above in recommendations 1 and 2 above should be administered in such a way as to bridge existing MOE data on class size and teacher education and training with the Household Survey data. The aim of the studies is to clarify spending priorities and provide an independent basis for checking the quality of the MOE's own statistics.

ACTION: *The project's new institutional contractor will utilize the Household Survey, disaggregate date to the extent possible, and work with the education module data in conducting educational research and studies (See recommendation number 2 above). The educational module will also include the disaggregation of date. If further stratification of samples is required for educational research, the institutional contractor will advise USAID and the MOE. (Action No. 3 on face sheet).*

5. To deal effectively with the MOE data, USAID/Honduras should commission a study by external consultants to identify all potentially relevant threats to the quality of the MOE data and develop strategies and methods to ensure high level of reliability (see recommendation 2.a. under MIS component). This study should carefully consider the effects on data quality of the General Regulation of Primary Education, Article 144, which ties the salaries of school personnel to the enrollment, repetition, and dropout rates they report.

ACTION: *This action will be executed as recommended by the project's new institutional contractor, see also actions for recommendations 2 and 4 above. (Action No. 3 on face sheet).*

6. Finally, the MOE should consider the issue of under-age enrollments. If under-age enrollments are as prevalent as the evaluation team's preliminary results suggest, the MOE needs to know whether this phenomenon is contributing to poor performance in first grade and whether the crowding effect has a serious negative impact on the performance of the children of legal school age, especially in multi-grade classrooms. If so, significant improvements in performance could be gained simply by enforcing the entry age.

A substantial amount of information related to under-age enrollments can be obtained from the existing Household Survey, but a better understanding would come from the education module proposed above in recommendation 2.

ACTION: *To be executed as recommended by the project's new institutional contractor, see also actions for recommendations 4 and 5 above. (Action No. 3 on face sheet).*

- **What has been the progress in implementation of the project components?**

Recommendations

1. USAID/Honduras and the MOE should acknowledge the *de facto* split between the three educational input components (textbooks, teacher training, school construction) and the three information components (research, evaluation and testing, and MIS).

   ACTION: *Split is recognized by both USAID and the MOE. In January of 1991 USAID and the MOE reviewed alternatives to reorganize the project based on this split and concluded that the information components could be combined, when the MIS component is implemented (see number 3 below) but that the combination of the teacher training, textbooks and school construction components was not warranted because it would only result in an additional administrative level within the project and would not contribute to increased coordination among components. The recommendation is closed.*

2. In the short time left to the project, its efforts should be concentrated on the educational input components. Because these components have been generally successful, funding and production should continue as planned subject to the specific, short-term recommendations presented below for each of these components. Failure in the information components should not hold up progress in the educational input components.

   ACTION: *The project continues to emphasize educational input components as recommended, but not at the expense of the information components for which implementation activities continue. The recommendation is closed.*

3. USAID/Honduras should consolidate the information components into one unit. The effort to create resident research capability within the project should be abandoned, and funding

from the research component should be reallocated for specific studies by outside consultants (see recommendations for studies under number 2 above).

ACTION: *Information components will be consolidated as recommended with the implementation of the Management Information System (MIS). Implementation of the MIS has begun. (See recommendation number 1 above). Educational research is being contracted as recommended. (Action No. 3 on face sheet).*

4. In looking to the time when project funding has ceased, the MOE should begin planning for integration of project personnel into the MOE for the maintenance, improvement, and continued expansion of project outputs. The crucial role for the MOE is to productively absorb project capacities into regular MOE units. The most important questions for the MOE to resolve are the following:

   - What happens when textbooks deteriorate, when classrooms need maintenance, and when new teachers need training?

   - Can the MOE institutionalize the project experience and absorb the personnel it trained?

   - What will happen to project computers, vehicles, and equipment? What will happen to the facilities at Picacho?

   To take action on any of these issues, the MOE should begin now to develop a plan for continuing project activities, estimate the costs of absorbing project functions, and seek new sources of funding. The MOE must make decisions about its priorities and alternatives. Once such a plan has been developed, the MOE should sign a memorandum of understanding with USAID to avoid any misunderstanding when the project ends.

   ACTION: *The MOE will fund the printing of textbooks as they deteriorate after the PACD. All of the current activities under the project will continue, with the exception of the educational research component. Teacher training, school construction, MIS and testing will continue with MOE funding after the PACD as specified in the Project Agreement. However, current project personnel will not all be employed by the MOE because of the lower level of effort anticipated in most components. Project Equipment will be MOE property to be used for project related activities after the PACD. A Memorandum of Understanding is not required because activities which are to continue with MOE funding after the PACD are*

clearly defined with MOE commitments in the original Project Agreement, Project Amendments, and Project Implementation Letters (PILs). The recommendation is closed.

- **How appropriate is the new Ministry policy "Innovación Escolar"?**

Recommendations

1. While the innovations incorporated in "Innovación Escolar" offer possible solutions to the needs of the multi-grade classroom, the problem deserves further study. Other solutions, such as a two-shift system that would reduce pressure for school construction or an increase in the number of teachers, might represent more productive uses of existing resources. These options should receive some study.

   ACTION: *To be executed as recommended by the project's new institutional contractor, see also actions for recommendations 2, 4, 5 and 6 for Scope of Work Questions summarized above. (pp 1-3). However, it should be noted that while two shifts can reduce school construction needs, it will not reduce needs for additional teachers or additional salaries for the second shift. (Action No. 3 on face sheet).*

- How effective has the technical assistance been?

Recommendations

1. It is essential to distinguish between two kinds of technical assistance: (1) training and technology transfer versus (2) expert assistance in specific, technical tasks. The first is of a long-term nature, the second short-term. Long-term contractor personnel must build long-term collegial relationships with Honduran counterparts. Careful distinction must be made between skills counterparts need to carry on project responsibilities effectively once contractor personnel are gone and skills that may be contracted to short-term experts.

   ACTION: *The differences in technical assistance are recognized. However, the Mission does not agree that technical assistance cannot provide both training and complete technical tasks at the same time. Recent technical assistance in testing achieved trained local educators in test item development and completed the definition of specific evaluation criteria for all learning objectives. The project will continue to contract technical assistance which can impact on both areas whenever possible. The recommendation is closed.*

2. The findings or conclusions of any consultant effort should be presented in an open forum to members of the MOE, the Mission, and any other appropriate organizations. All consultant reports should be produced in or translated into Spanish and should be widely disseminated. Copies of the report and any data gathered should be provided to the MOE and university libraries for long-term handling and storage. Data should be requested in usable format on diskette with extensive documentation.

ACTION: *To be executed as recommended by the project's new institutional contractor. (Action No. 3 on face sheet).*

3. All consultant reports and studies should be reviewed by an outside technical expert. Ideally the review would be a double blind review, in which neither the author nor the reviewer know the identity of each other.

ACTION: *This will be done when controversial or contradictory findings or recommendations are produced by technical experts. However, the Mission does not agree that this should be done with all reports and studies because of the costs of contracting additional outside technical consultants to review the work of other consultants. The decision to carry out these reviews will be approved by the Project Committee. The recommendation is closed.*

- How have recommendations of the 1989 Subsector Assessment been implemented?

Recommendations

1. If evaluations and assessments are to have an impact, the USAID Mission and the project must widely publicize the reports and their findings. Various formats exist for the dissemination of the results of technical studies:

    - hold seminars
    - distribute copies of the report
    - commission independent review of the study
    - encourage private sector participation
    - store copies in libraries with public access
    - make sure that the data is available for future use

ACTION: *To be executed by the project's new institutional contractor as recommended. (Action No. 3 on face sheet).*

B. PROJECT MANAGEMENT

The team made several observations that relate to project management in general and thus to all the components. These findings and recommendations are presented in brief below.

Accountability for and Security of Equipment

Because project activities are widely dispersed among several far-flung locations -- the main MOE headquarters, the project offices at Picacho, the MOE construction unit, the office of the technical contractor, and the USAID Mission -- systems must be created to track the existence of all equipment purchased with project funds. Such a system must involve the delegation of responsibility for each kind of equipment and authority to enforce security procedures.

Before any further equipment is purchased for the project, the Ministry of Education and the USAID Mission should ensure that stringent accountability and security systems are in place. In the following text, any mention of purchasing or acquiring equipment, particularly computers, presupposes the existence of these systems.

ACTION: *Recommendation is closed. New equipment inventory systems and controls, accountability and security systems were designed and implemented as recommended by the evaluation, and to comply with FARS and RIG recommendations, by the project with assistance from an external consultant (Price Waterhouse).*

Vehicles

The project currently maintains a fleet of 22 vehicles for alternate-day use. Vehicles are essential to the effective functioning of the project, but the project could save much money from the opportunity cost of the unused vehicles with a waiver from the Government of Honduras to allow the project vehicles to be used everyday rather than every other day.

ACTION: *Waivers have been requested and granted as recommended. The recommendation is closed.*

Maintenance of Project Outputs

An essential question that the USAID Mission and the MOE must ask now in the final two years of the project is "How are project outputs to be maintained?" Each component has specific material and human outputs that could be lost if care

is not taken to plan for their survival. These outputs are listed in brief below. The specific recommendations for each component should be understood in reference to this larger question of sustainability.

Textbooks:
replacement and refinement of instructional materials
trained personnel

Training:
refinement of training materials and processes
training for new personnel

Construction:
upkeep of new school facilities

Testing:
development and refinement of tests based upon basic competencies
trained personnel

MIS:
upkeep and use of computer equipment
trained personnel

ACTION: The recommendation is closed. See Action No. 4 under "What has been the progress of the project components?

C. COMPONENTS

TEXTBOOKS

Short-term Recommendations

1. First grade textbooks

a. Develop plan to reproduce and replace first grade texts.

ACTION: *The Project has developed plans to reprint first and second grade textbooks during 1993 as recommended. The recommendation is closed.*

b. Conduct feasibility and cost study of reproducing first grade texts in form that would allow students to take books home and in quantity that would allow private schools to purchase copies.

ACTION: *To be negotiated with the MOE prior to reprinting first and second grade textbooks. (Action No. 5 on face sheet).*

2. **Management information system**

   a. Provide textbook distribution office with computer so that information can be automated rather than filed manually.

      ACTION: *Textbook distribution office will be provided with a computer with the implementation of the MIS component during 1993. (Action No. 1 on face sheet).*

   b. **Develop textbook tracking system to record information about inventory of textbooks, distribution of textbooks, and school enrollment figures.**

      ACTION: *To be developed with the implementation of the MIS component. (Action No. 1 on face sheet).*

3. **Personnel management**

   a. Resolve personnel contractual issues, and create policies that attract experienced and qualified personnel on the basis of merit.

      ACTION: *The recommendation is closed. Contractual issues were resolved as recommended with USAID approving all personnel contracted by the project based on the technical qualifications of candidates.*

4. Coordination with other project components

   a. Develop close coordinating mechanism for textbook, training, and evaluation units, so that all three units embody a shared vision of the curriculum, learning objectives, minimum competencies, instructional materials, and testing program. This is of special importance for the development and distribution of the learning materials for grades five and six.

      ACTION: *Coordination has been improved with all teacher training designed to assist teachers in using textbooks and educational materials produced by the project, and all educational materials are developed using the project's minimum learning competencies (learning objectives). Improved coordination among the information components will be achieved with the integration of these components and the implementation of the MIS component. See also "What has been the progress of the project components; Recommendation No. 3. (Action No. 1 on face sheet).*

b. Conduct classroom-based research to discover how teachers actually use the textbooks, teachers guides, and supplementary materials, so that this reality may come to inform the process and content of teacher training.

ACTION: *To be executed by the project's new institutional contractor as recommended. (Action No. 3 on face sheet).*

Long-term Recommendations

1. Reconceptualization of Textbooks

With the curriculum reform of 1987 and the innovations set forth by the new government, the issues of content and process are equally demanding. In past years, the move away from a content-centered curriculum to a process-oriented curriculum made it difficult to know what is important knowledge for children to learn. Thus, there is a need for reconceptualizing the curriculum in terms of what it should teach, along with how it is to be taught and for whom. As the textbooks are replaced, editing should focus on the following items:

a. content issues;

b. appropriate sequencing of content match to test items and testing issues;

c. messages dealing with gender, family size, ethnic and racial differences should be made explicit, not only in the content but also in the training sequences.

ACTION: *The recommendation will be closed with the review and reprinting of textbooks for grades 1 and 2 by the project. The content of educational materials for other grade levels are developed on the basis of MOE minimum learning objectives. The recommendation is closed for grades 3-6. (Action No. 5 on face sheet).*

2. Goals for Textbook Production

Goals for textbook production should be global in nature and should include the teachers guides and supplementary materials as well in a general package of material for teachers, supervisors, and directors. Learning objectives as set forth in the testing program will need to be redefined to measure more than just the content found in the textbooks. The minimum competencies need to be reformulated in terms of the learning objectives in order to ensure they are learned.

ACTION: *Materials for students, teachers and teacher training are being produced, are integrated and complementary as recommended. Minimum learning competencies (learning objectives) were reviewed, redefined and explicit evaluation criteria were defined for each competency. However, the Mission does not agree that minimum learning competencies should be redefined to include additional objectives, beyond the content of textbooks and other educational materials produced by the project. Minimum learning competencies serve as the foundation for developing educational materials. The recommendation is closed.*

TRAINING

Short-term Recommendations

1. **Coordination with other project components**

   a. same as 4.a. above under Textbooks
   b. same as 4.b. above under Textbooks

ACTION: *See Textbooks 4.a and b above. (Action No. 3 on face sheet).*

2. **Content of training**

   a. Focus training on helping children learn. Integrate the content of training to include learning objectives for children, teachers' roles and responsibilities, government policies, and community and parental concerns. The new instructional materials should not be the primary focus of training; instead, they are a tool to help children learn.

   b. Emphasize classroom management skills so that teachers receive training that acknowledges and builds on classroom realities.

   c. Focus training explicitly on issues of gender and ethnic group if equity is a concern. Issues related to urban marginal families should be included as well.

   d. Provide training in simple research skills that teachers can apply back in the classroom.

   e. Provide training on the meaning and uses of testing.

ACTION: *Training is being provided as recommended in all areas with the exception of d. The Mission and MOE do not believe that educational research skills for classroom*

teachers are a priority for the project. The recommendation is closed.

3. Format of training

   a. Replace the "multiplier" model with a "cluster" model. The multiplier model, in which national trainers train successive layers of trainers throughout the country, replicates a top-down, hierarchical system in which teachers wait to be told what to do rather than adopting an active, problem-solving stance toward teaching. The cluster model, in which each community selects an experienced and trained teacher to work closely with local teachers, would build on the community participation efforts of the construction component and fit within the development of the CADs.

      ACTION: *This is being done with the CADs as recommended. However, the training of teachers by MOE trainers will also continue. The recommendation is closed.*

   b. Revive use of radio for providing distance education for teachers, supervisors, and directors.

      ACTION: *The Mission will consider funding teacher training by radio during 1993 and has requested a proposal from the MOE on this activity.*

4. Impact of training

   a. Conduct research on quality of training and its eventual impact in the school and classroom. Thus far, evaluation of training has focused simply on counting numbers of teachers and other personnel trained, not on the quality of training. Coordinate this research with recommendation 4.b. above under Textbooks (classroom-based research) to identify how teachers are using new instructional materials.

      ACTION: *To be executed by the project's new institutional contractor as recommended. (Action No. 3 on face sheet).*

5. Management information system

   a. Create database of teachers, directors, and supervisors trained by geographic location and by distribution of new

instructional materials. Identify personnel who have moved into positions for which training was already given and who thus need catch-up training.

ACTION: To be executed with the implementation of the MIS component. (Action No. 1 on face sheet).

Long-Term Recommendations

1. Community Involvement

The new law of municipalities affords the possibility for communities to run their schools. While leadership training is part of the component for municipalities, the possibility of offering such training on a broad basis should be considered. If parents are to participate in such efforts, training along the lines of group dynamics, community empowerment, etc. needs to be part of the CAD and in-service training component.

In the same spirit, the positive experience of the school construction component in generating community participation should be studied closely. It is important to preserve the independence of the school construction component that has served it so well. But at the very least, community groups that have helped build schools should not then be dissolved. Rather, there needs to be a bridging mechanism to involve the community in the daily functioning of the school.

ACTION: The Mission and MOE will consider activities in this area if the Educational Modernization program the MOE is now considering is adopted and implemented. The school construction component has maintained its independence, this portion of the recommendation is closed. The bridging mechanism to involve the community in the daily functioning of the school, which implies a legal basis for doing so, will depend upon the final manner in which the new municipal law is applied and whether the Educational Modernization program is adopted and implemented. No further action can be taken at this time. This recommendation will be discussed during project amendment. (Action No. 2).

2. Quality of Training

While the in-service component has been driven to meet numbers trained, the emphasis on quantity may overshadow the need for quality in the training of teachers. There are no evaluation reports on the quality of delivery of in-service training; much of what is known has been collected unsystematically from field site visits.

ACTION: *Training objectives and the evaluation of participants in training programs were included in the 1992 work plan. Results will continue to be monitored and evaluated throughout the LOP. The recommendation is closed.*

- **EDUCATION RESEARCH**

Recommendations

1. Cease attempts to create resident research capability within the project.

   ACTION: *The recommendation is closed, research is being contracted as recommended.*

2. Use remaining funding to commission specific studies by outside consultants (see list of recommended studies under discussion of project impact above).

   ACTION: *The recommendation is closed, research is being contracted as recommended.*

- **LEARNING OBJECTIVES AND EVALUATION**

Recommendations

1. **Test administration**

   a. Postpone goal of <u>national</u> testing program.

      ACTION: *The Mission does not agree that a national testing program should be delayed if the MOE agrees to execute a program of this nature. A final decision will be made during 1993 on whether or not the project would support a national standardized testing program. (Action No. 4 on face sheet).*

   b. For the remainder of the project, focus testing on stratified random sample of students.

      ACTION: *A stratified random sample will be defined by the contractor who will develop the computerized test generating, grading and reporting system. (Action No. 4 on face sheet).*

   c. Administer the currently available tests at least until the end of the project, despite their design problems. This should be done to expedite the testing and to ensure

that changes over time are attributable to real changes in performance rather than changes in the structure of the test. The analysis of test results should be sensitive to the biases inherent in test-design.

ACTION: *The recommendation is closed, testing with existing instruments continues.*

d. Develop tests based upon criteria for grades 1-6.

ACTION: *Criterion referenced tests are being developed. They are scheduled to be completed during 1993. (Action No. 4 on face sheet).*

2. Learning objectives

a. Establish consensus for set of learning objectives for grades 1-6.

ACTION: *The recommendation is closed, consensus was reached on learning objectives for grades 1-6.*

b. Integrate learning objectives as foundation of curriculum with efforts of textbook and training components.

ACTION: *The recommendation is closed, learning objectives are now the curricular foundation for textbook development and teacher training.*

3. Criterion-referenced minimum competency tests

a. For the short-term, immediately develop stratified random sample for test administration. This should be done by qualified professionals with no ties to the MOE or to the project. Have outside professionals administer tests to grades 5 and 6 prior to distribution of new instructional materials in order to establish baseline data for use in final project evaluation.

ACTION: *A stratified random sample will be defined and additional guidance on the administration of the new criterion referenced tests will be provided by the contractor who will develop the computerized test generating, grading and reporting system (See 1.b. above). The Mission and MOE, however, do not believe that it will be necessary to contract outside consultants to administer the new criterion referenced tests. Project and MOE personnel will continue to administer tests. Norm referenced tests were developed and*

administered at the end of the 1991 school year to provide baseline data for grades 4-6, prior to the distribution of textbooks and educational materials for these grade levels. Ideally, criterion referenced tests would have been used to establish baseline data for these grade levels but these tests will not be completed until 1993.

b. Design test sample so that MOE data on teacher education and class size can be incorporated in the analysis of test results.

ACTION: *See 1.b. and 3.a. above. With the implementation of the MIS component additional data will be available for analyzing test results as recommended. In addition, the project will consider administering criterion referenced tests in the schools of the families included in the National Education Module Survey to provide additional socioeconomic data which can be used to analyze test results. (Action No. 4 on face sheet).*

c. Focus on developing the capability within the MOE to design criterion-referenced tests based on the established learning objectives and academic standards to test student achievement. One test should be developed per grade.

ACTION: *This recommendation is closed. Local MOE test development capabilities are being developed with the assistance of external technical consultants as recommended. However, this recommendation contradicts* ***A. SCOPE OF WORK QUESTIONS*** *1, which recommends that external consultants should develop these tests.*

4. Computer support

a. Provide access to computers and software suitable for test development and analysis.

ACTION: *A contractor will develop the computerized test generating, grading and reporting system as recommended. (Action No. 4 on face sheet).*

5. Personnel

a. Obtain qualified long-term external technical expertise to work with Honduran project staff in the areas of development of standards, test development and validation, statistical analysis of test data, and reporting of results.

ACTION: *An initial expatriate consultant was contracted as recommended and additional consultants will be contracted to assist the MOE in completing criterion referenced tests, develop the computerized test generating, grading and reporting system as recommended. (Action No. 4 on face sheet).*

b. Stabilize project staffing and provide long-term training to a cadre of Honduran education professionals in the areas of test development and statistical analysis.

ACTION: *The Mission does not fully agree with this recommendation. Short-term training and technical assistance is being provided to develop local capabilities in these areas. In contrast, long-term training investments in these areas would be very difficult to justify under this project because: (1) long-term training is very costly; (2) it would be difficult to assure that people returning to Honduras with long-term studies in test development and statistical analysis would remain with the MOE because of the low salaries paid by the MOE; and (3) there is not enough time remaining in the project to select trainees, provide pre-departure training, complete long-term training and return to the project by January of 1993 (six months prior to the July 1994 PACD as required by USAID-Handbook 10). However, the Honduran Peace Scholarship project may consider funding scholarships for long-term academic training in test development and statistical analysis if appropriate candidates and sponsors are identified.*

MANAGEMENT INFORMATION SYSTEM

Recommendations

Efforts to improve the MIS should not be abandoned. The U.S. $1 million that has been set aside for computer purchase and training should be used for these purposes, primarily for technical assistance and training. Effective implementation of this component during the remainder of the project will require early agreement among the MOE, USAID, and the project on a set of clearly defined activities and a strategy that promotes broad-based collaboration among MOE units on system design and development. Employment of a full-time technical expert to lead the MIS component for two years is critical for the success of these efforts.

The MOE and USAID should develop an implementation plan for this component with dates and specific activities for addressing system design, institutional and resource issues, procurement, and the implementation of the new MIS.

ACTION: *An implementation plan for the MIS has been developed and agreed upon by USAID and the MOE as recommended. Full-time technical experts are being contracted to assist in implementing the plan and a Project Implementation Letter is being drafted which will include specific dates, activities and responsibilities for implementing the MIS. (Action No. 1 on face sheet).*

1. Organizational issues

a. Develop clear lines of responsibility for data collection, maintenance, and reporting within the MOE. This would involve Informática, Sección Pedagógica, and other relevant department-level units.

b. Clarify to whom Infórmatica reports in MOE.

ACTION a-b: *These two recommendations will be closed with the implemention of the MIS component. (Action No. 1 on face sheet).*

c. Consider the symbolic renaming of "Informática" to a name that reflects the subservience of technology to decision making -- for example, "Oficina de Información para la Toma de Decisiones."

ACTION: *The recommendation is closed. "Informática" was renamed and is now called the "Sistema de Información Educativa" (SIE), Education Information System.*

d. Establish institutional relationships with other ministries to gain access to their education-related data. This would involve the Census Bureau, the Ministry of Health, and the Ministry of Finance.

ACTION: *The recommendation will be closed with the implemention of the MIS component. (Action No. 1 on face sheet).*

e. Make an accurate assessment of the level of effort that would be required to decentralize MIS operations and use in the ministry and in departmental education units by pilot testing use of an improved microcomputer-based MIS in two or three selected functional units in the

Ministry, and in one department. Consult with the Ministry of Health on its experience with decentralization.

ACTION: *The decentralization of MIS/SIE operations is currently being considered by USAID based on a request from the MOE to decentralize data input and analysis activities. The project has also reviewed the experience of the Ministry of Health with its decentralization program as recommended. (Action No. 1 on face sheet).*

2. Educational data

a. Conduct study to identify all potentially relevant threats to the quality of educational data and develop strategies and methods to ensure high level of reliability.

ACTION: *The study will be conducted by the project's new institutional contractor. (Action No. 3 on face sheet).*

b. Reduce the amount of time it takes to complete a single data collection and reporting cycle of school-based data from two years to one year.

ACTION: *The cycle was reduced to 3 months to provide basic national data on 1991 enrollments, desertion, promotion and repetition rates. However, reducing the cycle for all educational statistics will require the full implementation of the MIS/SIE as noted above. (Action No. 1 on face sheet).*

c. Demonstrate effective use of information in policy analysis, educational debate, and planning to selected line offices and functional units of the MOE.

ACTION: *The recommendation will be closed with the implementation of the MIS/SIE noted above and by the project's new institutional contractor. (Action No. 1 on face sheet).*

d. Provide training and technical assistance to policy analysts and planners in selected units of the MOE to develop capacities to assess the efficiency of the education system and to design and develop basic planning and resource allocation models.

ACTION: *The first policy analysis and decision making seminar was held September 21-25. The full recommendation will be closed with the implementation of the MIS/SIE noted above and by the project's new institutional contractor. (Actions Nos. 1 and 3 on face sheet).*

e. Improve the decision-supporting capabilities of the existing MIS by (i) providing an expanded set of routinely generated reports, including the reporting of basic education indicators; (ii) developing a capability to present data in tabular and visual formats, e.g., graphically and using maps generated by a geographic information system; (iii) improving Informática's capacity to respond to ad hoc data requests, and (iv) conversion of the existing education database in Informática to a relational database format for use on microcomputers.

ACTION: *The MIS/SIE now has computer mapping capabilities and the remainder of the recommendation will be closed with the implementation of the MIS/SIE noted above. (Action No. 1 on face sheet).*

3. MIS Unit

a. Clarify role of the MIS Unit in project and relationship to other components.

b. Provide training and technical assistance to system administrators and technicians in the following topics: the use and maintenance of microcomputers; the design, development, and maintenance of relational databases; and the dissemination of educational data in written and computer-based formats.

ACTION a-b: *The recommendations will be closed with the implementation of the MIS/SIE as noted above. (Action No. 1 on face sheet).*

4. Purchase of equipment

a. Purchase and install several powerful microcomputers and/or work stations in MIS Unit and two or three selected functional units and/or the offices of one or more senior MOE officials.

b. Purchase several additional types of software, including a relational database, a spreadsheet, a geographic information system, and a statistical analysis package.

ACTION a-b: *The recommendations will be closed with the implementation of the MIS/SIE as noted above. (Action No. 1 on face sheet).*

c. Postpone decisions on the purchase and installation of a minicomputer and establishment of a computerized network (LAN) until institutional and human resource development issues raised above have been thoroughly addressed.

ACTION: *The recommendation is closed, institutional and human resource development issues are addressed in the MIS/SIE implementation plan. (Action No. 1 on face sheet).*

SCHOOL CONSTRUCTION, RENOVATION, AND MAINTENANCE

Recommendations

USAID/Honduras should initiate additional funding for this unit once the MOE has undertaken the following activities.

1. Inventory of physical facilities

a. Conduct detailed study of physical facilities (micro-location study) and assemble information by geographic location.

ACTION: *The recommendation will be closed with the implementation of the MIS/SIE as noted above. (Action No. 1 on face sheet).*

b. Further investment in construction of new classrooms should await the outcome of this study.

ACTION: *The Mission and MOE do not agree with this recommendation. The need for additional classrooms is so evident that there is no need to stop school construction until recommendation a. is closed. Classroom construction is continuing in the poorest departments, in rural communities in southern Honduras, based on clearly defined needs for additional classrooms.*

2. Preventive maintenance program

a. Implement nationally the preventive maintenance program developed under the previous USAID-funded project.

ACTION: *The recommendation is closed, preventative maintenance programs are being implemented as recommended.*

3. Double-shift schooling

a. Conduct feasibility study of double-shift schooling, whereby one classroom is used for two groups of students, in order to increase efficiency of space use.

ACTION: *The study will be conducted by the project's new institutional contractor and is scheduled to be completed during 1993. However, the MOE is already using double shifts whenever possible to expand access to primary education, but in rural areas this is not always possible because of the distance children would have to walk to get to school. See also 1.b. above, which is the justification for continuing classroom construction in rural communities in southern Honduras.*

4. Community groups

a. With training component, develop strategy to involve the community groups that participated in school construction in school activities on a regular basis.

ACTION: *The recommendation is closed, the project's Training Component is providing training in community involvement as recommended. However, as discussed above under* ***Long-Term Recommendations: 1. Community Involvement****; involving communities in the daily functioning of schools implies a legal basis for doing so, and will depend upon the final manner in which the new municipal law is applied and whether the proposed Educational Modernization program is adopted and implemented. No further action will be taken at this time, but the Mission and MOE will consider additional activities in this area if the Educational Modernization program is adopted and implemented. This recommendation will be discussed during project amendment. (Action No. 2).*

b. Use community groups to train teachers in school maintenance skills.

ACTION: *The recommendation is closed, teachers are being trained in school maintenance as recommended. However, the training is being done by the School Construction Component' the Mission and MOE do not believe that community groups are capable of providing this training.*

Appendix D

Appendix D

The methodological approach employed by the team consisted of a documents review, personal observations, interviews with present and former project personnel, with MOE and USAID officials, and a review of archival documents--all aimed at documenting and cross-validating findings. The team cross-validated project achievements through two or more different sources, and, where possible, calculated the data using different analytical approaches. The team spent 6 person days visiting schools.

For a description of the specific calculations used to validate the objectively verifiable indicators of program impact, see the body of the report.

Appendix E

Appendix E

List of Documents Consulted

AED Monthly and Quarterly Reports. 1994, 1995.

AID Evaluation Summary. USAID. 1992.

Amador, Osbaldo Amador. Informe de los Resultados Obtenidos en la Gira Realizada a Nueve Departamentos del País. August, 1994.

Ayuda Memoria, Jornada: Evaluación Semestral de PEEP. AED Report. 1995

Battle, Byron et al. Honduran Labor Force Assessment. WPI Report. October, 1994

BEST Project Paper. USAID. March, 1995.

Capacitación de Docentes en Servicio en Función de la Escuela Morazánica, Primera Etapa. INICE. December, 1994.

Capacitación de Maestros y Uso de Materiales Educativos en Escuelas Primarias de Honduras. AED Report. September, 1994.

Caribbean and Latin American Scholarship Program, Honduras Report. Aguirre/USAID. 1994.

Cronograma de Actividades: EDUCATODOS. 1995

Edwards John, et al. Honduras Primary Education Efficiency Project: Midterm Evaluation. March 1992.

Edwards, John. The Current Status of Primary Education in Honduras. AED Report. September, 1995.

Edwards, John. Datos Básicos Sobre la Educación Primaria Hondureña 1986-1993. AED Report. 1993.

Enge, Kjell, et al. Análisis de Estudios Sobre el Nivel Primario del Sistema Educativo Nacional, su Problemática. AED Report. 1993.

Escuela Morazánica Series. Cartilla de Lectura Y Escritura Primer Nivel. 1995.

Especificaciones del LAN Sistema de Información Educativa. Ministerio de Educación Pública de la República de Honduras. IDEAS. April, 1995.

Estadísticos Anuarios. MEP. 1985, 1986, 1987, 1988.

Gamerom, Josefina. Informe Final de la Asistencia Tcnica. IIR. November, 1992.

Informe de Gira Supervisión Centros Educativos Proyecto EDUCATODOS. August, 1995.

Informe de las Metas Logradas por El Componente VII--Construcción, Mantenimiento y Renovación de Edificios Escolares, Programa "Eficiencia de la Educación Primaria." MOE. Junio de 1995.

Informe de Resultados de la Experiencia Piloto para la Educación Básica de Adultos de Honduras de la Serie

Informe de Resultados del Tercer Nivel de la Educación Básica de Adultos de Honduras EBAH. COEDUCA. September, 1994.
Informe Final de Actividades y Logros Grabación II Nivel del Programa Educación Básica de Adultos. COEDUCA. No date.
Informe Trimestral, Asistencia Tcnica al Programa Educación Básica de Honduras. COEDUCA. March, 1994.
Is Grade Repetition Always Wasteful? BRIDGES.
McGinn, Noel, et al. Asistir y Aprender o Repetir y Desertar: Un Estudio Sobre los Factores que Contribuyen a la Repitencia en la Escuela Primaria en Honduras. BRIDGES. June, 1991.
McGinn, Noel, et al. Repitencia en la Escuela Primaria. BRIDGES. August, 1992.
Memoria de Labores. PEEP. 1994
Mi Honduras Series in Sciences and Mathematics for grades 5 and 6 in self-study modules.
Monthly Report: Learning Technologies for Basic Education. LearnTech Project. September, 1993.
Nuevo Amanecer. COEDUCA. 1994.
PEEP Project Paper. USAID. 1986.
Project Agreement between the Republic of Honuras and the United States of America for Basic Education and Skills Training. USAID. August, 1995.
Propuesta de Diseño de Lección Para el Tercer Nivel de EDUCATODOS. Training Handout. 1995
Rendimientos Básicos e Indicadores de Evaluación del Nivel Primario. October, 1993.
Schiefelbein, E. and Peruzzi, S. Honduras, Situación de la Educación Básica y del Analfabetismo. OREALC. January, 1994.
van Steenwyk, Ned, and Marco Tulio Mejía. Honduras 2000: Recursos Humanos y Perspectivas para el Crecimiento Económico. September, 1995.
World Bank. Staff Appraisal Report: Honduras Basic Education Project. March 8, 1995.

Appendix F

Appendix F

Key People Interviewed

Irronisco Aguilera
Ex-coordinador del Componente de Informática

Blanca Amaya
Jefe de Relaciones Internacionales, MEP

Osbaldo Amodor
Jefe de la Sección de Capacitación, MEP

Maritza Barahona
Editora IV Nivel de Educatodos

Rosa Adilia Boquín
Directora de Escuela

Carlos Bravo
Administrative Official, USAID/Honduras

Cándida Rosa Bunyos
Directora de Escuela

Carelton Carerras
AED Program Director, PEEP Project

Gonzalo Castillo
Maestro de Escuela

Rolando Chavaría
Rural Primary School Construction Coordinator

S. Humberto Chinchilla
Assistente Control y Distribución de Textos, PEEP Project

Carleton Corrales
AED Project Director

Maira Dablodo
Coordinadora de Equipos de Promotores

María de los Angeles Flores
Coordinadora Componente Evaluación

Josefina Gamera
Directora de Planificación y Reformas Educativas

Ada Lila Gomero
Asistente Tcnico, Educatodos

Lesbia Guirra
Maestra de Escuela

Carlos Licona
Jefe de Control y Distibución, PEEP Project

Jorge López
Coordinador del Equipo de Campo, Educatodos

Vilma Lara
Asistente Tcnico, Eucatodos

Enemecio Martínez
Assstente de la Dirección, PEEP

Dionisio Simón Matamoros
Asistente Tcnico, Educadotos

Ernesto Mejía
Financial Analyst, USAID/Honduras

Marco Tulio Mejía
Human Resource Officer, USAID/Honduras

Vilma Mndez Romero
Chief Construction Administrator

Olga Mndez
Directora General de Construcciones Escolares, MOE

Mirna Waleska Meza Evceda
Editora de Matemáticas III y IV Nivel

Juan Núñez
Director de Escuela

Wayne Nilsestron
Deputy Director, USAID/Honduras

Enrique Alexander Ordóñez
Director de Escuela

Raúl Paz
Coordinador, Peace Scholars

Marta Doris Prez
Directora del PEEP

Cristóbal Reyes

Asistente Tcnico, Educatodos

Gregoria Rodríguez
Profesora Escuela

Xenia Mejía Saabonga
Editora del III Nivel Educatodos

Reina Sosa
Maestra de escuela

Mario Ramírez
Coordinator de Informática

Francisco Salazar
Coordinator, HOPS

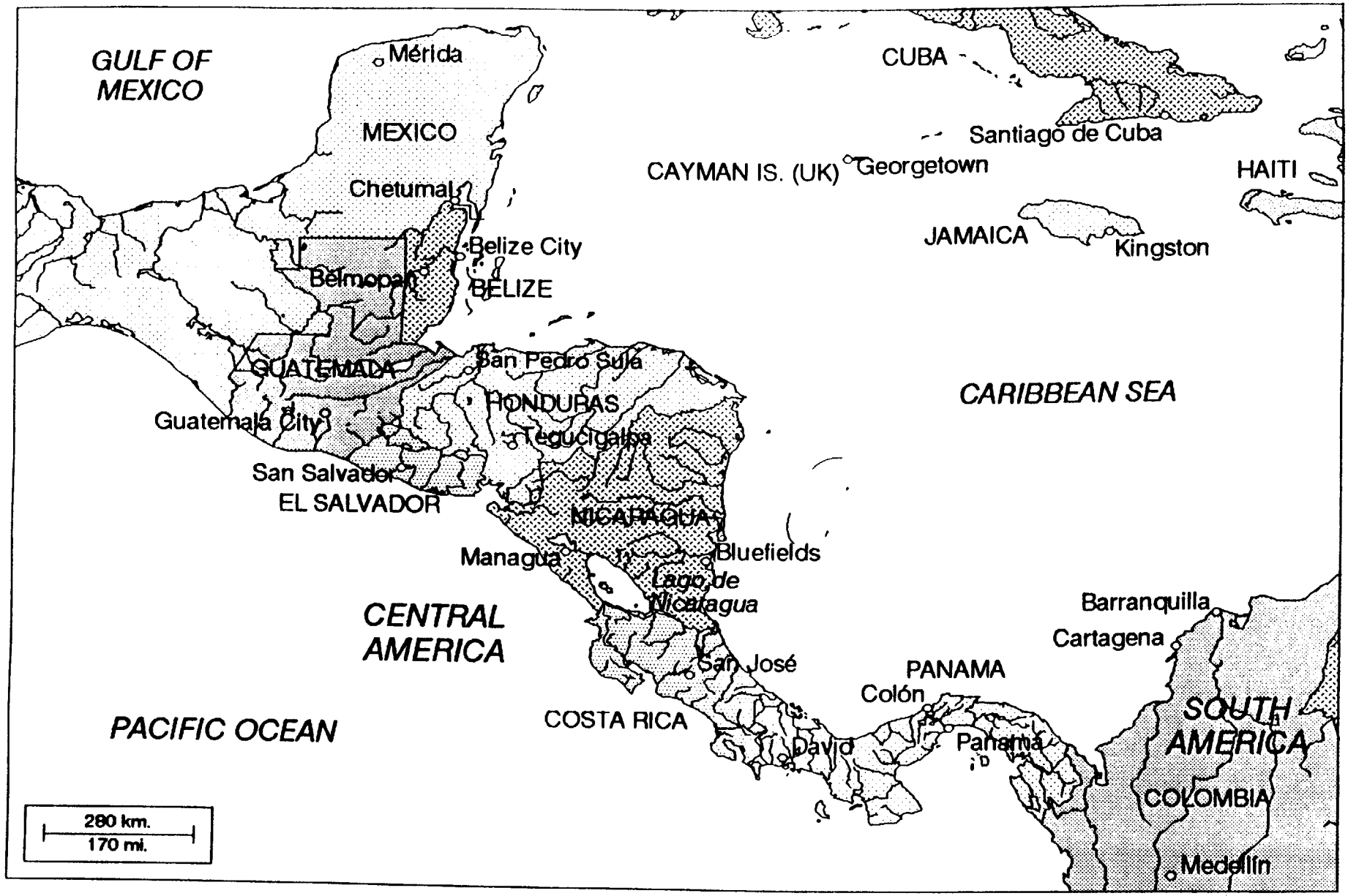
Cristabal Reyes Soriano
Asistente Tcnico, Educatodos

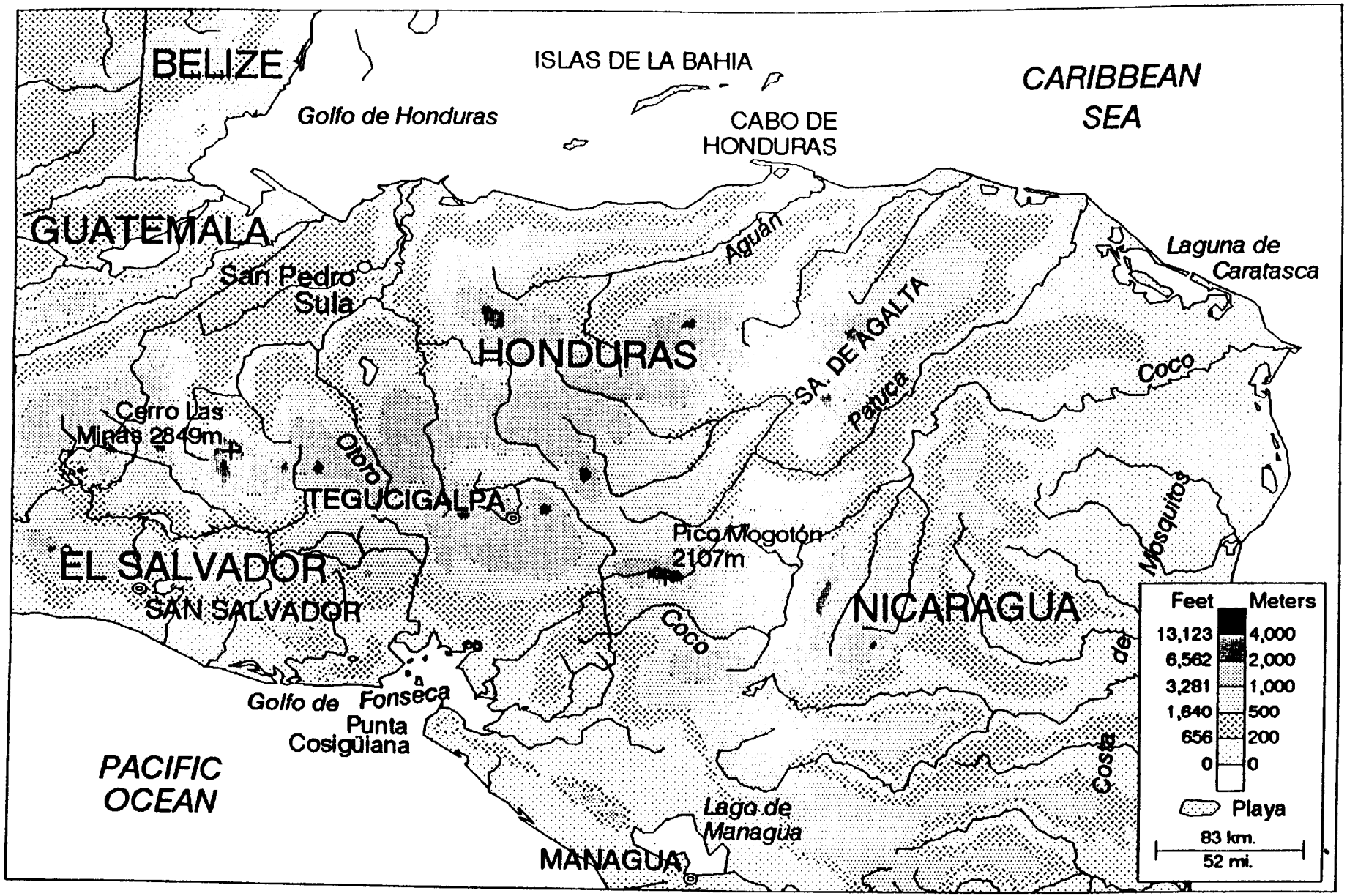
Vilma Mndez Romero
Gerente Administración, PEEP Project

Ned van Steenwyk
ducation Officer, USAD/Honduras

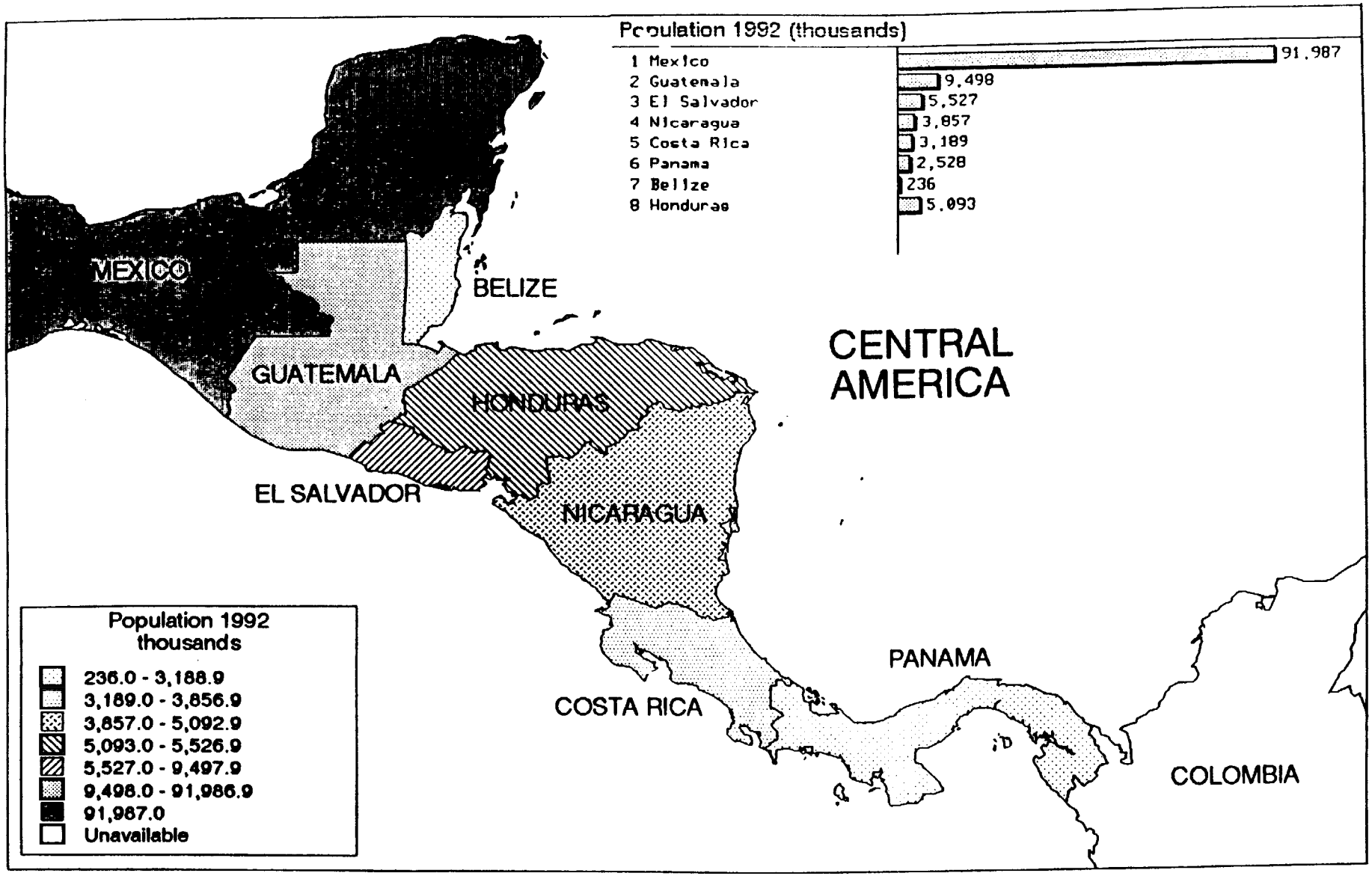
Samuel Venis
Coordinador de Textos Escolares, PEEP Project

Marco Zavala
Chief Fiancial Analyst, USAID/Honduras

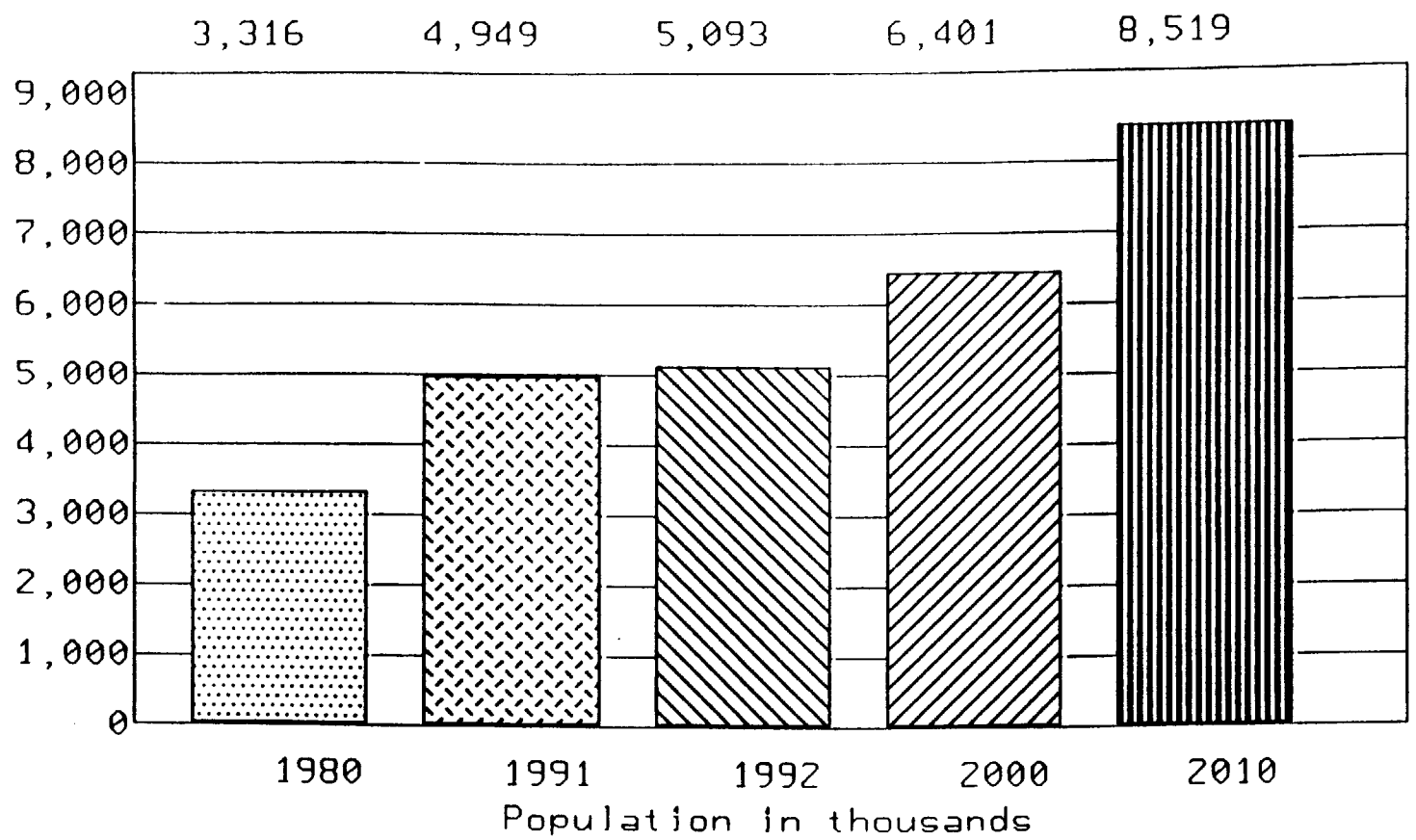

GULF OF MEXICO
Mérida
MEXICO
Chetumal
Belize City
Belmopan
BELIZE
GUATEMADA
Guatemala City
San Salvador
EL SALVADOR
San Pedro Sula
HONDURAS
Tegucigalpa
NICARAGUA
Managua
Bluefields
Lago de Nicaragua
CENTRAL AMERICA
PACIFIC OCEAN
COSTA RICA
San José
David
PANAMA
Colón
Panama
CUBA
Santiago de Cuba
CAYMAN IS. (UK)
Georgetown
HAITI
JAMAICA
Kingston
CARIBBEAN SEA
Barranquilla
Cartagena
SOUTH AMERICA
COLOMBIA
Medellín
280 km.
170 mi.


BELIZE
ISLAS DE LA BAHIA
CARIBBEAN SEA
Golfo de Honduras
CABO DE HONDURAS
GUATEMALA
San Pedro Sula
Aguán
Laguna de Caratasca
HONDURAS
SA. DE AGALTA
Patuca
Coco
Cerro Las Minas 2849m
Otoro
TEGUCIGALPA
Pico Mogotón 2107m
Mosquitos
EL SALVADOR
SAN SALVADOR
NICARAGUA
Coco
Golfo de Fonseca
Punta Cosigüiana
Costa del
PACIFIC OCEAN
Lago de Managua
MANAGUA
Feet
Meters
13,123
4,000
6,562
2,000
3,281
1,000
1,640
500
656
200
0
0
Playa
83 km.
52 mi.

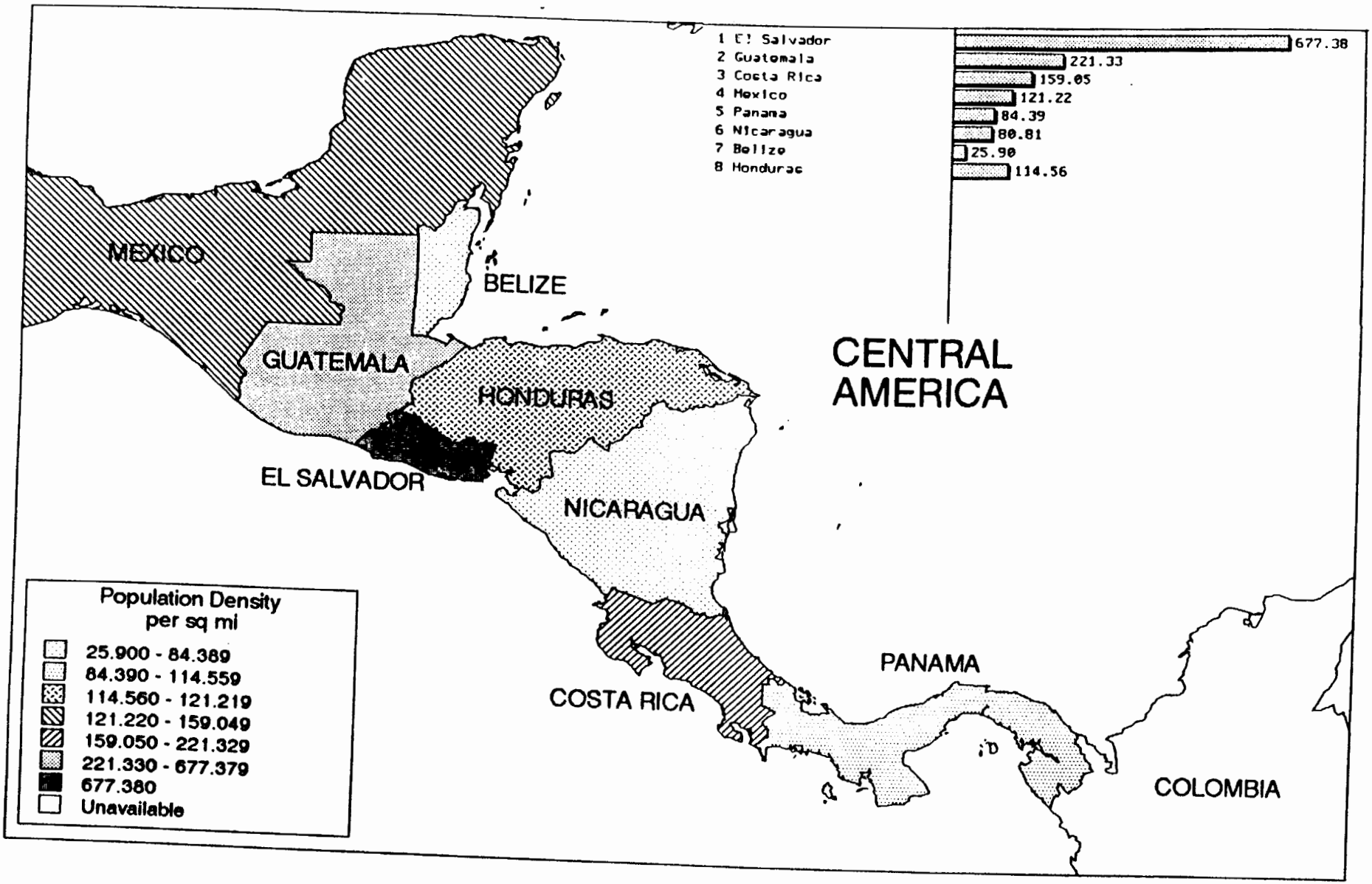

BELIZE
ISLAS DE LA BAHIA
CARIBBEAN SEA
Golfo de Honduras
CABO DE HONDURAS
Puerto Cortés
Puerto Barrios
La Ceiba
Tela
GUATEMALA
Aguán
Laguna de Caratasca
San Pedro Sula
Olanchito
El Progreso
HONDURAS
Santa Rosa de Copán
Coco
Juticalpa
Patuca
Siguatepeque
Ulúa
Comayagua
TEGUCIGALPA
Danlí
Rosita
EL SALVADOR
SAN SALVADOR
NICARAGUA
Coco
Choluteca
Golfo de Fonseca
Punta Cosigüina
Matagalpa
PACIFIC OCEAN
Chinandega
León
Lago de Managua
MANAGUA
83 km.
52 mi.


Population 1992 (thousands)
1 Mexico 91,987
2 Guatemala 9,498
3 El Salvador 5,527
4 Nicaragua 3,857
5 Costa Rica 3,189
6 Panama 2,528
7 Belize 236
8 Honduras 5,093
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
CENTRAL AMERICA
Population 1992 thousands
236.0 - 3,188.9
3,189.0 - 3,856.9
3,857.0 - 5,092.9
5,093.0 - 5,526.9
5,527.0 - 9,497.9
9,498.0 - 91,986.9
91,987.0
Unavailable

Honduras
Population



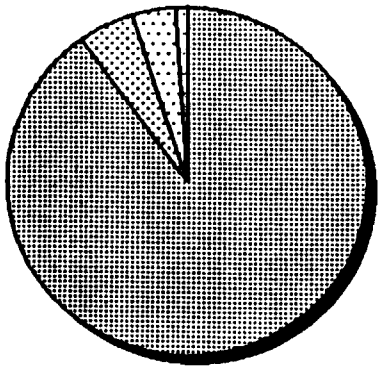
Population:	5,093,000	Population density:	114.56/sq mi
Annual growth rate:	2.9%	Doubling time:	27 years
Urbanization:	43.0%	Net migration:	-2/1000


1 El Salvador
2 Guatemala
3 Costa Rica
4 Mexico
5 Panama
6 Nicaragua
7 Belize
8 Honduras
677.38
221.33
159.05
121.22
84.39
80.81
25.90
114.56
CENTRAL AMERICA
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
Population Density per sq mi
25.900 - 84.389
84.390 - 114.559
114.560 - 121.219
121.220 - 159.049
159.050 - 221.329
221.330 - 677.379
677.380
Unavailable

Honduras

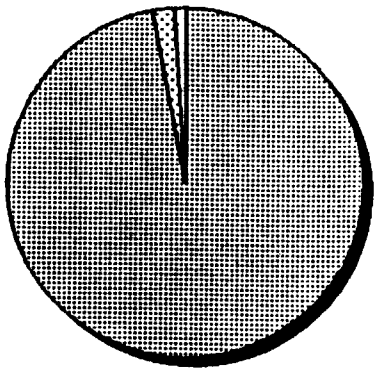
People

ETHNIC GROUPS



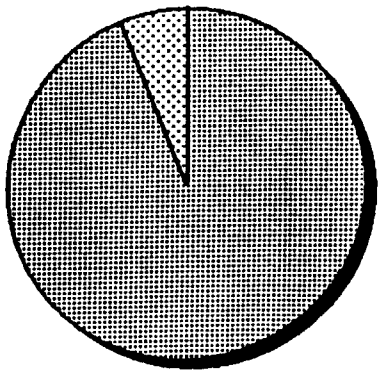
Mestizo	90%
Black	5%
Amerind	4%
White	1%

LANGUAGES



Spanish	97%
Black Carib	2%
English & other	1%

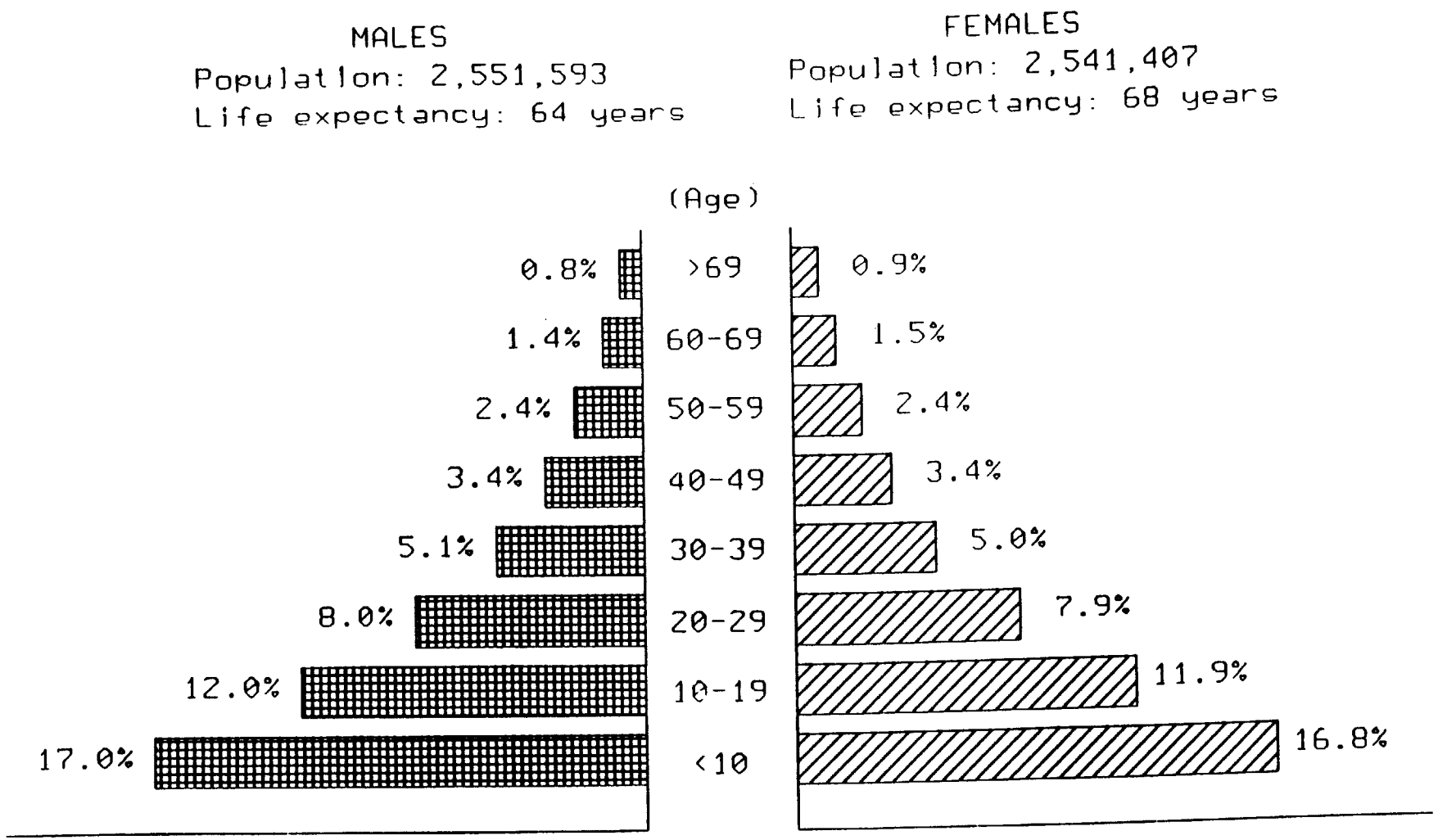
RELIGIONS

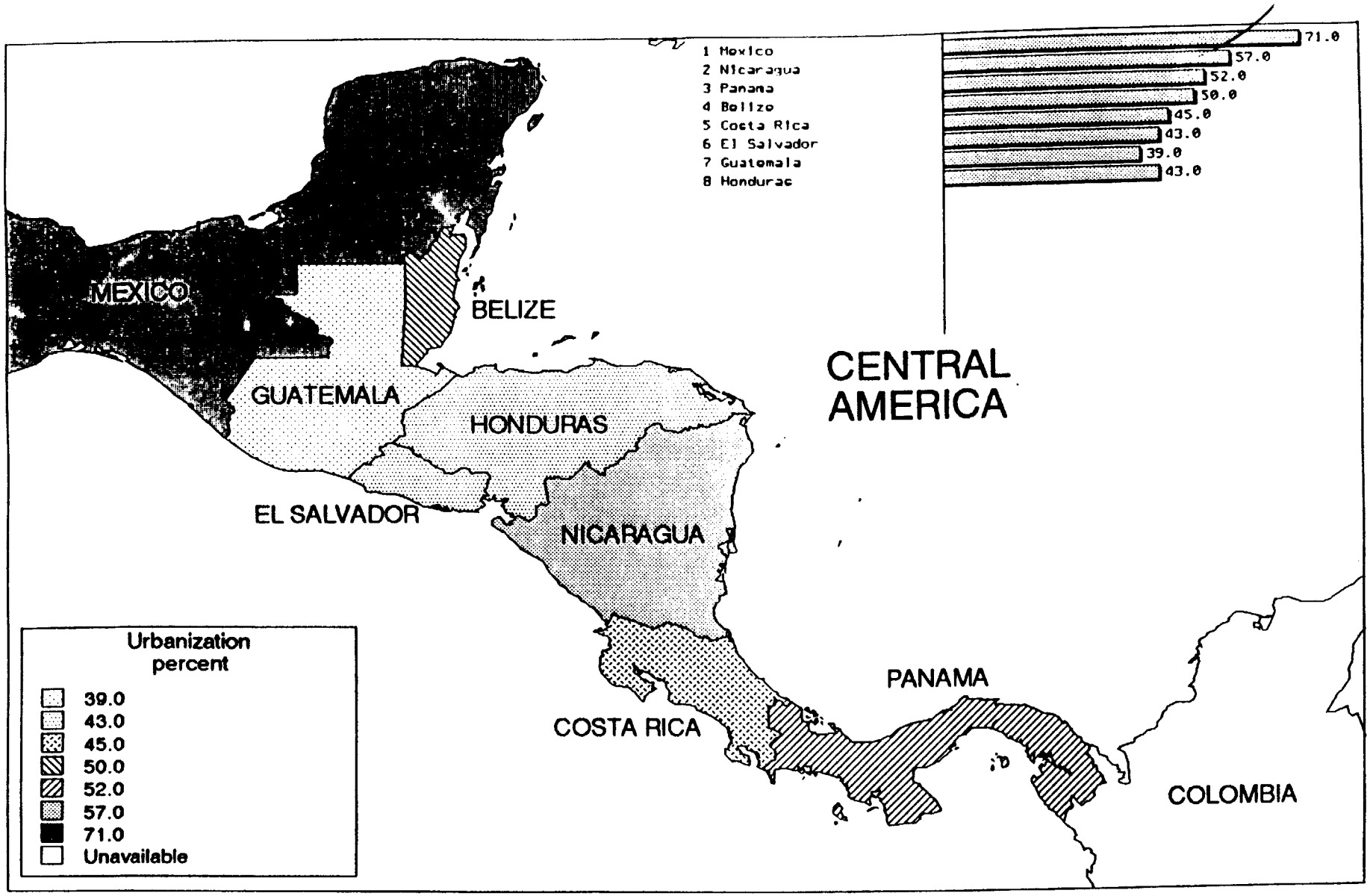


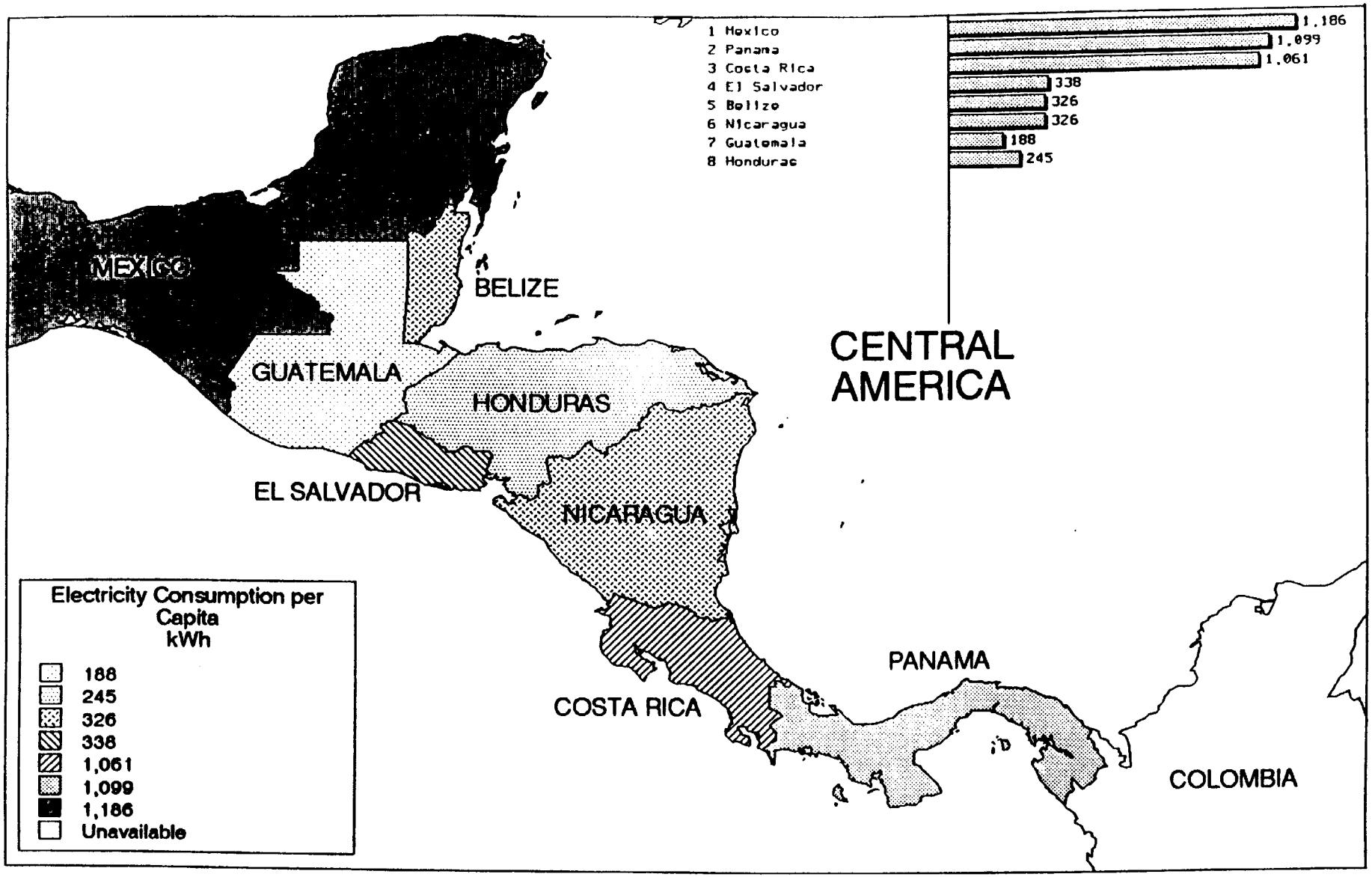
Roman Catholic	94%
Other	6%

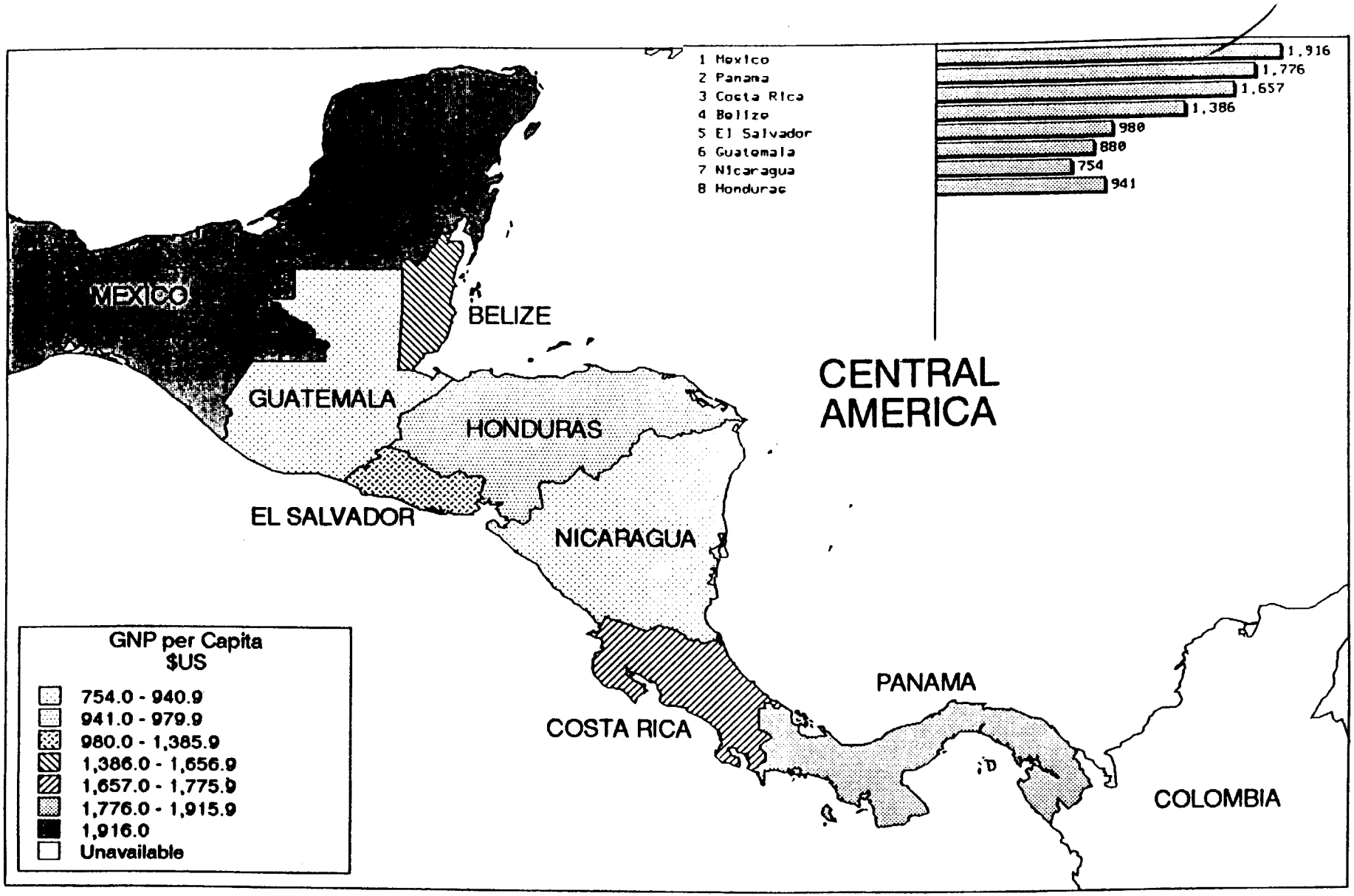
Nationality: noun--Honduran(s); adjective--Honduran

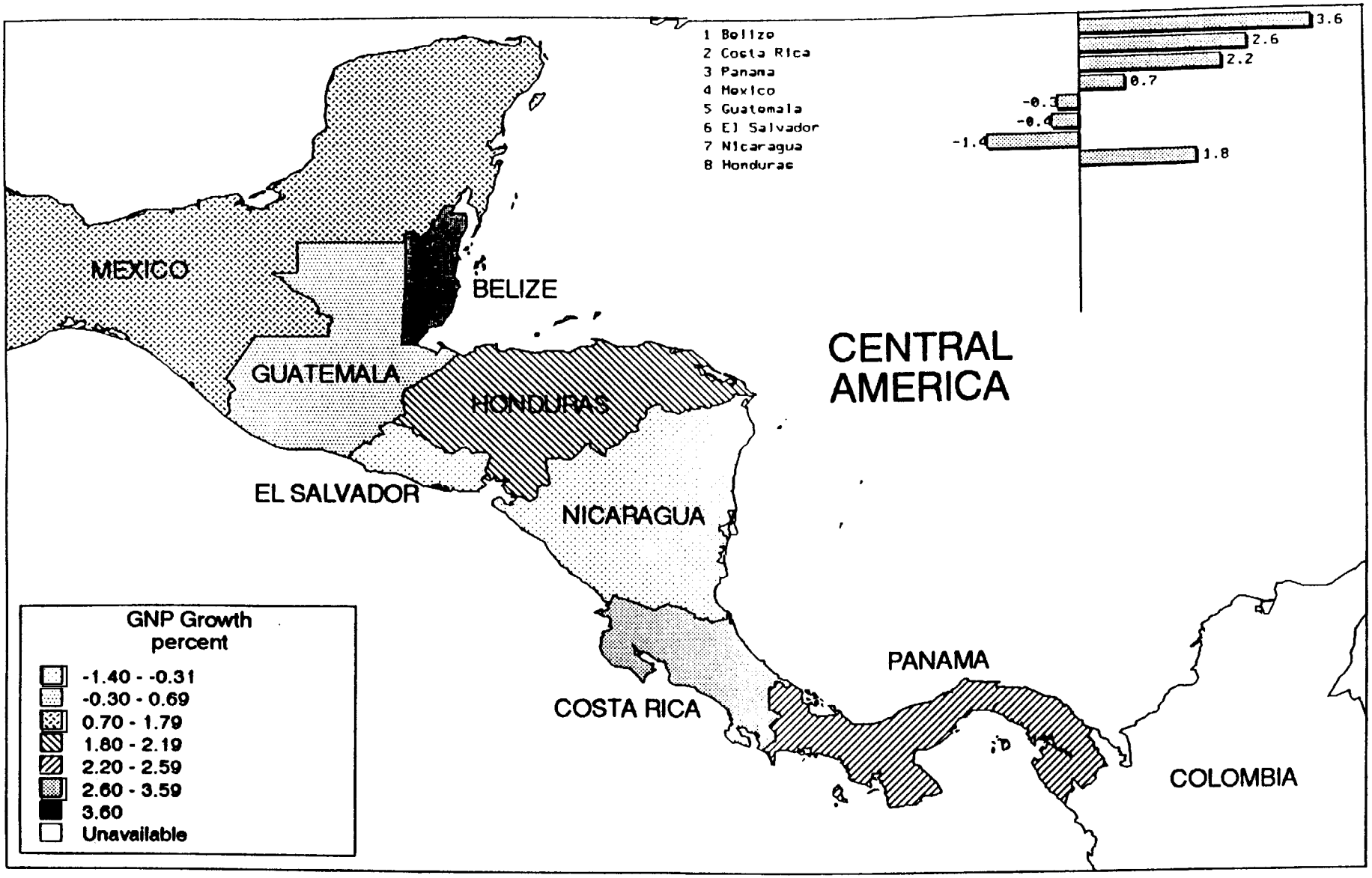
Honduras
Age Distribution

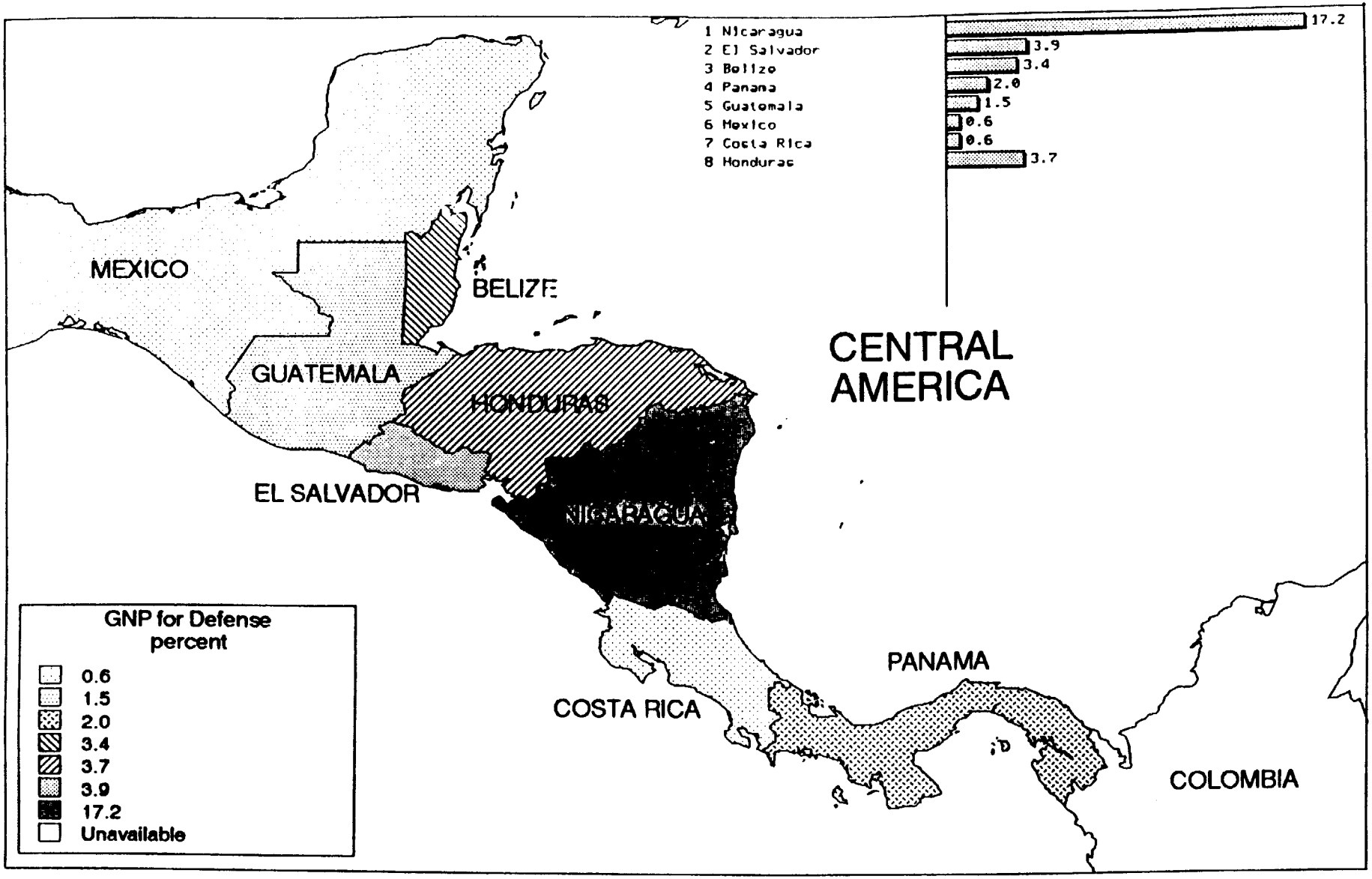


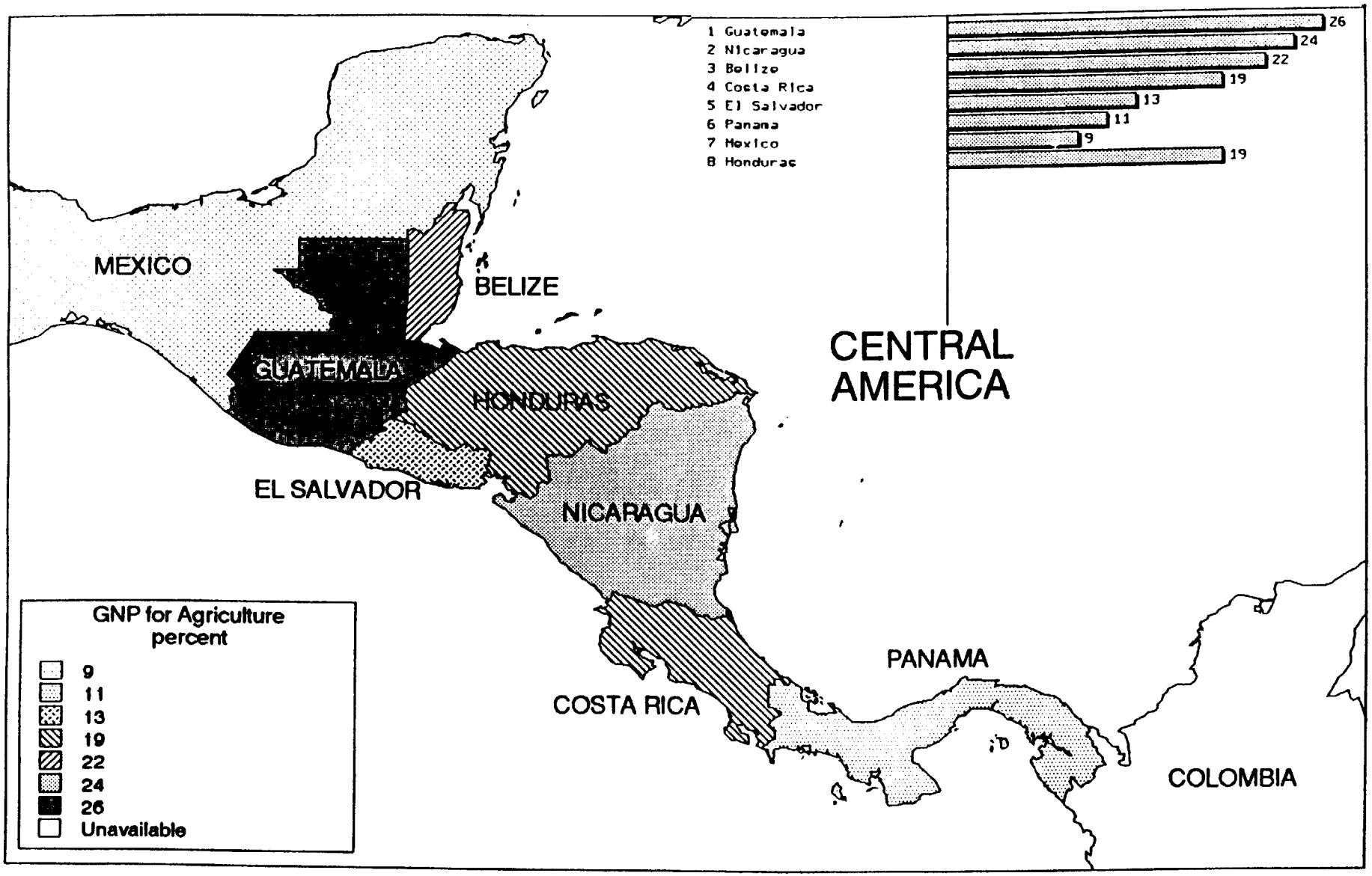

1 Mexico
2 Nicaragua
3 Panama
4 Belize
5 Costa Rica
6 El Salvador
7 Guatemala
8 Honduras
71.0
57.0
52.0
50.0
45.0
43.0
39.0
43.0
CENTRAL AMERICA
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
Urbanization percent
39.0
43.0
45.0
50.0
52.0
57.0
71.0
Unavailable

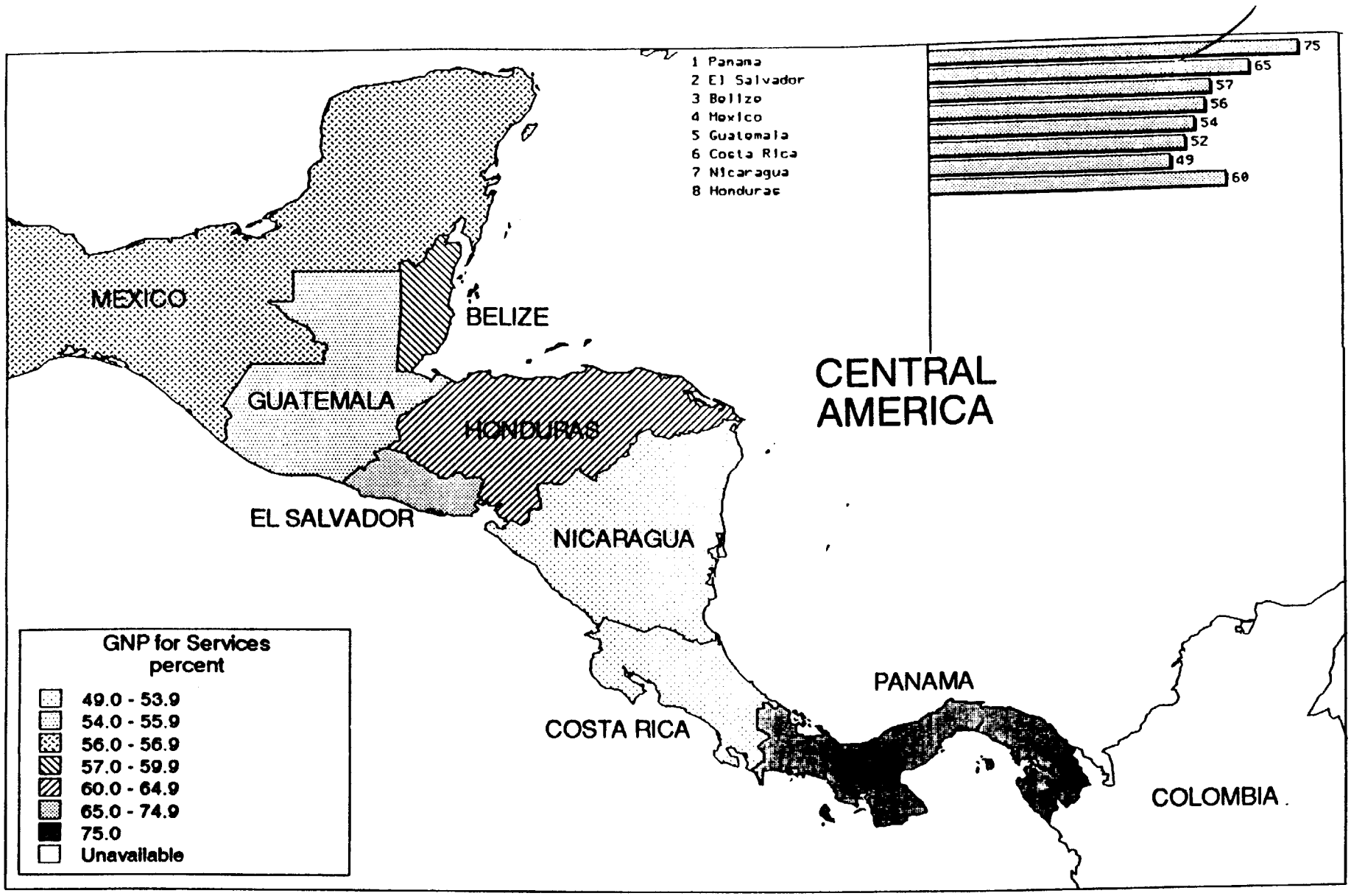

1 Mexico
2 Panama
3 Costa Rica
4 El Salvador
5 Belize
6 Nicaragua
7 Guatemala
8 Honduras
1,186
1,099
1,061
338
326
326
188
245
CENTRAL AMERICA
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
Electricity Consumption per Capita kWh
188
245
326
338
1,061
1,099
1,186
Unavailable

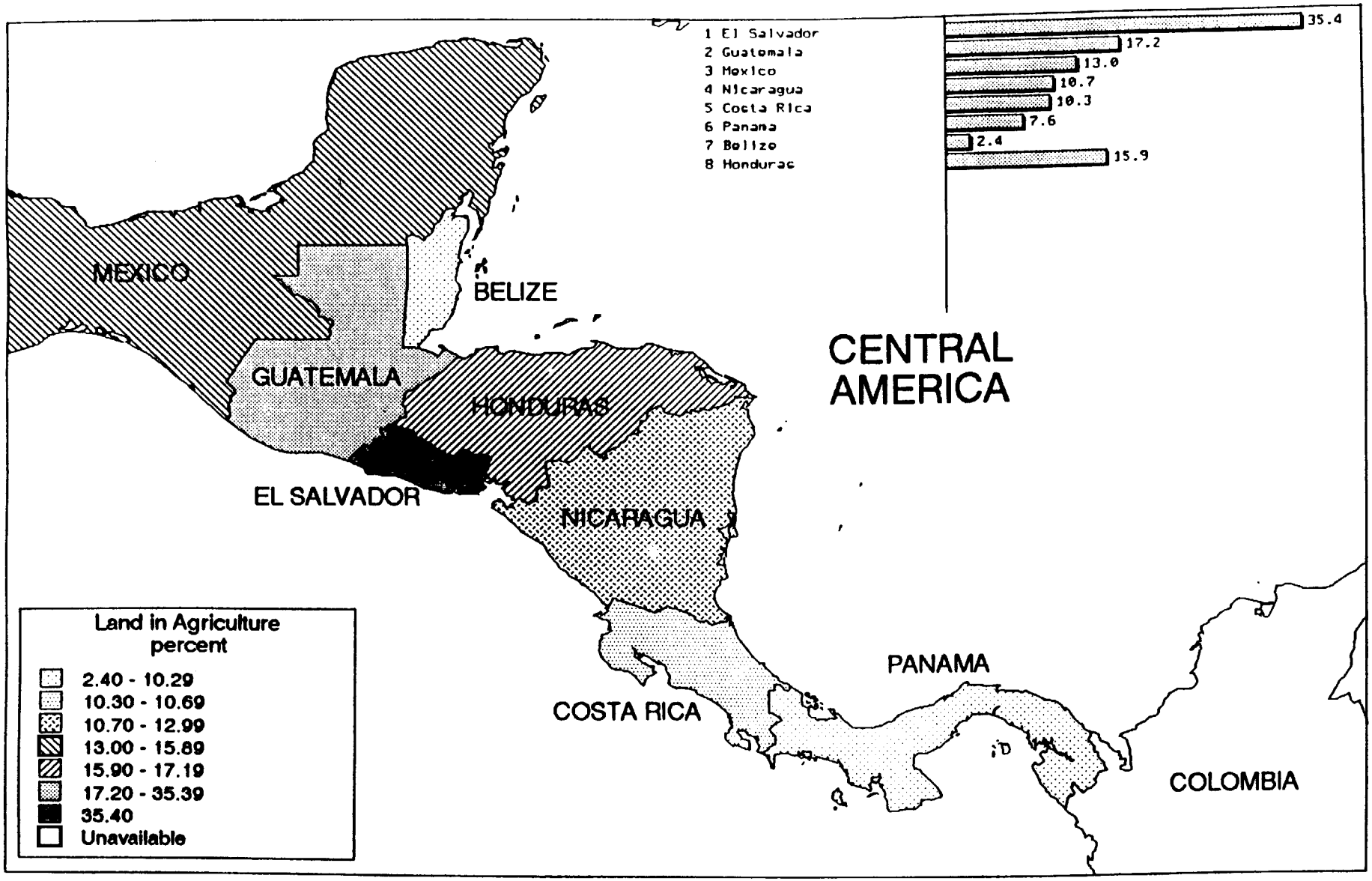

1 Mexico
2 Panama
3 Costa Rica
4 Belize
5 El Salvador
6 Guatemala
7 Nicaragua
8 Honduras
1,916
1,776
1,657
1,386
980
880
754
941
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
CENTRAL AMERICA
GNP per Capita $US
754.0 - 940.9
941.0 - 979.9
980.0 - 1,385.9
1,386.0 - 1,656.9
1,657.0 - 1,775.9
1,776.0 - 1,915.9
1,916.0
Unavailable

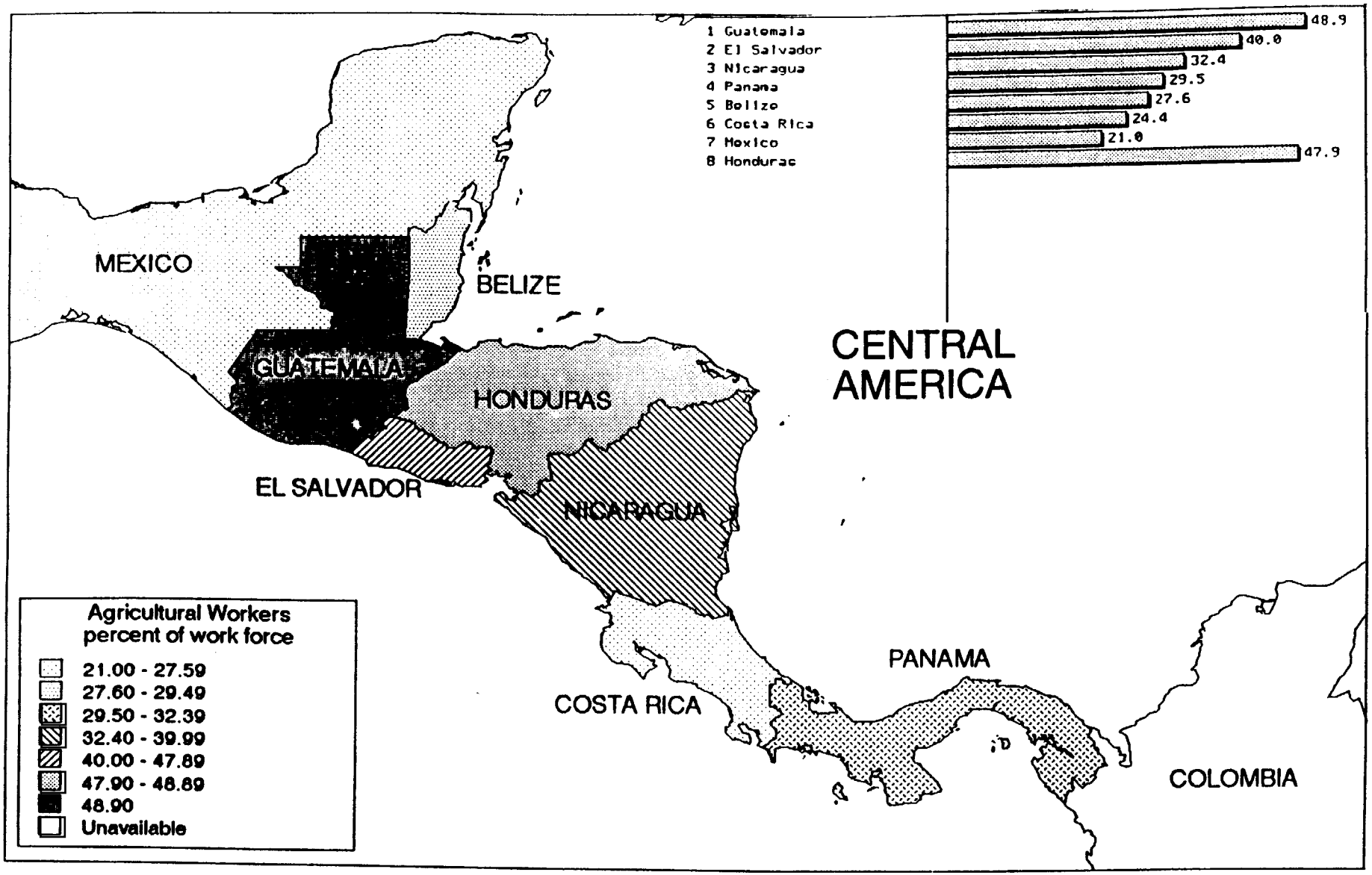

1 Belize
2 Costa Rica
3 Panama
4 Mexico
5 Guatemala
6 El Salvador
7 Nicaragua
8 Honduras
3.6
2.6
2.2
0.7
-0.3
-0.4
-1.4
1.8
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
CENTRAL AMERICA
GNP Growth percent
-1.40 - -0.31
-0.30 - 0.69
0.70 - 1.79
1.80 - 2.19
2.20 - 2.59
2.60 - 3.59
3.60
Unavailable

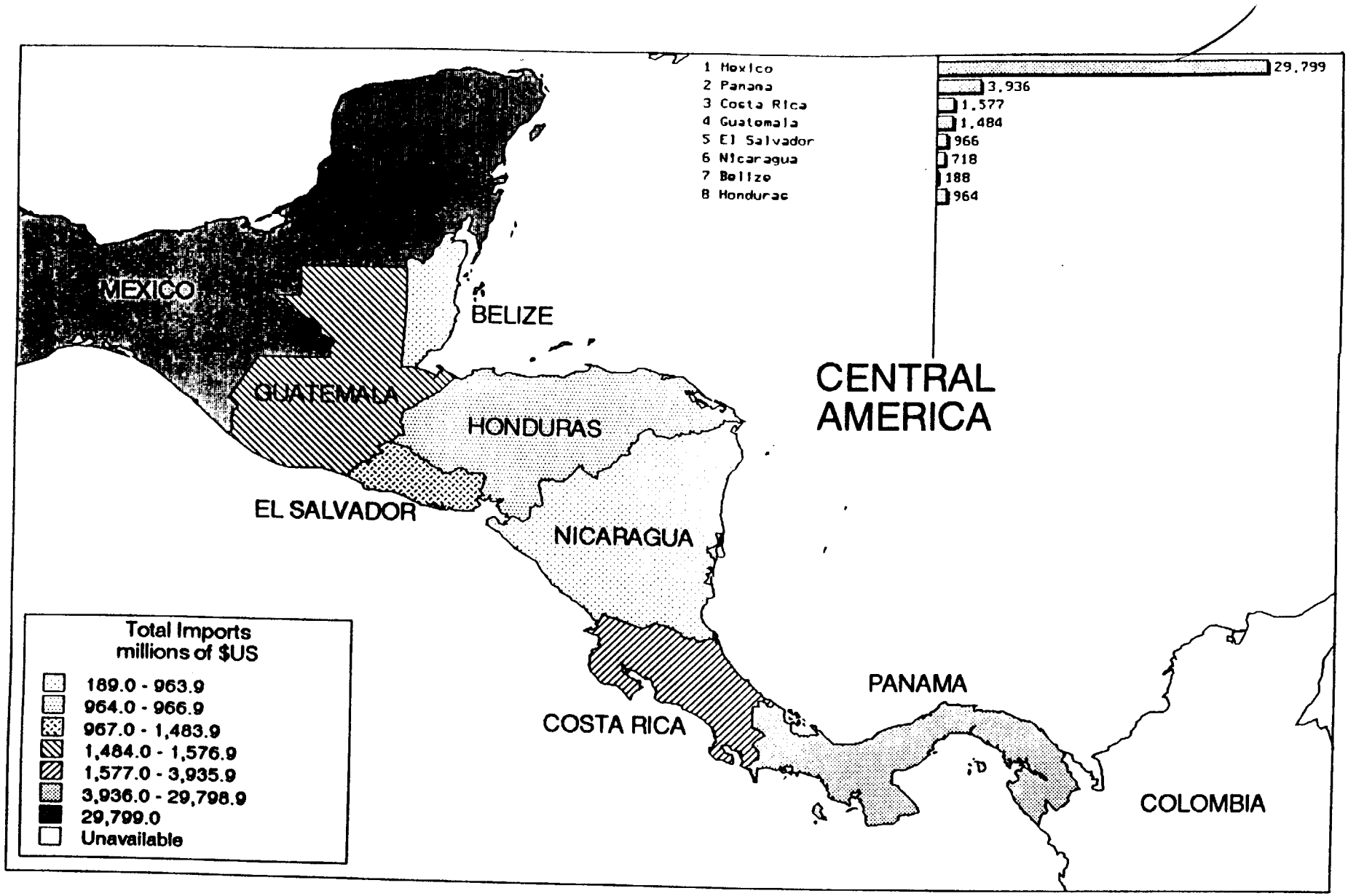

1 Nicaragua
2 El Salvador
3 Belize
4 Panama
5 Guatemala
6 Mexico
7 Costa Rica
8 Honduras
17.2
3.9
3.4
2.0
1.5
0.6
0.6
3.7
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
CENTRAL AMERICA
GNP for Defense percent
0.6
1.5
2.0
3.4
3.7
3.9
17.2
Unavailable

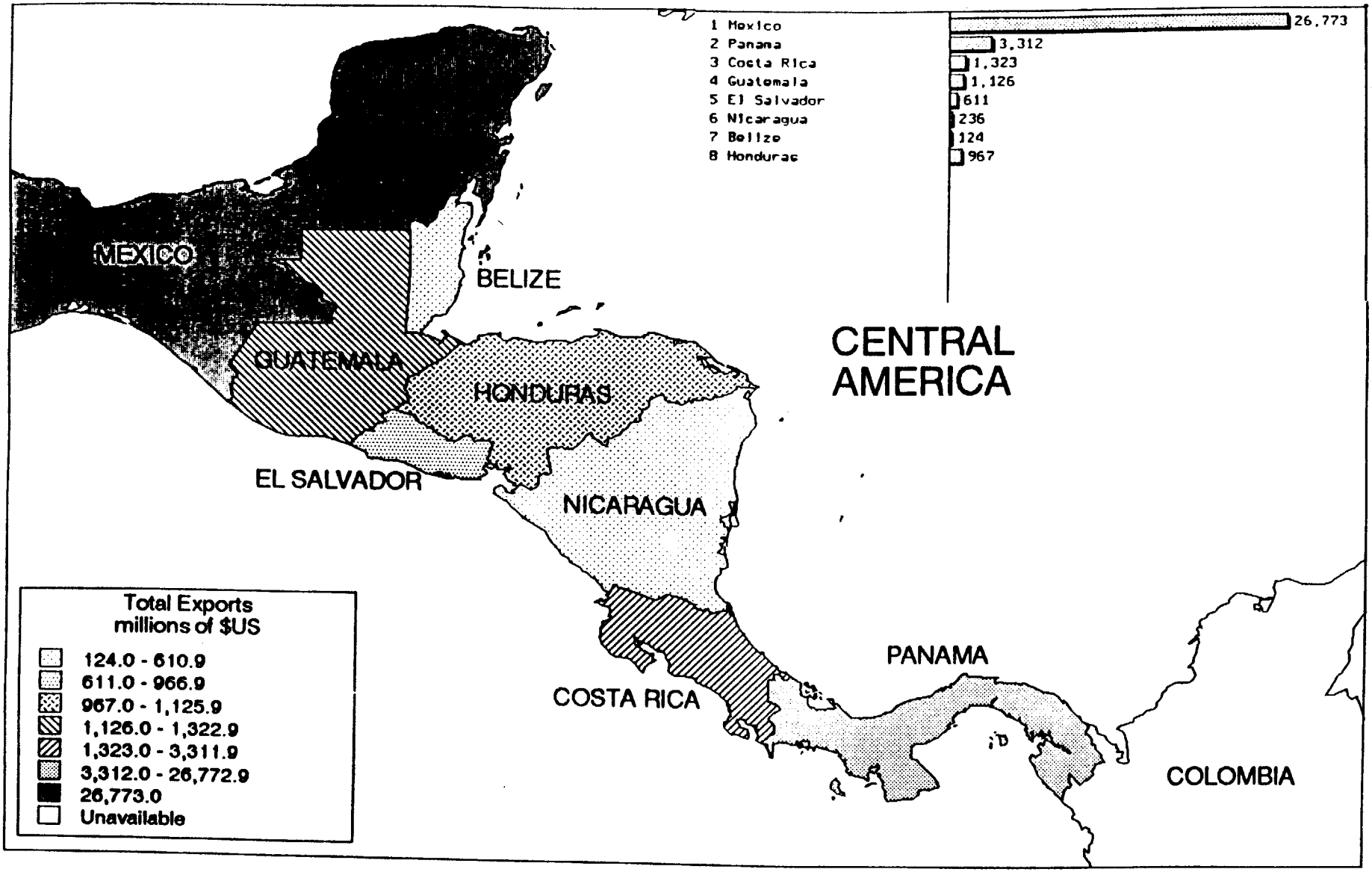

1 Guatemala
2 Nicaragua
3 Belize
4 Costa Rica
5 El Salvador
6 Panama
7 Mexico
8 Honduras
26
24
22
19
13
11
9
19
CENTRAL AMERICA
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
GNP for Agriculture percent
9
11
13
19
22
24
26
Unavailable

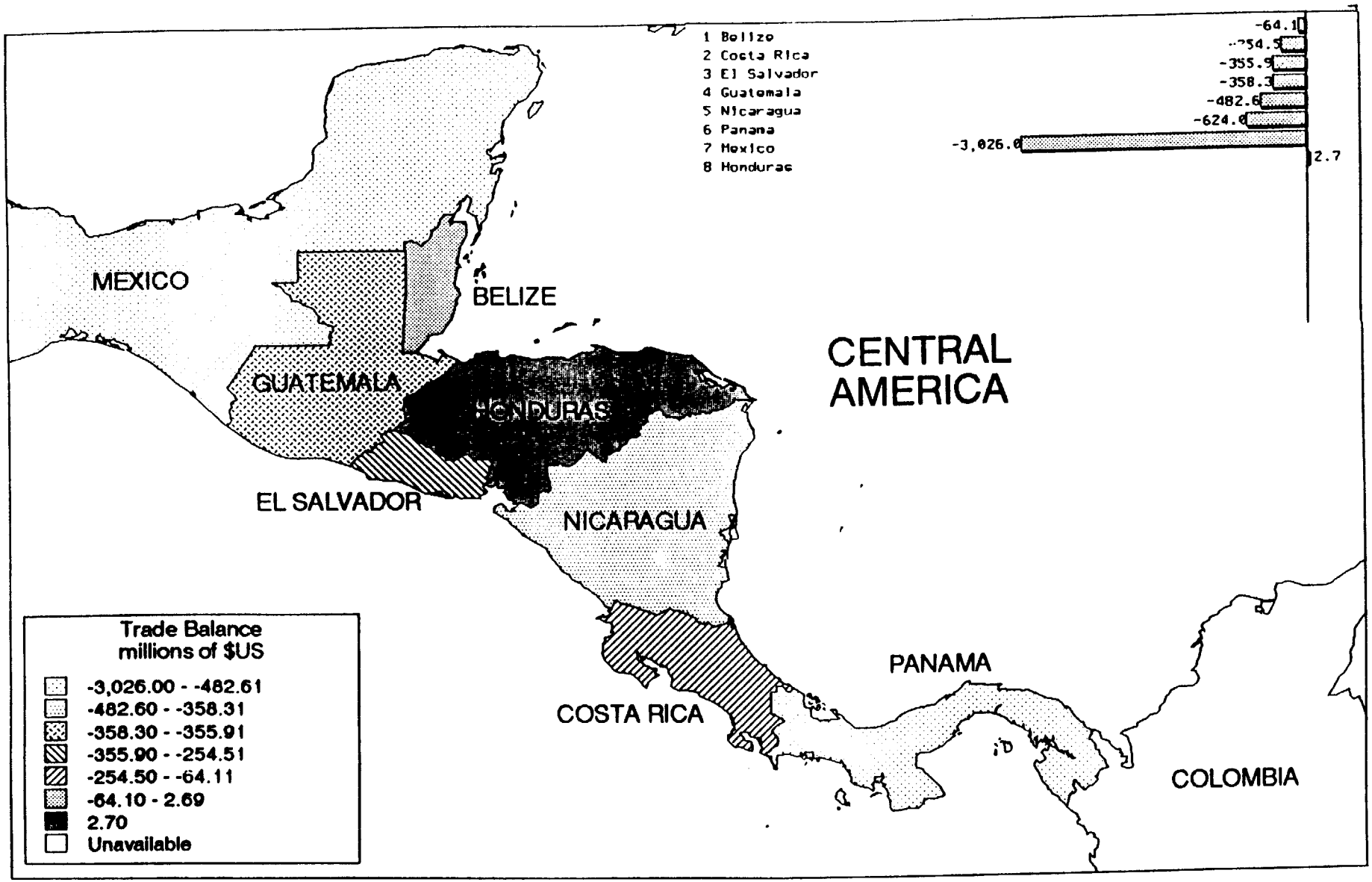

1 Panama
2 El Salvador
3 Belize
4 Mexico
5 Guatemala
6 Costa Rica
7 Nicaragua
8 Honduras
75
65
57
56
54
52
49
60
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
CENTRAL AMERICA
GNP for Services percent
49.0 - 53.9
54.0 - 55.9
56.0 - 56.9
57.0 - 59.9
60.0 - 64.9
65.0 - 74.9
75.0
Unavailable

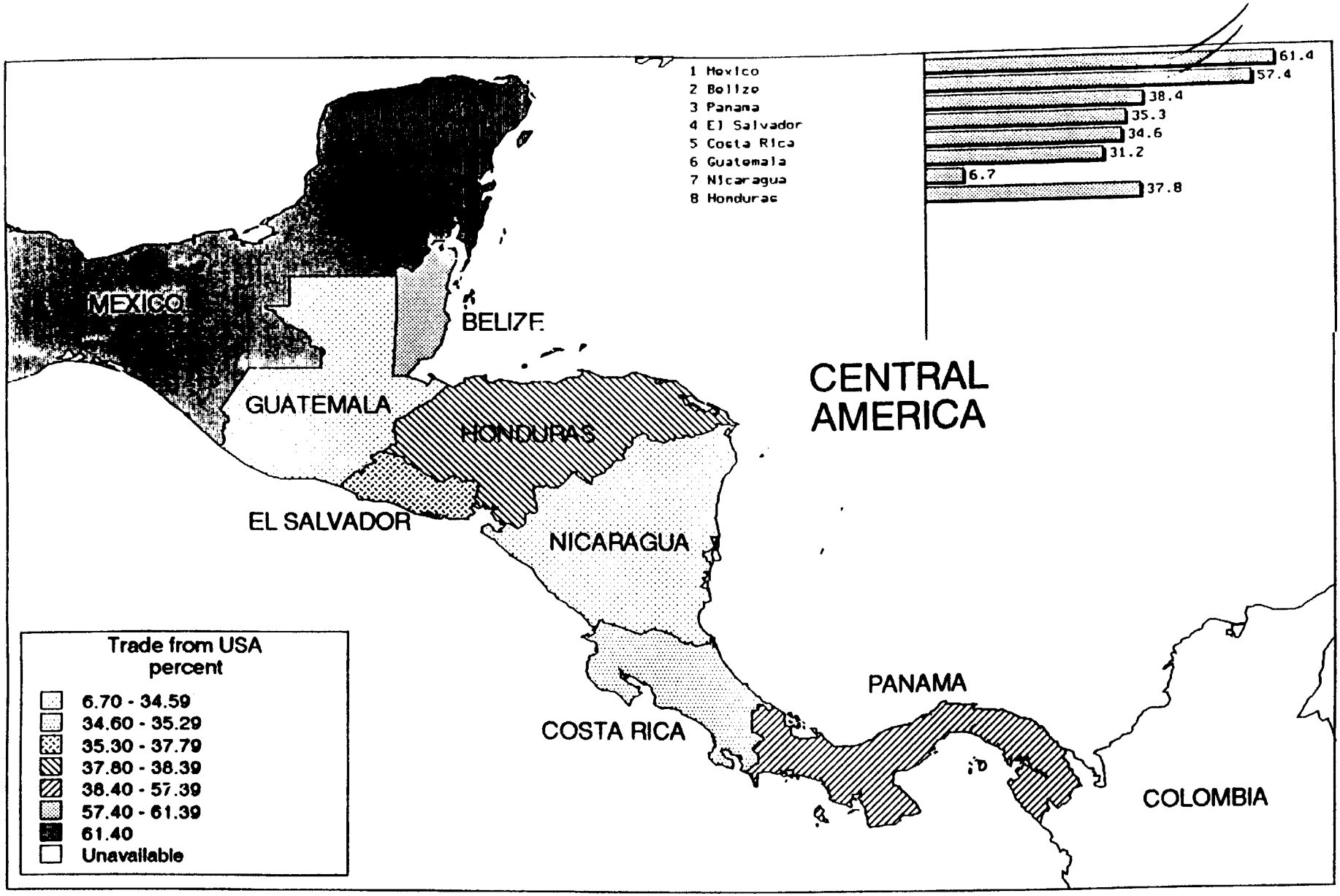

1 El Salvador
2 Guatemala
3 Mexico
4 Nicaragua
5 Costa Rica
6 Panama
7 Belize
8 Honduras
35.4
17.2
13.0
10.7
10.3
7.6
2.4
15.9
CENTRAL AMERICA
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
Land in Agriculture percent
2.40 - 10.29
10.30 - 10.69
10.70 - 12.99
13.00 - 15.89
15.90 - 17.19
17.20 - 35.39
35.40
Unavailable

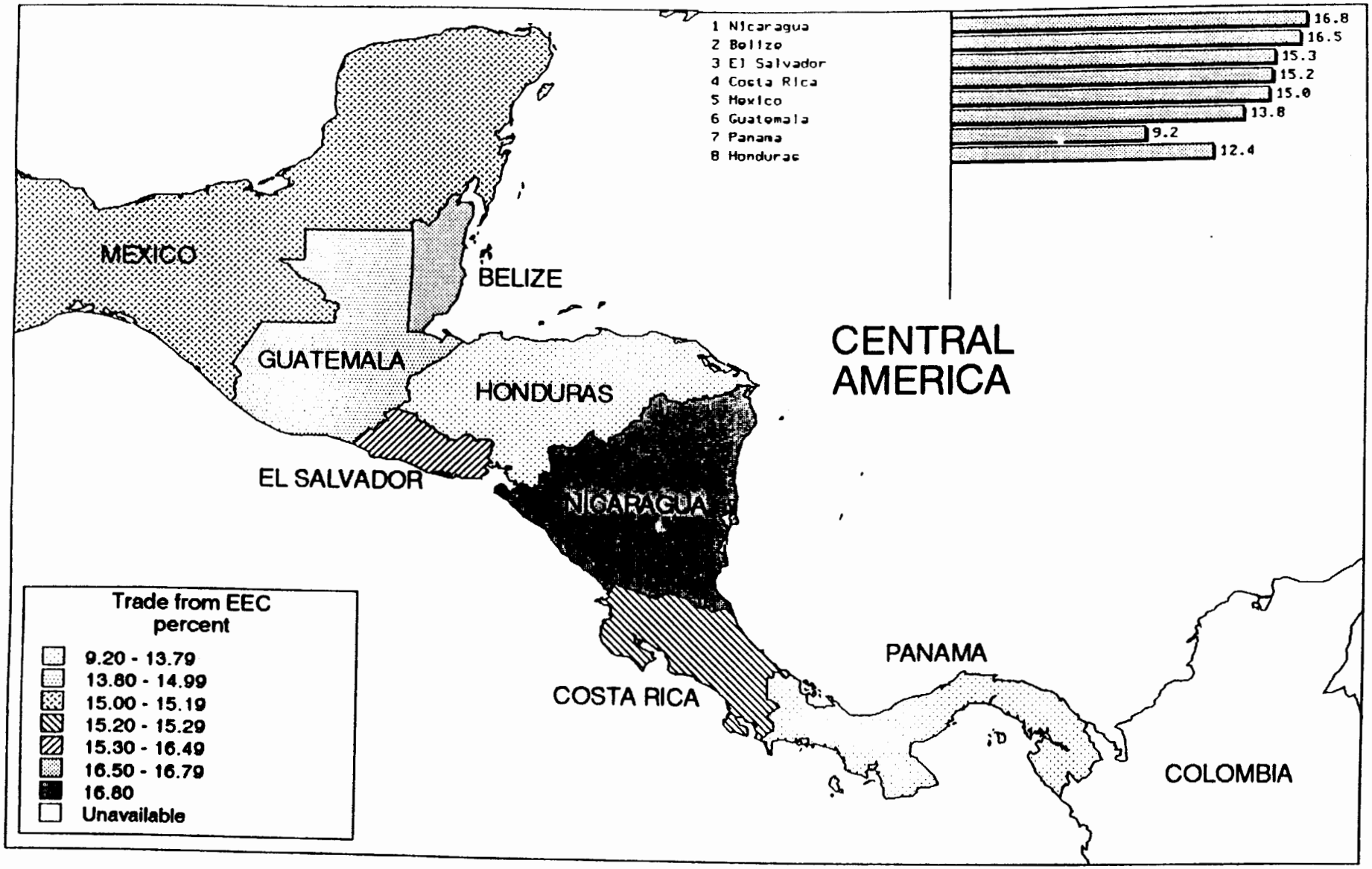

1 Guatemala
2 El Salvador
3 Nicaragua
4 Panama
5 Belize
6 Costa Rica
7 Mexico
8 Honduras
48.9
40.0
32.4
29.5
27.6
24.4
21.0
47.9
CENTRAL AMERICA
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
Agricultural Workers
percent of work force
21.00 - 27.59
27.60 - 29.49
29.50 - 32.39
32.40 - 39.99
40.00 - 47.89
47.90 - 48.89
48.90
Unavailable

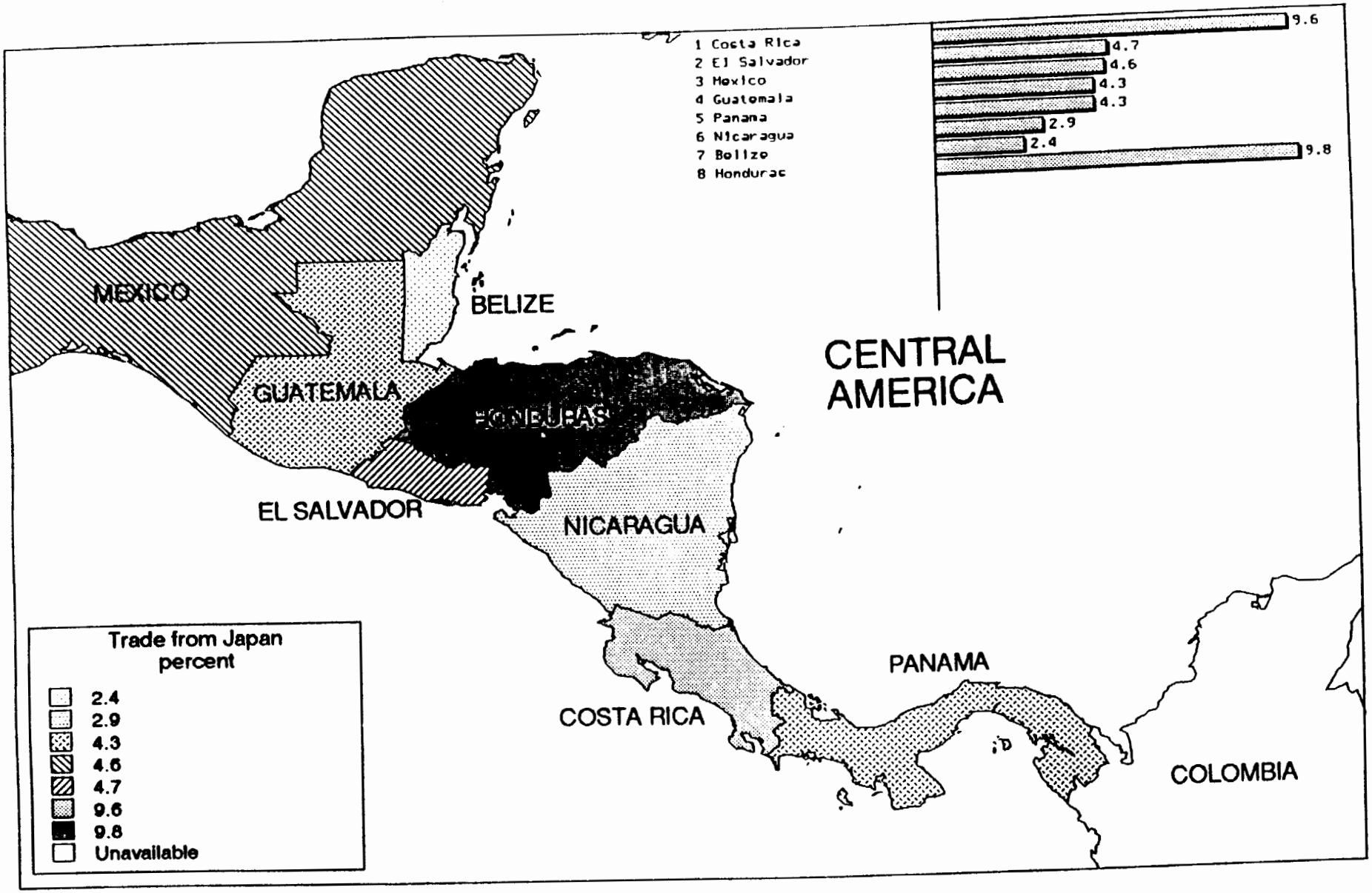

1 Mexico 29,799
2 Panama 3,936
3 Costa Rica 1,577
4 Guatemala 1,484
5 El Salvador 966
6 Nicaragua 718
7 Belize 188
8 Honduras 964
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
CENTRAL AMERICA
Total Imports millions of $US
189.0 - 963.9
964.0 - 966.9
967.0 - 1,483.9
1,484.0 - 1,576.9
1,577.0 - 3,935.9
3,936.0 - 29,798.9
29,799.0
Unavailable

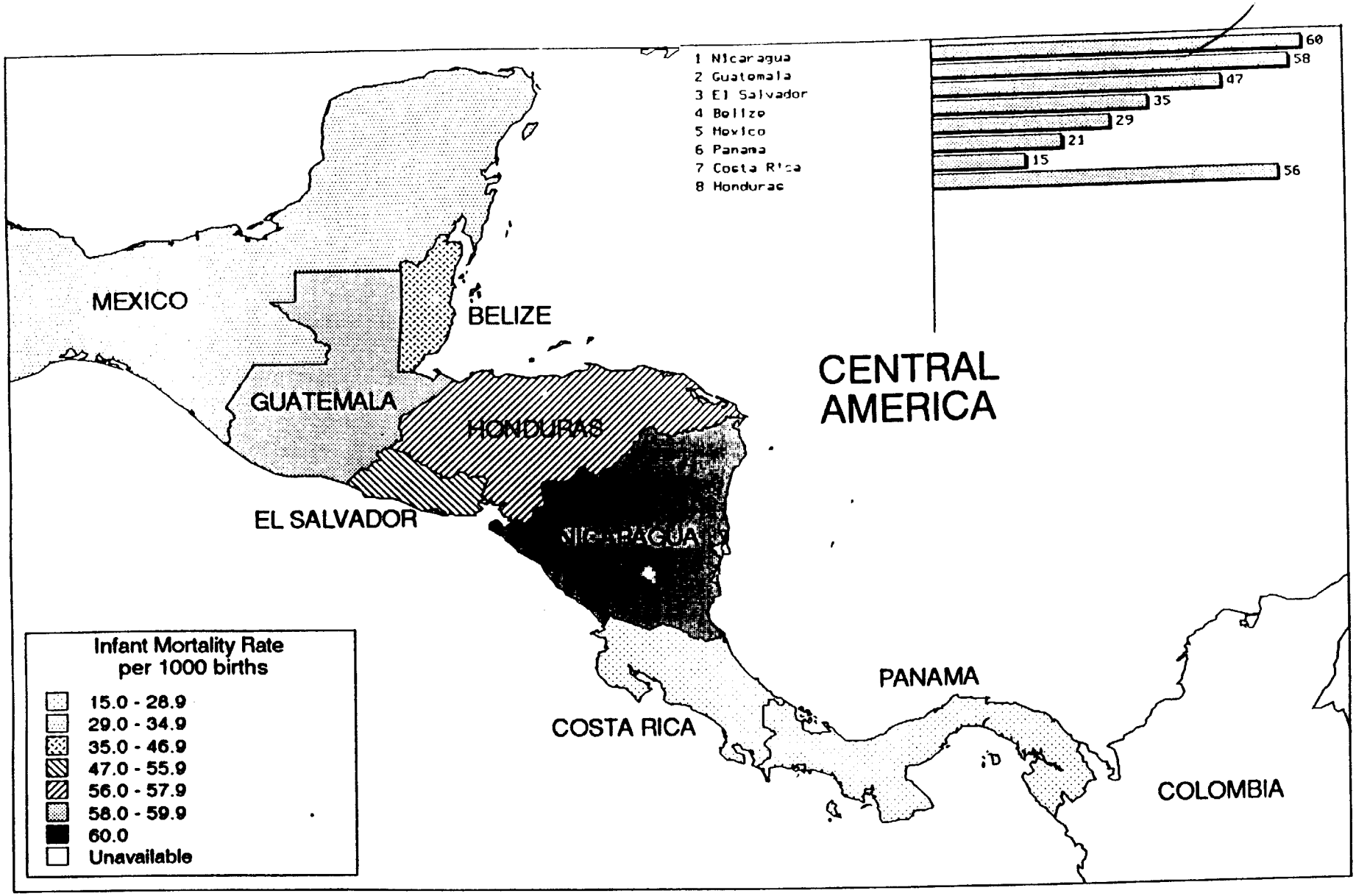

1 Mexico 26,773
2 Panama 3,312
3 Costa Rica 1,323
4 Guatemala 1,126
5 El Salvador 611
6 Nicaragua 236
7 Belize 124
8 Honduras 967
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
CENTRAL AMERICA
Total Exports millions of $US
124.0 - 610.9
611.0 - 966.9
967.0 - 1,125.9
1,126.0 - 1,322.9
1,323.0 - 3,311.9
3,312.0 - 26,772.9
26,773.0
Unavailable

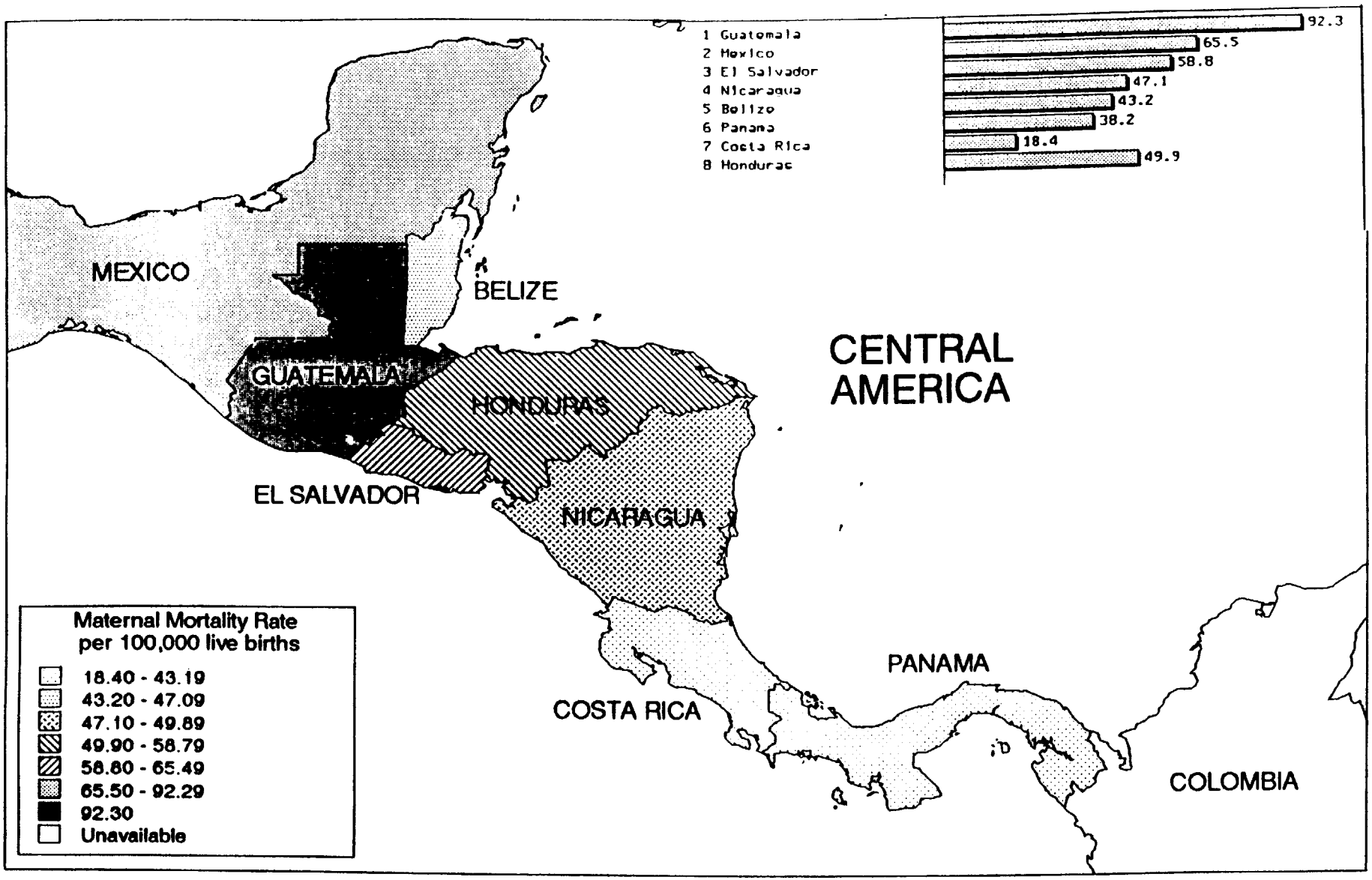

1 Belize
2 Costa Rica
3 El Salvador
4 Guatemala
5 Nicaragua
6 Panama
7 Mexico
8 Honduras
-64.1
-254.5
-355.9
-358.3
-482.6
-624.0
-3,026.0
2.7
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
CENTRAL AMERICA
Trade Balance millions of $US
-3,026.00 - -482.61
-482.60 - -358.31
-358.30 - -355.91
-355.90 - -254.51
-254.50 - -64.11
-64.10 - 2.69
2.70
Unavailable

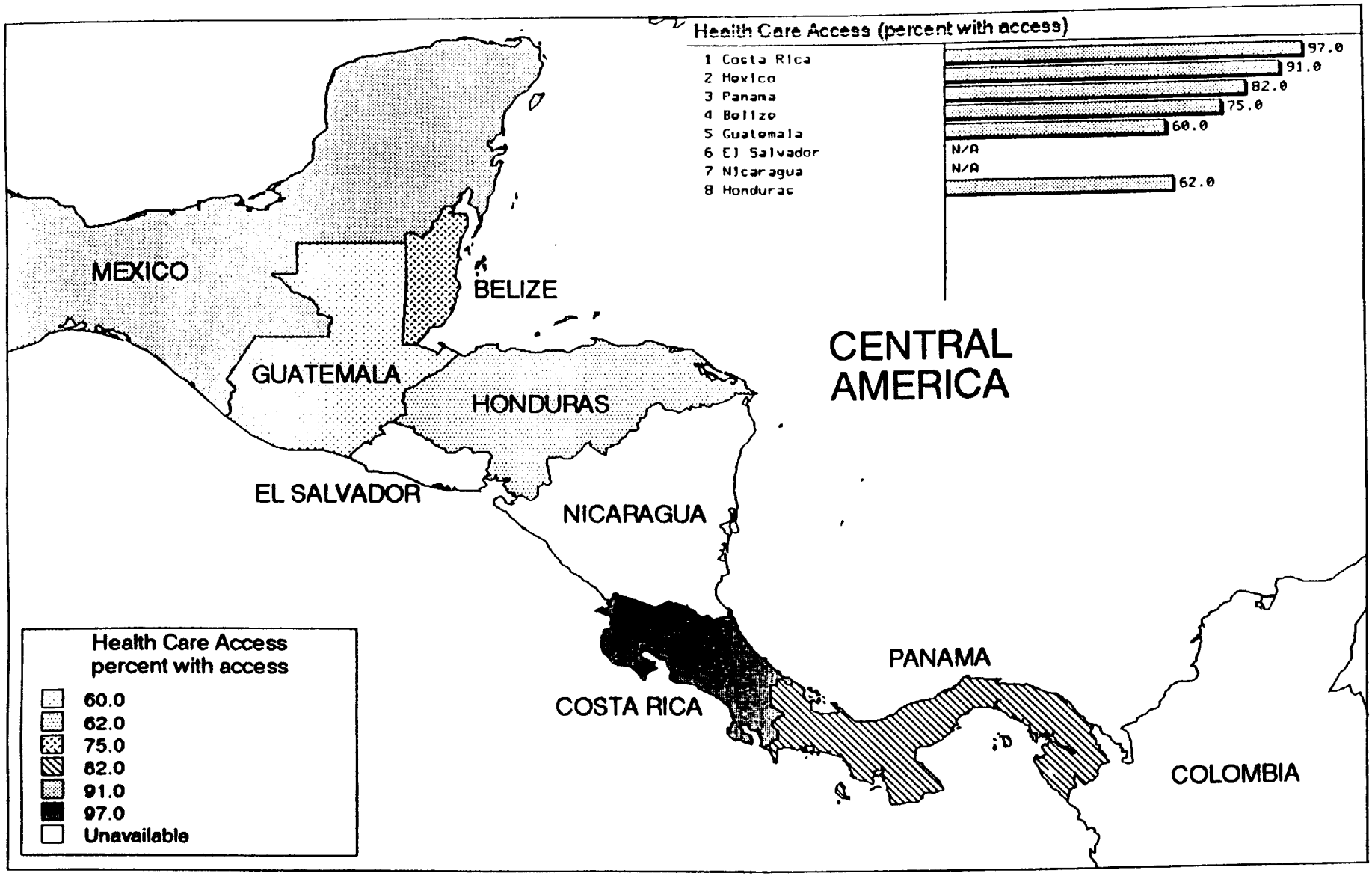

1 Mexico
2 Belize
3 Panama
4 El Salvador
5 Costa Rica
6 Guatemala
7 Nicaragua
8 Honduras
61.4
57.4
38.4
35.3
34.6
31.2
6.7
37.8
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
CENTRAL AMERICA
Trade from USA percent
6.70 - 34.59
34.60 - 35.29
35.30 - 37.79
37.80 - 38.39
38.40 - 57.39
57.40 - 61.39
61.40
Unavailable

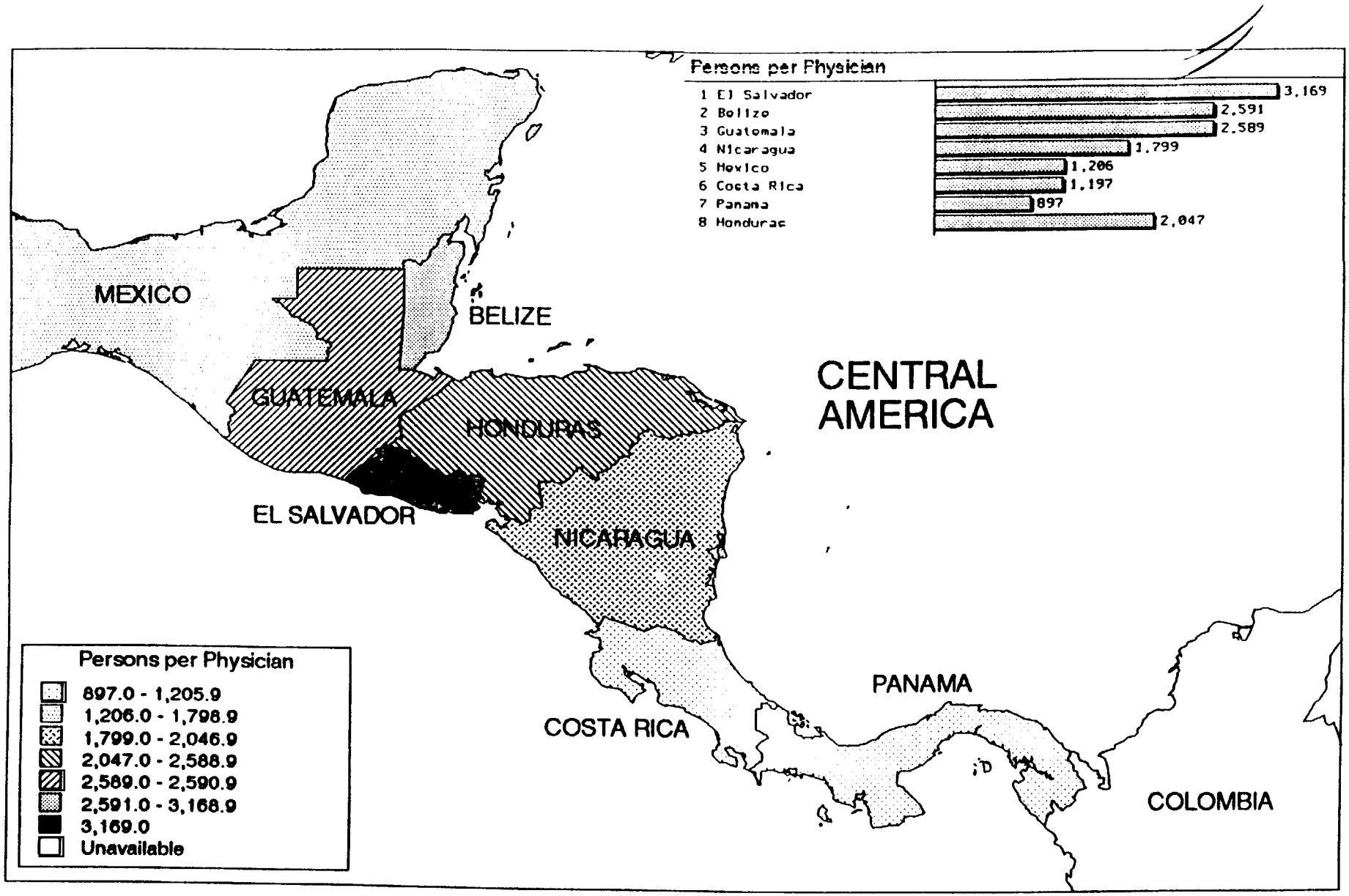

1 Nicaragua
2 Belize
3 El Salvador
4 Costa Rica
5 Mexico
6 Guatemala
7 Panama
8 Honduras
16.8
16.5
15.3
15.2
15.0
13.8
9.2
12.4
CENTRAL AMERICA
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
Trade from EEC
percent
9.20 - 13.79
13.80 - 14.99
15.00 - 15.19
15.20 - 15.29
15.30 - 16.49
16.50 - 16.79
16.80
Unavailable

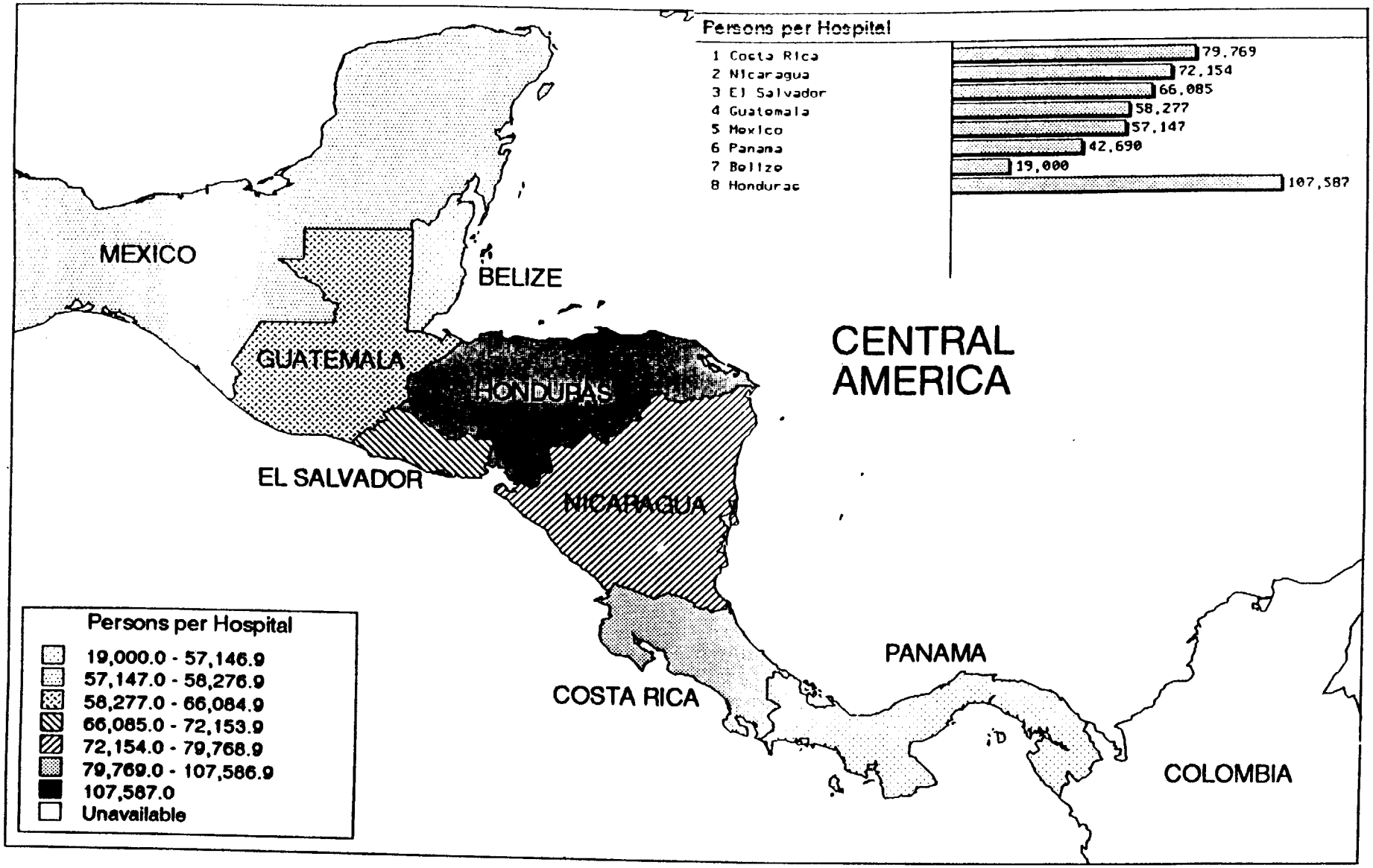

1 Costa Rica
2 El Salvador
3 Mexico
4 Guatemala
5 Panama
6 Nicaragua
7 Belize
8 Honduras
9.6
4.7
4.6
4.3
4.3
2.9
2.4
9.8
CENTRAL AMERICA
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
Trade from Japan
percent
2.4
2.9
4.3
4.6
4.7
9.6
9.8
Unavailable

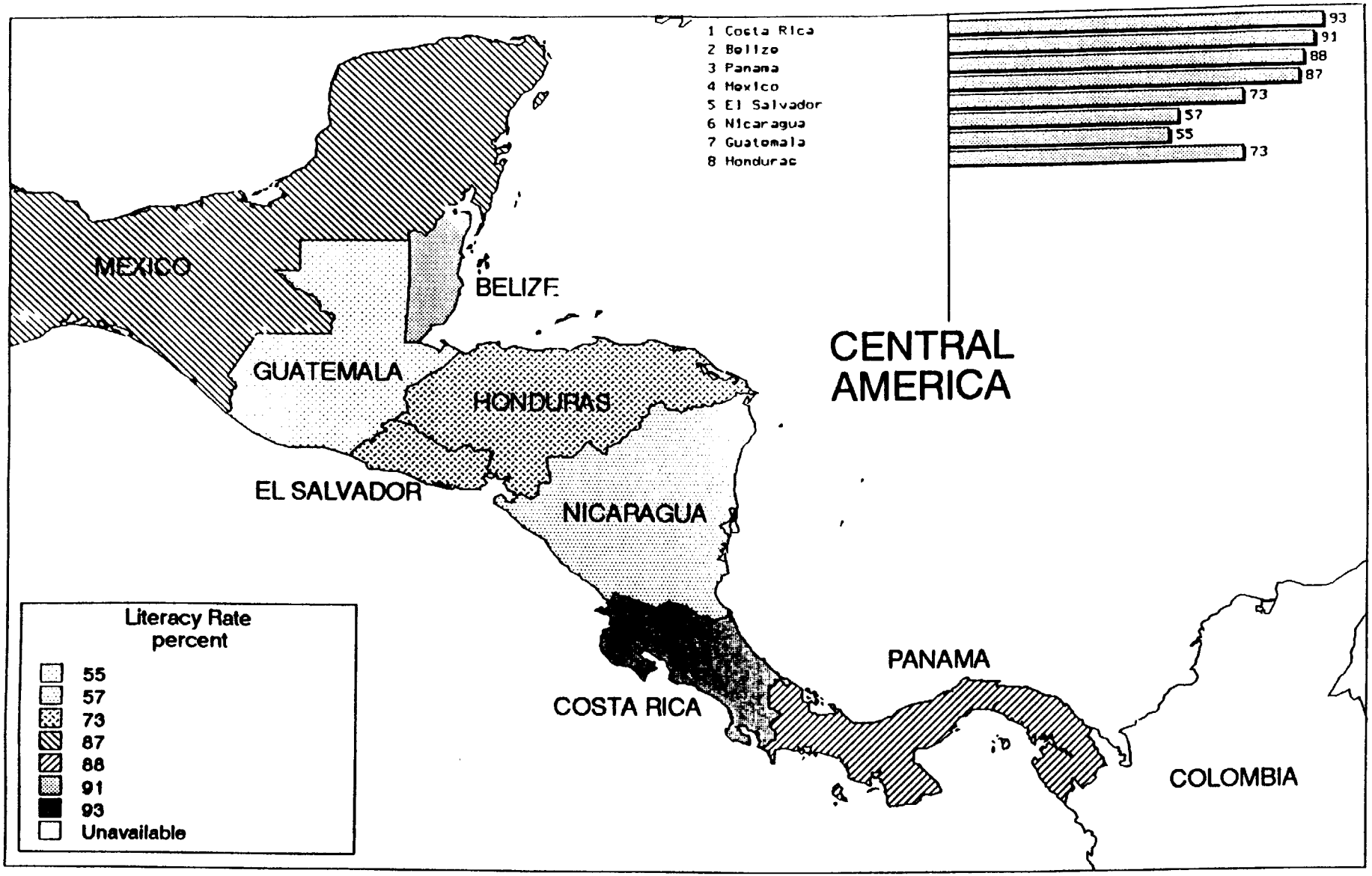

1 Nicaragua
2 Guatemala
3 El Salvador
4 Belize
5 Mexico
6 Panama
7 Costa Rica
8 Honduras
60
58
47
35
29
21
15
56
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
CENTRAL AMERICA
Infant Mortality Rate per 1000 births
15.0 - 28.9
29.0 - 34.9
35.0 - 46.9
47.0 - 55.9
56.0 - 57.9
58.0 - 59.9
60.0
Unavailable

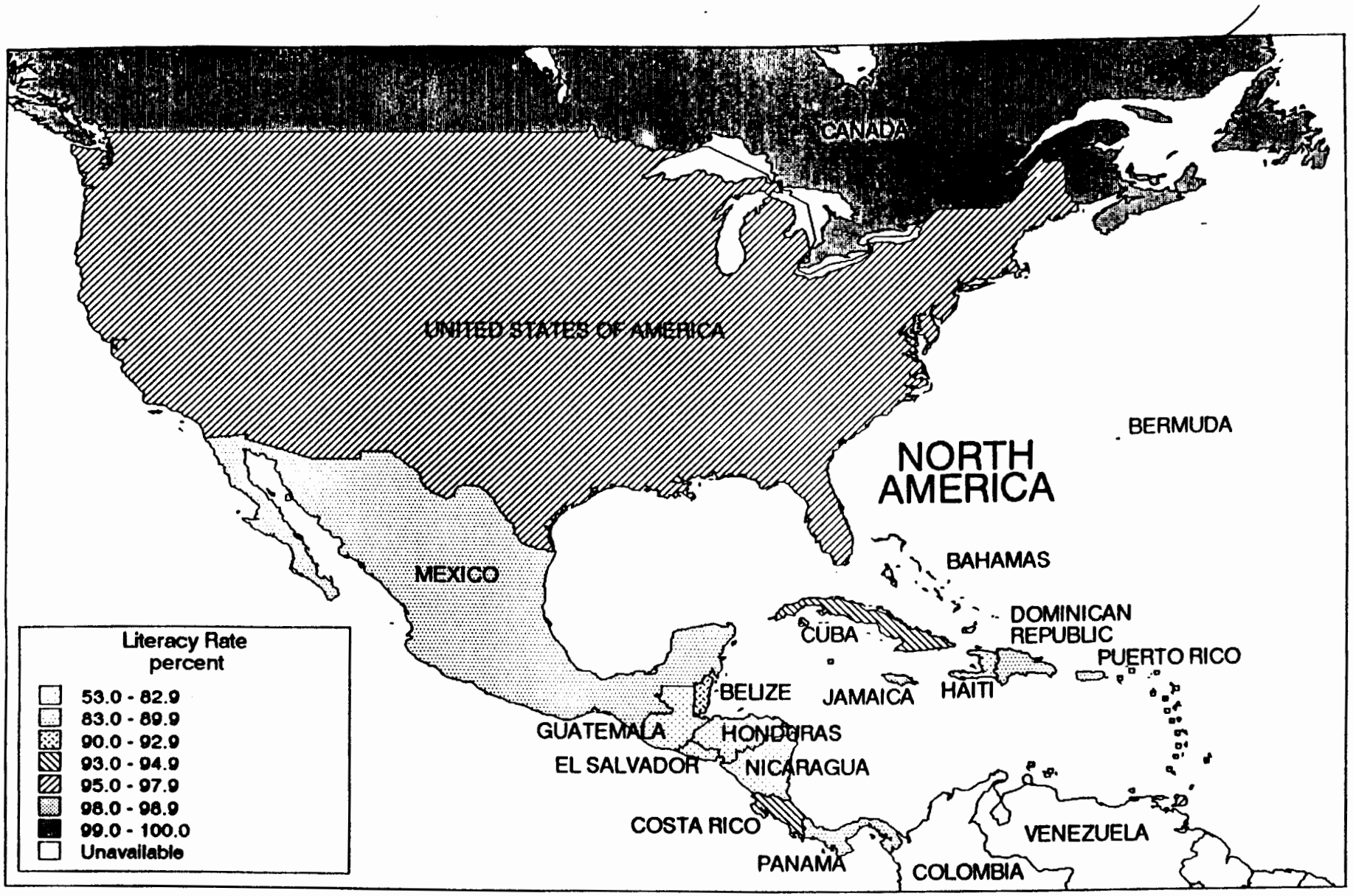

1 Guatemala
2 Mexico
3 El Salvador
4 Nicaragua
5 Belize
6 Panama
7 Costa Rica
8 Honduras
92.3
65.5
58.8
47.1
43.2
38.2
18.4
49.9
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
CENTRAL AMERICA
Maternal Mortality Rate per 100,000 live births
18.40 - 43.19
43.20 - 47.09
47.10 - 49.89
49.90 - 58.79
58.80 - 65.49
65.50 - 92.29
92.30
Unavailable

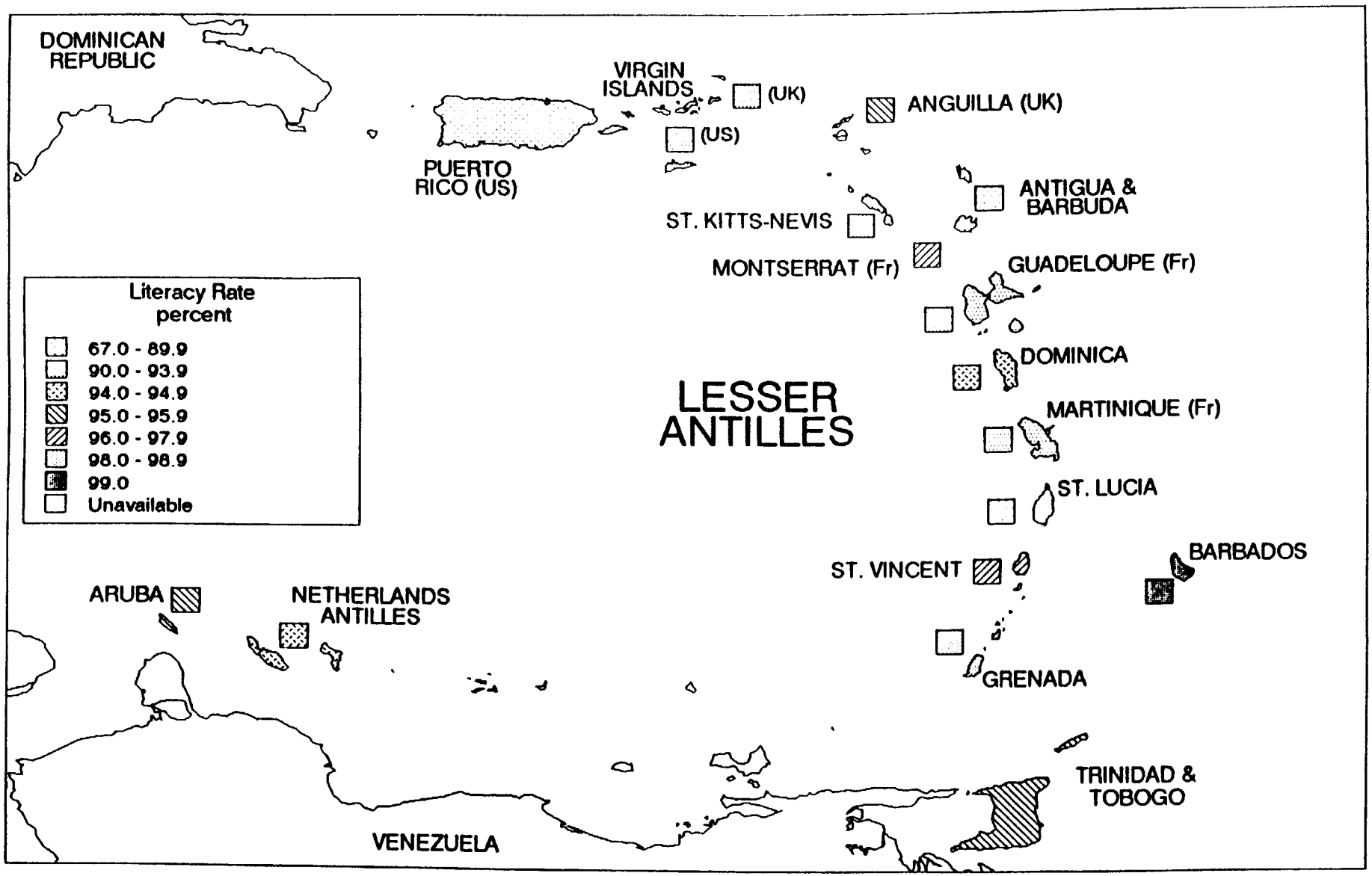

Health Care Access (percent with access)
1 Costa Rica
2 Mexico
3 Panama
4 Belize
5 Guatemala
6 El Salvador
7 Nicaragua
8 Honduras
97.0
91.0
82.0
75.0
60.0
N/A
N/A
62.0
CENTRAL AMERICA
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
Health Care Access
percent with access
60.0
62.0
75.0
82.0
91.0
97.0
Unavailable


Persons per Physician
1 El Salvador 3,169
2 Belize 2,591
3 Guatemala 2,589
4 Nicaragua 1,799
5 Mexico 1,206
6 Costa Rica 1,197
7 Panama 897
8 Honduras 2,047
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
CENTRAL AMERICA
Persons per Physician
897.0 - 1,205.9
1,206.0 - 1,798.9
1,799.0 - 2,046.9
2,047.0 - 2,588.9
2,589.0 - 2,590.9
2,591.0 - 3,168.9
3,169.0
Unavailable

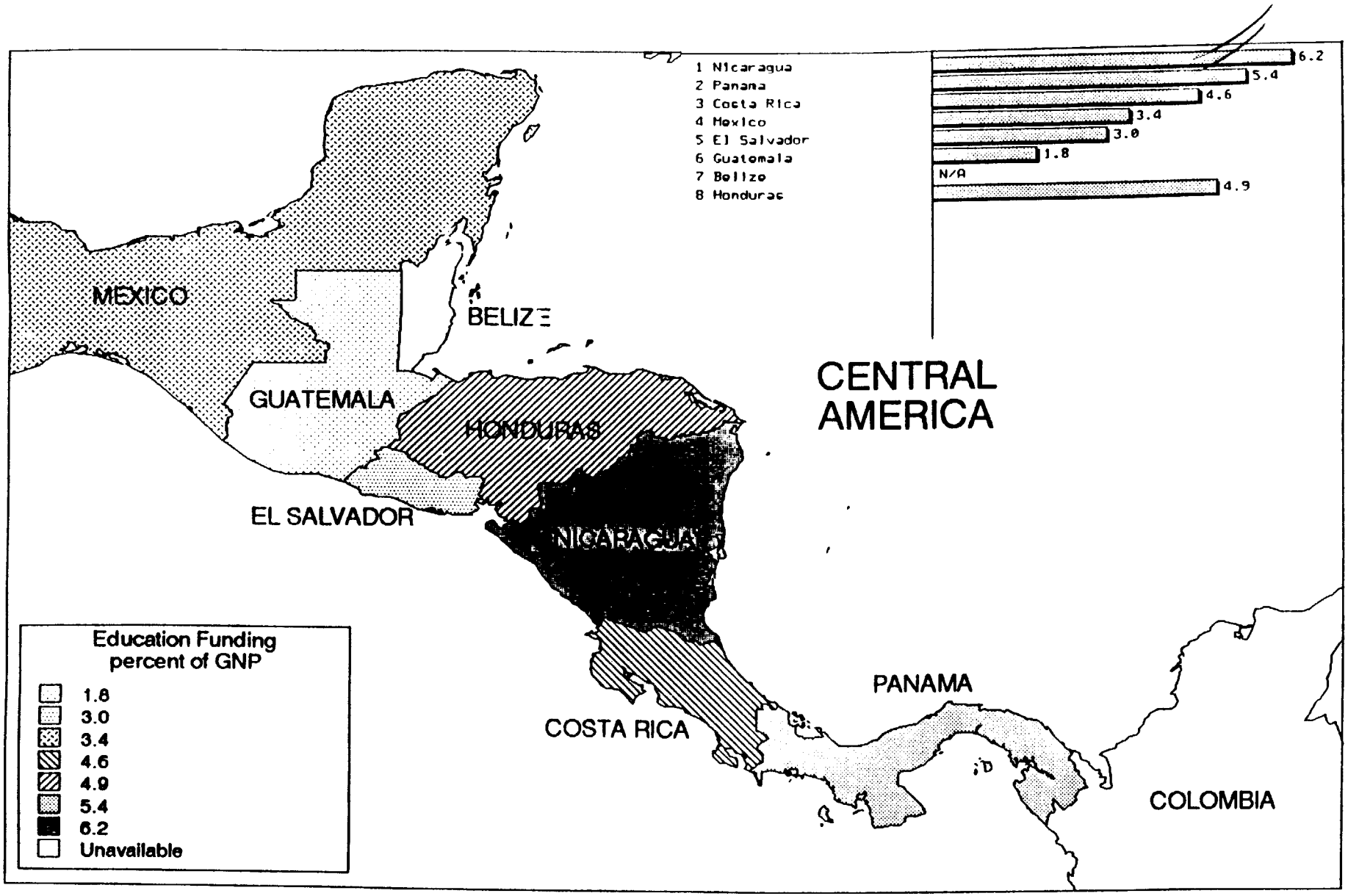

Persons per Hospital
1 Costa Rica
2 Nicaragua
3 El Salvador
4 Guatemala
5 Mexico
6 Panama
7 Belize
8 Honduras
79,769
72,154
66,085
58,277
57,147
42,690
19,000
107,587
CENTRAL AMERICA
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
Persons per Hospital
19,000.0 - 57,146.9
57,147.0 - 58,276.9
58,277.0 - 66,084.9
66,085.0 - 72,153.9
72,154.0 - 79,768.9
79,769.0 - 107,586.9
107,587.0
Unavailable

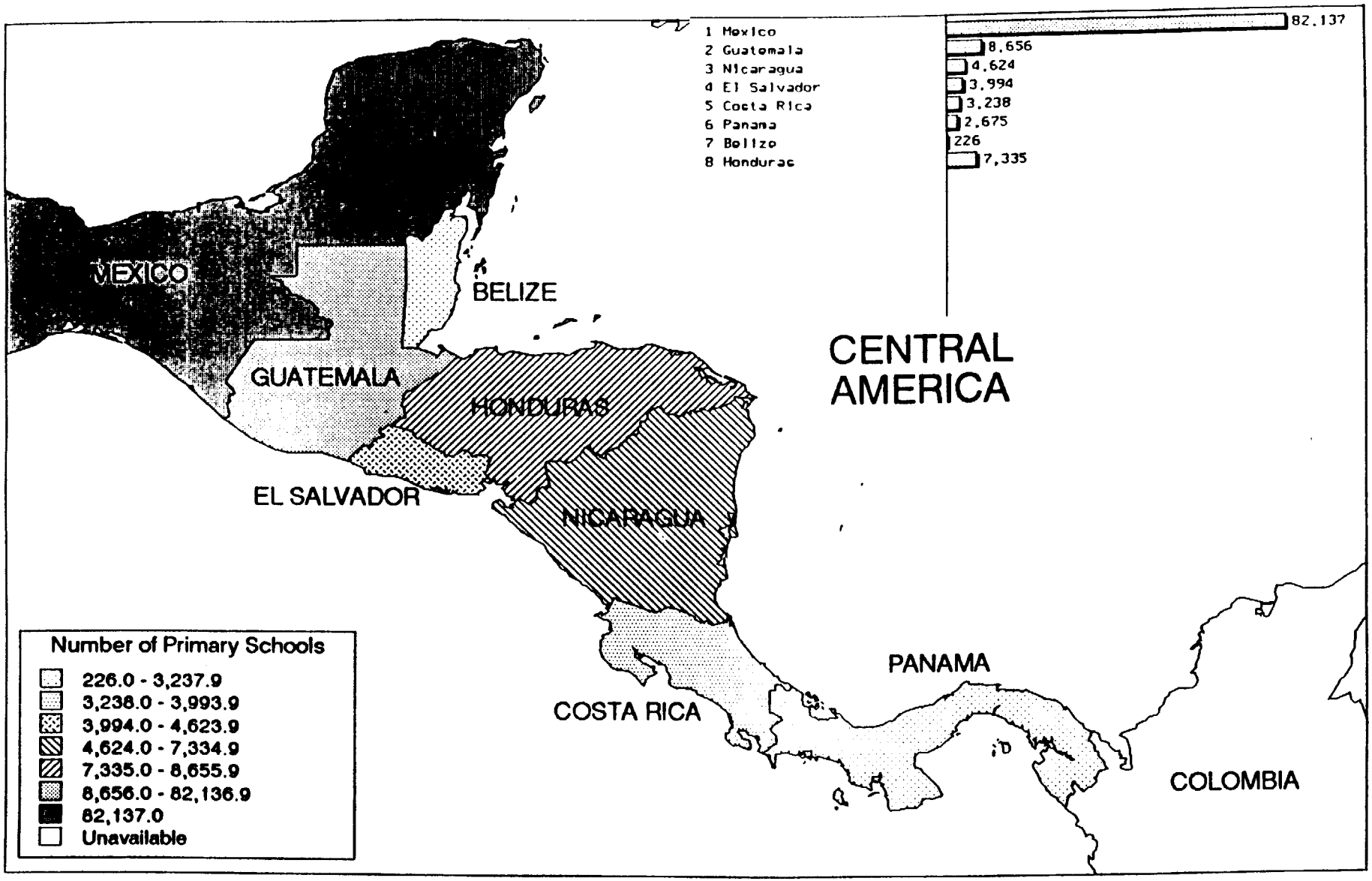

1 Costa Rica
2 Belize
3 Panama
4 Mexico
5 El Salvador
6 Nicaragua
7 Guatemala
8 Honduras
93
91
88
87
73
57
55
73
CENTRAL AMERICA
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
Literacy Rate percent
55
57
73
87
88
91
93
Unavailable

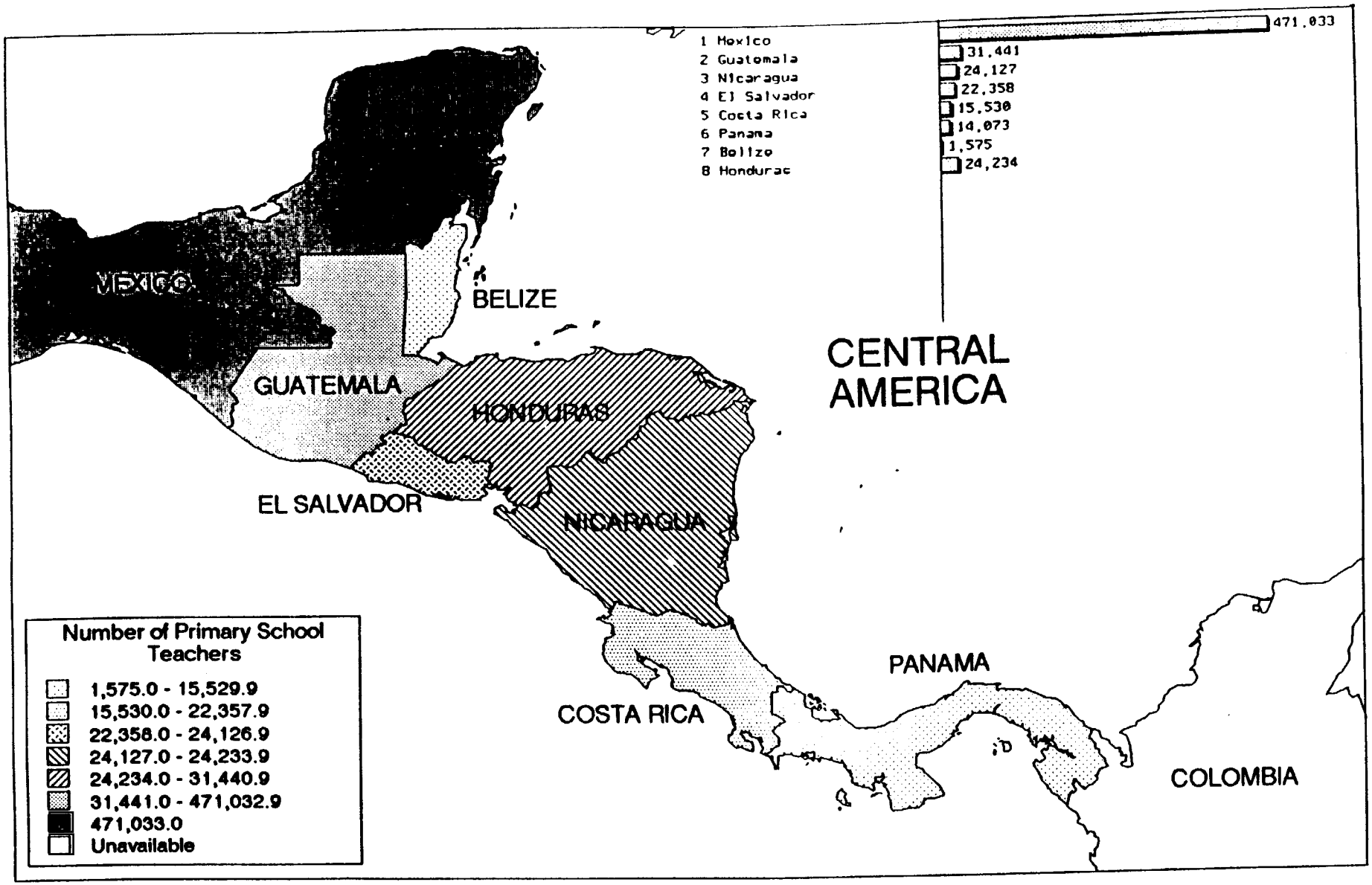

CANADA
UNITED STATES OF AMERICA
BERMUDA
NORTH AMERICA
BAHAMAS
MEXICO
CUBA
DOMINICAN REPUBLIC
PUERTO RICO
BELIZE
JAMAICA
HAITI
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICO
VENEZUELA
PANAMA
COLOMBIA
Literacy Rate percent
53.0 - 82.9
83.0 - 89.9
90.0 - 92.9
93.0 - 94.9
95.0 - 97.9
98.0 - 98.9
99.0 - 100.0
Unavailable

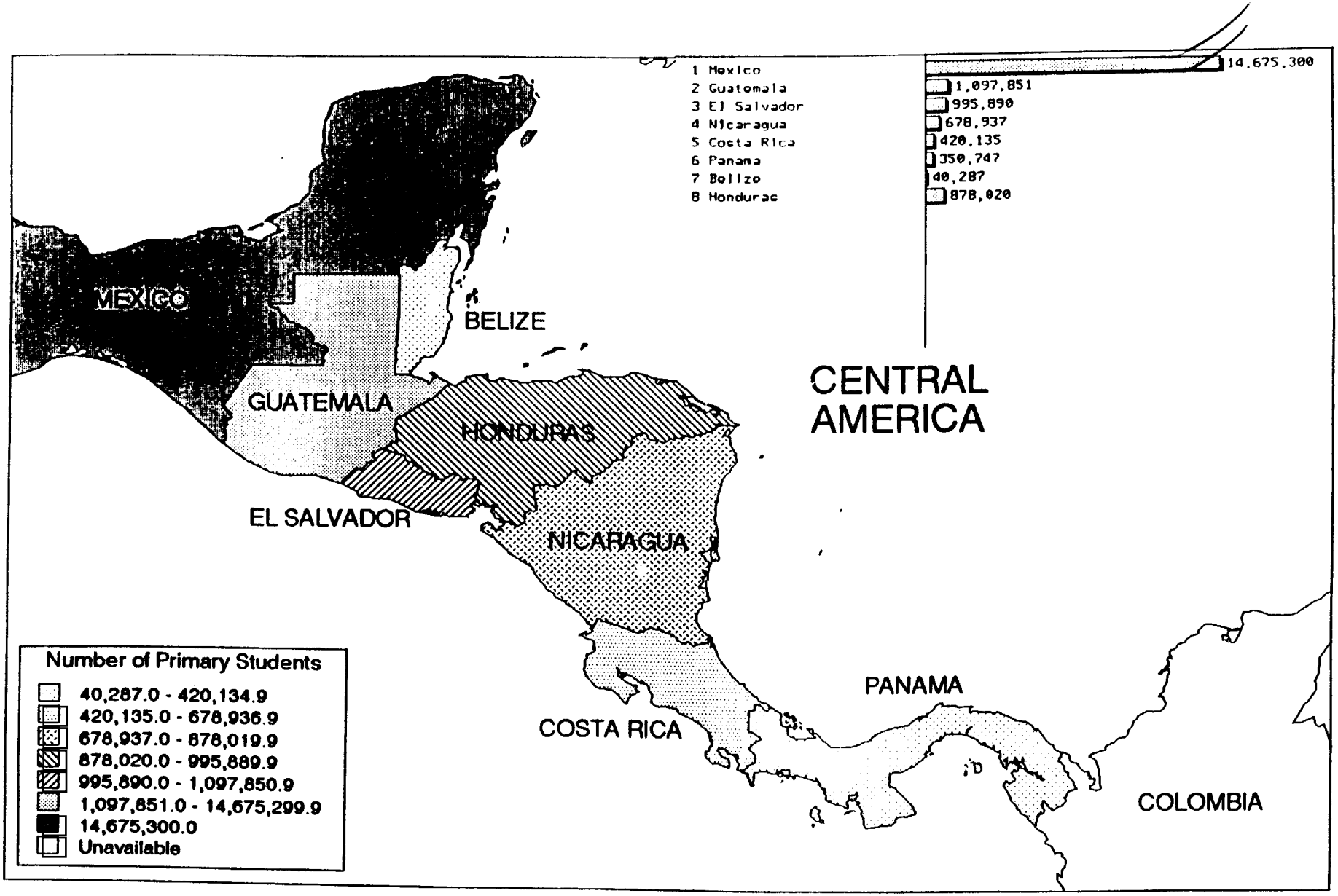

DOMINICAN REPUBLIC
VIRGIN ISLANDS
(UK)
(US)
ANGUILLA (UK)
PUERTO RICO (US)
ANTIGUA & BARBUDA
ST. KITTS-NEVIS
MONTSERRAT (Fr)
GUADELOUPE (Fr)
DOMINICA
LESSER ANTILLES
MARTINIQUE (Fr)
ST. LUCIA
BARBADOS
ST. VINCENT
ARUBA
NETHERLANDS ANTILLES
GRENADA
TRINIDAD & TOBOGO
VENEZUELA
Literacy Rate percent
67.0 - 89.9
90.0 - 93.9
94.0 - 94.9
95.0 - 95.9
96.0 - 97.9
98.0 - 98.9
99.0
Unavailable

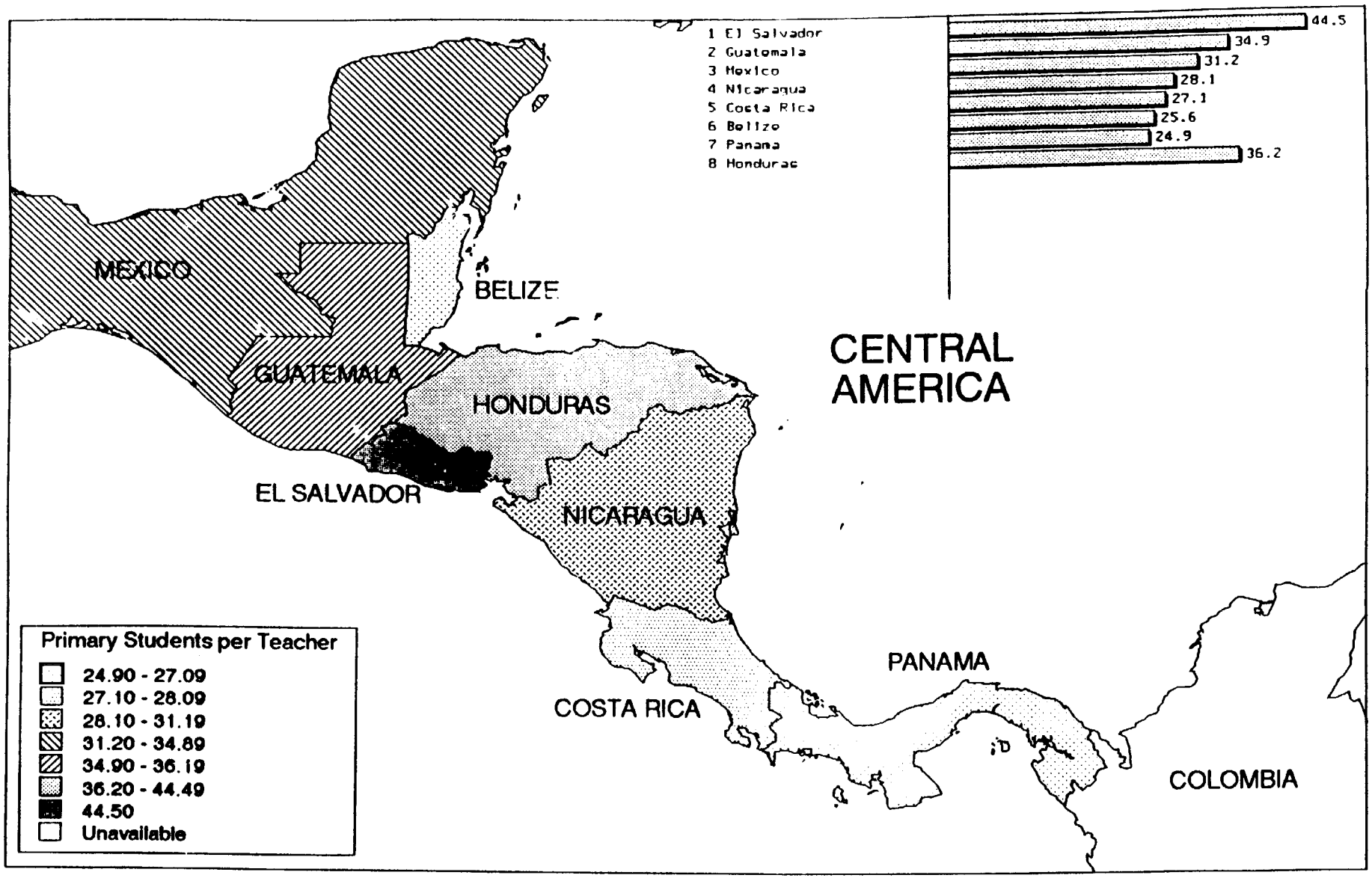

VENEZUELA
GUYANA
SURINAME
FRENCH GUIANA
COLOMBIA
ECUADOR
PERU
BRAZIL
BOLIVIA
PARAGUAY
CHILE
SOUTH AMERICA
URUGUAY
ARGENTINA
FALKLAND ISLANDS
Literacy Rate percent
78.0 - 81.9
82.0 - 85.9
86.0 - 87.9
88.0 - 92.9
93.0 - 94.9
95.0 - 95.9
96.0 - 100.0
Unavailable


1 Nicaragua
2 Panama
3 Costa Rica
4 Mexico
5 El Salvador
6 Guatemala
7 Belize
8 Honduras
6.2
5.4
4.6
3.4
3.0
1.8
N/A
4.9
CENTRAL AMERICA
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
Education Funding percent of GNP
1.8
3.0
3.4
4.6
4.9
5.4
6.2
Unavailable


1 Mexico
2 Guatemala
3 Nicaragua
4 El Salvador
5 Costa Rica
6 Panama
7 Belize
8 Honduras
82,137
8,656
4,624
3,994
3,238
2,675
226
7,335
CENTRAL AMERICA
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
Number of Primary Schools
226.0 - 3,237.9
3,238.0 - 3,993.9
3,994.0 - 4,623.9
4,624.0 - 7,334.9
7,335.0 - 8,655.9
8,656.0 - 82,136.9
82,137.0
Unavailable


1 Mexico
2 Guatemala
3 Nicaragua
4 El Salvador
5 Costa Rica
6 Panama
7 Belize
8 Honduras
471,033
31,441
24,127
22,358
15,530
14,073
1,575
24,234
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
CENTRAL AMERICA
Number of Primary School Teachers
1,575.0 - 15,529.9
15,530.0 - 22,357.9
22,358.0 - 24,126.9
24,127.0 - 24,233.9
24,234.0 - 31,440.9
31,441.0 - 471,032.9
471,033.0
Unavailable


1 Mexico
2 Guatemala
3 El Salvador
4 Nicaragua
5 Costa Rica
6 Panama
7 Belize
8 Honduras
14,675,300
1,097,851
995,890
678,937
420,135
350,747
40,287
878,020
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
CENTRAL AMERICA
Number of Primary Students
40,287.0 - 420,134.9
420,135.0 - 678,936.9
678,937.0 - 878,019.9
878,020.0 - 995,889.9
995,890.0 - 1,097,850.9
1,097,851.0 - 14,675,299.9
14,675,300.0
Unavailable


1 El Salvador
2 Guatemala
3 Mexico
4 Nicaragua
5 Costa Rica
6 Belize
7 Panama
8 Honduras
44.5
34.9
31.2
28.1
27.1
25.6
24.9
36.2
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
COLOMBIA
CENTRAL AMERICA
Primary Students per Teacher
24.90 - 27.09
27.10 - 28.09
28.10 - 31.19
31.20 - 34.89
34.90 - 36.19
36.20 - 44.49
44.50
Unavailable

Annex A

Annex A

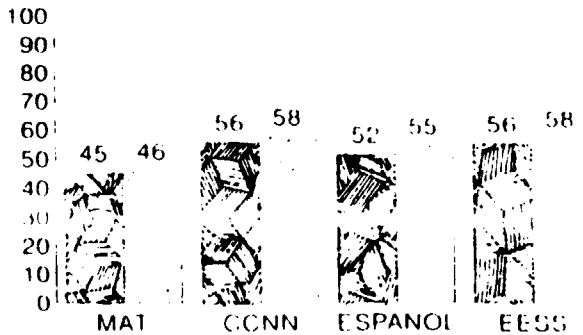
1 Socio economic comparisons of Honduras and 7 neighboring countries

1 COMPARACION DEL RENDIMIENTO TOTAL POR GRADO.
SIETE DEPARTAMENTOS. DATOS: 1990-1991-1992-1993-1994.
GRADOS: PRIMERO A SEXTO.

1990	68.5	58	50.5			
[illegible]	67	60	[illegible]			
[illegible]	68	60	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	71	63	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	71	60	[illegible]	[illegible]	46	[illegible]

La Gráfica Nº 1 Muestra el Resultado global por grado en cada una de las aplicaciones realizadas. Para 1º a 3º, la línea de base se tomó en 1990. De 4º a 6º la línea de base se tomó en 1992. Se observa un ligero aumento en el rendimiento en 1993, pero disminuye en 1994 en 2º, 3º y 4º. Se mantiene en 1º y aumenta en 5º y 6º.

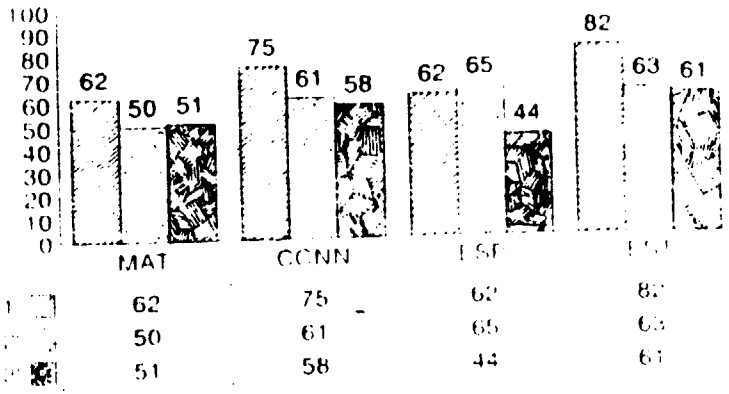
2 RENDIMIENTO GLOBAL POR GRADO POR ZONA.
SIETE DEPARTAMENTOS. DATOS: 1994



CONTROL	45	56	52	56
EXPERIMENTAL	46	58	55	58

La Gráfica Nº 2 Muestra el rendimiento global de la Zona Control y Experimental. En la quinta aplicación realizada en 1994 la zona experimental obtiene mayor resultado que la zona control.

3 COMPARACION DE RENDIMIENTO TOTAL POR GRADO
DATOS CORRESPONDIENTES A 1994
1-3 GRADO.

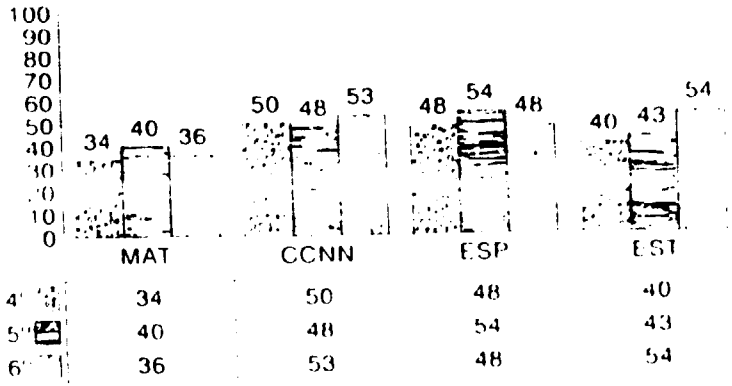


	MAT	CCNN	ESP	EST
1°	62	75	62	82
2°	50	61	65	63
3°	51	58	44	61

La Gráfica N° 3 Muestra el rendimiento por asignatura y grados de la quinta aplicación de 1° a 3°. Primer Grado logra los mayores resultados en especial en Estudios Sociales.

4 COMPARACION DE RENDIMIENTO TOTAL POR GRADO
DATOS CORRESPONDIENTES A 1994
4-6 GRADO

En la Gráfica N° 4 Se observan los resultados de 4° a 6°. Matemática obtiene el resultado más bajo. En estos grados no se alcanza un porcentaje arriba de 54%.



	MAT	CCNN	ESP	EST
4°	34	50	48	40
5°	40	48	54	43
6°	36	53	48	54

TABLA NO. 2, RENDIMIENTO GLOBAL PARA LA ZONA EXPERIMENTAL
POR ASIGNATURA, POR GRADO, SIETE DEPTOS
DATOS 1994

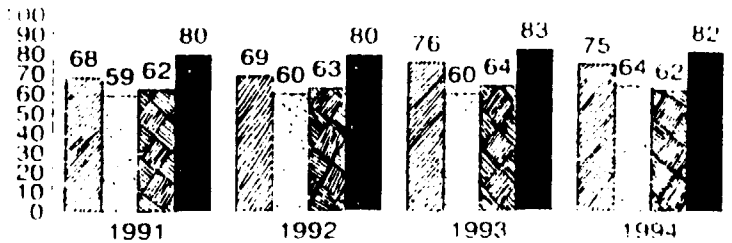
MATERIA \ GRADO	1	2	3	4	5	6	PROM.
MATEMATICA	65	52	51	34	40	36	46
CIENCIAS NAT.	76	63	59	51	47	53	58
ESPAÑOL	64	65	45	49	55	49	55
EESS	83	65	62	41	43	55	58
GLOBAL	72	61	54	44	46	48	

Las tablas 2 y 3 muestran los resultados por asignatura y grado obtenidos en la Zona Experimental y Control. Aquí podemos observar que Matemática es la asignatura con menor resultado en ambas Zonas y que Primer Grado logra los mejores resultados. Aunque no se ha dado un tratamiento especial a la Zona Experimental, ésta logra los rendimientos mejores

TABLA NO. 3, RENDIMIENTO GLOBAL PARA LA ZONA CONTROL
POR ASIGNATURA, POR GRADO, SIETE DEPTOS
DATOS 1994.

MATERIA \ GRADO	1	2	3	4	5	6	PROM.
MATEMATICA	63	48	52	33	40	36	45
CIENCIAS NAT.	72	59	57	50	48	53	56
ESPAÑOL	60	64	42	48	53	47	52
EESS	80	61	60	39	43	51	56
GLOBAL	69	58	53	42	46	47	

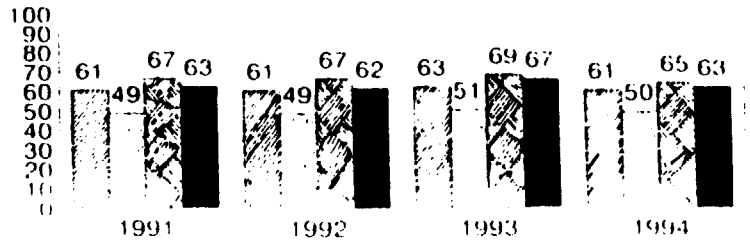
5 RENDIMIENTO GLOBAL POR ASIGNATURAS
SIETE DEPARTAMENTOS, DATOS: 1991-1992-1993-1994
PRIMER GRADO



	1991	1992	1993	1994
[illegible]	68	69	76	[illegible]
[illegible]	59	60	60	[illegible]
[illegible]	62	63	64	[illegible]
[illegible]	80	80	83	[illegible]

La Gráfica N° 5 muestra el comportamiento de los resultados por asignatura y año en el Primer Grado. Estudios Sociales logra los porcentajes mayores en todas las aplicaciones. Los resultados en 1993 aumentan en relacion a los años anteriores.

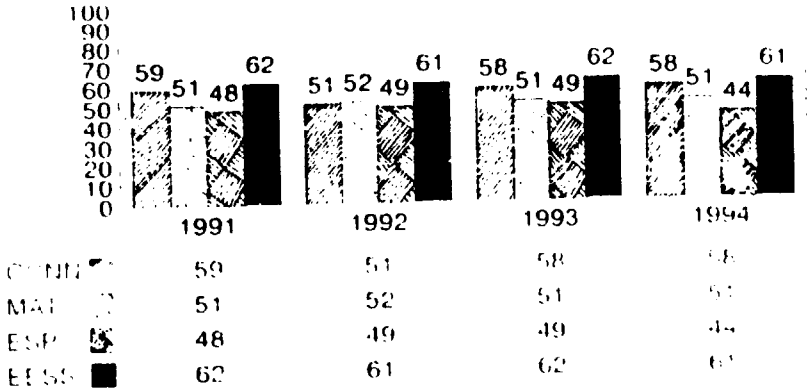
6 RENDIMIENTO GLOBAL POR ASIGNATURAS
SIETE DEPARTAMENTOS, DATOS: 1991-1992-1993-1994
SEGUNDO GRADO



	1991	1992	1993	1994
[illegible]	61	61	63	61
[illegible]	49	49	51	50
[illegible]	67	67	69	65
[illegible]	63	62	67	63

La Gráfica N° 6 presenta el rendimiento en Segundo Grado; en este grado los resultados son menores que en Primero, se empiezan a notar los problemas en Matematica. Español obtiene un buen rendimiento.

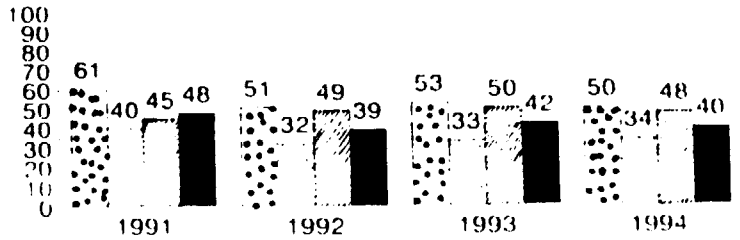
7 RENDIMIENTO GLOBAL POR ASIGNATURAS
SIETE DEPARTAMENTOS. DATOS: 1991-1992-1993-1994
TERCER GRADO.



	1991	1992	1993	1994
CCNN	59	51	58	58
MAT	51	52	51	51
ESP	48	49	49	44
EESS	62	61	62	61

Gráfica Nº 7 En Tercer Grado Estudios Sociales logra los resultados más altos; Español los más bajos.

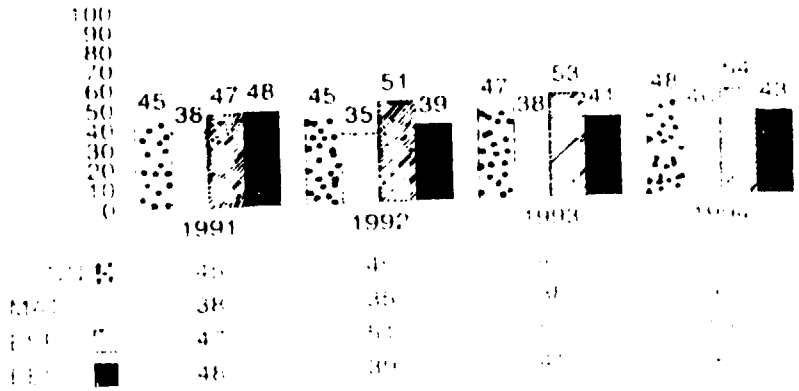
8 RENDIMIENTO GLOBAL POR ASIGNATURAS
SIETE DEPARTAMENTOS. DATOS: 1991-1992-1993-1994
CUARTO GRADO



	1991	1992	1993	1994
CCNN	61	51	53	50
MAT	40	32	33	34
ESP	45	49	50	48
EESS	48	39	42	40

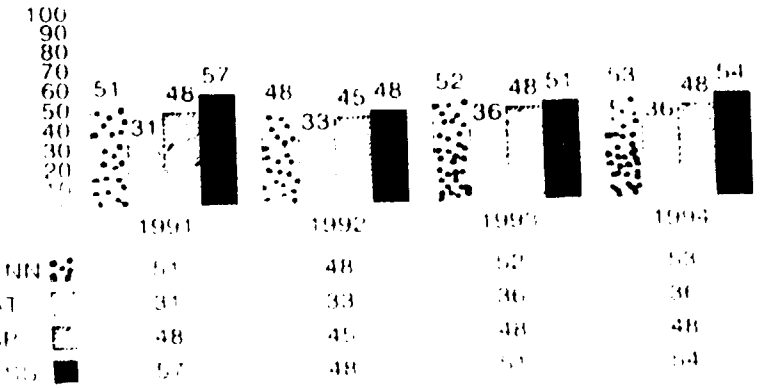
Gráfica No 8 Al igual que en Segundo Grado, Cuarto Grado muestra rendimientos inferiores en Matemática. En éste Grado Ciencias Naturales obtiene los resultados más altos.

9 RENDIMIENTO GLOBAL POR ASIGNATURAS
SIETE DEPARTAMENTOS. DATOS: 1991-1992-1993-1994
QUINTO GRADO



La Gráfica N° 9 muestra los resultados del Quinto Grado. Este grado obtiene sus mejores resultados en la quinta aplicacion en 1994. Matemática sigue siendo la asignatura con resultados más bajos.

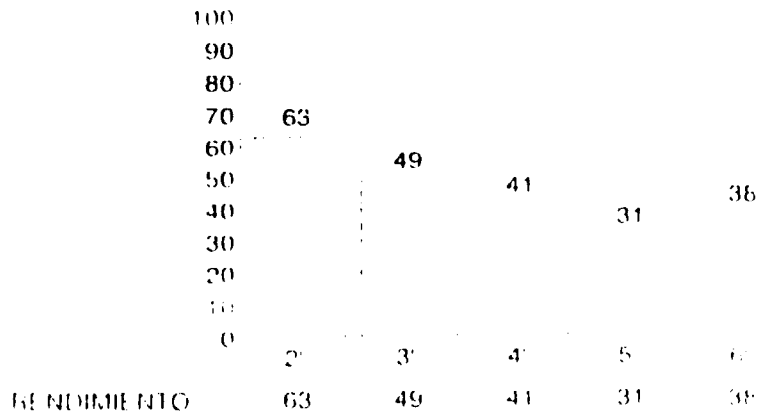
10 RENDIMIENTO GLOBAL POR ASIGNATURAS
SIETE DEPARTAMENTOS. DATOS: 1991-1992-1993-1994
SEXTO GRADO



Gráfica N° 10 Los resultados de Sexto Grado se ven en ésta gráfica. Español y Matemática obtiene los resultados mas bajos. Este grado finaliza la primaria con problemas en estas asignaturas.

11

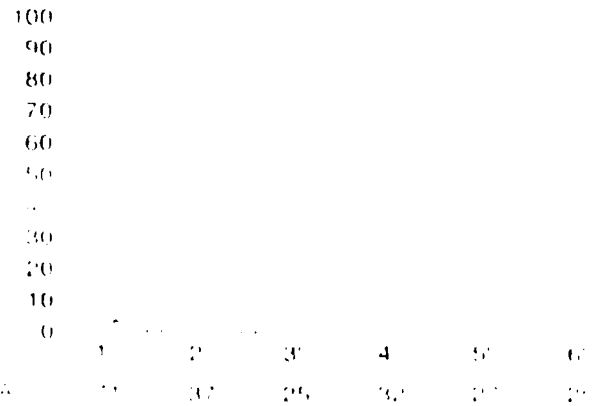
RENDIMIENTO GLOBAL POR GRADO
MATEMATICA



La Gráfica 11 muestra los resultados de la evaluación de entrada en la asignatura de Matemática. Los resultados muestran las bases que los niños y las niñas tienen para enfrentar su nuevo aprendizaje. Se puede observar que los educandos del Segundo Grado entran con un nivel de rendimiento aceptable y que el Quinto Grado es el que menos herramientas tiene para enfrentarse a su nuevo aprendizaje.

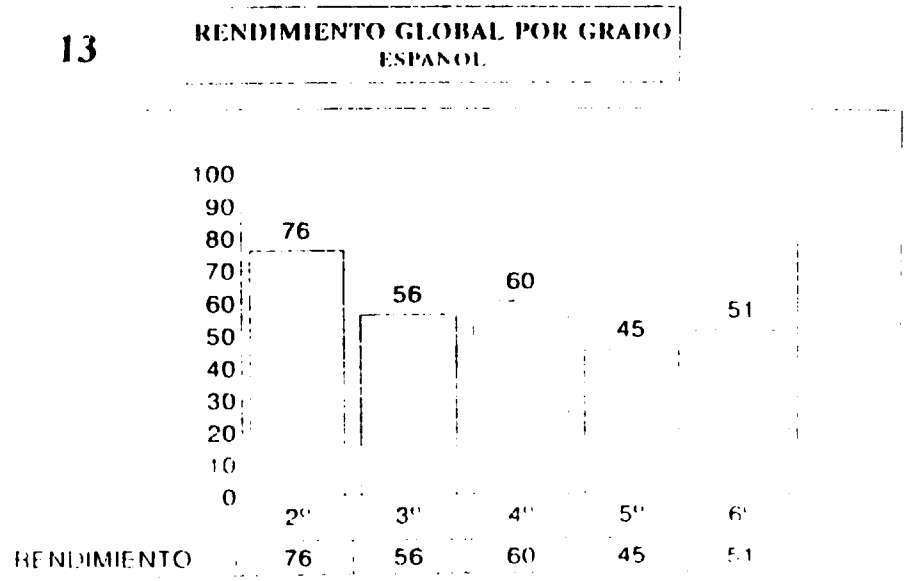
12

Resultado de las Pruebas de Salida 1995
Rendimiento Global Matemática



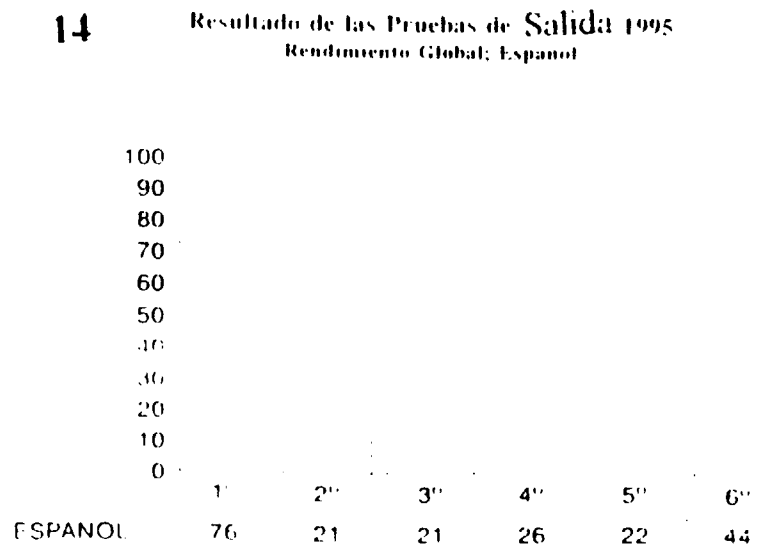
La Gráfica 12 muestra los resultados de la evaluación de salida en la asignatura de Matemática. Los resultados muestran que el nivel de rendimiento logrado por los niños y niñas en su año escolar no es aceptable, a excepción del Primer Grado que logra un buen nivel de rendimiento.

13



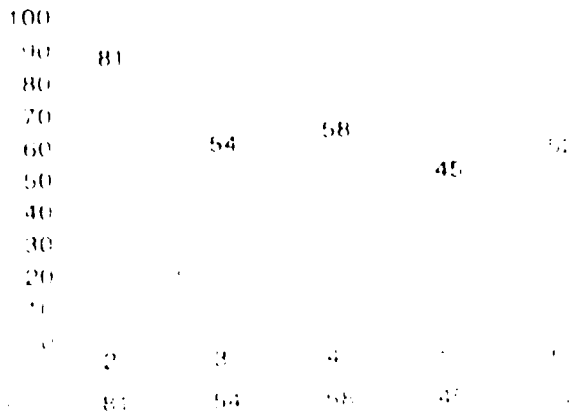
En la Gráfica 13 se observan los resultados de la evaluación de entrada en la asignatura de Español. Los resultados muestran que los niños y las niñas evaluados tienen al inicio del año herramientas básicas para enfrentarse al aprendizaje de Españos . el nivel de rendimiento es aceptable, exceptuando Quinto Grado que no logra un 5o% .

14



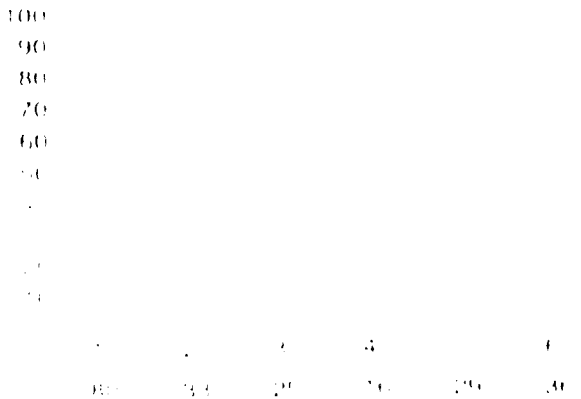
En la Gráfica 14 aparecen los resultados de la evaluación de salida en la asignatura de Español en los 6 grados de la escuela primaria. Estos resultados nos indican que a pesar de que los educandos entran con herrramientas básicas aceptables, el nivel de rendimiento logrado es mínimo.

15 RENDIMIENTO GLOBAL POR GRADO
CIENCIA NATURALES



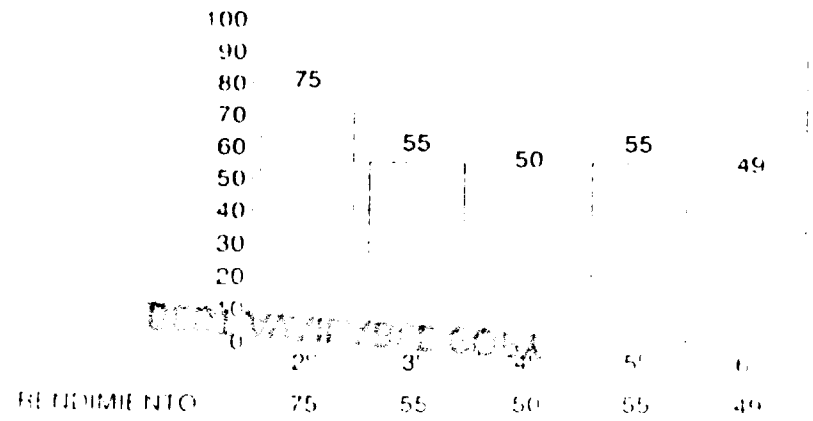
La Gráfica 15 muestra los resultados en Ciencias Naturales en la evaluación de entrada.

16 Resultado de las Pruebas de Salida 1995
Rendimiento Global, Ciencias Naturales



En la Gráfica 16 se pueden ver los resultados del nivel de rendimiento en Ciencias Naturales en la evaluacion de salida Cuarto Grado obtiene el puntaje mas bajo

17 RENDIMIENTO GLOBAL POR GRADO
ESTUDIOS SOCIALES



En La Gráfica 17 se presentan los resultados de la evaluación de entrada en Estudios Sociales.

18 Resultado de las Pruebas de Salida 1995
Rendimiento Global, Estudios Sociales

En la Gráfica 18 observamos los resultados del nivel de rendimiento en la evaluación de salida en Estudios Sociales. Sexto Grado obtiene el resultados más bajo.

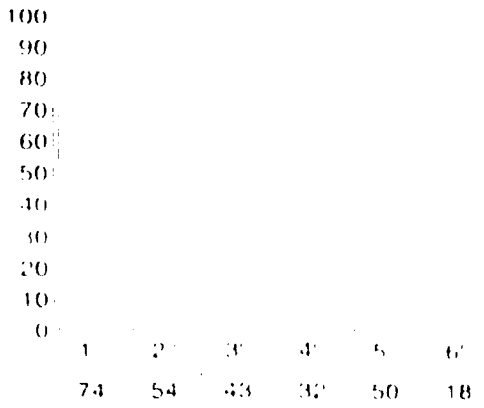


Tabla 2
NUMERO DE ITEMES EN LAS PRUEBAS ELABORADAS Y TAMAÑO DE LA MUESTRA ANALIZADA

Prueba	Número de Items	Muestra Analizada	Confiabilidad
Español 1	32	1179	.93
Matemáticas 1A	20	615	.73
Matemáticas 1B	20	602	.67
Estudios Sociales 1	24	1233	.85
Ciencias Naturales 1	24	1227	.77
Español 2	32	1021	.83
Matemáticas 2A	26	539	.71
Matemáticas 2B	25	474	.75
Estudios Sociales 2	25	1027	.85
Ciencias Naturales 2	34	1016	.86
Español 3	29	858	.68
Matemáticas 3A	30	471	.60
Matemáticas 3B	30	444	.56
Estudios Sociales 3	34	858	.75
Ciencias Naturales 3A	30	471	.71
Ciencias Naturales 3B	24	453	.62
Total		12518	

Los Procedimientos de Aplicación

Se entrenó veinte jóvenes con título de Maestro de Educación Primaria para aplicar las pruebas. Cada prueba tiene su instructivo respectivo que indica qué hay que decir a los alumnos al momento de aplicar las pruebas. Se formaron cinco equipos de cuatro Aplicadores bajo la supervisión de un Evaluador y se asignó un equipo a cada uno de los departamentos en la muestra.

Se asignaron dos Aplicadores a las escuelas grandes y un Aplicador a las escuelas pequeñas. Visitaron cada escuela por dos días. El primer día se aplicaron las pruebas de Estudios Sociales y Ciencias Naturales. El segundo día se aplicaron las pruebas de Español y Matemáticas. (En algunos casos se visitó a una escuela por solamente un día, aplicando dos pruebas en la jornada de la mañana y dos en la jornada de la tarde.) Se dio un descanso entre las aplicaciones. En las escuelas pequeñas se unieron los alumnos de segundo y tercer grado para así aprovechar aplicar las pruebas simultáneamente a los dos grados. Se decidió aplicar las pruebas en dicho orden porque el formato de las pruebas de Estudios Sociales y Ciencias Naturales es más fácil para los alumnos, y así, reciben algo de práctica antes de resolver las pruebas con formatos más difíciles.

Las pruebas se aplicaron entre el 22 de octubre y el 2 de noviembre.

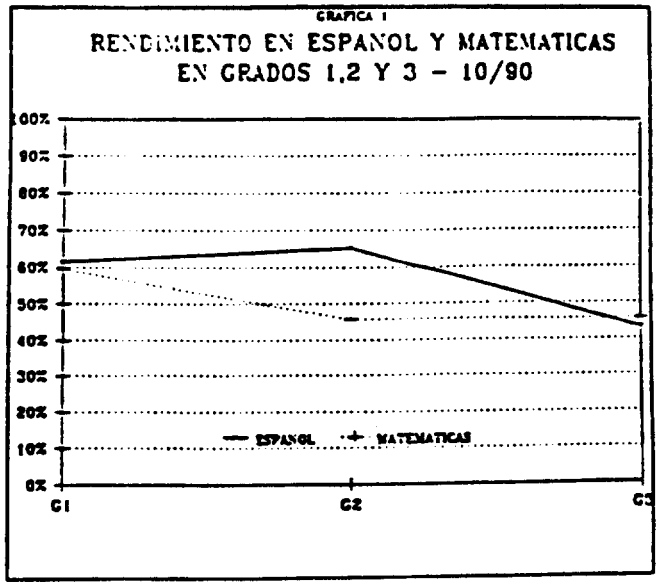
El Ingreso y Revisión de los Datos

Los datos de las pruebas se ingresaron usando el programa Word Perfect en un formato apropiado para un análisis con el programa TQAS (Sistema de Análisis de Pruebas y Cuestionarios). Había dos procesos de revisión de los datos. Los Aplicadores revisaron los datos que fueron impresos. Luego se verificó que los valores de todos los códigos fuesen los permitidos.

El Análisis de los Datos

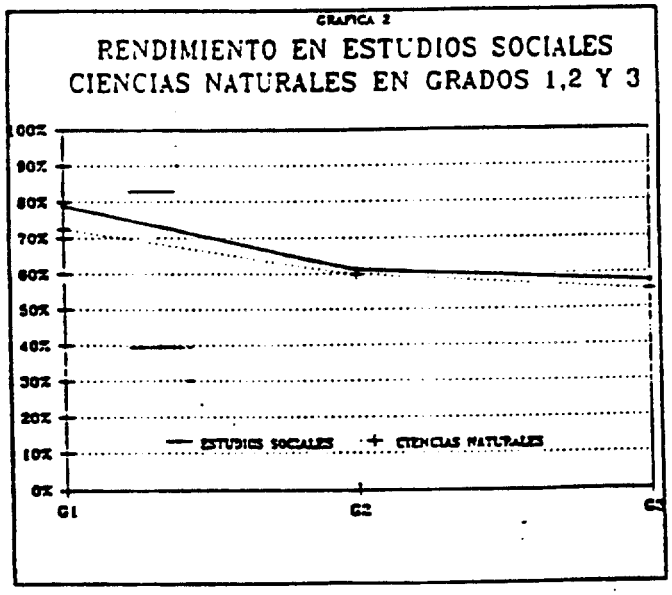
Con TQAS se hizo un análisis de ítemes para establecer el rendimiento en cada ítem y para calcular el puntaje total de cada alumno. Se usó SPSS (Paquete Estadístico para las Ciencias Sociales) para calcular medias y desviaciones estándares para los distintos grupos.

Los Resultados



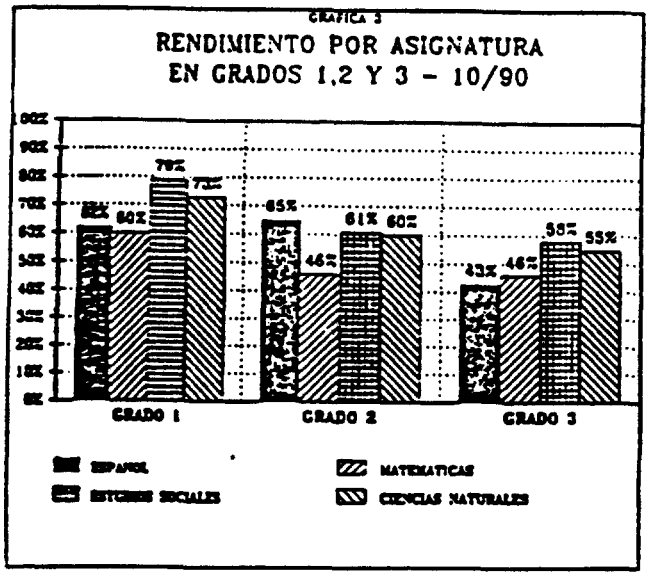
La Gráfica 1 presenta el rendimiento general en Español y Matemáticas de primero, segundo y tercer grados. Son muy semejantes excepto en segundo grado donde el rendimiento es más alto en Español. De un rendimiento promedio un poco más de 60% en primer grado. Español sube un poco más en segundo grado para bajar significativamente en tercer grado.

En Matemáticas el rendimiento baja en segundo grado hasta casi un 45% y se mantiene dicho nivel en tercer grado.

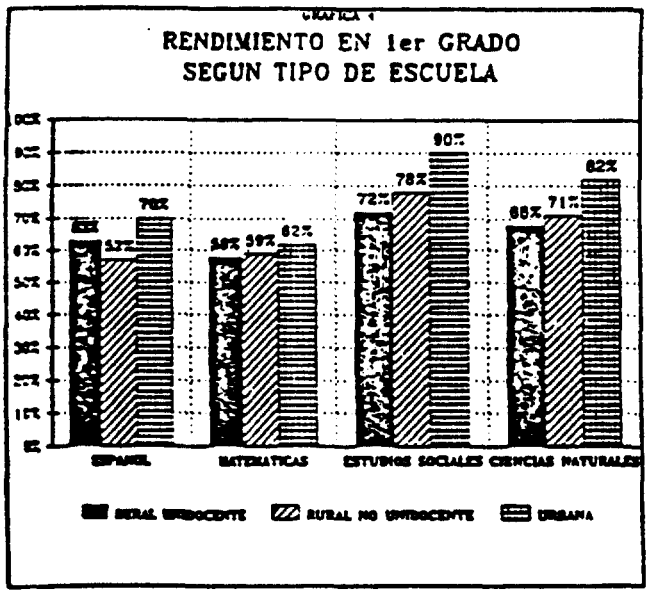


Los resultados de Estudios Sociales y Ciencias Naturales se presentan en la Gráfica 2. En ambas asignaturas hay un patrón semejante. De un rendimiento alto en primer grado, baja significativamente en segundo grado y un poco más en tercer grado. Aunque el patrón es lo mismo en las dos asignaturas, los promedios son más altos en Estudios Sociales que en Ciencias Naturales.

En general el rendimiento en Español y Matemáticas es más bajo que el de Estudios Sociales y Ciencias Naturales.

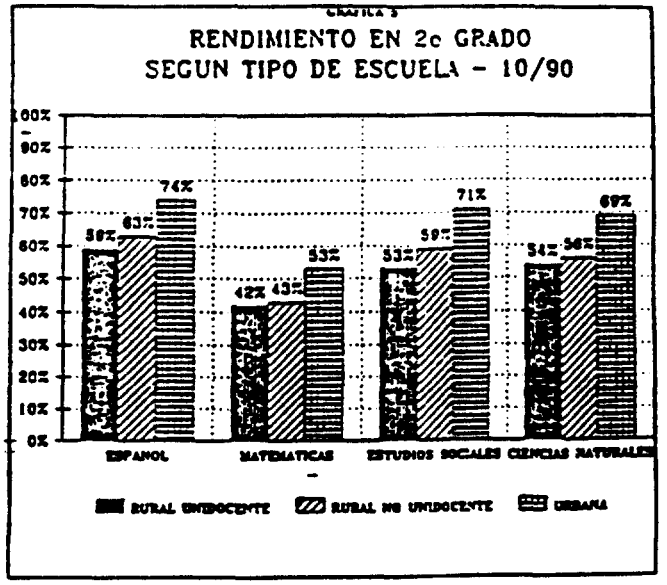


La Gráfica 3 indica el rendimiento en cada asignatura de cada grado. Se nota como el rendimiento en general baja con cada grado y es más bajo en Matemáticas que en las otras asignaturas.

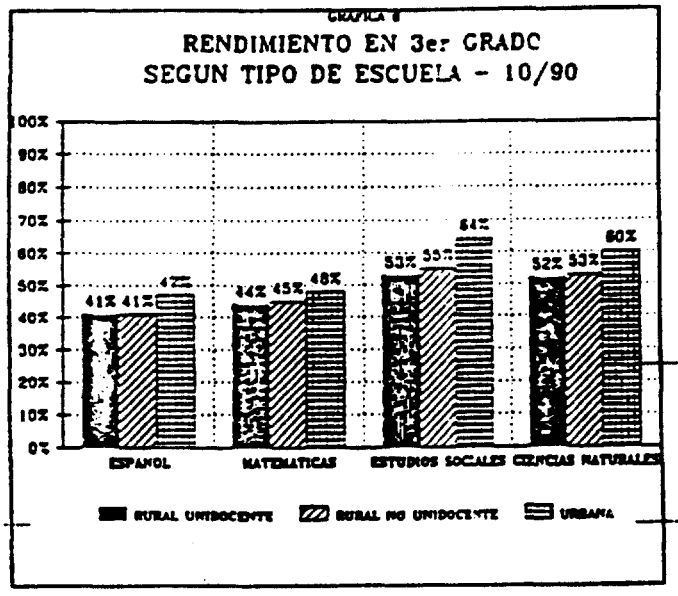


La Gráfica 4 presenta los resultados en primer grado de las cuatro asignaturas según el tipo de escuela: rural unidocente, rural no unidocente y urbano. Las escuelas urbanas llevan una ventaja en todas las asignaturas y las rurales no unidocentes presentan un mejor rendimiento que las unidocentes, excepto en Español.

Los resultados en segundo grado según tipo de escuela se presentan en la Gráfica 5. La ventaja que llevan las escuelas urbanas se ve aumentada con relación a primer grado. Además el rendimiento de Español es bastante alto respecto a las otras asignaturas.

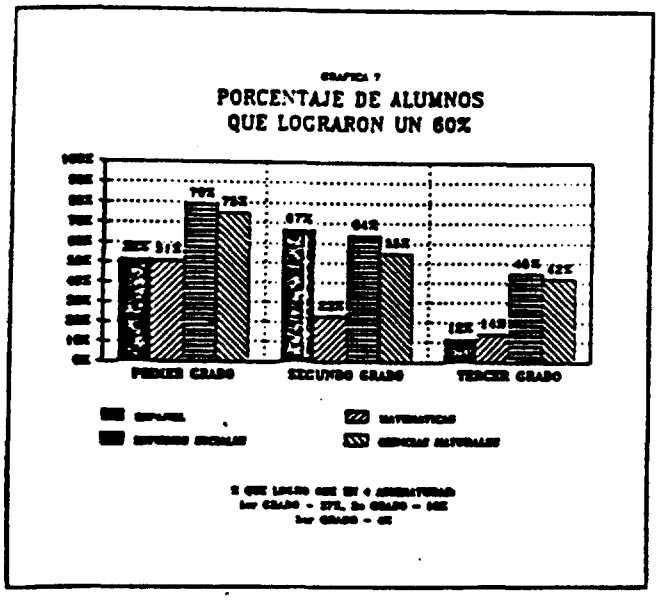


En la Gráfica 6 se encuentran los resultados en tercer grado según tipo de escuela. Los resultados en Español y Matemáticas son más bajos que en Estudios Sociales y Ciencias Naturales.



En muchos niveles de la educación hondureña se considera que un alumno tiene que lograr un 60% para aprobar una asignatura. Por lo tanto se decidió averiguar que por ciento de los alumnos en cada grado obtuvieron por lo menos 60% en las diferentes asignaturas. Los resultados se presentan en la Gráfica 7. En primer grado por lo menos 50% de los alumnos obtiene 60% en cada prueba, pero en tercer grado ninguna de las pruebas tiene 50% de los alumnos con por lo menos un 60%. Este análisis señala otra vez las dificultades que hay con rendimiento en Matemáticas. Vale la pena insistir que de los alumnos que tomaron las cuatro pruebas solamente un 37% en primer grado, un 18%

en segundo grado y un 4% en tercer grado obtuvieron por lo menos 60% en cada asignatura. Es decir, según estas pruebas muy pocos alumnos deben pasar al próximo grado.



Las Tablas 3 al 14 presentan el logro de los Rendimientos Básicos individuales por asignatura y grado. Se indica el porcentaje de alumnos que contestó correctamente el ítem (o los ítemes) de las pruebas que tienen que ver con cada Rendimiento Básico. Si no había un ítem de una prueba para medir un Rendimiento Básico, aparece un guión (-). Como punto de referencia se puede considerar que muchos expertos dicen que 80% de alumnos deberían contestar correctamente los ítemes para cada Rendimiento Básico.

En el Apéndice se encuentran tablas que dan más detalles sobre los resultados de las pruebas.

Conclusiones

1. En general el rendimiento es bajo, sobre todo cuando se considera que las pruebas se basan en Rendimientos Básicos desarrollados en los textos de la Serie Mi Honduras que todos los alumnos supuestamente deben alcanzar como mínimo.

2. La asignatura que suele sufrir el rendimiento más bajo es Matemáticas, a la vez que en Matemáticas hay menos variabilidad en el rendimiento que en las demás asignaturas.

3. En general el rendimiento más alto se encuentra en Estudios Sociales y Ciencias Naturales.

4. El rendimiento es más alto en primer grado.

5. El rendimiento en las urbanas es más alto que en las rurales, pero no hay mucha diferencia en el rendimiento de las rurales unidocentes y las rurales no unidocentes.

6. En primer grado, el rendimiento en Español es más alto en las rurales unidocentes que en las rurales no unidocentes.

Discusión

1. Las pruebas pretenden medir el logro de los Rendimientos Básicos y se basan en los contenidos y el lenguaje de los textos de la "Serie Mi Honduras". El hecho de que el rendimiento es tan bajo podría estar reflejando una implementación incompleta del uso de los textos. Parece que algunos contenidos no fueron desarrollados a profundidad, tal vez por falta de tiempo debido a inasistencia de los maestros o a la planificación de otras actividades (reuniones, comisiones, etc.).

2. El hecho de que el rendimiento es el más bajo en Matemáticas podría tener que ver que los maestros tienen dificultades en enseñar los nuevos contenidos que se encuentran en los textos de Matemáticas. Sin embargo, un estudio (IIR, 1985) realizado hace cinco años (antes de los cambios curriculares reflejados en los textos) encontró la misma situación de un rendimiento más bajo en Matemáticas en segundo y cuarto grados.

3. El más alto rendimiento en Estudios Sociales y Ciencias Naturales tal vez se debe, sobre todo en primer grado, a que dichas asignaturas dependen mucho del aprendizaje fuera de la escuela, mientras Español y Matemáticas tienen muchos Rendimientos Básicos que el alumno solamente va a aprender dentro de la escuela. Otro posible factor podría ser que la presencia de los textos hace que los maestros están enseñando más Estudios Sociales y Ciencias Naturales que antes.

4. El más alto rendimiento en primer grado probablemente se debe en gran parte al formato oral de las pruebas, mientras que las pruebas de segundo y tercer grados requieren que el alumno lea. Es posible que la falta de dominio de la lectura comprensiva influyó, en parte, en las respuestas seleccionadas por los alumnos. También se debe considerar el hecho de que en tercer grado no han tenido los textos por suficiente tiempo para ver su impacto.

5. Se supone que el rendimiento más alto en las escuelas urbanas se debe a las supuestas ventajas sociales de la vida en los centros urbanos. Por otra parte, es posible que los alumnos reciban una atención más regular en las escuelas urbanas. Vale la pena señalar que existen algunas escuelas rurales con rendimiento superior a muchas urbanas.

Recomendaciones

1. Tratar los resultados del presente informe como una línea de base para seguir el impacto de los libros en las escuelas del "Plan Piloto" y de Control. Así se puede aplicar pruebas de grado correspondiente a los alumnos de la actual muestra al final de cada año en el futuro. Se pueden agregar alumnos nuevos de primer grado en cada año. Además, se puede ampliar la cobertura de la muestra a otras zona como la Costa Norte y el Occidente que que tal vez tengan otras condiciones y características.

2. Comunicar los resultados del presente informe a

a) autoridades del Ministerio de Educación Pública,

b) el personal del Proyecto de Eficiencia de la Educación Primaria.

c) colegios magisteriales,

d) escuelas normales y universidades,

e) grupos profesionales de docentes, y

f) Supervisores, Directores y Maestros

para que los mismos pueden tomar medidas para mejorar el aprendizaje de los Rendimientos Básicos que pocos alumnos están logrando.

3. Elaborar y aplicar pruebas de cuarto, quinto y sexto grado.

4. Realizar investigaciones para identificar los factores que inciden en el rendimiento de los alumnos.

RENDIMIENTO GLOBAL POR SEXO POR ASIGNATURA POR GRADOS, SIETE DEPARTAMENTOS, DATOS DE 1991 AL 1994

DATOS AÑOS 91/92/93/94

GRADO MATERIA	CCNN. M./F.	MAT. M./F.	ESP. M./F.	EESS. M./F.
1ro. MAS.	70/69/77/76	61/62/60/64	63/63/64/61	80/82/82/81
1ro. FEM.	70/68/75/74	59/59/59/63	64/62/64/63	82/79/83/82
2do. MAS.	64/60/62/61	52/49/52/81	69/66/68/66	66/61/66/64
2do. FEM.	62/62/62/61	49/49/50/49	69/67/69/65	65/63/67/64
3ro. MAS.	61/59/59/58	53/53/52/52	49/49/50/46	64/63/63/62
3ro. FEM.	58/58/59/60	51/52/51/50	51/48/48/44	62/61/60/61
4to. MAS.	63/51/52/51	42/33/30/32	45/48/50/49	49/39/43/40
4to. FEM.	60/52/52/50	40/31/33/33	46/49/51/48	47/38/41/40
5to. MAS.	47/46/47/46	41/35/36/40	46/49/50/51	50/39/42/43
5to. FEM.	43/44/46/47	37/34/37/38	49/53/52/53	46/38/41/43
6to. MAS.	53/49/53/54	32/34/35/37	49/45/47/49	59/47/54/53
6to. FEM.	49/49/50/54	30/33/34/35	49/46/49/47	55/48/52/52

COMPONENTE DE OBJETIVOS Y EVALUACION DEL APRENDIZAJE
DATOS PROCESADOS EL 28 DE SEPTIEMBRE DE 1995. GRADUADA EN CONSULTO

Annex B

Annex B

1. Increases I 4th and 6th Grade Graduated 1986 and 1991
2A. Matricula Inicial por Grados y Sexo. Segun Departamentos 1986
2B. Matricula Inicial por Grados y Sexo. Segun Departamentos 1991
3A. School Attainment 1988 to 1993 Male
3 B. School Attainment 1988 to 1993 Male
4. Summary Tables: Graduates, Repeaters, Dropouts, School Attainment, "Lost" Between Levels
5. Children not Covered by the School System
6. Cohortes Matricula Inicial, Repitentes y Desertores 1989 1991
7A. Dropouts, Age 7 12 by Level of School Completed
7B. Dropouts, as a Percentage of Age Group
8. Primary School Promotion and Retention 1991 1992
9. Honduras MOE Data Repetition Rates
10. Enrollment, Repeats, Dropouts 1989 1991 MOE
11. Grades (USAID constructed cohort flows)
12. Schools Reporting and Enrollment Reported 1986 1993 Unadjusted "Raw" Data
13. Proyectos en Ejecucion y Proyectos Propuestos para Iniciar en 1995

Increases in 4th and 6th Grade Graduates
1986 and 1994

Year	4th Grade Graduates	6th Grade Graduates	% Difference 4th Grade (1986 - 1994)	% Difference 6th Grade (1986 - 1994)
1986 Total Grade Graduated	84,550	61,618	+ 60.6% Unadjusted + 56.6% Adjusted *	+ 56.7% Unadjusted +52.7% Adjusted
1986 Males Grade Graduated	40610	29462		+55.5% Unadjusted +41.5% Adjusted
1986 Females Grade Graduated	43940	32186		57.9% Unadjusted 53.9% Adjusted
1994 Total Grade Graduated	135790	96,654		
1994 Males Grade Graduated	Unavailable	45838		
1994 Females Grade Graduated	Unavailable	50808		

Table I Section 4-A

PUBLICA DE HONDURAS
RETARIA DE EDUCACION PUBLICA
TEMA DE INFORMATICA

10134

Cuadro No. 16

EDUCACION PRIMARIA

MATRICULA INICIAL POR GRADOS Y SEXO, SEGUN DEPARTAMENTOS

1,986

NO.	NOMBRE	T O T A L		1 GRADO		2 GRADO		3 GRADO		4 GRADO		5 GRADO		6 GRADO	
	DEPARTAMENTO	M	F	M	F	M	F	M	F	M	F	M	F	M	F
01	ATLANTIDA	24,791	24,318	7,492	6,857	5,193	4,820	4,240	4,225	3,215	3,298	2,526	2,771	2,125	2,347
02	COLON	17,926	17,176	6,228	5,579	3,838	3,467	2,870	2,756	2,142	2,247	1,637	1,756	1,211	1,341
03	COMAYAGUA	22,790	22,946	8,347	7,614	4,540	4,437	3,524	3,620	2,533	2,751	2,158	2,379	1,688	1,945
04	COPAN	14,464	14,351	5,536	5,292	3,206	3,197	2,306	2,213	1,418	1,644	1,109	1,212	889	1,083
05	CORTES	59,833	59,088	16,975	16,016	11,926	11,407	10,104	10,146	8,295	8,480	6,901	7,073	5,632	5,966
06	CHOLUTECA	29,229	28,940	10,212	9,630	6,078	5,904	4,598	4,586	3,453	3,585	2,635	2,878	2,253	2,357
07	EL PARAISO	22,496	22,464	8,272	7,795	4,615	4,521	3,431	3,515	2,562	2,628	2,018	2,227	1,598	1,778
08	FRANCISCO MORAZAN	67,311	67,662	20,308	18,482	13,526	13,299	11,258	11,449	9,074	9,624	7,316	8,060	5,829	6,748
09	GRACIAS A DIOS	5,151	4,884	1,522	1,546	1,152	1,150	916	865	674	600	527	457	360	266
10	INTIBUCA	11,435	10,176	4,015	3,561	2,465	2,094	1,844	1,672	1,406	1,266	977	875	728	708
11	ISLAS DE LA BAHIA	2,129	2,013	573	448	476	420	386	373	289	285	251	281	154	206
12	LA PAZ	9,171	8,559	3,260	3,018	1,887	1,799	1,449	1,374	1,082	991	865	789	629	588
13	LEMPIRA	13,033	12,283	5,019	4,513	3,112	2,926	2,014	2,018	1,291	1,345	884	859	713	622
14	OCOTEPEQUE	5,235	5,284	1,744	1,757	1,204	1,154	880	850	573	643	476	467	358	413
15	OLANCHO	28,753	28,149	11,075	9,692	5,940	5,505	4,279	4,343	3,068	3,525	2,452	2,866	1,939	2,218
16	SANTA BARBARA	26,584	25,210	8,655	8,083	5,782	5,371	4,483	4,238	3,133	3,141	2,612	2,537	1,919	1,840
17	VALLE	14,385	13,569	4,509	3,953	3,005	2,810	2,376	2,254	1,842	1,807	1,469	1,527	1,184	1,218
18	YORO	34,307	33,762	11,550	10,465	6,919	6,385	5,780	5,802	4,174	4,562	3,325	3,729	2,559	2,819
	T O T A L	409,078	401,334	135,292	124,301	84,864	80,666	66,738	66,734	50,224	52,422	40,138	42,743	31,822	34,468

M = MASCULINO
F = FEMENINO

REPUBLICA DE HONDURAS
SECRETARIA DE EDUCACION PUBLICA
DEPARTAMENTO DE INFORMATICA
NIVEL DE EDUCACION PRIMARIA
MATRICULA INICIAL POR GRADOS, SEGUN DEPARTAMENTOS
AÑO 1994

RESUMEN GENERAL DE MATRICULA INICIAL

DEPARTAMENTOS	TOTAL	1o. GRADO	2o. GRADO	3o. GRADO	4o. GRADO	5o. GRADO	6o. GRADO
ATLANTIDA	58.273	14.416	11.318	9.977	8.395	7.558	6.610
COLON	44.056	13.258	9.109	7.225	5.843	4.812	3.808
COMAYAGUA	64.642	15.648	10.782	8.776	7.468	6.356	5.613
COPAN	41.448	12.858	8.950	7.519	5.244	3.887	2.990
CORTES	154.684	37.593	29.410	26.678	22.958	20.545	17.500
CHOLUTECA	69.745	20.178	14.167	11.598	9.382	7.692	6.838
EL PARAISO	51.116	15.270	10.495	8.264	6.614	5.538	4.935
FRANCISCO MORAZAN	173.210	43.153	32.187	29.439	25.660	22.822	19.949
GACIAS A DIOS	11.201	3.215	2.418	1.902	1.491	1.203	972
INTIBUCA	31.480	8.403	6.507	5.684	4.878	3.541	2.569
ISLAS DE LA BAHIA	4.968	1.083	984	879	803	827	592
LA PAZ	23.402	6.524	5.128	3.907	3.231	2.617	2.095
LEMPIRA	39.615	11.003	8.513	7.258	6.255	3.869	2.719
OCOTEPEQUE	12.887	3.491	2.721	2.397	1.702	1.404	1.172
OLANCHO	67.612	19.779	14.261	10.790	8.985	7.557	6.240
SANTA BARBARA	58.538	14.741	12.766	9.806	7.611	6.215	5.399
VALLE	32.319	8.470	6.091	5.962	5.600	4.291	3.705
YORO	80.986	21.994	16.281	13.738	11.545	9.377	8.051
TOTAL	1.008.161	269.076	202.078	171.697	143.663	119.710	101.757

Fuente: Departamento de Informática

MPRI1994

HONDURAS: HOUSEHOLD SURVEY DATA

TABLE 1: School Attainment, 1988 to 1993
(Grade attained as % of Age Cohort)

MALE

YEARS ATTAINED	88-II	89-I	89-II	90-I	90-II	91-I	91-II	92-I	92-II	93-I
Age 16 to 25										
0	12.04	16.64	15.73	14.70	14.93	11.93	10.58	10.17	9.32	10.64
1-3	15.43	18.32	17.77	17.64	16.79	14.21	14.04	13.62	13.34	11.17
4-6	39.99	41.78	43.82	43.24	43.86	44.97	48.07	46.26	46.27	45.66
7-9	16.04	11.28	10.96	13.53	13.48	14.85	13.51	15.22	16.74	16.23
10-12	11.17	8.72	8.15	7.71	8.17	10.61	10.26	10.77	10.79	12.16
>12	5.32	3.28	3.56	3.18	2.77	3.42	3.54	3.95	3.55	4.15
Age 26 to 35										
0	14.51	18.88	16.42	17.67	17.95	15.88	14.42	13.24	12.99	14.19
1-3	20.50	24.76	25.31	25.05	23.83	19.09	19.57	20.21	18.70	18.77
4-6	32.50	33.32	34.43	33.57	34.10	36.25	37.91	37.63	37.62	39.05
7-9	8.51	5.96	6.36	7.43	7.48	7.55	7.62	6.19	6.75	7.40
10-12	12.73	10.40	11.12	9.27	10.71	13.44	12.48	13.88	15.45	14.15
>12	11.26	6.68	6.36	7.01	5.93	7.79	7.99	8.84	8.48	6.43
Age 36 to 45										
0	21.41	30.00	27.72	27.91	27.47	23.70	22.37	22.16	18.25	20.57
1-3	27.61	29.72	31.30	30.28	27.86	26.58	25.62	25.85	26.09	22.52
4-6	27.94	24.07	24.82	24.52	27.47	30.98	33.28	28.53	33.77	33.58
7-9	4.17	2.71	3.19	3.62	4.05	5.14	3.64	4.65	3.98	5.56
10-12	9.99	7.85	7.94	7.51	8.27	8.01	9.34	12.75	11.20	11.06
>12	8.89	5.65	5.03	6.16	4.88	5.59	5.76	6.08	6.71	6.70
Age 46 to 55										
0	33.39	41.47	29.67	39.27	40.38	35.77	34.74	34.90	32.57	33.47
1-3	27.98	31.62	29.22	31.60	29.48	26.89	27.96	26.20	32.40	29.37
4-6	22.47	17.30	21.22	19.85	20.23	24.51	24.81	24.71	20.98	24.77
7-9	2.17	1.57	1.71	2.04	1.58	2.30	2.73	3.61	2.12	2.26
10-12	6.86	4.97	5.55	5.03	5.58	6.09	5.21	6.35	7.87	6.28
>12	7.13	3.06	2.61	2.21	2.75	4.44	4.55	4.24	4.06	3.85
Age 56 to 65										
0	45.76	54.35	49.13	48.86	50.48	47.43	49.03	48.12	41.97	45.57
1-3	26.55	26.46	29.25	30.42	27.35	27.57	23.42	27.87	25.90	26.49
4-6	18.08	13.10	14.63	13.41	16.02	16.05	18.08	16.27	21.50	16.16
7-9	1.69	0.91	1.75	1.44	1.81	1.84	1.46	1.25	1.50	2.29
10-12	5.23	2.98	2.75	3.95	2.65	4.41	5.34	4.32	5.09	6.26
>12	2.68	2.20	2.50	1.92	1.69	2.70	2.67	2.16	4.05	3.23

HONDURAS: HOUSEHOLD SURVEY DATA

TABLE 1: School Attainment, 1988 to 1993
(Grade attained as % of Age Cohort)

FEMALE

YEARS ATTAINED	88-II	89-I	89-II	90-I	90-II	91-I	91-II	92-I	92-II	93-I
Age 16 to 25										
0	9.75	13.59	11.62	11.85	13.34	10.06	8.88	8.04	7.29	9.27
1-3	13.34	16.50	16.42	16.98	14.09	12.49	12.72	11.75	10.96	10.64
4-6	38.39	42.04	43.20	42.00	42.80	43.82	45.83	45.25	46.34	46.67
7-9	16.92	12.44	13.48	13.76	15.16	15.65	15.28	15.33	17.56	15.49
10-12	16.36	12.60	12.60	12.17	11.06	14.36	13.80	16.14	15.02	14.92
>12	5.25	2.84	2.67	3.24	3.56	3.62	3.50	3.49	2.82	3.02
Age 26 to 35										
0	14.25	19.59	20.26	20.11	19.41	16.65	15.76	12.90	13.04	12.02
1-3	21.93	23.58	22.44	21.95	20.77	17.92	17.47	19.45	16.42	19.13
4-6	32.44	33.14	36.00	35.15	35.72	37.48	38.07	39.06	40.13	38.51
7-9	6.30	5.31	4.71	5.64	6.67	6.61	7.17	7.44	7.52	8.37
10-12	18.43	14.21	13.02	12.63	12.94	16.49	16.86	16.22	18.08	17.02
>12	6.65	4.18	3.56	4.54	4.50	4.86	4.68	4.93	4.81	4.96
Age 36 to 45										
0	25.46	33.12	31.85	30.69	31.71	26.46	24.65	22.67	22.78	25.54
1-3	27.29	27.60	28.09	27.17	26.20	25.96	26.16	25.00	26.08	23.94
4-6	25.96	23.94	25.66	26.36	26.75	31.04	32.02	32.33	33.31	34.33
7-9	4.22	2.96	2.64	3.69	3.82	3.86	3.36	3.89	2.90	2.71
10-12	12.67	9.59	8.95	9.82	9.22	10.53	11.32	13.28	12.07	9.84
>12	4.39	2.79	2.31	2.28	2.29	2.15	2.49	2.83	2.85	3.65
Age 46 to 55										
0	43.74	53.29	47.06	48.91	47.37	42.39	41.46	40.57	38.24	41.42
1-3	24.56	25.84	28.41	29.12	27.65	26.84	27.92	29.64	27.95	24.90
4-6	19.18	13.26	15.03	13.64	16.02	20.57	19.76	19.18	21.46	20.99
7-9	1.95	1.35	1.90	0.67	0.86	2.34	1.60	2.30	2.53	2.12
10-12	9.18	5.24	6.22	6.82	6.80	6.35	8.07	6.81	8.31	9.28
>12	1.39	1.01	1.38	0.84	1.29	1.51	1.18	1.51	1.50	1.30
Age 56 to 65										
0	52.51	61.65	62.01	61.67	60.38	58.39	53.22	51.28	50.61	47.77
1-3	21.75	20.14	19.07	21.35	22.17	21.38	25.28	28.21	26.82	25.12
4-6	17.16	13.33	14.27	10.74	11.59	13.83	13.78	14.10	13.59	21.48
7-9	1.78	0.72	0.71	0.80	1.15	0.90	1.14	0.70	1.33	0.35
10-12	5.92	3.91	3.39	4.11	3.95	4.61	5.56	5.36	6.92	4.46
>12	0.89	0.43	0.56	1.33	0.76	0.90	1.01	0.35	0.73	0.82

Graduates, Repeaters and Dropouts - 1986 and 1994

Grades	Graduates						Repeaters						Dropouts				
	1986			1994			1986			1994			1985			1994	
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys
Grade 1	85,326	89,755	175,081	99,560	104,315	203,875	32,028	35,924	67,952	28,117	34,534	62,651	Unavail.	Unavail.	15,131	Unavail.	Unavail.
Grade 2	64,133	64,288	128,421	83,142	83,846	166,988	11,933	13,871	25,804	11,612	14,882	26,494	Unavail.	Unavail.	7306	Unavail.	Unavail.
Grade 3	53,837	51,552	105,389	73,520	70,625	144,145	7,690	8,429	16,119	7,774	9,282	17,056	Unavail.	Unavail.	6030	Unavail.	Unavail.
Grade 4	43,[illegible]	40,[illegible]	84,550	[illegible]	[illegible]	123,940	4,190	4,423	8,613	4,215	4,980	9,196	Unavail.	Unavail.	4574	Unavail.	Unavail.
Grade 5	35,745	33,313	70,058	54,811	50,381	105,192	2,138	2,393	4,531	2,211	2,711	4,922	Unavail.	Unavail.	3511	Unavail.	Unavail.
Grade 6	32,1[illegible]	29,[illegible]	61,[illegible]	50,628	45,938	96,566	459	488	947	349	512	862	Unavail.	Unavail.	2222	Unavail.	Unavail.
Total	317,167	308,978	626,145	426,766	414,941	840,703	58,434	65,528	124,012	54,270	66,301	120,571	Unavail.	Unavail.	33,774	Unavail.	Unavail.
Percent	50.65%	49.35%	100%	50.64%	49.36%	100%	47.16%	52.84%	100%	44.79%	55.21%	100%	Unavail.	Unavail.		Unavail.	Unavail.

Enrollments by Grade and Sex - 1986 and 1994

Grades	Enrollments					
	1986			1994		
	Girls 86	Boys 86	Total 86	Girls 94	Boys 94	Total 94
Grade 1	124,301	135,292	259,593	128,117	140,959	269,076
Grade 2	80,666	81,364	156,530	97,800	104,278	202,078
Grade 3	63,734	66,748	426,123	85,857	85,800	171,697
Grade 4	52,422	50,224	102,646	71,154	64,636	135,790
Grade 5	42,743	40,138	82,881	61,300	58,410	119,710
Grade 6	34468	31322	135,527	50628	45938	96,566
Total	401,334	400,078	809,906	494,896	500,021	1,008,191
Percent	49.56%	50.51%	100%	49.07%	49.60%	99%

School Attainment						
	1986			1994		
	Girls	Boys	Total	Girls	Boys	Total
Grade 4	43940	40610	84550	71154	64636	135790
Change	61.53%	59.10%	60.10%			
	1986			1994		
	Girls	Boys	Total	Girls	Boys	Total
Grade 6	32180	29460	61640	50628	45938	96566
Change	57.30%	55.4[illegible]%	46.65%			

Grades	"Lost" Between Levels		
	1986	1994	Change
Gr. 1	15.81%	12.23%	22.62%
Gr. 2	11.01%	10.32%	6.25%
Gr. 3	12.74%	11.03%	13.43%
Gr. 4	11.23%	12.47%	-11.01%
Gr. 5	10.39%	9.32%	10.32%
Gr. 6	Undef.	Undef.	Undef.
Total	12.24%	11.07%	9.50%

HONDURAS: 10 HOUSEHOLD SURVEYS

TABLE 6: Children Not Covered by the School System
(Percent of age group)

BOYS

AGE:	88-II	89-I	89-II	90-I	90-II	91-I	91-II	92-I	92-II	93-I
5	82.3	82.4	85.8	79.3	83.3	70.9	78.8	71.0	74.8	64.6
6	62.6	54.0	66.2	58.0	66.2	45.0	54.4	27.5	53.9	32.7
7	31.5	24.7	34.9	25.6	32.1	17.1	20.1	12.8	23.4	13.3
8	14.6	14.4	19.2	12.0	13.6	9.6	11.3	6.7	9.4	8.8
9	10.4	7.6	12.7	10.4	14.4	5.6	8.2	4.1	4.8	3.8
10	7.8	7.6	9.4	10.5	13.0	5.3	5.4	5.8	5.1	4.5
11	8.3	7.2	7.5	7.1	8.4	4.6	4.9	2.0	4.9	1.9
12	6.6	10.0	7.2	8.3	10.9	5.0	7.7	7.3	5.5	4.2
13	7.0	10.8	9.9	9.2	9.9	8.2	5.8	4.0	5.5	8.5
14	7.1	12.2	9.5	11.2	13.1	8.1	6.9	8.8	2.4	7.0
15	11.0	13.3	11.1	8.5	13.1	11.3	10.1	6.5	9.4	10.0

GIRLS

AGE:	88-II	89-I	89-II	90-I	90-II	91-I	91-II	92-I	92-II	93-I
5	81.4	78.4	83.1	77.8	84.2	69.2	76.6	62.0	70.3	63.8
6	59.1	50.6	64.0	52.7	61.3	39.8	51.0	34.2	55.1	33.7
7	24.4	23.5	32.3	24.9	31.2	15.9	18.6	6.1	18.6	9.2
8	14.4	14.6	18.8	14.6	15.5	4.8	12.1	4.8	7.4	4.3
9	9.1	9.3	10.0	8.6	11.4	5.1	6.8	2.5	4.8	3.0
10	5.0	6.0	8.7	8.7	8.4	3.5	5.9	2.3	3.1	3.0
11	6.2	4.7	7.5	6.5	8.6	5.4	4.3	2.0	2.0	3.1
12	7.1	6.2	6.8	5.8	8.8	5.9	3.6	4.0	4.1	4.2
13	5.1	5.9	6.0	8.2	9.3	4.8	5.1	3.3	1.6	3.4
14	6.3	9.0	6.4	7.1	9.7	6.5	5.7	3.3	5.7	5.3
15	7.6	8.0	8.0	10.2	7.8	5.7	4.1	3.6	3.8	4.3

REPUBLICA DE HONDURAS
SECRETARIA DE EDUCACION PUBLICA
COHORTES MATRICULA INICIAL, REPITENTES Y DESERTORES
1989 – 1994

AÑO	VARIABLES	PRIMER GRADO	SEGUNDO GRADO	TERCER GRADO	CUARTO GRADO	QUINTO GRADO	SEXTO GRADO
1989	MATRICULA INICIAL		182.025	160.080	119.467	96.712	79.683
	REPITENTES		23.788	14.844	7.970	4.634	1.337
	DESERTORES		7.505	6.183	4.457	3.315	2.070
	APROBADOS		146.668	122.174	100.634	83.243	75.080
1990	MATRICULA INICIAL	255.981		150.705	120.860	100.359	81.448
	REPITENTES	61.087		16.037	8.741	5.025	1.084
	DESERTORES	12.759		5.282	3.905	2.956	1.986
	APROBADOS	184.559		121.784	101.344	85.736	74.688
1991	MATRICULA INICIAL	267.542	179.616		122.981	102.022	85.224
	REPITENTES	58.090	22.795		8.043	4.480	995
	DESERTORES	13.371	5.704		3.865	2.989	1.949
	APROBADOS	197.555	148.584		105.858	89.494	78.992
1992	MATRICULA INICIAL	269.682	196.076	159.051		110.083	91.751
	REPITENTES	61.255	22.328	13.478		4.063	842
	DESERTORES	13.138	5.911	4.593		2.743	1.752
	APROBADOS	204.385	165.247	135.958		98.854	87.855
1993	MATRICULA INICIAL	271.184	200.299	168.129	137.397		96.990
	REPITENTES	62.432	24.980	14.913	8.552		874
	DESERTORES	13.382	5.779	4.891	3.805		2.013
	APROBADOS	196.060	161.832	139.603	116.564		90.614
1994	MATRICULA INICIAL	269.076	202.078	171.697	143.863	119.710	
	REPITENTES	62.651	26.494	17.056	9.196	4.992	
	DESERTORES	11.688	6.369	5.640	5.020	3.786	
	APROBADOS	203.675	166.988	144,146	123.940	105.192	

Fuente:Departamento de Informática.

COHOMIRD

1994 - Inscription: 7,355 2,207 4,956 5,707 5,740 11,949 =

1987 1st Cohort
1 5.6 %
2 3.3
3 3.3
4 2.7
5 2.6
6 2.5

HONDURAS: 10 HOUSEHOLD SURVEYS

TABLE 8: DROPOUTS, AGE 7 TO 12[19]
By Level of School Completed

--Males--

Completed:	88-II	89-I	89-II	90-I	90-II	91-I	91-II	92-I	92-II	93-I
1st	28.2	12.9	25.2	22.3	19.6	22.1	23.8	11.0	24.4	24.3
2nd	29.8	33.4	34.5	18.9	32.6	20.6	26.2	20.2	32.0	22.6
3rd	21.0	28.8	26.8	23.0	21.0	13.1	21.8	13.2	24.1	13.8
4th	10.5	12.0	5.3	10.0	7.6	13.0	15.8	10.3	4.6	3.1
5th	4.8	2.2	1.6	5.7	6.0	3.5	3.3	2.4	4.4	1.2
6th	5.6	10.6	6.3	20.2	12.0	27.7	9.2	41.7	10.5	27.0
≥ 7th	0.0	0.0	0.0	0.0	1.2	0.0	0.0	1.3	0.0	8.0

--Females--

Completed:	88-II	89-I	89-II	90-I	90-II	91-I	91-II	92-I	92-II	93-I
1st	24.5	18.3	27.3	17.5	25.2	18.5	17.6	6.9	29.1	8.0
2nd	30.4	24.0	29.7	23.8	29.7	23.6	32.3	32.9	23.9	22.7
3rd	17.6	32.1	25.2	25.5	19.4	16.0	24.7	11.5	14.5	20.5
4th	11.8	11.8	8.7	9.5	9.2	17.1	15.6	19.5	19.3	16.3
5th	7.8	3.2	1.4	2.7	2.1	3.5	1.8	4.7	2.9	8.3
6th	7.8	10.6	7.5	21.1	11.1	20.6	8.1	24.5	10.2	23.8
≥ 7th	0.0	0.0	0.6	0.0	3.3	0.8	0.0	0.0	0.0	0.4

[19]. **NOTE:** Dropouts are defined as children between the ages of 7 and 12 who have completed at least one year of school, but were reported as "not enrolled". This definition of dropouts, the only one that can be used with the HHS data does not capture children who have at some time enrolled in first grade, then dropped out without completing first grade.

HONDURAS: HOUSEHOLD SURVEY DATA

TABLE 7: Dropouts, as a Percentage of Age-Group, by Age (Ages 5 to 15)

BOYS

AGE	88-II	89-I	89-II	90-I	90-II	91-I	91-II	92-I	92-II	93-I
5	0.0	0.2	0.0	0.0	1.7	0.2	0.1	0.0	0.0	0.0
6	0.0	0.1	0.4	0.2	0.3	0.1	0.0	0.3	0.1	0.0
7	0.6	0.2	0.7	0.5	0.5	0.1	0.7	0.0	0.0	0.6
8	1.3	1.2	1.6	1.2	0.8	0.5	2.1	0.6	1.0	2.4
9	1.4	2.0	2.1	1.3	1.6	2.1	0.9	0.9	3.1	2.2
10	3.2	2.5	4.1	2.8	2.9	2.1	2.9	2.6	2.8	4.9
11	4.3	6.5	6.3	4.6	6.8	3.2	5.9	3.4	3.1	2.0
12	9.3	11.9	11.3	12.3	11.3	11.6	11.1	15.9	10.1	14.0
13	18.7	23.1	21.7	23.4	19.7	21.1	22.0	23.4	20.8	22.9
14	27.6	36.6	33.0	39.0	34.8	35.7	35.7	39.6	44.1	46.7
15	40.1	46.4	49.2	47.2	49.9	45.6	51.5	48.3	51.3	47.4

GIRLS

AGE	88-II	89-I	89-II	90-I	90-II	91-I	91-II	92-I	92-II	93-I
5	0.2	0.0	0.2	0.0	0.1	0.0	0.1	0.0	0.0	0.1
6	0.0	0.0	0.1	0.1	0.4	0.0	0.0	0.0	0.0	0.0
7	0.5	0.4	0.2	0.0	1.0	0.7	0.0	0.3	0.6	0.3
8	0.8	1.1	1.2	1.1	0.7	1.4	1.0	0.7	1.3	0.2
9	1.4	2.4	2.5	2.0	2.5	1.8	1.3	1.2	3.5	1.0
10	3.9	2.2	5.1	3.2	4.1	1.4	3.2	1.6	2.5	0.7
11	2.7	6.7	5.8	4.4	5.0	4.2	6.0	1.6	2.2	6.3
12	7.9	10.1	11.2	12.9	10.1	10.2	7.6	9.3	10.1	13.7
13	17.8	21.0	21.0	27.1	21.0	22.8	21.0	26.0	23.7	25.4
14	31.0	37.6	36.4	34.5	34.1	38.6	35.9	38.6	29.4	36.1
15	39.4	48.2	47.7	47.3	47.3	45.7	46.7	52.0	48.1	49.2

One problem that we can not address here is the *duration* of individual enrollment. While it is clear that not all children begin school at the same age and not all of them leave school at the same age, we can not say anything about the relation between the age of enrollment and the number of years students remain in school.

4.1.3.2 Dropouts

Tables 7 and 8 display HHS data on dropouts. The first of these tables shows the percentage of children between the ages of 5 and 15 that dropped out after completing at least one year of school. The data suggest that there has been little discernable change in the share of dropouts expressed as a percent of their respective age groups. Note however, that dropouts measured as a percent of children enrolled in school may still fall if enrollments are rising. And indeed, this is what has happened in recent years.

The dropout tables again signal that with lower dropout rates, girls are attaining more schooling.

Not the largest change by grade was a *decline* in average first grade enrollments per school. This can only mean that the observed overall increase in class size is due large percentage changes in the size of grades 2 through 6 (see Figure 9).

The data in Table 12 are based only on those schools that were in existence for the full 7-year period under consideration. Overall enrollment for these schools grew over the period. Taken together, these trends are incontrovertible evidence of increased retention and promotion rates in this group of schools.

HONDURAS

TABLE 12: Schools Reporting All 7 years
Average # Students per School/Grade

	1986	1987	1988	1989	1990	1991	1992
TOTAL ENROLLMENT	748857	763909	769739	771089	772174	799970	813787
Schools Reported	6075	6075	6075	6075	6075	6075	6075
Av. Tot. Enrol.	123.3	125.7	126.7	126.9	127.1	131.7	134.0
Av. Gr. 1	39.1	38.1	36.5	35.5	35.5	37.8	36.5
Av. Gr. 2	25.1	26.3	26.1	25.8	25.3	25.7	27.2
Av. Gr. 3	20.4	20.7	21.6	21.7	21.6	21.9	22.2
Av. Gr. 4	15.8	16.5	17.0	17.6	17.7	18.1	18.8
Av. Gr. 5	12.7	13.3	14.1	14.4	14.9	15.2	15.9
Av. Gr. 6	10.2	10.8	11.4	12.0	12.2	12.9	13.4

TABLE 13
PRIMARY SCHOOL PROMOTION AND RETENTION 1987-1992
Excludes Non-Reporting Schools

ENROLLMENT	1987	1988	1989	1990	1991	1992
BOYS						
- 2nd Grade	-29.9	-28.8	-27.9	-26.9	-25.5	-25.8
- 3rd Grade	-14.2	-14.7	-14.7	-14.0	-10.8	-11.0
- 4th Grade	-16.1	-15.6	-16.4	-16.7	-13.6	-12.1
- 5th Grade	-13.4	-13.3	-13.9	-14.4	-11.8	-10.9
- 6th Grade	-12.4	-12.5	-13.1	-13.9	-10.8	-10.3
GIRLS						
- 2nd Grade	-33.2	-31.3	-30.2	-30.4	-28.8	-29.2
- 3rd Grade	-18.1	-18.2	-18.5	-18.3	-14.8	-14.5
- 4th Grade	-19.1	-18.3	-19.6	-20.0	-17.3	-15.1
- 5th Grade	-15.5	-15.0	-15.8	-16.3	-14.4	-13.2
- 6th Grade	-15.2	-14.8	-16.0	-16.7	-14.7	-13.2
Second Grade Total	-31.6	-30.1	-29.1	-28.7	-27.2	-27.6
Third Grade Total	-16.2	-16.5	-16.7	-16.2	-12.8	-12.8
Fourth Grade Total	-17.6	-17.0	-18.0	-18.3	-15.5	-13.6
Fifth Grade Total	-14.4	-14.1	-14.8	-15.3	-13.1	-12.0
Sixth Grade Total	-13.9	-13.6	-14.5	-15.3	-12.7	-11.7

Table 13 shows the "loss" of students from grade to grade over time as the percent difference between enrollment in a given grade and enrollment one grade lower in

TABLE 14

HONDURAS: MOE DATA
REPETITION RATES

REPETITION RATE BY AGE

	1987	1988	1989	1990	1991	1992
Age 6	150.7	108.2	115.5	138.2	52.0	53.0
Age 7	41.4	32.8	26.7	26.0	32.4	24.2
Age 8	23.1	21.9	20.5	21.5	21.2	19.7
Age 9	18.7	17.4	16.3	16.9	15.9	14.9
Age 10	16.2	14.8	14.2	15.5	14.2	12.5
Age 11	12.1	11.2	10.6	11.3	10.7	9.7
Age 12	10.3	9.6	9.3	10.2	9.1	8.0
Age 13	7.7	6.9	7.2	7.4	6.3	5.5
Age 14	3.8	3.4	3.5	4.4	3.4	3.6

REPETITION RATE BY GRADE

	1987	1988	1989	1990	1991	1992
Grade 1	26.1	24.8	22.5	24.7	24.1	23.3
Grade 2	15.6	14.2	13.6	14.4	13.6	12.6
Grade 3	12.2	10.7	10.4	11.0	10.8	9.1
Grade 4	8.3	7.1	7.2	7.6	7.1	5.9
Grade 5	5.7	5.1	5.1	5.4	4.7	4.0
Grade 6	1.6	1.4	1.8	1.4	1.3	1.0
# Schools	6,306	6,563	6,719	6,850	6,965	7,205

Initial Enrollment, Repeats, Dropouts, 1989-1994: MOE

	1st gd	2nd gd	3rd gd	4th gd	5th gd	6th gd
1989						
initial enroll	255637	182025	150080	119467	96712	79683
repeat	56412	23788	14844	7970	4634	1337
dropout	14387	7505	6183	4457	3315	2070
passed	185883	146668	122174	100634	83243	75080
% dropout	.0562790	.0412306	.0411980	.0373074	.0342770	.0259779
Ss unaccounted	-1045	4064	6879	6406	5520	1196
1990						
initial enroll	255981	179993	150705	120860	100359	81448
repeat	61087	26376	16037	8741	5025	1084
dropout	12759	6058	5282	3905	2956	1986
passed	184559	143670	121784	101344	85736	74688
% dropout	.0498435	.0336569	.0350486	.0323101	.0294543	.0243837
Ss unaccounted	-2424	3889	7602	6870	6642	3690
1991						
initial enroll	267542	179616	151061	122981	102022	85224
repeat	58090	22795	15342	8043	4480	995
dropout	13371	5704	5026	3865	2989	1949
passed	197555	148584	128406	105858	89494	78992
% dropout	.0499772	.0317566	.0332713	.0314276	.0292976	.0228691
Ss unaccounted	-1474	2533	2287	5215	5059	3288
1992						
initial enroll	269682	196076	159051	132823	110083	91751
repeat	61255	22328	13478	7152	4063	842
dropout	13138	5911	4593	3600	2743	1752
passed	204385	165247	135958	116594	98854	87555
% dropout	.0487166	.0301465	.0288775	.0271037	.0249176	.0190952
Ss unaccounted	-9096	2590	5022	5477	4423	1602
1993						
initial enroll	271184	200299	168129	137397	116353	96990
repeat	62432	24980	14913	8552	4408	874
dropout	13382	5779	4891	3805	3003	2013
passed	196060	161832	139603	116564	101558	90614
% dropout	.0493466	.0288519	.0290908	.0276935	.0258094	.0207547
Ss unaccounted	-690	7708	8722	8476	7384	3489
1994						
initial enroll	269076	202078	171697	143863	119710	101757
repeat	62651	26494	17056	9196	4992	652
dropout	11888	6389	5540	5020	3786	2590
passed	203875	166988	144145	123940	105192	96566
% dropout	.0441808	.0316165	.0322661	.0348943	.0316264	.0254528
Ss unaccounted	-9338	2207	4956	5707	5740	1949
Av % dropout	.0497240	.0328765	.0332921	.0317894	.0292304	.0230889

totals

883604
108985
37917
713682
.0393783
23020

889346
118350
32946
711781
.0341162
26269

908446
109745
32904
748889
.0330999
16908

959466
109118
31737
808593
.0298095
10018

990352
116159
32873
806231
.0302578
35089

1008181
121041
35213
840706
.0333395
11221

.0333335

Año	GRADOS 1o	2o	3o	4o	5o	6o	Grads.
1982	230,382						
		63%					
1983	236,618	144,943	109,702	85,006			
		64%	82%	83%	84%		
1984	244,645	151,062	118,482	90,518	71,538		
		66%	83%	82%	85%	86%	93%
1985	250,925	160,592	125,242	97,657	77,199	61,642	57,582
		66%	83%	82%	85%	85%	94%
1986	259,593	165,530	133,472	**102,646**	82,881	65,814	**61,752**
		68%	83%	82%	85%	86%	93%
1987	260,706	175,778	137,351	108,866	87,050	71,215	65,880
		70%	83%	82%	85%	86%	92%
1988	256,446	179,656	145,778	113,357	93,083	74,993	89,338
		71%	83%	82%	85%	86%	94%
1989	255,637	182,025	150,080	119,467	96,712	79,683	75,080
		71%	83%	81%	84%	84%	94%
1990	256,904	180,402	151,056	121,090	100,569	81,601	74,639
		71%	85%	83%	86%	86%	96%
1991	270,081	182,471	153,532	124,961	103,679	86,713	83,013
		72%	87%	86%	88%	88%	94%
1992	267,873	195,425	158,583	132,484	109,847	91,579	86,484
		75%	86%	87%	88%	88%	93%
1993	271,184	200,299	168,129	137,397	116,353	96,990	90,614
		75%	86%	85%	87%	87%	92%
1994	269,076	202,078	171,697	143,663	119,710	101,757	**96,566**
							+56%*
		77%	87%	**86%**	86%	87%	
1995	276,461	207,579	176,400	**147,811**	123,056	104,514	
				+44%			

*Does not include about 2,000 children who took recovery exams, which would increase primary school graduates to about 98,566, which would be a 60% increase in the number of primary school graduates since 1986.

15.1% repetition in 1984

TABLE 10

SCHOOLS REPORTING AND ENROLLMENT REPORTED 1986-1992

Unadjusted "Raw" Data[1]

ENROLLMENT	1986	1987	1988	1989	1990	1991	1992
BOYS							
- 1st Grade	124301	122306	122705	121422	122490	127748	128385
- 2nd Grade	80666	85396	87358	87918	88111	28012	95866
- 3rd Grade	66734	68052	73072	74193	75135	75619	79510
- 4th Grade	52422	55202	57463	60815	61330	62747	67755
- 5th Grade	42743	44902	47860	49446	51798	52598	56854
- 6th Grade	34468	36944	39235	41488	42472	44971	48007
GIRLS							
- 1st Grade	135292	133940	133688	132933	133491	139794	141297
- 2nd Grade	84864	88814	92274	93023	91882	91604	100210
- 3rd Grade	66738	68529	72694	75129	75570	75442	79541
- 4th Grade	50224	53282	55878	58188	59530	60234	65068
- 5th Grade	40138	41892	45213	46951	48561	49424	53229
- 6th Grade	31822	33561	35751	37906	38976	40253	43744
First Grade Total	259593	256246	256393	254355	255981	267542	269682
Second Grade Total	165530	174210	179632	180941	179993	179616	196076
Third Grade Total	133472	136581	145766	149322	150705	151061	159051
Fourth Grade Total	102646	108484	113341	119003	120860	122981	132823
Fifth Grade Total	82881	86794	93073	96397	100359	102022	110083
Sixth Grade Total	66290	70505	74986	79394	81448	85224	91751
TOTAL (RAW) ENROLLMENT	810412	832820	863191	879412	889346	908446	959466
%Change over last yr.	-	2.8	3.6	1.9	1.1	2.1	5.6
Schools Reporting	6813	6930	7318	7540	7673	7593	7929
%Change over last yr.	-	1.7	5.6	3.0	1.8	-1.0	4.4
OFFICIAL TOTAL	803614	840966	863313	883604	891622	921437	955792
CORRECTION AS % RAW	-0.8	1.0	0.0	0.5	0.3	1.4	-0.4

1. MOE "EEF101" data tapes.

REPUBLICA DE HONDURAS
MINISTERIO DE EDUCACION PUBLICA
DIRECCION GENERAL DE PLANIFICACION EDUCATIVA

PROYECTOS EN EJECUCION
Y
PROYECTOS PROPUESTOS PARA INICIAR EN 1995

COMAYAGUELA M.D.C. HONDURAS

PROYECTOS EN EJECUCION DEL SISTEMA EDUCATIVO

N°	NOMBRE DEL PROYECTO	OBJETIVO GENERAL	FINANCIA-MIENTO	UBICACION	POBLACION BENEFICIADA	MONTO TOTAL DEL PROYECTO
1	Integración de los niños con necesidades especiales.	Integrar a niños con necesidades especiales para mejorar la calidad de atención educativa.	UNICEF	Copán, Ocotepeque y Francisco Morazán.	6,937 niños de Educ.Formal y 38 niños con discapacidades especiales.	$ 180,000.00
2	Centros de Educación Pre-escolar no Formal (CEPENF)	Ampliar la atención para el desarrollo integral de los niños menores de 6 años con la participación de la Familia y la Comunidad.	UNICEF	Cobertura Nacional.	22,372 niños en 829 centros atendidos por 924 voluntarios.	
3	Centros Comunitarios de Iniciación Escolar (CCIE).	Preparar al niño de edad pre-escolar que ingresará al primer grado, mediante un programa de aprestamiento que le proporcione la bases necesarias para un mejor rendimiento escolar.	UNICEF	Cobertura Nacional.	35,985 niños en 2,214 centros atendidos por 2,319 voluntarios.	L. 1,432,598.00
4	Escuelas Activas y Participativas	Consolidar y afianzar la primera etapa del Proyecto de la Escuela Activa y participativa en las escuelas donde funciona la experiencia.	UNICEF	La Paz, Choluteca, Lempira y Copán	5,000 niños y niñas.	
5	Centros de Recursos de Aprendizaje (CRA)	Contribuir al mejoramiento cualitativo de la educación, proporcionando a maestros y alumnos, material bibliográfico, documental y equipo mínimo requerido para su funcionamiento.	UNICEF	Sta.Rosa de Copán, Comayagua, San Pedro Sula, La Paz, La Ceiba, Tegucigalpa.	3,000 niños y niñas	
6	Educación para el Desarrollo	Mejorar la calidad del futuro egresado en las escuelas normales, proporcionandole una formación integral a través de un curriculum con elementos básicos de la educación normal.	UNICEF	Cobertura Nacional	Población Estudiantil Escuelas Normales del País.	L 250,759.00 11/93.

N°	NOMBRE DEL PROYECTO	OBJETIVO GENERAL	FINANCIAMIENTO	UBICACION	POBLACION BENEFICIADA	MONTO TOTAL DEL PROYECTO
7	Mobiliario Escolar	Dotar y dar mantenimiento al mobiliario de los escolares del País.	Entidad Nacional	Cobertura Nacional	1,000 maestros Educación Primaria, 1,500 niños	
8	Apoyo Alimentario a la Alfabetización.	Proporcionar recursos alimentarios a los radiomonitores que laborarn en el programa Educación Básica de adultos por Radio Interactiva.	PNUD	Francisco Morazán, Choluteca, El Paraiso y Valle.	13,500 adultos analfabetos.	L 12,513,491.74 $ 1,369,091.00
9	Proyecto en Comayagua Educación para el Trabajo (POCET).	Contribuir por medio de la educación ocupacional de adultos a la formación de ciudadanos capaces de reflexionar sobre su propia realidad y emprender acciones de transformación socio-económica y cultural que permitan sus condiciones de vida, a través del trabajo productivo.	Gobierno de Honduras.	Comayagua, La Paz, Intibucá	7,500 habitantes de 120 comunidades.	
10	Apoyo a la Educación (ALA)	Contribuir a las acciones de apoyo a la educación en las zonas con presencia de refugiados y desplazados.	Comunidad Económica Europea	El Paraiso Gracias a Dios, Choluteca.	38,000 alumnos	L 9,343,036.00
11	Organización Comunitaria para la Ejecución de la Infraestructura Local (OCEIL).	Incentivar el interés local para obtener la participación comunitaria en la construcción y operación de obras de infraestructura local de carácter social y en posterior administración y mantenimiento , a fin de mejorar la calidad de vida a través de presentación de servicios básicos.	BID Y P.M.A	Marale, Villa Los Laureles, Col. Universidad Suyapa y Montaña Azacuala	5,000 niños	$ 2,088,600.00
12	Eficiencia de la Educación Primaria.	Mejorar la calidad de la población, productividad y las condiciones de vida de los hondureños.	USAID	Cobertura Nacional	27,870 maestros de todo el pais, 1.200,000.00 niños y niñas.	L 16,003,920.00 $ 22,268,000.00
13	Apoyo a la implementación del Programa de Educación en Población en Honduras.	Contribuir al mejoramiento de la calidad de la educación hondureña, incorporando en los programas de estudio la educación en población.	UNESCO-FNUDAP	La Paz, Comayagua,Intibuca,Olancho,El Paraiso,Colón y Choluteca.	84,590 niños y jóvenes.	$ 794,813.00

N°	NOMBRE DEL PROYECTO	OBJETIVO GENERAL	FINANCIA-MIENTO	UBICACION	POBLACION BENEFICIADA	MONTO TOTAL DEL PROYECTO
14	Educación Preventiva Integral contra el uso Indebido de drogas.	Conocer la magnitud y naturaleza del programa y el indebido uso del alcohol y otras drogas en la sub-región para establecer sistemas de vigilancia epidemiológica y promover la cooperación en capacitación de los paises.	OEA	Distrito Escolar # 1. M.D.C.	3,000 niños y niñas.	
15	Proyecto Multinacional de Educación para el Trabajo.	Elevar la calidad del proceso de enseñanza dentro del marco de la educación para el trabajo socio-económico de los beneficiarios en el contexto.	OEA	Cobertura Nacional	332 docentes, 13,280 niños y niñas	
15	Programa de Refugiados, Desplazados y Refugiados (PRODERE)	Reducir sustancialmente el alto indice de analfabetismo,mediante la educación instrumental vinculada al trabajo productivo.	PNUD	Ocotepeque, Intibucá	2,065 niños y niñas, 2,300 niños y niñas	
17	Administración de la educación Primaria Rural (ADEPRIR).	Llevar a cabo y por medio de la asistencia técnica, un estudio para evaluar la politica de descentralización actual y hacer recomendaciones relacionadas al uso futuro de dichas politicas.	BIRF	Olanchito, Choloma.	46,000 niños y niñas.	$ 5,796,943.00
18	Elaboración de Textos y Materiales de lectura para la educación básica en C.A.	Mejorar la calidad y eficiencia del sistema educativo.	UNESCO	Francisco Morazán	503 docentes 20,000 niños	
19	Fortaiecimiento de la Educación en las áreas rurales del Istmo Centroamericano.	Contribuir al logro de las finalidades del apoyo principal de educación en América Latina y el Caribe y en los compromisos asumidos en la Declaración Mundial de Educación para todos y su correspondiente marco de acción, para satisfacer las necesidades básicas de aprendizaje.	UNESCO	Condordia, (Olancho),Talanga (Fco.Morazán	1,335 docentes 52,000 niños y niñas	
20	Capacitación a docentes en Educación Ambiental.	Capacitación a Docentes sobre Educ. Ambiental.	Gobierno de Canadá	Fco.Morazán,Valle Comayagua y Colón.	11,576 maestros de educ. pre-escolar y primaria y 440,000 niños y niñas.	L 19,712,080.00

N°	NOMBRE DEL PROYECTO	OBJETIVO GENERAL	FINANCIA-MIENTO	UBICACION	POBLACION BENEFICIADA	MONTO TOTAL DEL PROYECTO
21	Servicio Alimentario Escolar de Honduras	Atender 300,000 niños del nivel preescolar y primario del país, distribudio en más de 4,025 escuelas y jardines,proporcionándoles alimentación escolar (merienda y desayuno).	USAID C.E.E.	Cobertura Nacional	598,121 niños y niñas.	L 1,965,571.00
22	Capacitación a Docentes en servicio de Educación Primaria y Media.	Preparar programas de Capacitación en las asignaturas de Ciencias Naturales, Estudios Sociales, y Matemáticas en el nivel primario y medio.	Gobierno del Japón.	Francisco Morazán.	8,000 niños y jóvenes.	
23	Programa Desarrollo Rural integrado de la Sub-Región de Yoro (DRI-YORO)	Disponer de tecnologías apropiadas y adaptarlas al medio ambiente y asegurar su adopción por la población participante.	Gobierno de Honduras y CONSUDE de Suiza.	Depto. de Yoro	2,475 adultos.	
24	Rendimientos Básicos del Ciclo Común II Fase.	Contribuir al mejoramiento de la calidad ofrecidas a las generaciones jóvenes,la capacidad de dominar aprendizajes significativos.	USAID	Nacional	25,000 jóvenes	L 450,000.00
25	1.Mejoramiento de la Enseñanza Pre-escolar y Primaria. 2.Plan de Proyecto de Educación Ambiental	Fortalecer acciones del sistema educativo mediante la ejecución de los proyectos.	U.S.A A través del Cuerpo de Paz	Nacional	Personal docente, alumnos y padres de familia.	

PROYECTOS PROPUESTOS INICIAR EN 1993

N°	NOMBRE DEL PROYECTO	OBJETIVO GENERAL	FINANCIAMIENTO	UBICACION	POBLACION BENEFICIADA	MONTO TOTAL DEL PROYECTO
1	Educación Básica para jóvenes y adultos vinculada al trabajo	- Brindar oportunidades educativas a la población analfabeta para facilitar su incorporación al proceso productivo. - Reducir el índice de analfabetismo por lo menos en un 50%	BID	Región de Ocotepeque.	523.300 jóvenes y adultos	
2	Proyecto Mejoramiento de la Calidad	- Mejorar la calidad de la Educ. Básica especialmente en las áres rurales y urbanas marginales, con énfasis en la reducción de la repitencia y aumento de los rendimientos básicos de aprendizaje. - Apoyar técnica y financieramente el fortalecimiento institucional de la Secretaría de Educ.Pública para aumentar su eficiencia, reducir costos y mejorar la calidad de los servicios administrativos. - Apoyar las iniciativas de la Secretaría de Educ.Pública para la atención de las étnias,a través del programa Bilingüe Intercultural y la Educ.para niños y jóvenes de 10 a 19 años.	Banco Mundial Gobierno de Alemania y Gobierno de Honduras.	Nacional	1.300,000 niños y niñas 300,000 jóvenes.	
3	Fomento de la Educ.Primaria en Lempira e Intibucá	- Mejorar la calidad de la labor docente adaptando la enseñanza aprendizaje (Planes,Programas,Circulares,Materiales didácticos y horarios a las necesidades de las escuelas primarias de la región).	Cooperación Técnica Alemana GTZ.	Deptos.de Lempira e Intibúca.	68.695 niños y niñas.	
4	Educación Básica para Niños y Jóvenes.	- Mejorar la calidad de Educación de Adultos.	USAID	Nacional	300.000 adultos	
5	Equipamiento de investigación con el Gobierno Japonés.II Etapa					
6	Producción en Colegios Vocacionales y Técnicos de Honduras	- Generar producción en los institutos técnicos del área industrial y de servicios administrativos. - Comercializar los productos producidos en los institutos beneficiarios del Proyecto. - Fortalecer institucionalmente a los centros educativos a través del equipamiento, construcción, dotación de insumos y capacitación de personal técnico y docente que labora en los mismos.	B.I.D.	Nacional	4,000 jóvenes	

N°	NOMBRE DEL PROYECTO	OBJETIVO GENERAL	FINANCIA-MIENTO	UBICACION	POBLACION BENEFICIADA	MONTO TOTAL DEL PROYECTO
6	Producción en Colegios Vocacionales y Técnicos de Honduras	- Generar producción en los Institutos técnicos del área industrial y de servicios administrativos. - Comercializar los productos producidos en los institutos beneficiarios del Proyecto. - Fortalecer institucionalmente a los centros educativos a través del equipamiento, construcción, dotación de insumos y capacitación de personal técnico y docente que labora en los mismos.	B.I.D.	Nacional	4,000 jóvenes	
7	Desarrollo de los servicios comunales de educ.especial y rehabilitación	Capacitar en temas básicos de educación especial y rehabilitación a los representantes de las alcaldías municipales	Gobierno Japonés	Cabeceras Departamentales	274 alcaides,36 repre./alcaldías docent.del nivel primario y pre-escolar	
8	Atención a la persona con discapacidad dentro del sistema educativo regular.	Capacitar al personal técnico docente dependiente de la Sección de Educación Especial	Gobierno Japonés.	5 zonas del país norte, sur, oriente, occidente y central.	452 (asistentes técnicos, supervisores de Educ.especial, maestros, alcaldes, y personas de enlace)	
9	Mejoramiento de la Gestión Gerencial y Gestión Educativa.	Mejorar la Calidad de la Gerencia y Gestión Educativa.	Gobierno Japonés.	Teguc.y/o lugares donde funcionan los colegios.	360 miembros del personal directivo y administrativo de 36 institutos, 2 por departamento.	
10	Equipamiento de la Editorial de la Secretaría de Educación Pública.	Facilitar los requerimientos de materiales educativos para la población escolar (Solicitud para 1995)	Gobierno Japonés	Tegucigalpa	Escuelas y Colegios.	

Annex C

Annex C

1 Materials Produced Under PEEP by EOP

2A Produccion de Textos Escolares

2B Materials Development Process Flow Chart

3 Training Under PEEP

4A Summary of PEEP Educational Materials Printed through EOP

4B Materials Reprinted Under PEEP through EOP

4C Impresion de Materiales Educativos 1995

5A Summary of PEEP Educational Materials Distributed through EOP

5B Inventario Fisico y Mantenimiento deTextos Escolares

6 Conocimiento de Embarque

7 Disponibilidad de Materiales Educativos en el Aula

8 Uso Reportado de los Textos en Primero a Cuarto Grado

9 Materials Produced under PEEP by EOP - Where Printed

10 Esquematica - Materiales Escolares

11A Proceso de Produccion de Textos Escolares y Materiales Educativos

11B Ayuda Memoria - Capacitacion sobre Elaboracion de Materiales Educativos

12 Informe de los Resultados Obtenidos en la Gira Realizada a Nueve Departamentos del Pais 16 Agosto 1991

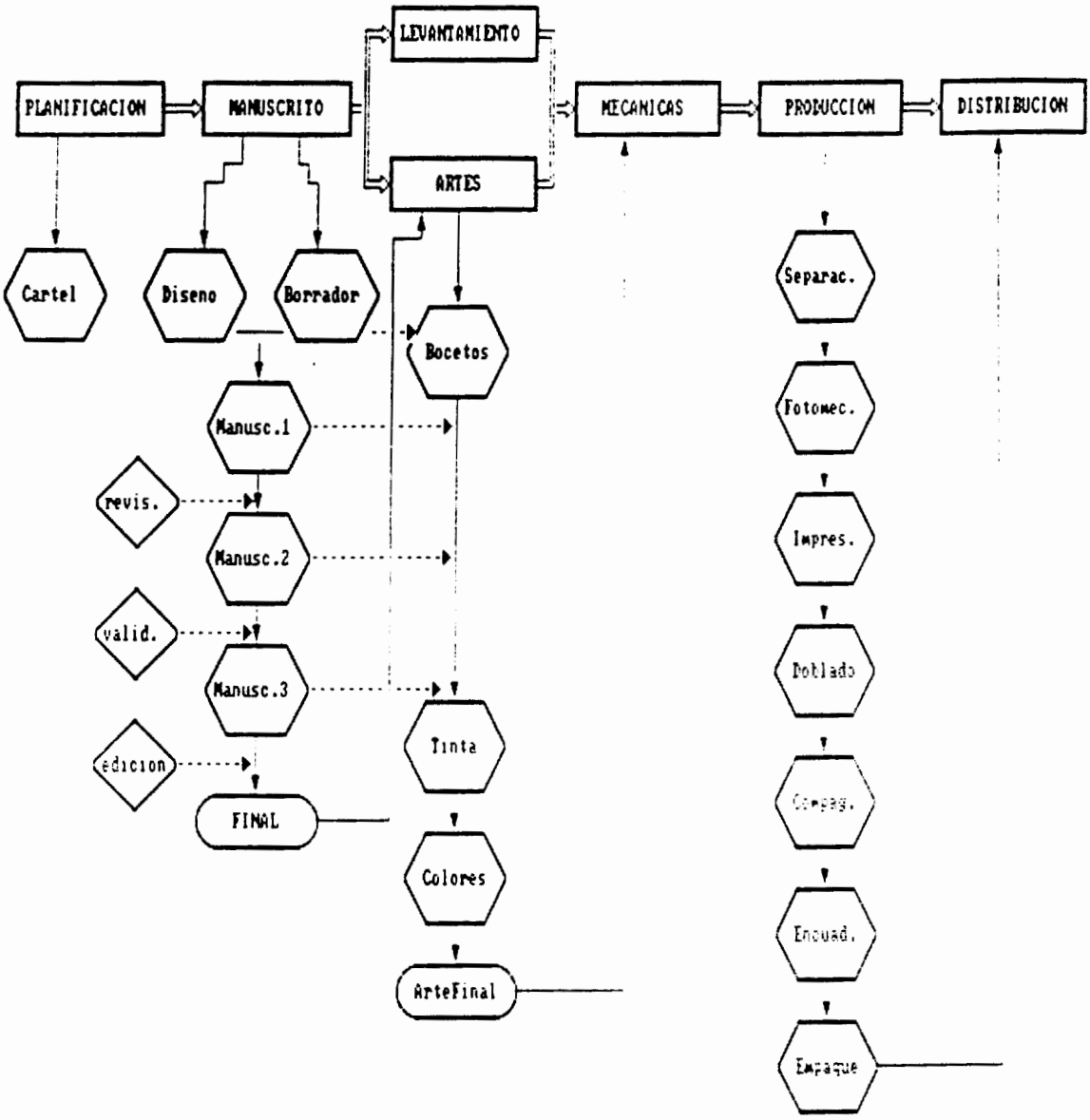
Materials Produced Under PEEP by EOP
Number of Titles

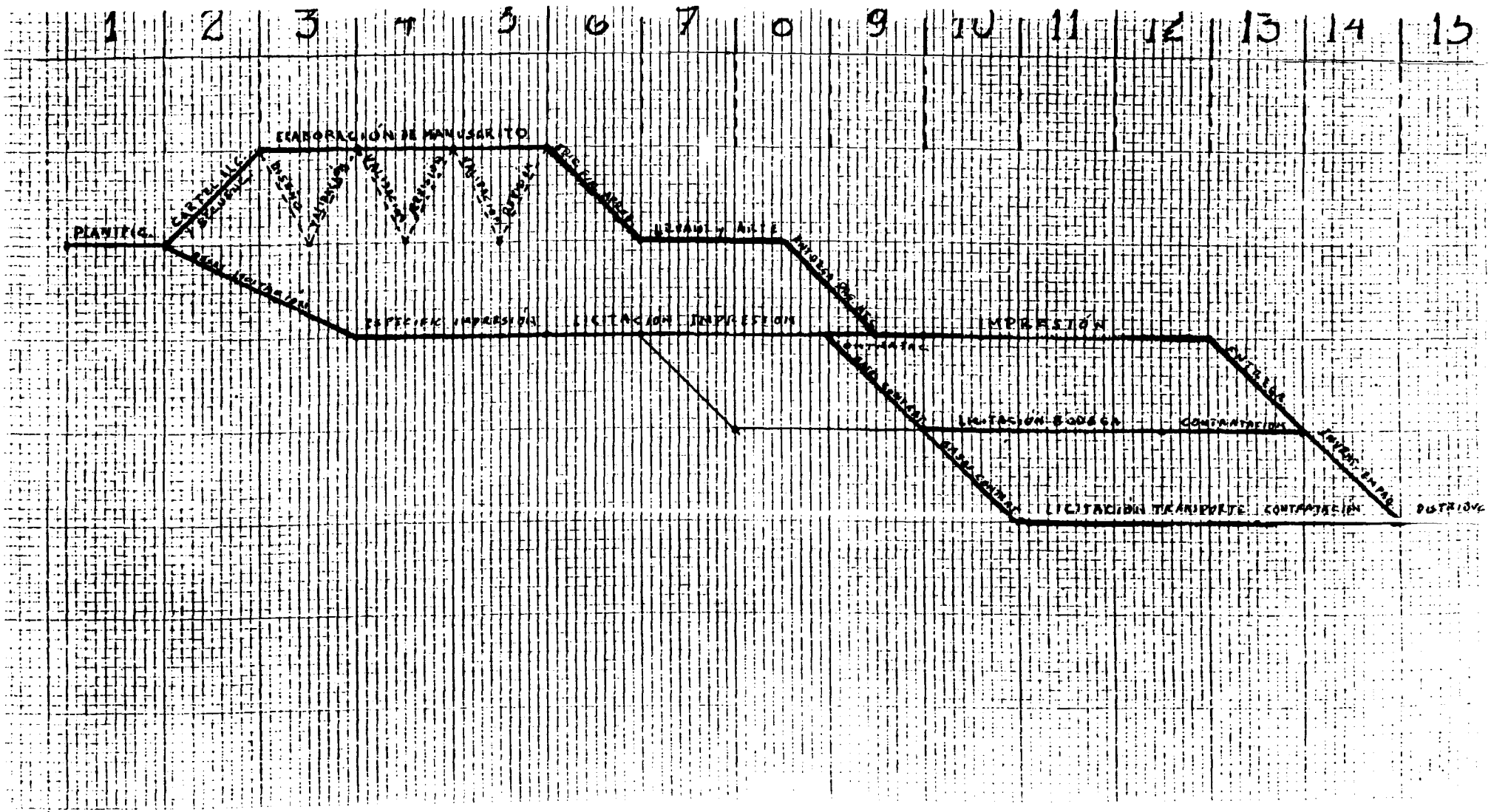
Materials	1 Gr	2 Gr	3 Gr	4 Gr	5 Gr	6 Gr
SCHOOL MATERIALS						
Textbooks						
Math	✓	✓	✓	✓		
Spanish	✓	✓	✓	✓		
Science	✓	✓	✓	✓		
Soc. Studies	✓	✓	✓	✓		
Support Materials						
Math	✓	✓				
Maps (States)		✚				
Maps (National)			✚			
Guides (Teacher)						
Math	✓	✓				
Spanish	✓	✓				
Science	✓	✓				
Soc. Studies	✓	✓				
Preparation	✓					
Math Methods 1-A	✓=	✓				
Math Methods 1-B	✓=					
Math Methods 2		✓				
Guides (Pupil)						
Math			✓	✓		
Spanish			✓	✓		
Science			✓	✓		
Soc. Studies			✓	✓		
Materials	1 Gr	2 Gr	3 Gr	4 Gr	5 Gr	6 Gr
SCHOOL MATERIALS						
Notebooks						
Spanish A	✓=					
Spanish B	✓=					
Math A	✓=	✓=				
Math B	✓=	✓=				
Spanish 2		✓				
Study Modules					✓	✓
Spanish 1					✓	✓
Spanish 2					✓	✓
Spanish 3					✓	✓
Spanish 4					✓	✓
Spanish 5					✓	✓
Math 1					✓	✓
Math 2					✓	✓
Math 3					✓	✓
Math 4					✓	✓
Science 1					✓	✓
Science 2						

Materials	1 Gr	2 Gr	3 Gr	4 Gr	5 Gr	6 Gr
SCHOOL MATERIALS						
Science 3					✓	✓
Science 4					✓	✓
Science 5					✓	✓
Social Studies 1					✓	✓
Social Studies 2					✓	✓
Social Studies 3					✓	✓
Social Studies 4					✓	✓
Poster Series						
Spanish	✓					
Math	✓					
Study Cards						
Spanish	✓					
Curriculum Materials						
Basic Skills	✓					
INTERACTIVE RADIO - ACCOMPANYING MATERIALS						
Workbooks	✓	✓	*	*	*	*
Totals:	1					

* Being developed
\+ Developed by GoH, Printed and Distributed by PEEP
\- Versions A and B counted as 1 title

PRODUCCION DE TEXTOS ESCOLARES





Training under PEEP

The following is a list of seminars, workshops, courses, orientations and study travel undertaken by the educational materials production unit teams.

Date	Participants	Content	Format
1987	Editors, Writers, Illustrators	Overview of book production process	2 weeks seminar
1987, 1988, 1989	Illustrators	Design and illustration of textbooks	Continuous training by full time trainer
1988, 1991	Editors, Writers, Illustrators	Book production planning, writing	2 months seminar
1990	Editors, Writers Illustrators	Book production planning	1 month seminar
1991	Editors, Writers, Illustrators	Book production planning	2 weeks seminar
1988, 1989, 1990, 1991, 1992	Editors, Writers, Illustrators	Book production workshops followed by continuous on-the-job training	1-2 weeks workshop and on-the-job follow-up
1989	Typists, Layout artists	Computer use	2 week workshop
1989	Unit Head	Textbook production	1 week Seminar in Mexico
1993	writers	Production Process	site visits to printers
1993, 1994	Illustrators (2,3)	Text illustration	1 week course at UNESCO 1 week course at MEP
1994, 1995	Editors (EDUCATODOS)	Text editing	1 week course
1995	Editors, Writers, Illustrators (EDUCATODOS)	Orientation to materials development process	3 days

Summary of PEEP Educational Materials PRINTED Through EOP												
	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
SCHOOL MATERIALS	Quantit	Yr	Quantit	Yr	Quantit	Yr	Quantit	Yr	Quantit	Yr	Quantity	Yr
Textbooks:												
Math	250,000	88	250,000	89	250,000	90	150,000	91				
Spanish	250,000	88	250,000	89	250,000	90	150,000	91				
Science	250,000	88	250,000	89	250,000	90	150,000	91				
Social Studies	250,000	88	250,000	89	250,000	90	150,000	91				
Support Materials:												
Tablas de Valores	450,000	95										
Math(reglas/cuadros)	600,000	94										
Mapas relieves					12,000	93						
Mapas Deptales			23,137	93								
Teachers' Guides:												

Summary of Materials PRINTED for EducaTodos Under PEEP Through EOP												
	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
SCHOOL MATERIALS	Quantit	Yr	Quantit	Yr	Quantit	Yr	Quantit	Yr	Quantit	Yr	Quantity	Yr
Math	10,000	88	7,000	89								
Spanish	10,000	88	7,000	89								
Science	10,000	88	7,000	89								
Social Studies	10,000	88	7,000	89								
Preparation	10,000 10,000	90 94		89								
Math Methods I A	12,000	94										
Math Methods I B	12,000	94										
Math Methods 2			12,000	93								
Pupils' Guides:												
Math					80,000	94	75,000	94				
Spanish					80,000	94	75,000	94				

Summary of PEEP Educationa Materials DISTRIBUTED Through EOP												
	Grade 1		Grade		Grade 3		Grade 4		Grade 5		Grade 6	
SCHOOL MATERIALS	Quantit	Yr	Quantit	Yr	Quantit	Yr	Quantit	Yr	Quantit	Yr	Quantity	Yr
Science					80,000	94	75,000	94				
Social Studies					80,000	94	75,000	94				
Notebooks:												
Spanish A *	300,000	92										
Spanish B	300,000	92										
Math A	300,000	92	250,000	94								
Math B	300,000	92	250,000	95								
Spanish			250,000	94								
Group Study Materials:												
Spanish 1									150,000	93	150,000	93
Spanish 2									150,000	93	150,000	93

Summary of PEEP Educational Materials DISTRIBUTED Through EOP												
	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
SCHOOL MATERIALS	Quantit	Yr	Quantit	Yr	Quantit	Yr	Quantit	Yr	Quantit	Yr	Quantity	Yr
Spanish 3									150,000	93	150,000	93
Spanish 4									150,000	93	150,000	93
Spanish 5									150,000	93	150,000	93
Math 1									150,000	93	150,000	93
Math 2									150,000	93	150,000	93
Math 3									150,000	93	150,000	93
Math 4									150,000	93	150,000	93
Science 1									150,000	93	150,000	93
Science 2									150,000	93	150,000	93
Science 3									150,000	93	150,000	93

Summary of PEEP Educational Materials DISTRIBUTED Through EOP												
	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
SCHOOL MATERIALS	Quantit	Yr	Quantit	Yr	Quantit	Yr	Quantit	Yr	Quantit	Yr	Quantity	Yr
Science 4									150,000	93	150,000	93
Science 5									150,000	93	150,000	93
Social Studies 1									150,000	93	150,000	93
Social Studies 2									150,000	93	150,000	93
Social Studies 3									150,000	93	150,000	93
Social Studies 4									150,000	93	150,000	93
Poster Series:												
Spanish	12,000	92										
Math	12,000	94										
Study Cards:												
Spanish	24,000	92										

Summary of PEEP Educational Materials DISTRIBUTED Through EOP												
	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
SCHOOL MATERIALS	Quantit	Yr	Quantit	Yr	Quantit	Yr	Quantit	Yr	Quantit	Yr	Quantity	Yr
Math	12,000	94										
Curriculum Materials:												
Basic Skills/Evaluati	35,000	94	Todos los grados									
Means of verification: Informe del estado acutal del trabajo del componente de textos escolares. Redacción e impresión.												

Indicadores:
* 600,000 94
  600,000 95

Summary of Materials PRINTED for EducaTodos Under PEEP Through EOP						
	Level 1		Level 2		Level 3	
ET Printed Materials	Quantity	Yr	Quantity	Yr	Quantity	Yr
Workbook 1	200,000	9495				
Workbook 2						
Workbook 3						
Workbook 4						
Means of verification: Informe de componentes del proyecto y productos obtenidos						

REIMPRESION POR GRADO

Materials RE-PRINT Under PEEP Through EOP

School Based Materials	1 Grade	2 Grade	3 Grade	4 Grade	5 Grade	6 Grade	PRINT
Textbooks: §							
Math	95 150,000						
Spanish	95 200,000						
Science							
Social Studies							
Guides (Teacher):							
Math							
Spanish							
Science							
Social Studies							
Preparation	95 20,000						

School Based Materials	1 Grade	2 Grade	3 Grade	4 Grade	5 Grade	6 Grade	PRINT
Guides (Pupil):							
Math							
Spanish							
Science							
Social Studies							
Notebooks:							
Spanish A ▸	93/94/95 1,200,000						
Spanish B o	93/94/95 900,000						
Math A o	94/95 900,000						
Math B o	94/95 900,000						
Group Study Materials:							
Spanish							

School Based Materials	1 Grade	2 Grade	3 Grade	4 Grade	5 Grade	6 Grade	PRINT
Math							
Science							
Social Studies							
Poster Series:							
Spanish							
Math							
Study Cards:							
Math							
Spanish							
Laminas:							

Indicadores:
- ▸ 4 reimpresiones en total 300,000 cada uno
- o 3 reimpresiones
- § Una reimpresión

Summary of PEEP Educational Materials DISTRIBUTED Through EOP						
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
SCHOOL MATERIALS	Year/Month	Year/Month	Year/Month	Year/Month	Year/Month	Year/Month
Math	03/94					
Curriculum Materials:						
Basic Skills/Evaluation 03/94 (1 título de 1o. a 6to.)						
Means of verification: Conocimiento de embarque firmado por Jefe de Distribución Carlos Licona, Asist. de Control y Distribuidor de Textos. Humberto Chinchilla Supervisor Auxiliar y por el transportista. Comprobante de entrega de las escuelas. *Luego los supervisores auxiliares piden un comprobante firmado al Director de la Esc. y lo enviasn al supervisor Deptal. Existen formularios que contienen la información firmada por las personas anteriormente mencionadas. EducaTodos han sido distribuidos 70,000 cartillas de 1er. nivel.						

INVENTARIO FISICO Y MANTENIMIENTO DE TEXTOS ESCOLARES

Total de distribución por año.

AñO	CANTIDAD
1992	1,183,073.00
1993	2,124,450.00
1994	4,172,934.00
1995	3,363,248.00

República de Honduras
MINISTERIO DE EDUCACION PUBLICA

	FECHA	
DIA	MES	AÑO

PROYECTO GDEH/AID No. 522-0273

EFICIENCIA DE EDUCACION PRIMARIA

CONOCIMIENTO DE EMBARQUE Nº 00924

He(mos) entregado en el Almacén Central, un embarque de materiales educativos al señor _____ _____ transportista, quien se compromete a entregarlo completo y en perfecto estado al Distrito Escolar No. _____ _____

_____
Autorizó
No. ID

_____
Despachó
Nombre
No. ID

El Supervisor Auxiliar de Educación Primaria del Distrito Escolar No. _____ con sede en la localidad de _____ Departamento de _____. siendo las _____ M. da fe de que recibió y aceptó de conformidad el material que se describe a continuación:

No.	DESCRIPCION	Textos	Guías	Grado	Cantidad	
					Cajas	Unidades
	TOTALES					

Para dar carácter legal al presente, se procede a firmar y sellar por las partes responsables a los _____ días del mes de _____ de mil novecientos noventa y _____.

Observaciones: _____

_____

_____
Transportó

Nombre
No. ID.
No. RTN
Vehículo tipo
Color
Placa

_____
Recibió

Nombre
No. ID.
Cargo

Original-Proyecto cc Despacho cc Transportista cc Supervisor Auxiliar cc Archivo Correlativo

Cuadro 7
Uso Reportado de los Textos en Primero a Cuarto Grados
n = 78*

Material Educativo	Rural (62)		Urbano (16)		Alto (36)		Bajo (42)		
	F	%	F	%	F	%	F		
Texto Español	35	56	9	56	21	58	23	55	44
Texto Matemáticas	18	29	5	31	15	42	8	19	23
Texto Ciencias Naturales	20	32	4	25	12	33	12	28	24
Texto Estudios Sociales	21	34	3	19	12	33	12	28	24

*Los maestros que atienden al menos uno de los grados de primero a cuarto son 78 en total, 62 del area urbana, 16 del area rural, 36 de alto rendimiento y 42 de bajo

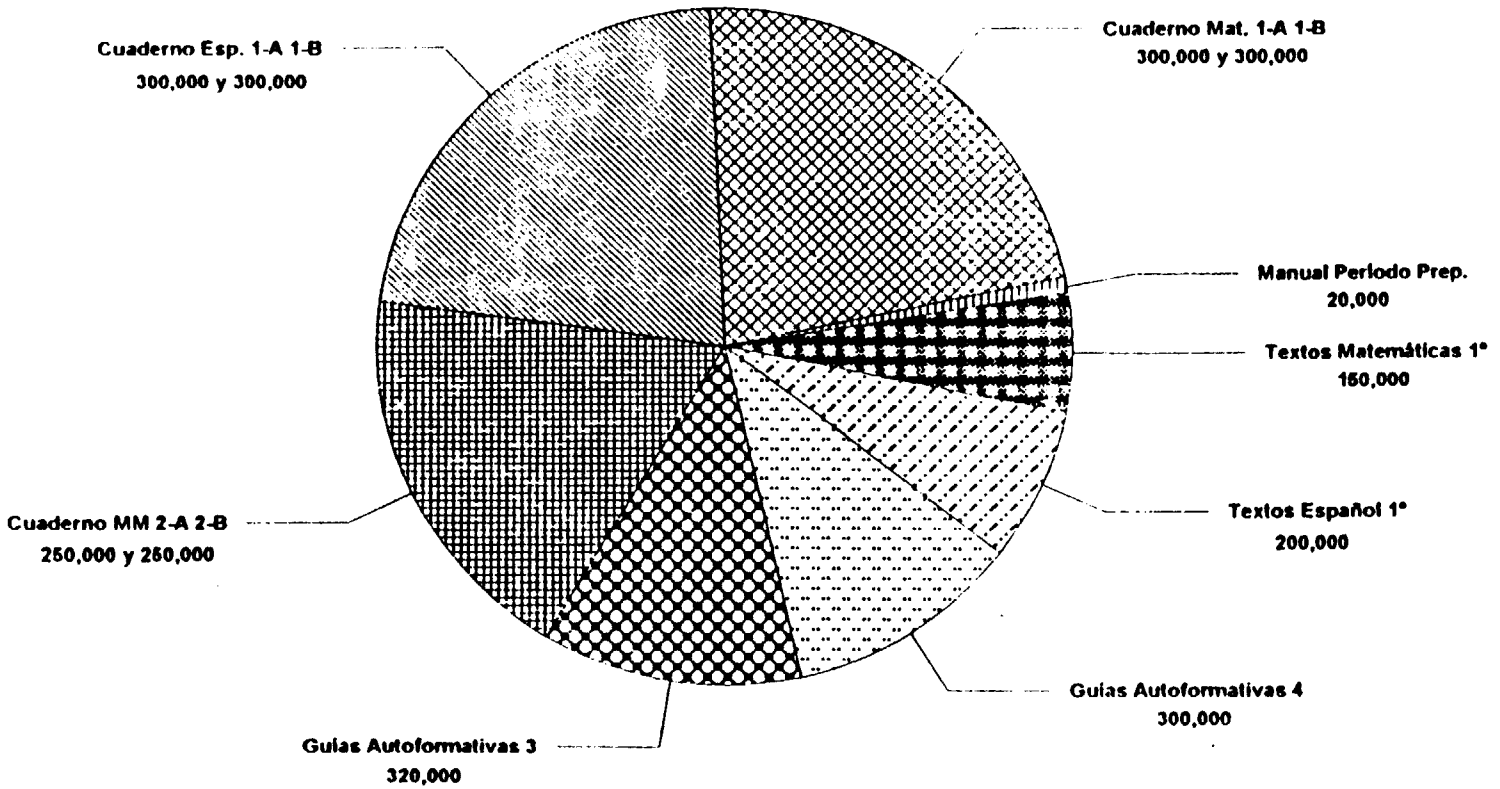
Cuadro 8
Uso Reportado de los Fascículos en Quinto y Sexto Grados
n = 47*

Material Educativo	Rural (39)		Urbano (8)		Alto (23)		Bajo (24)		Total (47)
	F	%	F	%	F	%	F	%	
Fascículo Español	11	28	6	75	9	39	8	33	17
Fascículo Matemáticas	3	8	5	62	5	22	3	12	8
Fascículo Ciencias Naturales	7	18	3	38	4	17	6	25	10
Fascículo Estudios Sociales	5	13	3	38	7	30	1	4	8

*Los maestros que atienden quinto y/o sexto grados son 47 en total: 39 del área rural y 8 del area urbana, 23 de alto rendimiento y 24 de bajo

Impresión de Materiales Educativos

1995



Summary of PEEP Educational Materials DISTRIBUTED Through EOP						
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
SCHOOL MATERIALS	Year/Month	Year/Month	Year/Month	Year/Month	Year/Month	Year/Month
Textbooks:						
Math	05/88	04/89	04/90	08/92		
Spanish	05/88	04/89	04/90	08/92		
Science	09/88	04/89	04/90	03/93		
Social Studies	09/88	04/89	07/90	03/93		
Support Materials:						
Tablas de Valores	03/94	06/95				
Math(reglas y cuadro)	03/94	06/95				
Mapas relires			03/94			
Mapas Deptales.		05/94				
Teachers' Guides:						

Summary of PEEP Educational Materials DISTRIBUTED Through EOP						
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
SCHOOL MATERIALS	Year/Month	Year/Month	Year/Month	Year/Month	Year/Month	Year/Month
Math	05/88	04/89				
Spanish	05/88	04/89				
Science	09/88	04/89				
Social Studies	09/88	04/89				
Preparation	03/95					
Math Methods I A	03/94					
Math Methods I B	08/94					
Math Methods 2		06/95				
Pupils' Guides:						
Math			05/95	05/95		
Spanish			05/95	05/95		

Summary of PEEP Educational Materials DISTRIBUTED Through EOP						
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
SCHOOL MATERIALS	Year/Month	Year/Month	Year/Month	Year/Month	Year/Month	Year/Month
Science			05/95	05/95		
Social Studies			05/95	05/95		
Notebooks:						
Spanish A	04/92					
Spanish B	11/92					
Math A	03/94	05/95				
Math B	03/94	03/95				
Spanish		08/94				
Group Study Materials:						
Spanish 1					05/93	05/93
Spanish 2					05/94	05/94

Summary of PEEP Educational Materials DISTRIBUTED Through EOP						
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
SCHOOL MATERIALS	Year/Month	Year/Month	Year/Month	Year/Month	Year/Month	Year/Month
Spanish 3					06/94	06/94
Spanish 4					09/94	09/94
Spanish 5					06/95	06/95
Math 1					05/93	05/93
Math 2					09/93	09/93
Math 3					06/94	06/94
Math 4					09/94	09/94
Science 1					05/93	05/93
Science 2					09/93	09/93
Science 3					06/94	06/94

Summary of PEEP Educational Materials DISTRIBUTED Through EOP						
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
SCHOOL MATERIALS	Year/Month	Year/Month	Year/Month	Year/Month	Year/Month	Year/Month
Science 4					09/94	09/94
Science 5					06/95	06/95
Social Studies 1					05/93	05/93
Social Studies 2					09/93	09/93
Social Studies 3					06/94	06/94
Social Studies 4					09/94	09/94
Poster Series:						
Spanish	08/92					
Math	03/94					
Study Cards:						
Spanish	03/93					

Materials Produced Under PEEP by EOP
Where Printed

Materials	1 Gr	2 Gr	3 Gr	4 Gr	5 Gr	6 Gr	ET 1	ET 2	ET 3
SCHOOL MATERIALS									
Textbooks:									
Math	CR	CR	CR	CR					
Spanish	CR	CR	CR	CR					
Science	CR	CR	CR	CR					
Social Studies	CR	CR	CR	CR					
Support Materials:									
Math (Tabla de V y C)	USA								
Poster Lami Mat	USA								
Guides (Teacher):									
Math	CR	CR							
Spanish	CR	CR							

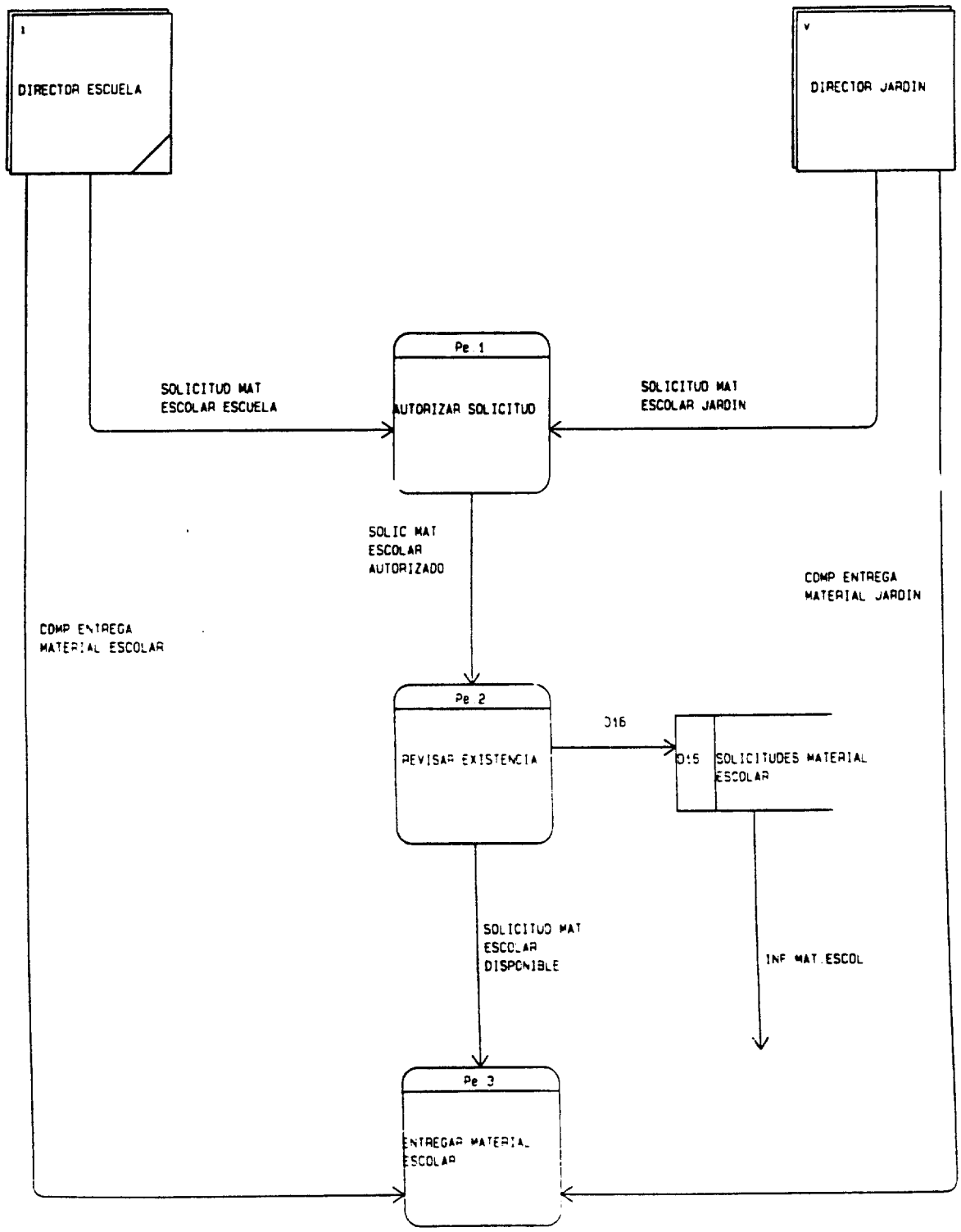
Materials	1 Gr	2 Gr	3 Gr	4 Gr	5 Gr	6 Gr	ET 1	ET 2	ET 3
SCHOOL MATERIALS									
Science	CR	CR							
Social Studies	CR	CR							
Preparation	HON CR								
Math Methods	HON								
Guides (Pupil):									
Math			USA	USA					
Spanish			USA	USA					
Science			USA	USA					
Social Studies			USA	USA					
Notebooks:									
Spanish A	HON US								
Spanish B	HON US								

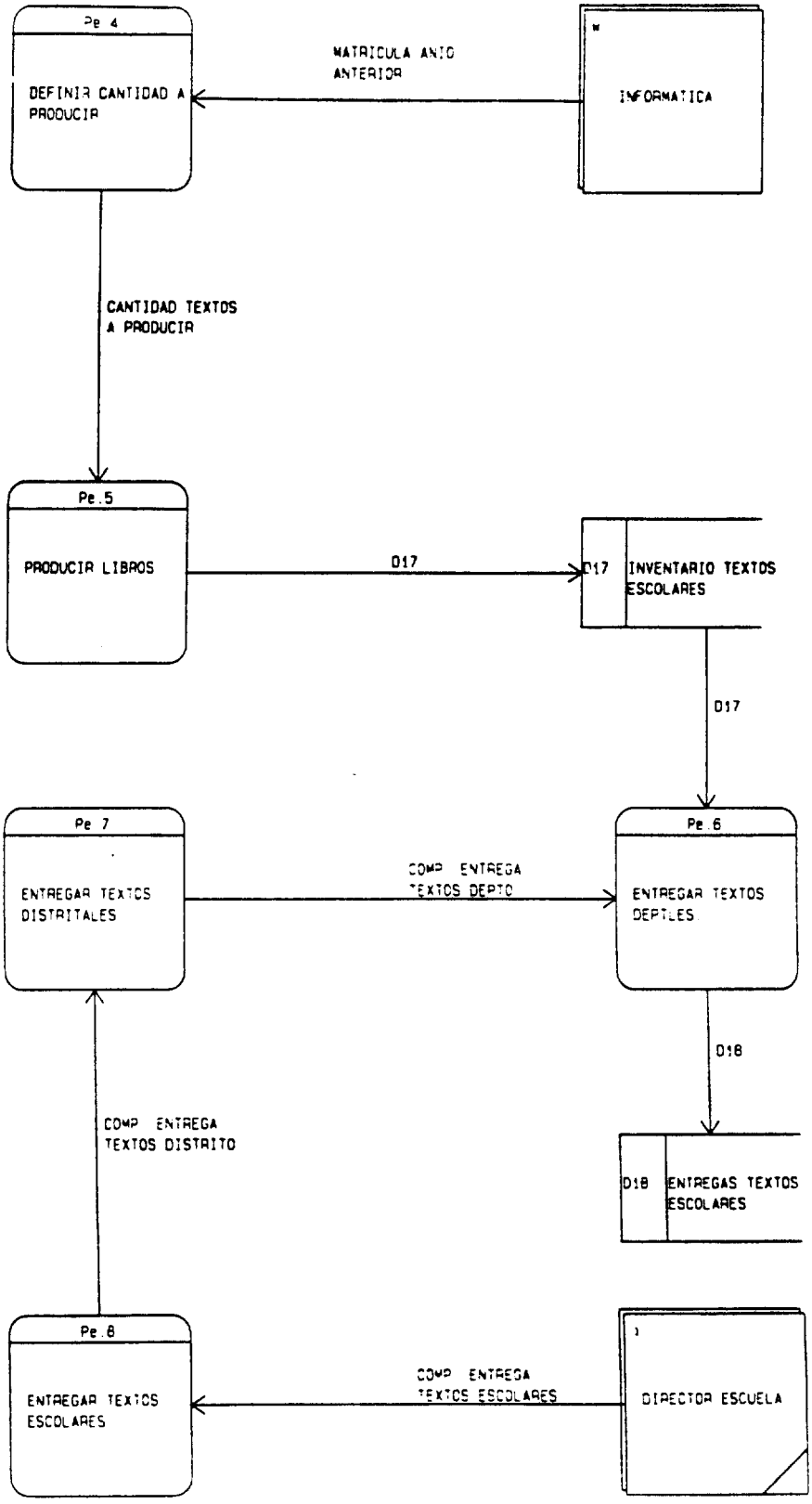
Materials	1 Gr	2 Gr	3 Gr	4 Gr	5 Gr	6 Gr	ET 1	ET 2	ET 3
SCHOOL MATERIALS									
Math A									
Math B	USA								
Spanish 1		CR							
Group Study Materials:									
Spanish 1					USA	USA			
Spanish 2					USA	USA			
Spanish 3					USA	CR			
Spanish 4					CR	CR			
Spanish 5					USA	CR			
Math 1					USA	USA			
Math 2					CR	CR			

Materials	1 Gr	2 Gr	3 Gr	4 Gr	5 Gr	6 Gr	ET 1	ET 2	ET 3
SCHOOL MATERIALS									
Math 3					CR	CR			
Math 4					CR	CR			
Science 1					USA	USA			
Science 2					CR	CR			
Science 3					CR	CR			
Science 4					CR	CR			
Science 5					CR	CR			
Social Studies 1					USA	USA			
Social Studies 2					CR	CR			
Social Studies 3					CR	CR			
Social Studies 4					CR	CR			

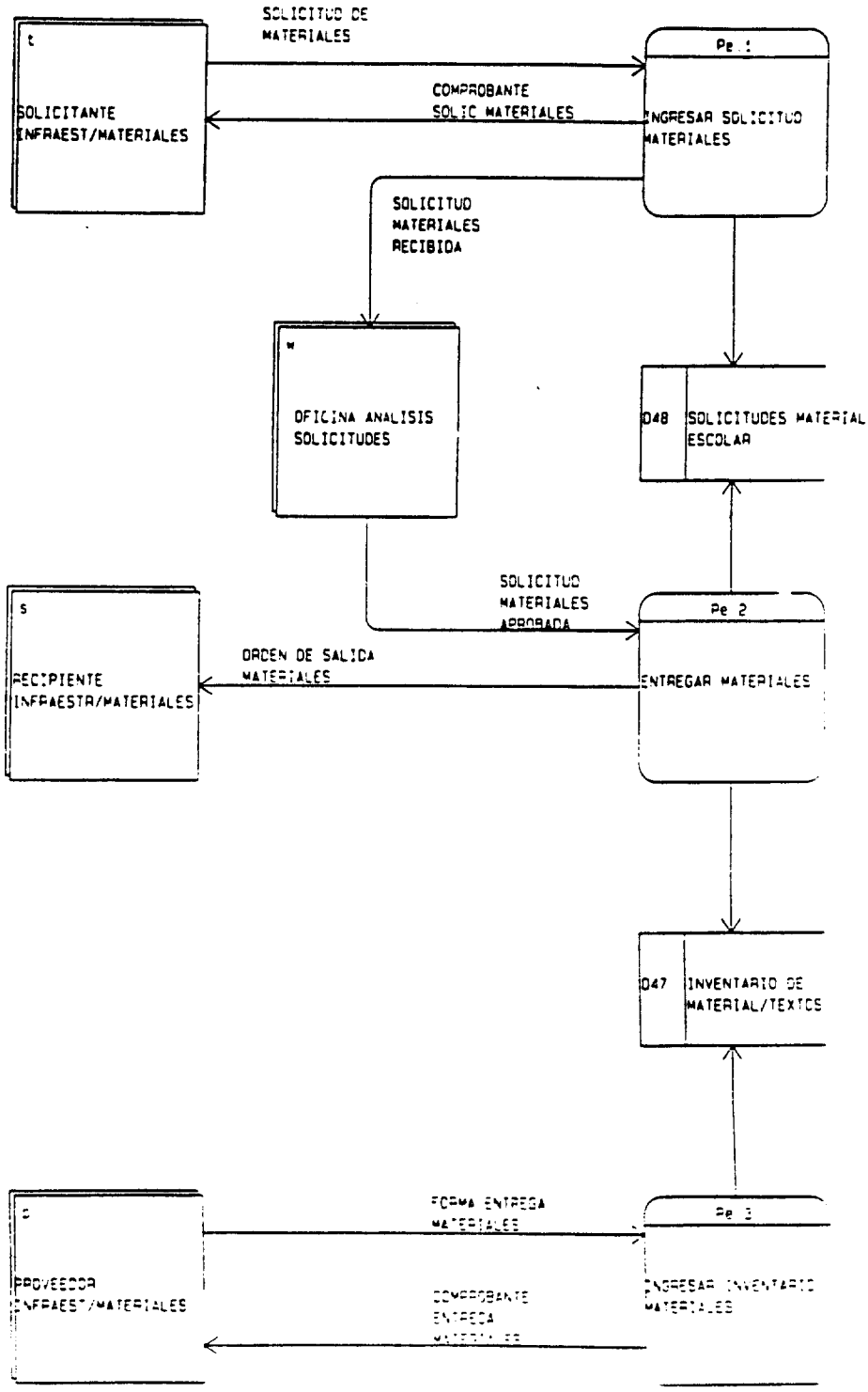
Materials	1 Gr	2 Gr	3 Gr	4 Gr	5 Gr	6 Gr	ET 1	ET 2	ET 3
SCHOOL MATERIALS									
Poster Series (juegos):									
Spanish Eficiencia Educ									
Math Tabla Valor/Cuadro	USA								
Study Cards (juegos):									
Spanish	CR								
Math									
Laminas de Math	CR								
Curriculum materials:									
Basic Skills Evaluation	CR								
Means of verification: Cartas enviadas a las imprentas (archivo)									

Indicadores:
CR Costa Rica
USA Estados Unidos
HON Honduras


1
DIRECTOR ESCUELA
V
DIRECTOR JARDIN
Pe 1
AUTORIZAR SOLICITUD
SOLICITUD MAT ESCOLAR ESCUELA
SOLICITUD MAT ESCOLAR JARDIN
SOLIC MAT ESCOLAR AUTORIZADO
COMP ENTREGA MATERIAL JARDIN
COMP ENTREGA MATERIAL ESCOLAR
Pe 2
REVISAR EXISTENCIA
D16
D15 SOLICITUDES MATERIAL ESCOLAR
SOLICITUD MAT ESCOLAR DISPONIBLE
INF MAT.ESCOL
Pe 3
ENTREGAR MATERIAL ESCOLAR


Pe 4
DEFINIR CANTIDAD A PRODUCIR
MATRICULA ANIO ANTERIOR
INFORMATICA
CANTIDAD TEXTOS A PRODUCIR
Pe.5
PRODUCIR LIBROS
D17
D17 INVENTARIO TEXTOS ESCOLARES
D17
Pe 7
ENTREGAR TEXTOS DISTRITALES
COMP ENTREGA TEXTOS DEPTO
Pe.6
ENTREGAR TEXTOS DEPTLES
D18
COMP ENTREGA TEXTOS DISTRITO
D18 ENTREGAS TEXTOS ESCOLARES
Pe.8
ENTREGAR TEXTOS ESCOLARES
COMP ENTREGA TEXTOS ESCOLARES
DIRECTOR ESCUELA

MATERIALES ESCOLARES



PROCESO DE PRODUCCION DE TEXTOS ESCOLARES Y MATERIALES EDUCATIVOS
PROYECTO EFICIENCIA DE LA EDUCACION PRIMARIA

PLANIFICACION	RECACCION	LEVANTAMIENTO	PRODUCCION	DISTRIBUCION
1 Reclutar el personal 2 Darle capacitación 3 Estudio de planes y programas, también políticas de gobierno 4 Estudio de la constitución y leyes educativas 5 Perfil del beneficiario 6 Red de alcance y secuencia	-Elaboración de manuscritos -Diseño de la lección -Primer borrador -Revisión de manuscritos -Se hacen observaciones y correcciones -Validación con muestra -Readecuación de la lección -Edición -Bosetos de ilustración -Páginas mecánicas (maquetas)	-Es meter en un programa de procesamiento de lecciones. WP Diagramación	-Scanear páginas -Hacer separación de colores -Fotomecánicas -Impresión -Revisión de pruebas -Impresión -Encuadernación(supervisión) -Empaque	-Plan de gira -Distribución a supervisiones auxiliares -Solicitud de datos a informática sobre matrícula anterior y hacer incremento del 10% -Supervisión de distribución

Medios de verificación: Sistematización de experiencia de elaboración de textos 1994.

AYUDA MEMORIA

SEMINARIO: CAPACITACION SOBRE ELABORACION DE MATERIALES EDUCATIVOS.

FECHA: 6, 7 Y 10 DE JULIO

ASISTENCIA: PERSONAL COMPONENTE DE TEXTOS ESCOLARES Y CAPACITACION.
Asesor Técnico USAID
Asesor Técnico AED
Directora del P.E.E.P.
Asisitente de la Dirección

TEMATICA:

1) PROYECTO EDUCATODOS
   - Propósito
   - Metodología
   - Evaluación
   - Estructura Gerencial
   - Actividades Realizadas

2) Metodología en la Producción de Materiales para el Proyecto EDUCATODOS.

3) Elaboración de esquemas de Lección,

4) Producción de una lección Modelo para III y IV Nivel.

5) Establecimiento del Proceso de Producción de Lecciones.

- La Temática fue desarrollada, llegando a las siguientes conclusiones y resoluciones.

1.- El Proyecto EDUCATODOS, tiene que ser exitoso, debe trascender a nivel nacional, no es un Proyecto de la Zona Sur.

2.- El proyecto EDUCATODOS debe presentar alternativas que respondan a las espectativas de la población que no ha tenido oportunidad de recibir educación.

3.- La prioridad del Proyecto es el Proyecto, producir las Cartillas y no las guías para el facilitador.

4.- El elemento principal es el facilitador.

5.- En la próxima visita a la zona se debe continuar con la promoción del Proyecto con el Sector Privado.

6.- Redactar un documento sobre el Sistema Andragógico para ser manejado por los participantes.

7.- Es necesario producir los materiales a marcha forzada para aprovechar los fondos disponibles.

8.- Las Cartillas del III y IV Nivel son urgentes, para poder ofrecer este producto a los beneficiarios el próximo año.

9.- Los materiales deben estar listos para impresión en un período de 3 meses; una lección diaria, lección escrita, lección revisada.

10.- La meta de producción en el presente año es:
Cartilla de III, IV, V y VI Nivel con los respectivos guiones radiales.

11.- El contenido de las lecciones debe basarse en las lecciones de los textos de la Serie "Mi Honduras"; éstos deben servir como punto de referencia para adaptarlo al joven adulto.

12.- Al momento de elaborar la lección, se tiene que pensar en 3 elementos príoritarios, orientados al desarrollo de los Rendimientos Básicos:
Material impreso, la radio y el facilitador.

13.- La persona que redacta la lección debe pensar que aspectos debe desarrollar en el material impreso, en la radio; que le corresponde hacer al facilitador y que le va a pedir al ilustrador y al guionista.

14.- La lectura en cada lección debe seleccionarse de tal manera que de lugar a desarrollar otros contenidos que permita la integración de las diferentes asignaturas.

15.- El Contexto dramático debe ir en la radio.

16.- El concepto de tarea debe ser manejado después de la lección radial.

17.- Las lecciones seguirán manteniendo el estilo de Nuevo manecer.

18.- La Cartilla del II Nivel debe estar impresa el 30 de agosto.

19.- Las lecciones radiales del II Nivel deberán reelaborse cuando esté la Cartilla.

20.- Las Cartillas del III y IV Nivel deben estar impresas en el mes de marzo de 1996.
Las páginas mecánicas en la segunda quincena del mes de octubre de 1995 y las especificaciones el 15 de septiembre.

21.- Las preguntas, tanto en el material impreso como en la radio deben ser directas, que den respuestas concretas y bien definidas.

22.- La lección debe elaborarse de tal manera que motive y le guste al beneficiario, de tal manera que favorzca la inter actividad

23.- En las lecciones debe evitarse la memorización, manejar otros niveles como la compresión, aplicación e interpretación, llegar más a la explotación de lo que las personas pueden dar.

24.- El Editor es clave en el desarrollo de las lecciones; el doordinador del Componente tiene la responsabilidad de apoyar el trabajo y desarrollar la parte administrativa.

25.- Se organizarán dos equipos de trabajos, los que deben producir una lección diaria, durante 3 meses.

a) Equipo III Nivel

Editor	Xenia Mejía
Redactor	Juan Pablo Rubio
Redactor	José Domingo Andrade
Guionista Académico	Norma Medina

b) Equipo IV Nivel

Editor	Maritza Barahona
Redactor	Mirna Barahona
Redactor	Reinerio Bulnes
Guionista Académico	Delia Sosa

26.- Se debe seguir el siguiente esquema:
PROCESO DE REDACCION DE LECCIONES:

a) Asignación de lecciones.

b) Estudiar bloque de lecciones ---Serie mi Honduras
---Rendimientos Básicos
---Curriculum

c) Toma de decisiones---Facilitador
---Lección Radial
---Material Impreso

d) Escribir Lección.

e) Formular guía para la lección Radial.

f) Desarrollo de la Guía.

27.- PROCESO DE PRODUCCION:

Redactor	Editor	Comité Ejecutivo
a) 2 páginas de MI	a) Proceso Metodológico.	a) Lección Escrita
b) Especificaciones Guía Radial	b) Revisar enfoques.	b) Guión Radial
c) Especificaciones para ilustraciones		
Ilustrador - Hacer bocetos	Guionista Académico -Elaborar guión Académico para 20' de trasmisión.	Producción Final

28.- PROCESO DE REVISION:

I INTRODUCCION

El presente informe recoge los resultados obtenidos en la gira realizada a los departamentos de Valle, Choluteca, El Paraiso, Copan, Ocotepeque, Intibucá, Lempira, La Paz, y Comayagua con el propósito de verificar la existencia, distribucion y necesidades de los materiales educativos de la Serie "Mi Honduras" que proporciona la Secretaria de Educacion Publica a traves del Proyecto "Eficiencia de la Educacion Primaria" y recabar información sobre el funcionamiento de los CAD y Bodegueros Zonales HOPS.

II ACTIVIDADES REALIZADAS

a) Reunion con los Supervisores Departamentales y Auxiliares para darles a conocer el propósito de la visita.

b) Aplicacion de los cuadros para recabar las necesidades de materiales de 1E a 6E grado (ver cuadros anexos 1, 2, 3, 4.

c) Recoger información sobre los Centros de Almacenaje Zonales y Bodegueros CAZS -HOPS (ver cuadros anexos 5 y 6)

d) Detección de problemas en la distribución de materiales (ver cuadro No 7)

III PROBLEMAS GENERALES ENCONTRADOS EN LOS DEPARTAMENTOS VISITADOS

1) Materiales entregados con mucho tiempo de retraso en las Supervisiones Auxiliares.

2) Materiales incompletos por asignatura en varias de las cajas entregadas.

3) Materiales educativos encontrados en las Supervisiones Auxiliares y Departamentales sin ser distribuidos hasta el momento de la visita.

4) Materiales educativos dejados en otras sedes.

5) Carencia en las escuelas de los siguientes materiales:

- Libros de Primer grado de español y matemáticas
- Libros de segundo grado de español y matemáticas
- Guías para el maestro de 1º, 2º, 3º y 4º grado.
- Manual del periodo de preparación.

6 Materiales entregados en altas horas de la noche y recibidos por otras personas ajenas a la supervisión.

7 La asignación de $30.00 dejados por el transportista es insuficiente para transportar los materiales a su destino.

8 Materiales distribuidos conforme matrícula de años anteriores.

9 El 50% de maestros por CAD no esta de acuerdo a las indicaciones giradas por el CNB.

10 Los Centros de Aprendizaje Docente en los departamentos visitados estar organizados; sin embargo, por informes de los supervisores, no funciona, excepto en algunos lugares.

11 Los CAD que funcionan la mayor frecuencia de reunión es el sabado; habiendo otros que se reunen otros dias de la semana contradiciendo las instrucciones giradas.

12 Los CAD de coordinadores, Supervisores Auxiliares y Departamentales no se han programado en ninguno de los departamentos visitados.

13 Varios de los expedientes CAPS-MOPS han sido trasladados a otros lugares del mismo departamento y a otros.

14 Falta capacitación sobre los materiales distribuidos, según reclamos hechos por maestros y supervisores.

15 Se encontraron muchos supervisores nuevos que desconocen el rol para el que fueron retornados.

IV SUGERENCIAS

1) Dotar del material educativo faltante a todas las escuelas de los departamentos visitados, en el menor tiempo posible.

2) Que los materiales educativos sean distribuidos a cada Supervisor Auxiliar, como responsable del Distrito Escolar.

3) Revisar las actuales sedes de distribución a fin de que los materiales lleguen oportunamente a su destino.

4) Cuando el distribuidor no pueda ir a dejar los materiales hasta los distritos correspondientes deben dejar el dinero suficiente para su traslado.

5) Los materiales educativos deben ser enviados a las escuelas al principio del año.

6) [illegible]

7) [illegible]

8) [illegible] Honduras.

9) Aprovechar a los [illegible] CAPE [illegible] para que hagan el efecto multiplicador en las acciones de capacitación que el [illegible] desarrolla.

10) Reactivar los Centros de Aprendizaje Docente como una estrategia de capacitación.

11) Capacitar en las diferentes áreas de la supervisión y administración escolar a los nuevos Supervisores Auxiliares.

V CONCLUSIONES SOBRE LA GIRA REALIZADA

1) Es notoria la necesidad de materiales educativos de la Serie "Mi Honduras" en todos los departamentos visitados; tanto por el incremento de matrícula como por su valor didáctico y científico que éstos representan en el proceso de enseñanza aprendizaje.

2) Con prioridad se necesitan los libros de Español de 1º grado y en su orden los de Matemáticas.

3) Es observable la necesidad de guías para el maestro en los grados 1º, 2º, 3º y 4º.

4) El documento sobre el período de preparación es reclamado urgentemente por los maestros, debido al valor didáctico que éste tiene para el proceso metodológico de la lecto escritura.

5 Grandes cantidades de materiales educativos llegan tardíamente a las escuelas porque las sedes de distribución no son las más adecuadas ni convenientes.

6 Los materiales no responden a las cantidades señaladas en la requisición.

7) En varios distritos escolares se encontraron materiales educativos que no han sido distribuidos en las escuelas.

8) Se encontraron materiales educativos dejados por el distribuidor en Supervisiones Auxiliares que corresponden a otros distritos escolares.

9 Se pudo comprobar que en varios distritos escolares los materiales llegaron incompletos y equivocados.

10) Los materiales son entregados en altas horas de la noche.

11) Es necesaria la capacitación sobre los materiales que recientemente se han distribuido.

12) Los Centros de Aprendizaje Docente (CAD) no se encuentran funcionando en los departamentos visitados salvo algunas excepciones.

13) Las bodegas de Supervisión escolar en los pocos distritos visitados, no responden a las exigencias actuales.

p. 21

In 1991 a 9 person training team conducted a tour of 9 departments and collected information on the distribution and use of instructional materials. The team interviewed auxiliary supervisors, inventoried materials at the district and school levels, identified problems with the distribution of materials, and collected information on training.

Among other matters, they report that: materials were kept longer than necessary by auxiliary supervisors, some auxiliary supervisors had not yet distributed the materials, some of the boxes delivered were incomplete, materials were delivered to the wrong site, materials were delivered outside of office hours to persons other than the supervisors, shortages of math and Spanish books for 1st and 2nd grade, materials were delivered in accordance with the previous year's matriculation numbers, funding was insufficient to transport of materials to their final destination (see Annex [illegible]).

p. 25

PEEP's instructional materials have changed many Honduran classrooms from being dependent on teachers to being dependent on printed materials. Having created this demand, the GOH and the donor community have an obligation to provide teachers with an uninterrupted supply of books as the current stock wears out. This obligation will be met, in part, with financing and technical assistance provided under the World Bank's Honduran Basic Education Project for textbook revision, production and distribution. The textbook supply chain is long and complex, and problems can occur at any point in the process. The evaluation team reviewed the World Bank's Staff Appraisal paper and has two caveats regarding the textbooks and didactic materials component:

1. An opportunity to base textbook revisions on pupil mastery of content will be missed if, as currently proposed, the revisions are based primarily on expert opinion. Student experience with the educational materials in the classrooms and the availability of criterion referenced tests to measure subject matter learning provide a means for a more thorough revision of the materials.

2. Long delays in reprinting and distribution caused by complications associated with project start up may have the unfortunate consequence of reversing classroom level gains. It is unclear whether the following agreed upon schedule for materials review, revision and reprinting is still realistic.

Annex D

Annex D

1. Reporte Trimestrial Contribucion de Contraparte
2. Informe de las Metas Logradas por: El Componente VII Construccion, Mantenimiento y Renovacion de Edificios Escolares.
3. Manual de Construccion para la Escuela de Adobe: Materiales y Recursos Locales
4. Lista de Participantes que Asisten al "Seminario Taller de Technologia de Adobe"
5. Diagrama de Flujo para Contratacion Page de Personal y Establecimiento de Fondo Rotatorio.

D 9 Libby

REPORTE TRIMESTRAL-CONTRIBUCION DE CONTRAPARTE
PERIODO DEL 1 DE OCT. AL 31 DE DIC. DE 1993
(VALORES EN LEMPIRAS)

PROYECTO Nº: AID 522-0273
NOMBRE DEL PROYECTO: EFICIENCIA DE LA EDUCACION PRIMARIA COMPONENTE VI: CONSTRUCCION, MANTENIMIENTO Y RENOVACION DE EDIFICIOS ESCOLARES
UNIDAD EJECUTORA: DIRECCION GENERAL DE CONSTRUCCIONES ESCOLARES
DIRECTOR DEL PROYECTO: ING. ANIBAL AGUILAR NOLASCO.

ESTRUCTURA O ACTIVIDAD PRESUPUESTARIA	ACUMULADO ANTERIOR		PRESUPUESTADO 1993		MOV. ESTE TRIMESTRE		ACUMULADO DE 1993		ACUMULADO TOTAL	
	EFECTIVO	ESPECIES	EFECTIVO	ESPECIES	EFECTIVO	ESPECIES	EFECTIVO	ESPECIES	EFECTIVO	ESPECIES
ORNALES	724,071.00	0.00	789,640.00	0.00	308,288.00	0.00	715,488.00	0.00	1,032,359.00	0.00
ELDOS	2,885,356.11	0.00	373,400.00	0.00	128,586.63	0.00	358,431.63	0.00	3,013,942.74	0.00
IATICOS	138,134.60	0.00	61,150.00	0.00	18,329.70	0.00	57,871.27	0.00	156,464.30	0.00
ERVICIOS	387,301.49	0.00	109,500.00	0.00	30,392.18	0.00	103,014.50	0.00	417,693.67	0.00
OMBUSTIBLES	390,837.13	0.00	85,200.00	0.00	3,615.00	0.00	72,814.91	0.00	394,452.13	0.00
ATERIALES	6,312,772.43	0.00	680,480.00	0.00	(7,360.08)	0.00	652,718.37	0.00	6,305,412.35	0.00
QUINARIA Y MOBILIARIO	1,967,535.86	0.00	192,100.00	0.00	16,210.00	0.00	137,422.00	0.00	1,983,745.86	0.00
ONSTRUCCION	1,019,881.66	0.00	88,700.00	0.00	4,588.34	0.00	79,117.50	0.00	1,024,470.00	0.00
EPARACION	219,487.59								219,487.59	0.00
)-TOTAL	14,045,377.87									
EPARACION CENTRO DE ACTUALI										
ACION DEL MAGISTERIO 1992	493,617.28								493,617.28	
TOTALES	14,538,995.15	0.00	2,380,170.00	0.00	502,649.77	0.00	2,176,878.18	0.00	15,041,644.92	0.00

PREPARADO POR

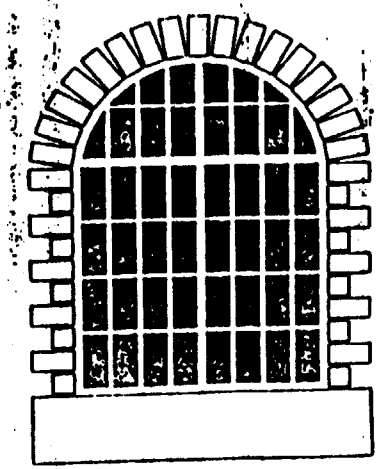
REVISADO POR

AUTORIZADO POR

PROYECTO AID 522-0273

MANUAL de CONSTRUCCION para la ESCUELA DE ADOBE

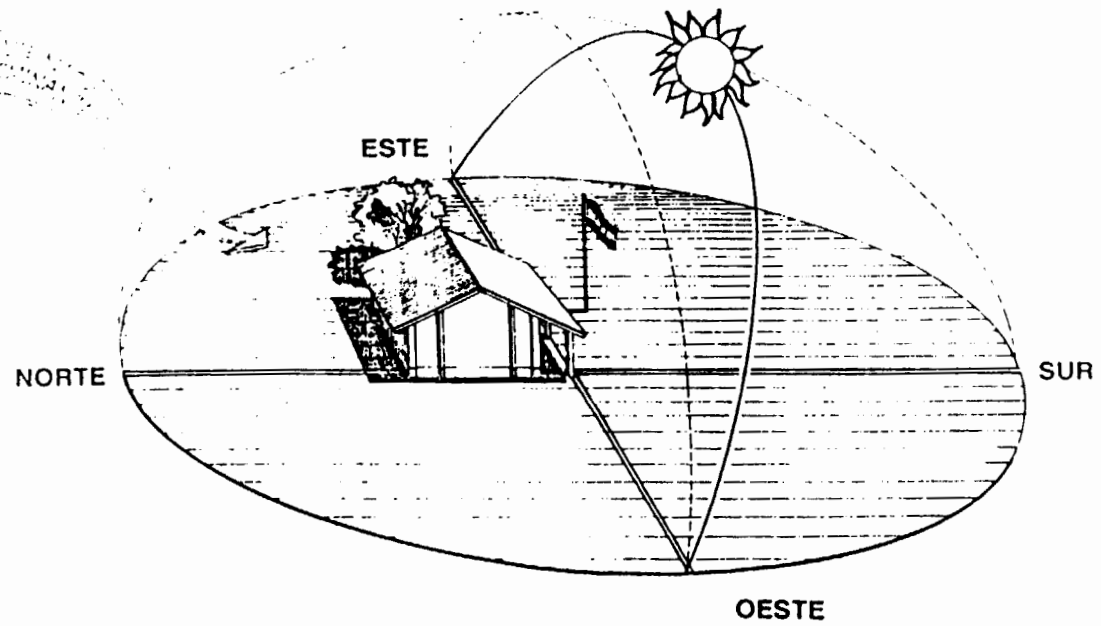
Materiales y recursos locales



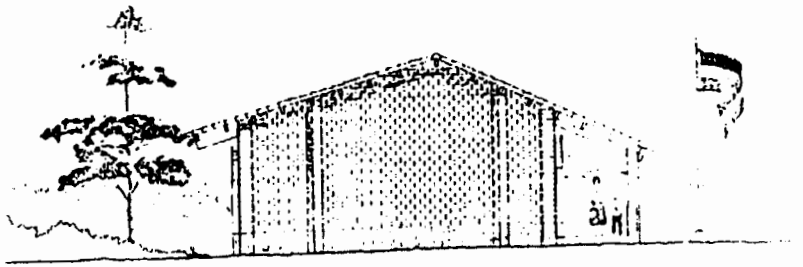
USAID

DIRECCION GENERAL DE CONSTRUCCIONES ESCOLARES
MINISTERIO DE EDUCACION PUBLICA
REPUBLICA DE HONDURAS

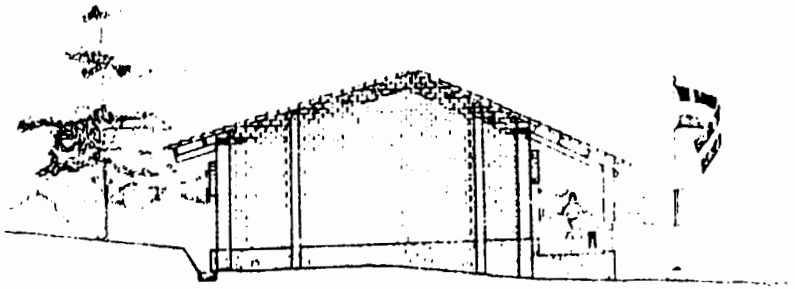
ORIENTACION Y UBICACION



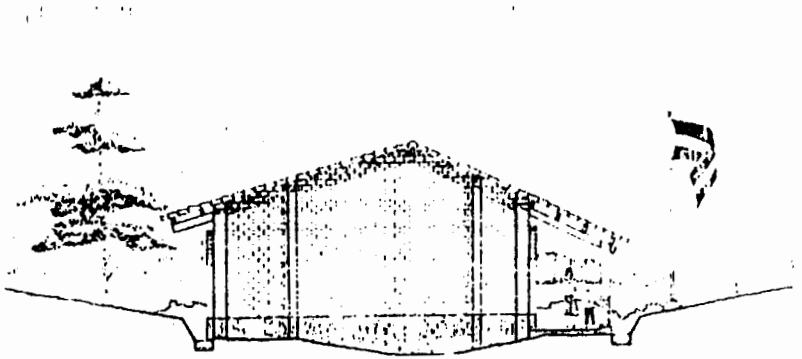
ORIENTACION DE LA ESCUELA RESPECTO
A LA TRAYECTORIA DEL SOL



1 TERRENO IDEAL



2 TERRENO ACEPTABLE



3 TERRENO NO-ACEPTABLE

1 TERRENO IDEAL

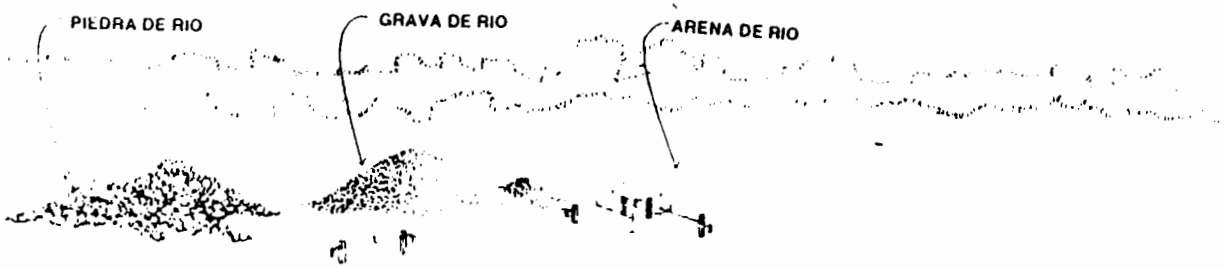
EL TERRENO IDEAL ES UN TERRENO PLANO, PORQUE ASI SE EVITAPAN CORTES Y RELLENOS DEL MISMO Y NO HABRA PROBLEMA DE INUNDACIONES.

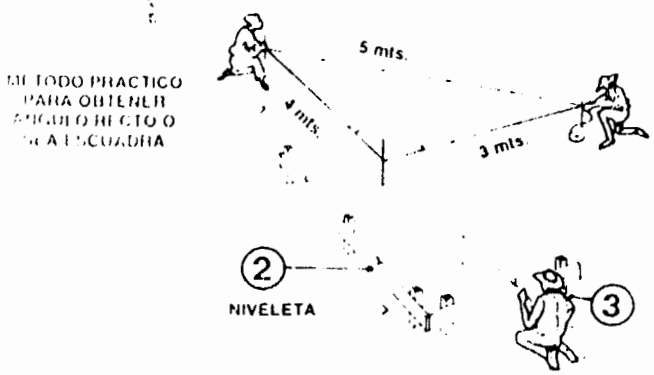
2 TERRENO ACEPTABLE

EL TERRENO PODRA SER INCLINADO DE UN SOLO LADO, EN ESTE CASO DEBERA NIVELARSE LA ZONA DONDE SE CONSTRUIRA LA ESCUELA.

3 TERRENO NO ACEPTABLE

NUNCA DEBERA ESCOGERSE UN TERRENO COMO SE MUESTRA EN EL DIBUJO CON PENDIENTE EN AMBOS LADOS. ESTA FORMA DE TERRENO ES PROPIA PARA LAS INUNDACIONES EN TIEMPO DE LLUVIA.



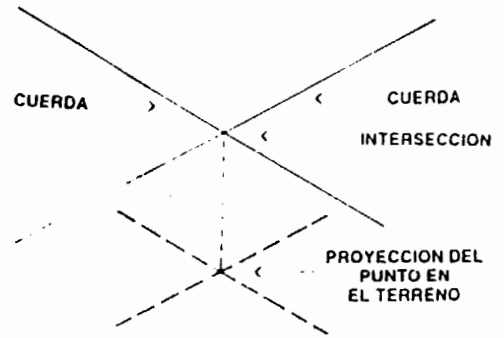


(1) LIMPIEZA DEL TERRENO

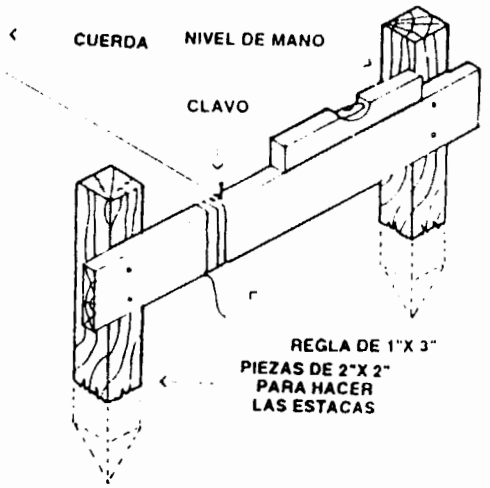
- PARA EMPEZAR A LIMPIAR EL TERRENO ES NECESARIO DELIMITAR LA ZONA QUE OCUPARA LA CONSTRUCCION (ESCUELA).
- SE LIMPIARA EL TERRENO CORTANDO O SEA CHAPEANDO EL MONTE, QUITANDO TRONCOS, RAICES, PIEDRAS O CUALQUIER OBSTACULO QUE SE ENCUENTRE EN EL TERRENO.
- EL TERRENO DEBERA EMPAREJARSE LO MAS POSIBLE RELLENANDO O SACANDO TIERRA DONDE CORRESPONDA.

MATERIALES Y EQUIPO

- PIEZAS DE MADERA DE 2"X 2"
- REGLAS DE MADERA DE 1"X 3"
- CORDEL
- CLAVOS
- CINTA METRICA
- MARTILLO
- MACHETE
- SERRUCHO
- PALA
- ASADON
- CARRETILLA DE MANO
- NIVEL DE MANO
- LAPIZ
- PLOMADA

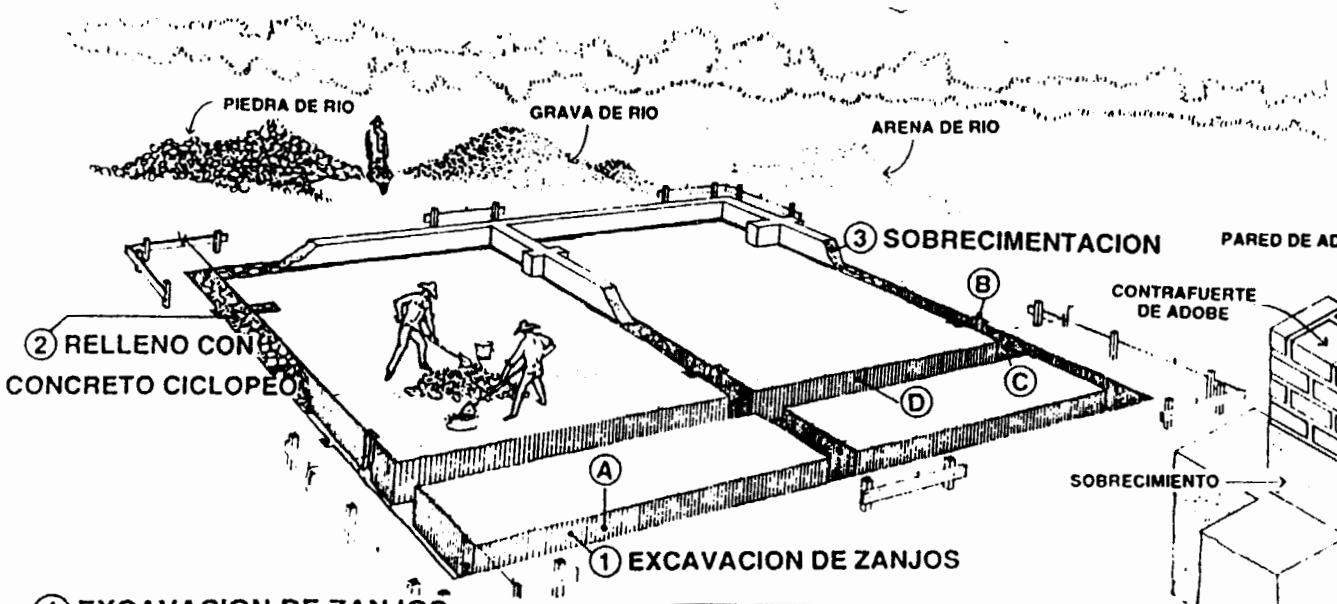


(3) MARCACION DEL TERRENO CON CUERDA



(2) FABRICACION Y COLOCACION DE NIVELETAS

EXCAVACION Y CIMENTACION



① EXCAVACION DE ZANJOS

DESPUES DE HABER MARCADO EL EDIFICIO SOBRE EL TERRENO, SE PROCEDE A LA EXCAVACION HASTA LOGRAR LAS DIMENSIONES NECESARIAS DE LOS ZANJOS. (VER DETALLE DE ZANJO)

② RELLENO CON CONCRETO CICLOPEO

AL HACER LOS ZANJOS DEBERA TENERSE CUIDADO QUE EL FONDO ESTE SECO, QUE ESTE LIBRE DE RAICES O MATERIA ORGANICA, PARA LUEGO PROCEDER A LA FUNDICION CON CONCRETO CICLOPEO, QUE SE LOGRA CON UNA MEZCLA 1:6 (CEMENTO, ARENA) Y SE TIRA DESPUES LA PIEDRA DE RIO.

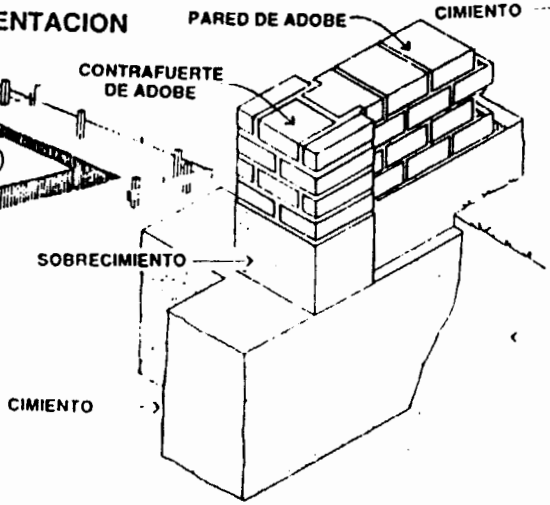
③ SOBRECIMENTACION

EL SOBRECIMIENTO SE LOGRA CON CONCRETO CICLOPEO Y NOS SIRVE PARA AISLAR LA PARED DEL SUELO Y TAMBIEN PARA LOGRAR NIVELACION TOTAL DEL TERRENO.

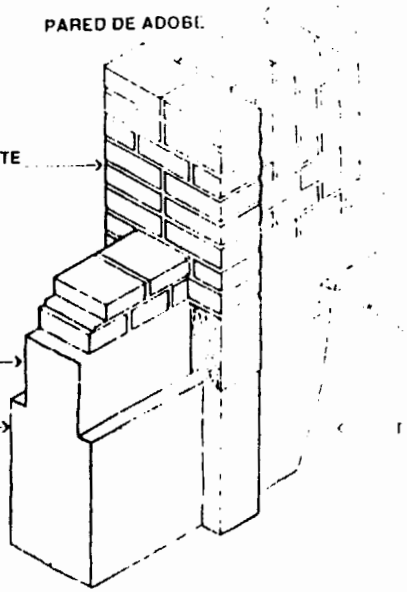
MATERIALES Y EQUIPO

- CEMENTO
- ARENA
- GRAVA DE RIO
- PIEDRA DE RIO
- MADERA
- CLAVOS
- AGUA
- PICO
- PALA
- CUBETA
- CARRETILLA DE MANO

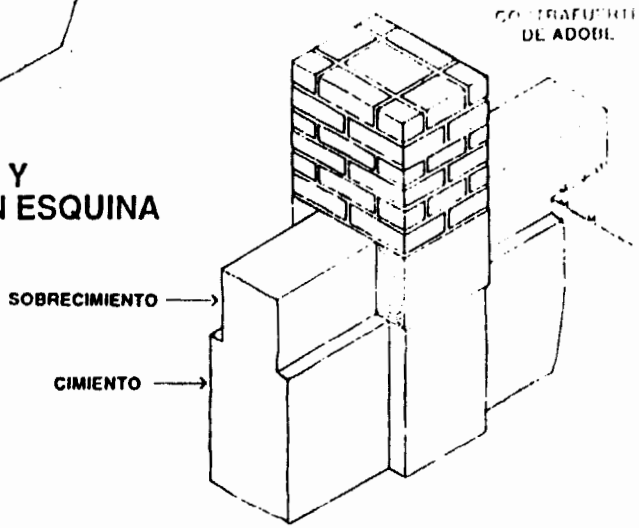
Ⓐ DETALLE DE ZANJO Y CIMIENTO



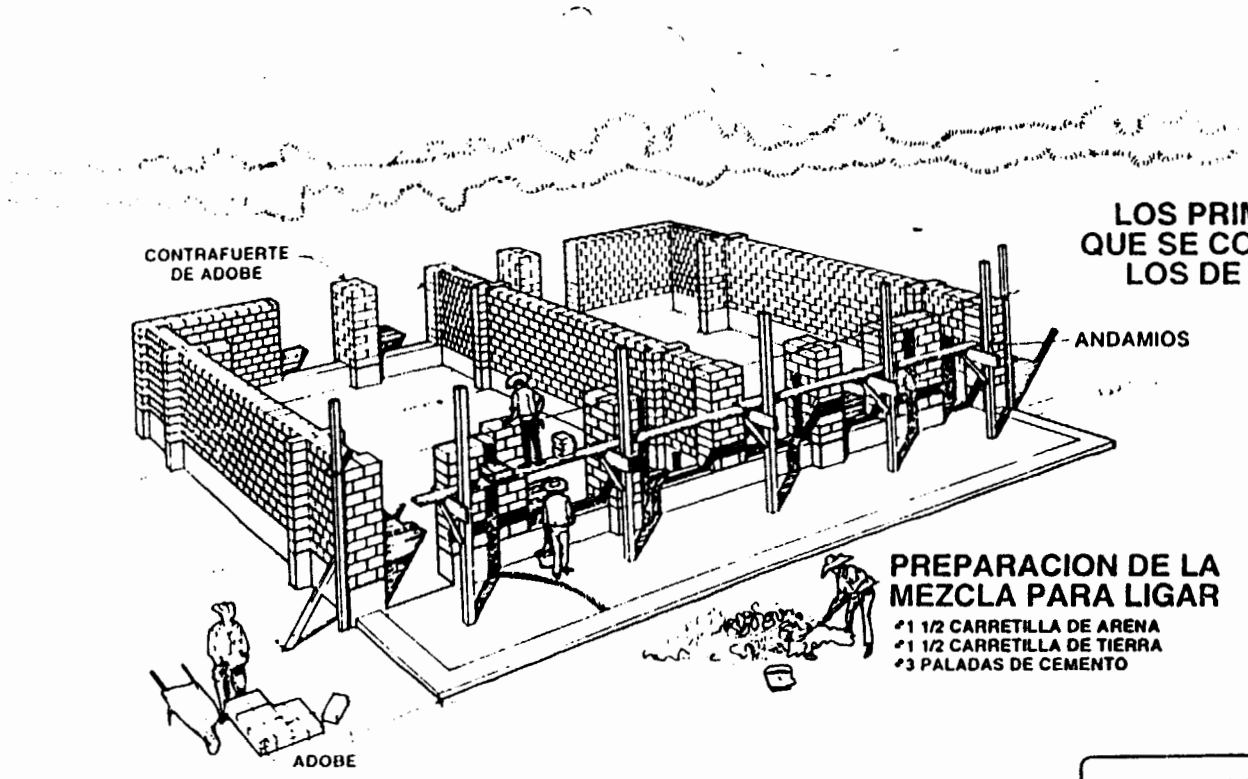
Ⓒ CIMIENTO Y PARED EN ESQUINA



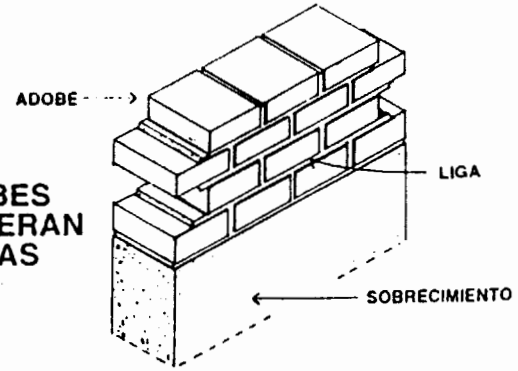
Ⓑ CIMIENTO Y CONTRAFUERTE DE PARED



Ⓓ CIMIENTO Y CONTRAFUERTE ENTRE VENTANAS



LOS PRIMEROS ADOBES QUE SE COLOCARAN SERAN LOS DE LAS ESQUINAS

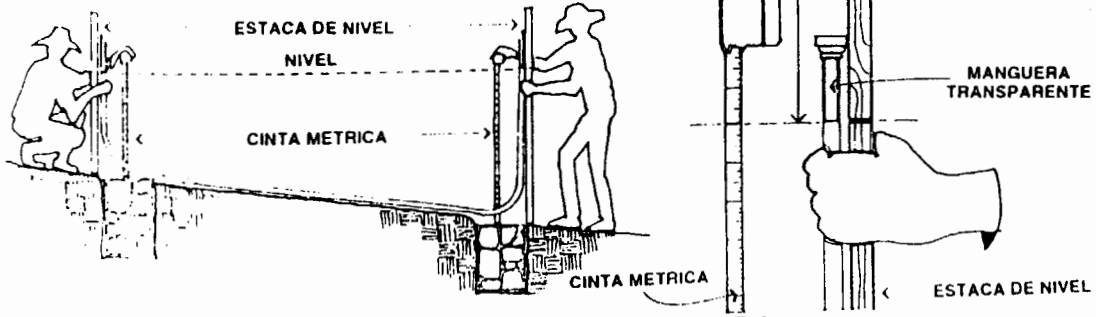


COMO SE DEBE COLOCAR EL ADOBE PARA LEVANTAR UNA PARED

LAS PAREDES Y CONTRAFUERTES DEBEN LEVANTARSE SIMULTANEAMENTE

PREPARACION DE LA MEZCLA PARA LIGAR

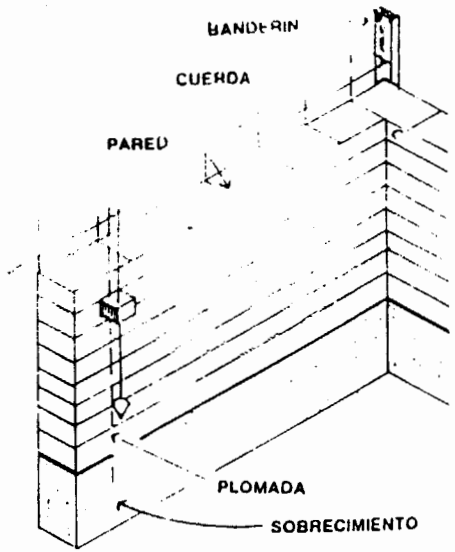
- 1 1/2 CARRETILLA DE ARENA
- 1 1/2 CARRETILLA DE TIERRA
- 3 PALADAS DE CEMENTO



COMO NIVELAR CON MANGUERA

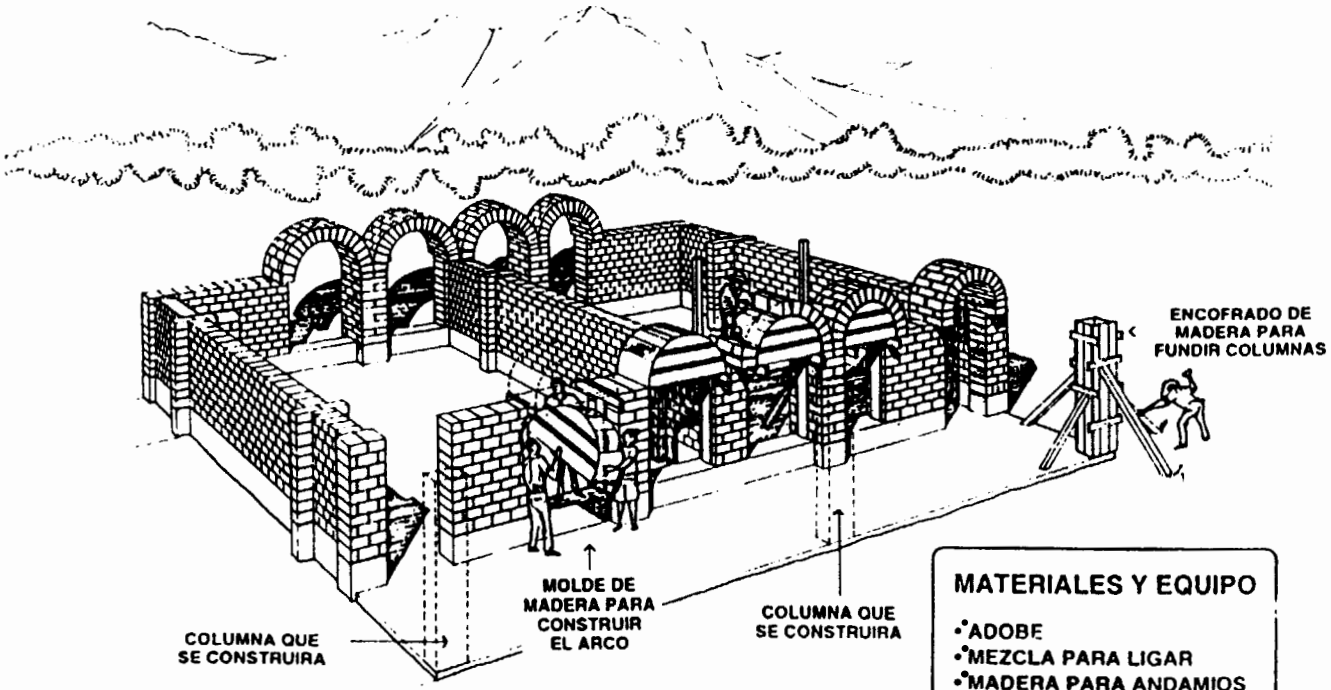
MATERIALES Y EQUIPO

- ADOBE
- MEZCLA PARA LIGAR
- MADERA PARA ANDAMIOS
- MADERA PARA BANDERINES
- CLAVOS
- CORDEL
- SERRUCHO
- PALA
- CARRETILLA DE MANO
- CUBETA
- NIVEL DE MANO
- MANGUERA TRANSPARENTE
- AGUA
- MARTILLO
- PLOMADA



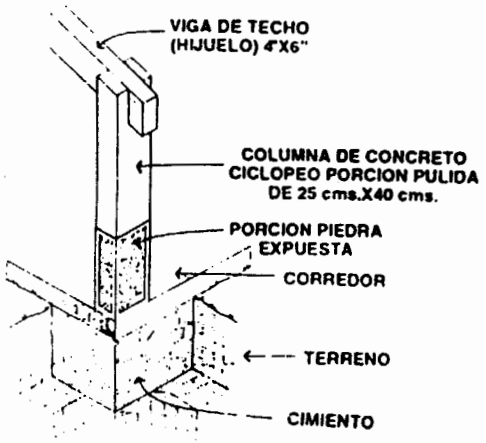
COMO NIVELAR Y APLOMAR LAS PAREDES

ELABORACION DE LOS ARCOS PARA PUERTAS Y VENTANAS



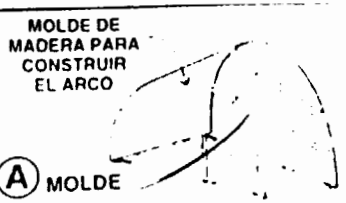
MATERIALES Y EQUIPO

- ADOBE
- MEZCLA PARA LIGAR
- MADERA PARA ANDAMIOS
- MADERA PARA MOLDE
- CLAVOS
- SERRUCHO
- MARTILLO

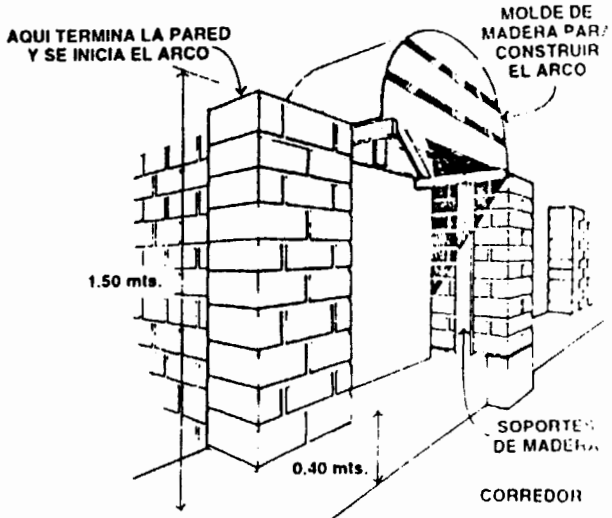


COLUMNA

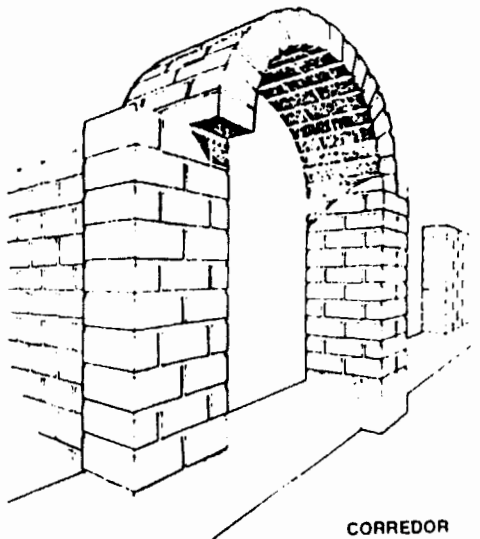
PARA CONSTRUIR LOS ARCOS CON ADOBE, ES NECESARIO FABRICAR MOLDES DE MADERA, COMO SE MUESTRA EN LOS DIBUJOS A Y B, LUEGO COLOCARLO EN LOS BOQUETES CORRESPONDIENTES (PARA PUERTAS O VENTANAS), SOLAMENTE ASI PODREMOS IR COLOCANDO UNO TRAS OTRO LOS ADOBES, HASTA FORMAR EL ARCO. CUANDO LA LIGA ENTRE ADOBES SE HAYA SECADO, PODREMOS RETIRAR EL MOLDE.



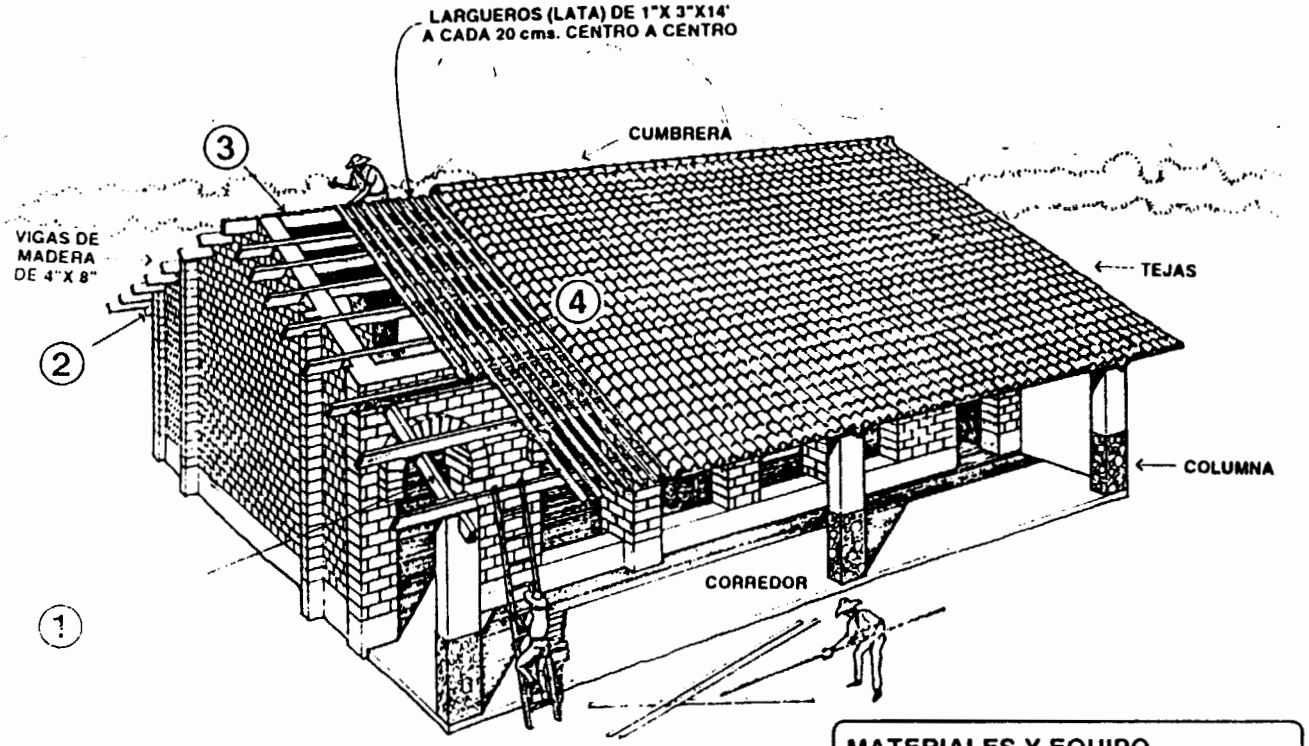
DIBUJO (A) MOLDE

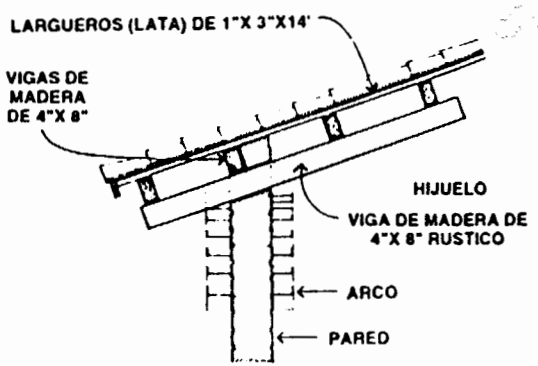


DIBUJO (B) COLOCACION DEL MOLDE DE MADERA

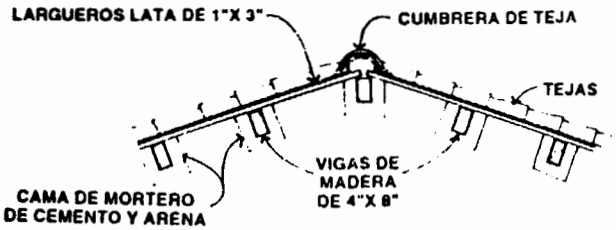


DIBUJO (C) ARCO TERMINADO

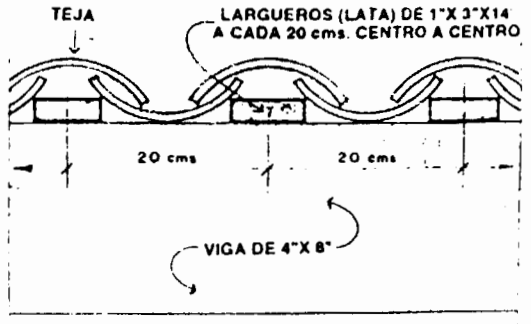




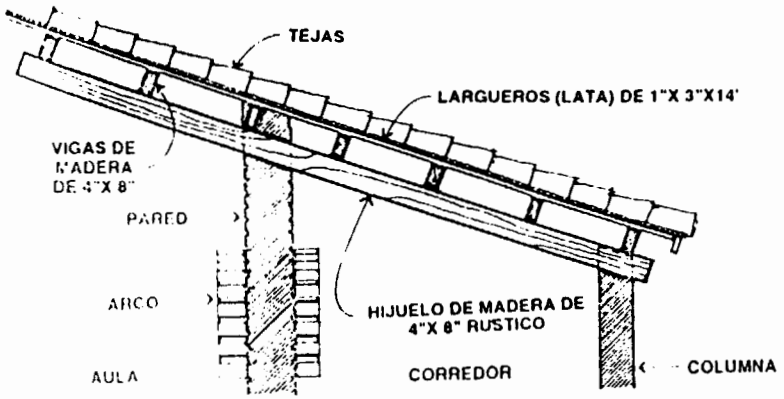
(2) HIJUELO EN LA PARTE DE ATRAS DEL TECHO DE LA ESCUELA



(3) CUMBRERA



(4) LARGUEROS PARA COLOCACION DE TEJA

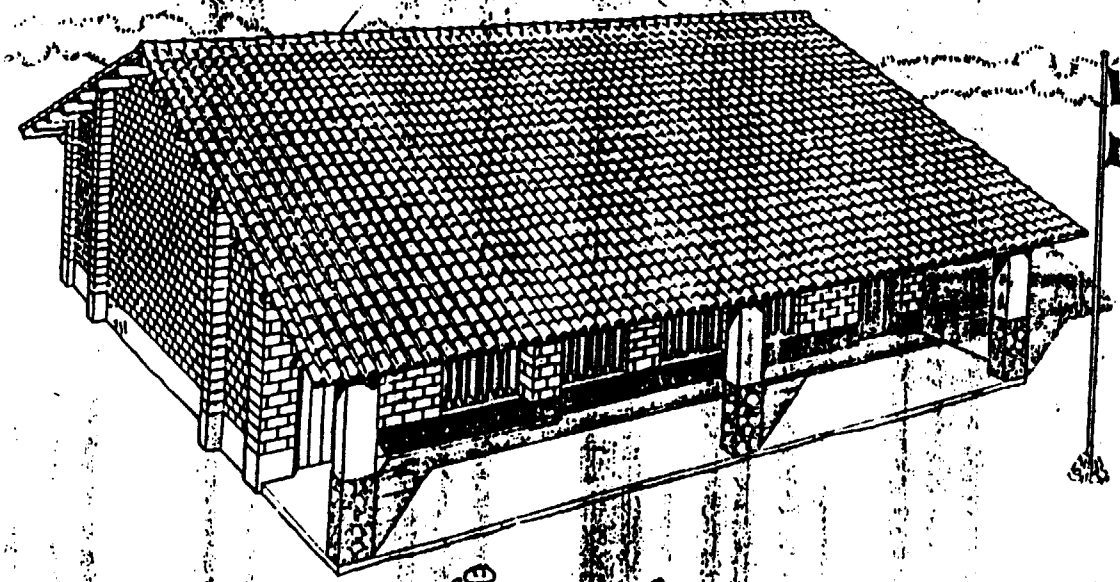


(1) HIJUELO SOBRE EL CORREDOR

MATERIALES Y EQUIPO

- VIGAS DE MADERA DE 4"X 8"X 25' RUSTICA Y CURADA
- LARGUEROS DE MADERA DE 1"X 3"X 14' RUSTICA Y CURADA
- TEJA DE BARRO COCIDA
- MORTERO DE CEMENTO Y ARENA
- MARTILLO
- CLAVOS
- ESCALERA
- CINTA METRICA
- CORDEL

INSTALACION DE PUERTAS Y VENTANAS

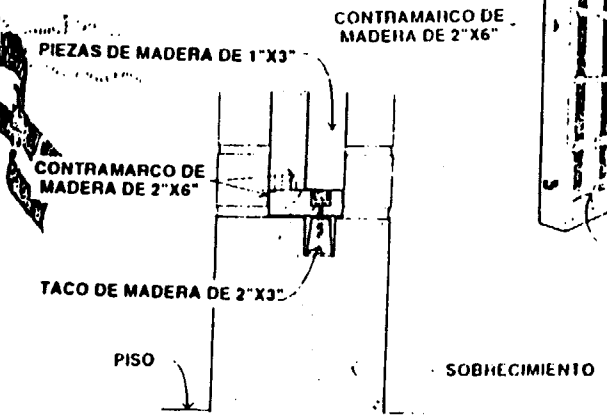


CUANDO ESTE COMPLETAMENTE TECHADO, SE PROCEDERA A INSTALAR LAS PUERTAS Y VENTANAS.

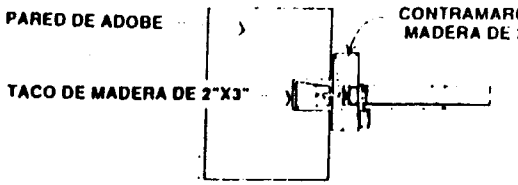
LA MADERA DE LAS PUERTAS Y VENTANAS SERA DE PINO, SECA CEPILLADA; SE BARNIZARAN COMO ACABADO FINAL.

MATERIALES Y EQUIPO

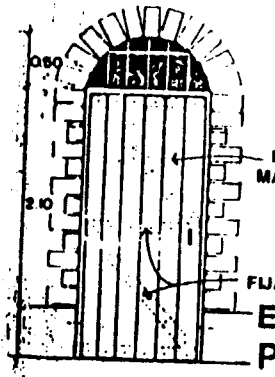
- MADERA
- TORNILLOS DE 3"
- BISAGRAS DE 3½"
- LLAVIN
- LLAMADOR DE 6"
- MARTILLO
- DESTORNILLADOR



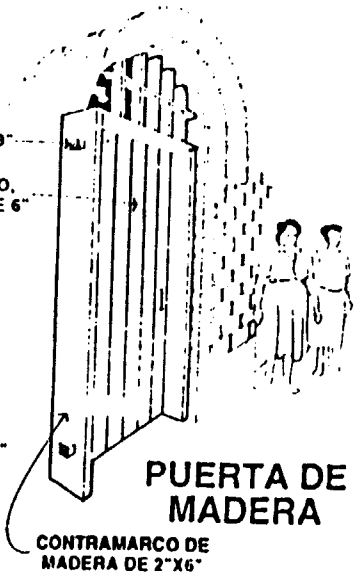
CONTRAMARCO EN EL SOBRECIMIENTO



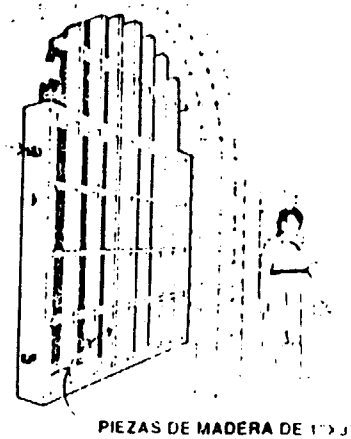
CONTRAMARCO DE LA PUERTA



ELEVACION PUERTA DE MADERA

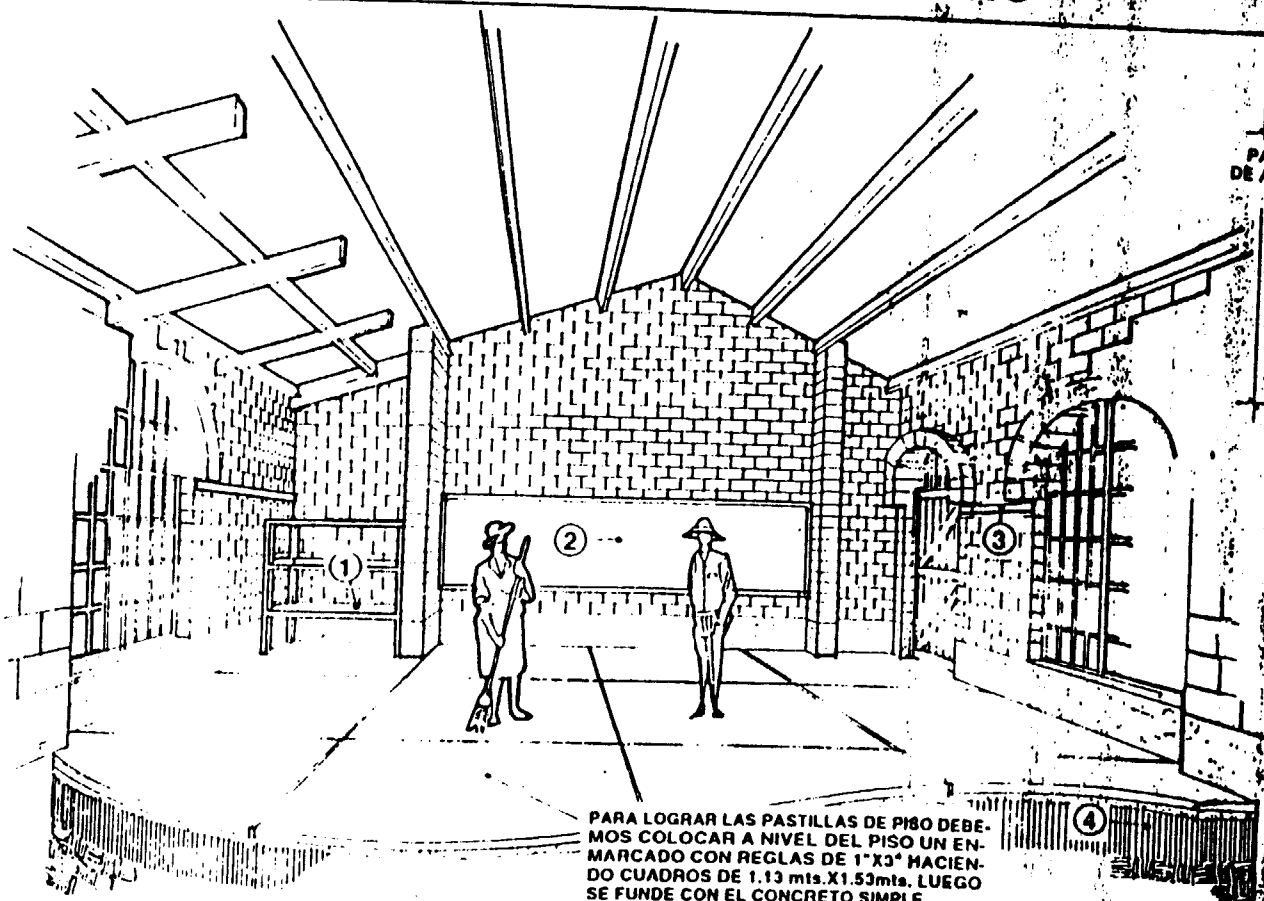


PUERTA DE MADERA



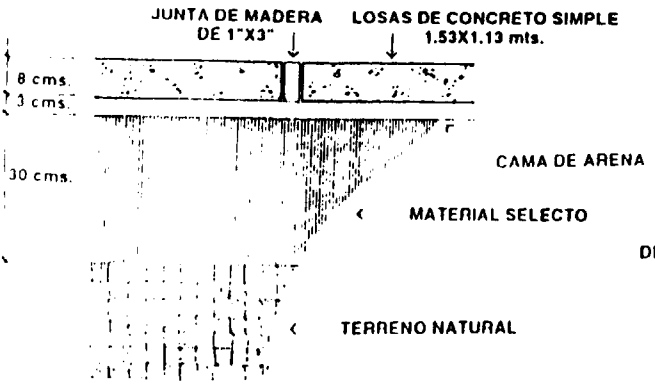
VENTANA DE MADERA

PISO, PIZARRA Y LIBRERO

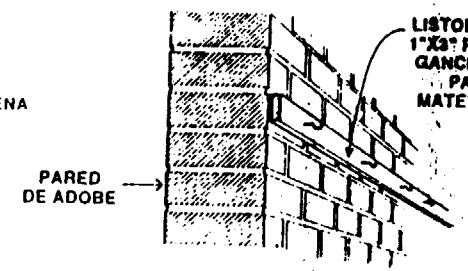


PARA LOGRAR LAS PASTILLAS DE PISO DEBEMOS COLOCAR A NIVEL DEL PISO UN ENMARCADO CON REGLAS DE 1"X3" HACIENDO CUADROS DE 1.13 mts.X1.53mts. LUEGO SE FUNDE CON EL CONCRETO SIMPLE

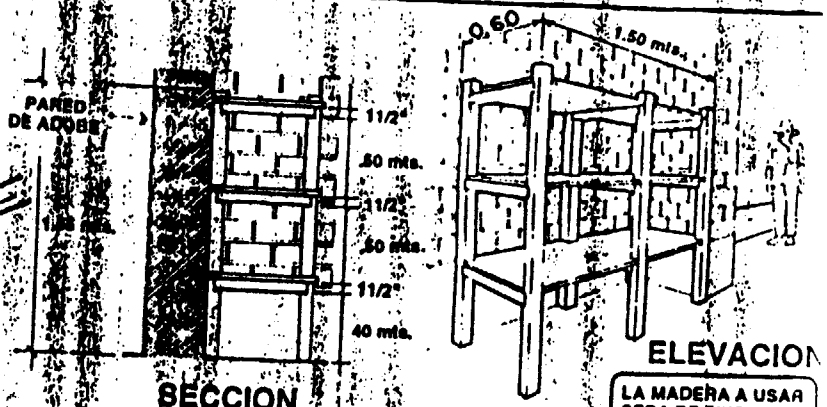
CONCRETO SIMPLE
1 BOLSA DE CEMENTO
2 BOLSAS DE ARENA
4 BOLSAS DE GRAVA



④ SECCION DEL PISO



③ SECCION DE LISTON PERIMETRAL

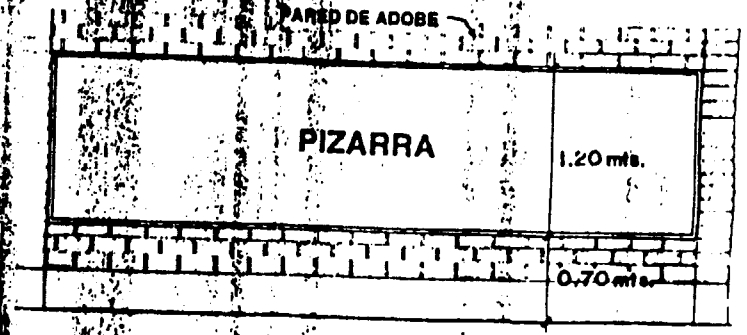


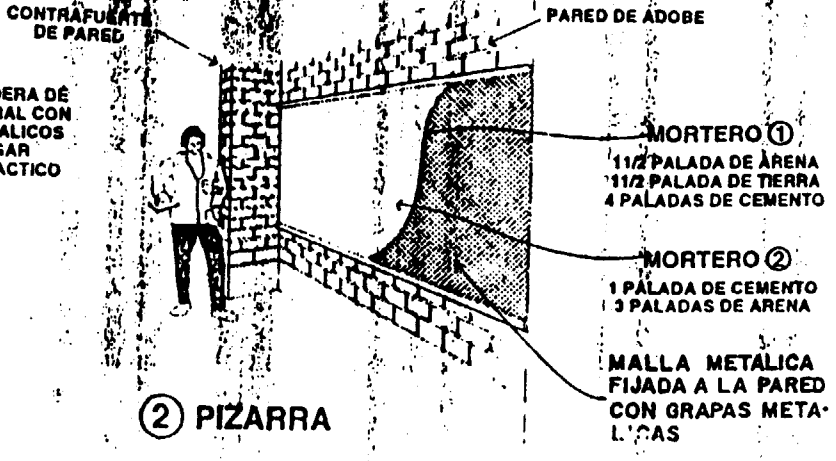
SECCION

ELEVACION

LA MADERA A USAR SERA DE PINO, SECA Y CEPILLADA

① LIBRERO





② PIZARRA

D Ejhibit 4

LISTA DE PARTICIPANTES QUE ASISTEN AL
"" SEMINARIO TALLER DE TECNOLOGIA DE ADOBE"

NOMBRE COMPLETO	DIRECCION	No. TELEFONO
1.· PAULA MARGARITA SALGADO PINEDA	COL RIO GRANDE, B-A7809, TEGA.	33-2342
2. OSCAR ERNESTO GUEVARA	COL. LOMAS DE TONCONTIN B.3212 TEGUCIGALPA	34-44-28
3. JUAN CARLOS RODRIGUEZ	COL. ALTOS DE MIRAMONTE B-K C.#2832, A.P.2734	32-4863/39-6578
4. EDGARDO NUÑEZ	AQUA CULTIVOS DE HONDURAS	82-2640
5. ROGER OSORIO	AQUA CULTIVOS DE HONDURAS	82-2640
6. ENRIQUE NAHUN GALEAS SIERRA	COL TRES CAMINOS ULT. CALLE CASA # 3606 B.K	31-0450
7. JOSE RAMON TORRES A.	COL KENNEDY ZONA 1 B.9 P.18 #3916	39-439?
8. HECTOR YANES	FECOVIL, TEGUCIGALPA, M.D.C.	36-7432
9. LEDIS VILLALTA	VISION MUNDIAL, OROCUINA CHOLUTECA	
10. CRISTO PITSIKALIS M.	KM-7 EL HATILLO, 3502. TEGA.	21-8014
11. JOSE RAMON HERNANDEZ	Bo. BELEN C-1330	23-7675
12. CARLOS A MARTINEZ	Bo. MORAZAN 2da Ave. B-4ta. CALLE C-136	31-4991
13. MARCOS OCHOA ALCANTARA	COL. FLORENCIA NORTE 2102	32-8645
14. MIGUEL RAFAEL MUÑOZ N.	LOMAS DEL GUIJARRO SUR # 6 A.P. 242406 TEGA. M.D.C.	32-0644
15. HEIDY GIGI GODOY	COL LOMA LINDA SUR, E-5 (3002)	32-8187
16. DORIS VASQUEZ GABRIE	COL AMERICA C-6202, B-02 COMAYAGUELA, M.D.C.	33-3209
17. RICARDO FLORES GOMEZ FIALLOS	P.O BOX 536. TEGA. M.D.C.	33-2666
18. CARLOS A. SALGADO	COL SAN JORGE, TEGA.	34-2535
19. GINA PATRICIA LARIOS	COL. FLORENCIA SUR AVE. PRINCIPAL CASA No. 3284	32-3573
20. CLAUDIO AURELIO SANDOVAL	COL. EL HOGAR 3ra CALLE, B-G CASA No. 20 (2902)	32-4771
21. IBIS GISSELA AMAYA	CO. 21 DE OCTUBRE, SECTOR 8 BLOQUE No. 2 CASA 4510	36-6086
22. JOSE ENRIQUE RIVAS	RES. CENTRO AMERICA	27-1458

23. CINTHIA KARINA DIAZ	COL.KENNEDY B-37 C-9, S.N. 5	32-3925
24.- OSCAR R. HERNANDEZ ARDON	COL.MONTEVERDE B-11 C-6	38-3530
25._ LISANDRO CALDERON	COL.RIO GRANDE BCJ-C, 909	33-4036
26.- HECTOR GUTIERREZ	EDIFICIO QUEZADA, TEGA. M.D.C	39-6565
27.- RAUL BORJAS FERRERA	ALTOS DE MIRAMONTES C-3002	31-4736
28.- ANA YANETH DAVILA RIVERA	COL. RUBEN DARIO, CALLE VENECIA No.2234	32-0401
29._ ELSA ROSA DE MORALES	FOSOVI/PNUD	36-8591
0.- LUIS ADOLFO LOPEZ R.	COL KENNEDY	31-2945
31.- LEO GARCIA	APDO. 1031 TEGA.	37-7009
32.- JORGE E. MENJIVAR	COL. LAS COLINAS B.F. CASA No.154	32-7424
33.- MILKA LOPEZ PADGET	COL PRIMAVERA C-625 1ra. CALLE	33-6311
34.- CARLOS CASANOVA CUEVA	COL. EL HOGAR 5ta. 2510	32-6166
35.- MARVIN REYES PINEDA	2da. PLANTA EDIF. SHOPANND SAVA COXEN HOLE/ROATAN/ I.B.	45-1104 451363 FAX
36.- JUAN CARLOS PINEL VELASQUEZ	COL. AMERICA B.11 1609	22-6004 33-3949
37.- ENRIQUE EFREN RIVERA	7 AVE No.31000, COL LAS COLINAS, TEGA.	32-1683
38.- YURI E. RIVERA	LAS COLINAS 7 CALLE No.235	
9.- ROGER CAÑAS DUBON	TECNICENTRO	39-5472 396430 FAX
40.- GILDA E. VELASQUEZ	DISEÑOS Y CONSTRUCCIONES	
41.- RONAL ASTUL TORRES	DISEÑOS Y CONSTRUCCIONES	
42.- MANUEL DE JESUS VASQUEZ	COL LAS TORRES	36-5332
	AMERICA MANO A MANO	366289 FAX
43.- RAUL FLORES GOMEZ	A.P. No.3845 COL. PALMIRA 2515, CALLE REP. DEL ECUADOR	
44.- RICARDO FLORES GOMEZ	APDO. 536. TEGA.	332666
45.- DOUGLAS NOEL MARTINEZ GARCIA	Bo. SAN FELIPE 6.AVE C.CALLE No. 601 FEHCOVIL	36-7432 36-9628

46.- RICARDO ZAVALA B.	APDO. P.4395 TEGA. M.D.C.	39-0242
47.- BRADLY MILLS AGURCIA	OFICINA	36-6223
48.- ANGELA STASSANO	ARQUITECTO	57-6122 57-6153
49.- CAROLINA GAMERO	ARQUITECTO	33-7456
50.- MARIA ELENA ESTRADA	INGENIERO	38-2903
51.- FILETO CORDOVA	CADERH AVE. REP. DE CHILE 353	31-1576
52.- ROLANDO CHAVARRIA	USAID	36-9320/2480
53.- VILMA DORIS MENDEZ ROMERO	COL. LOS ROBLES C-3119 B-2	22-7481
54.- MARIBEL T. SCHMIDHT	1 CALLE, 3 y 4 AVE. 365 PUERTO CORTES	55-1214
55.- JOAQUIN VELASQUEZ	LOMAS DE LOARQUE B-M-2 1009 TEGA. D.C.	33-9000 390242 FAX
56.- GUILLERMO DE JESUS AGUILAR	SENDERO LOS NARANJOS C-2714 COL LOS CASTAÑOS, TEGA.	32-6938 35-4328
57.- SILVIA WIEMER	COL.MATAMOROS C-824	36-7357
59.- LORENA DE HIDALGO	COSTADO NORTE INST. JOSE CECILIO DEL VALLE, Bo. NUEVA ESPERANZA, CHOLUTECA	82-2768
60.- MISAEL FLORES	COL RES. ALTOS DE LAS VEGAS CALLE UNICA CASA No.23 TEGA	36-1909

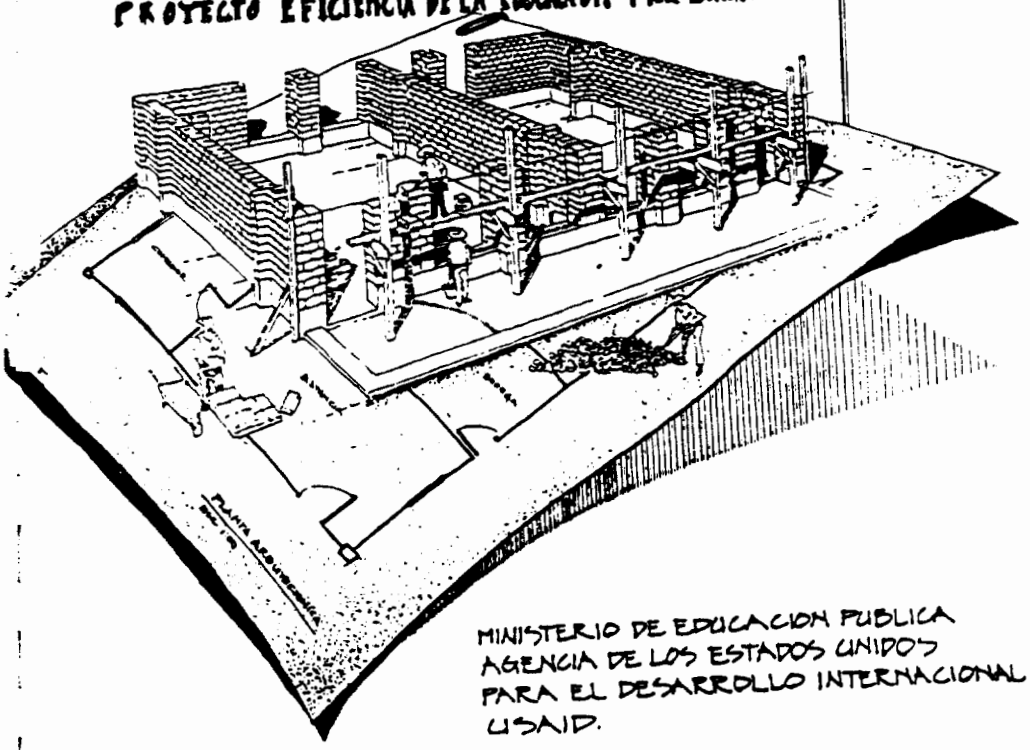
JICARO GALAN, 03 DE AGOSTO, 1995.

GA

SEGUNDO SEMINARIO TALLER DE CONSTRUCCION CON ADOBE

31 DE JULIO AL 4 DE AGOSTO 1995

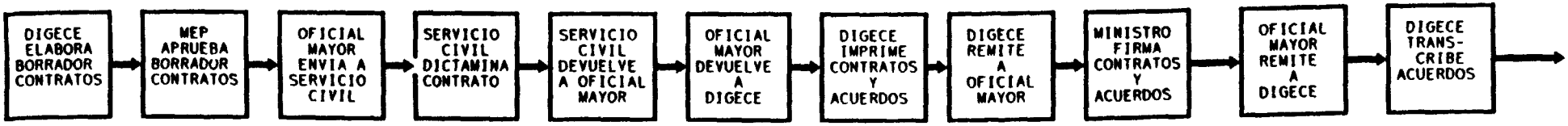
DIRECCION GENERAL DE CONSTRUCCIONES ESCOLARES
PROYECTO EFICIENCIA DE LA EDUCACION PRIMARIA

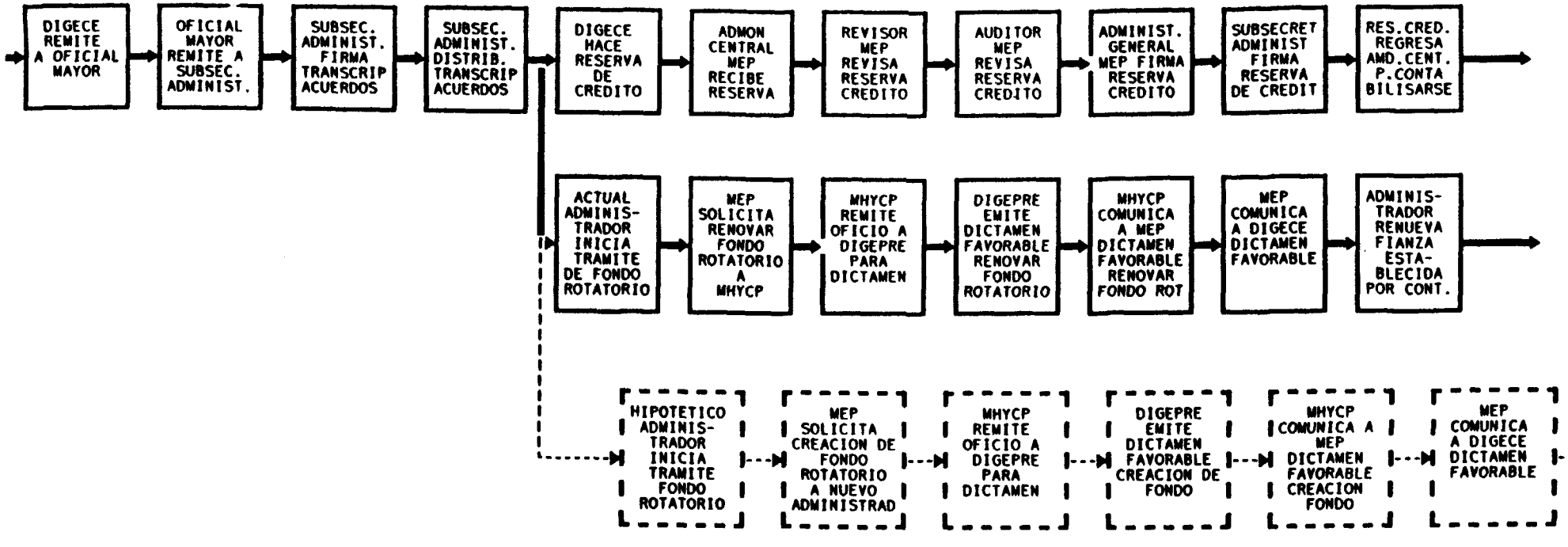


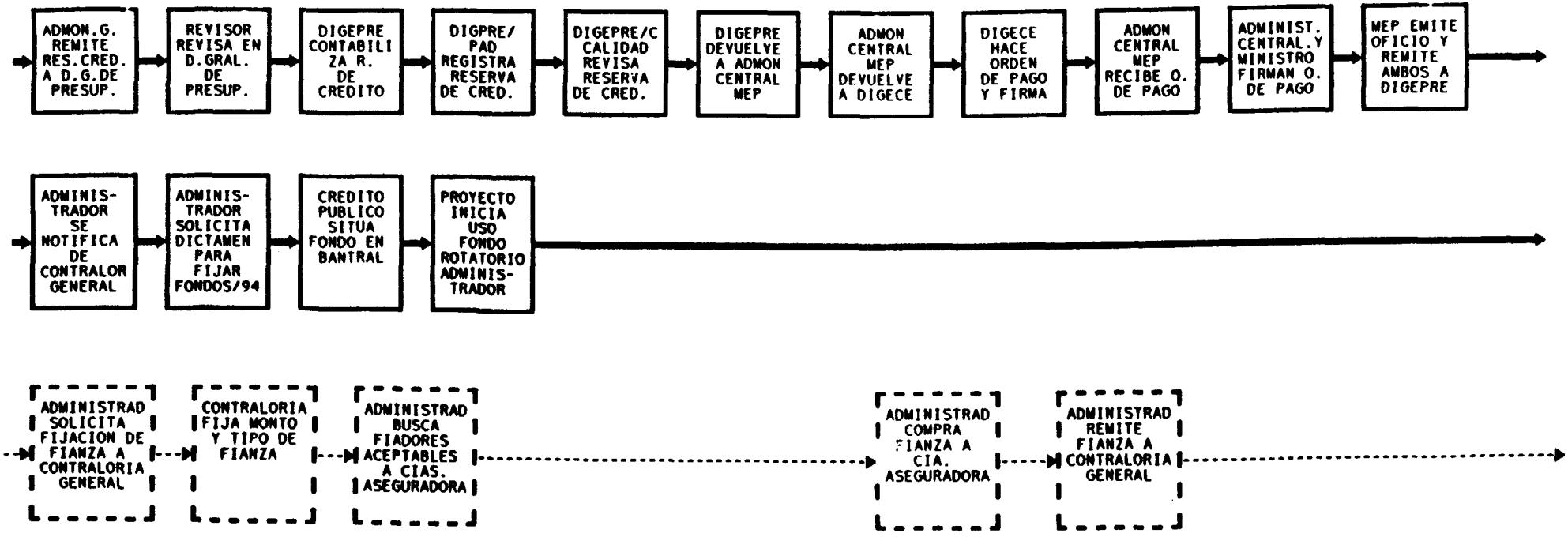
MINISTERIO DE EDUCACION PUBLICA
AGENCIA DE LOS ESTADOS UNIDOS
PARA EL DESARROLLO INTERNACIONAL
USAID.

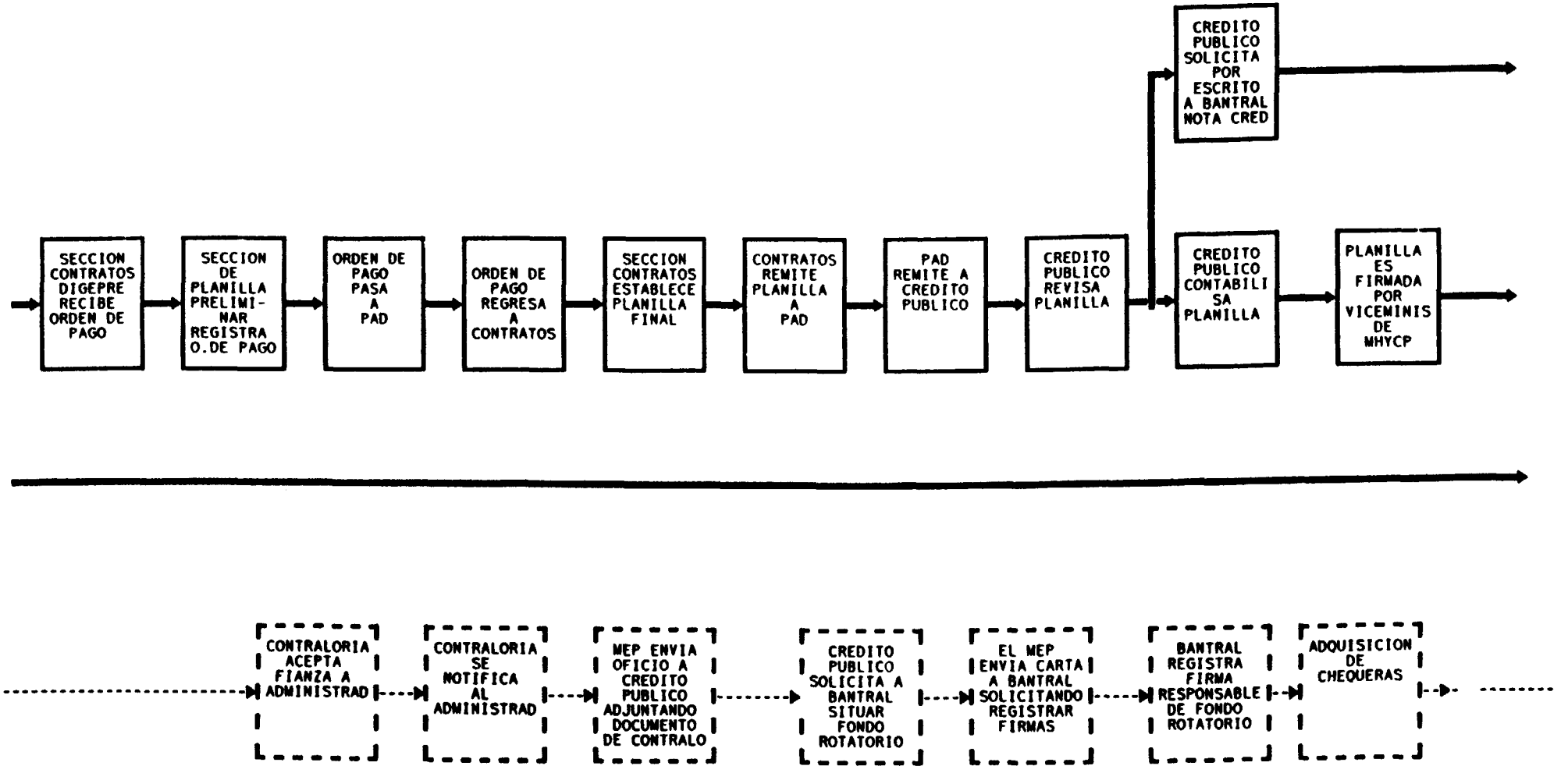
HOTEL OASIS COLONIAL.-
JICARO GALAN - VALLE.-

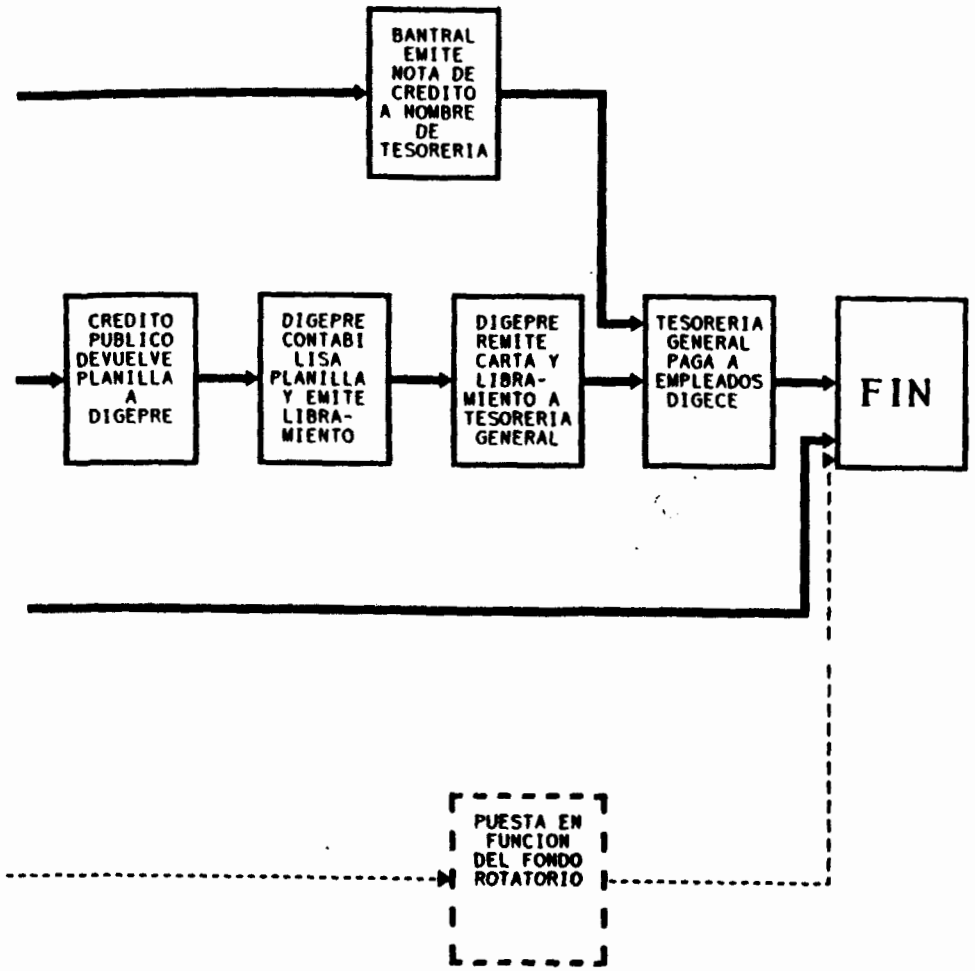
DIAGRAMA DE FLUJO PARA CONTRATACION, PAGO DE PERSONAL Y ESTABLECIMIENTO DE FONDO ROTATORIO




DIGECE REMITE A OFICIAL MAYOR
OFICIAL MAYOR REMITE A SUBSEC. ADMINIST.
SUBSEC. ADMINIST. FIRMA TRANSCRIP ACUERDOS
SUBSEC. ADMINIST. DISTRIB. TRANSCRIP ACUERDOS
DIGECE HACE RESERVA DE CREDITO
ADMON CENTRAL MEP RECIBE RESERVA
REVISOR MEP REVISA RESERVA CREDITO
AUDITOR MEP REVISA RESERVA CREDITO
ADMINIST. GENERAL MEP FIRMA RESERVA CREDITO
SUBSECRET ADMINIST FIRMA RESERVA DE CREDIT
RES.CRED. REGRESA AMD.CENT. P.CONTA BILISARSE
ACTUAL ADMINIS-TRADOR INICIA TRAMITE DE FONDO ROTATORIO
MEP SOLICITA RENOVAR FONDO ROTATORIO A MHYCP
MHYCP REMITE OFICIO A DIGEPRE PARA DICTAMEN
DIGEPRE EMITE DICTAMEN FAVORABLE RENOVAR FONDO ROTATORIO
MHYCP COMUNICA A MEP DICTAMEN FAVORABLE RENOVAR FONDO ROT
MEP COMUNICA A DIGECE DICTAMEN FAVORABLE
ADMINIS-TRADOR RENUEVA FIANZA ESTA-BLECIDA POR CONT.
HIPOTETICO ADMINIS-TRADOR INICIA TRAMITE FONDO ROTATORIO
MEP SOLICITA CREACION DE FONDO ROTATORIO A NUEVO ADMINISTRAD
MHYCP REMITE OFICIO A DIGEPRE PARA DICTAMEN
DIGEPRE EMITE DICTAMEN FAVORABLE CREACION DE FONDO
MHYCP COMUNICA A MEP DICTAMEN FAVORABLE CREACION FONDO
MEP COMUNICA A DIGECE DICTAMEN FAVORABLE


ADMON.G. REMITE RES.CRED. A D.G.DE PRESUP.
REVISOR REVISA EN D.GRAL. DE PRESUP.
DIGEPRE CONTABILIZA R. DE CREDITO
DIGPRE/ PAD REGISTRA RESERVA DE CRED.
DIGEPRE/C CALIDAD REVISA RESERVA DE CRED.
DIGEPRE DEVUELVE A ADMON CENTRAL MEP
ADMON CENTRAL MEP DEVUELVE A DIGECE
DIGECE HACE ORDEN DE PAGO Y FIRMA
ADMON CENTRAL MEP RECIBE O. DE PAGO
ADMINIST. CENTRAL.Y MINISTRO FIRMAN O. DE PAGO
MEP EMITE OFICIO Y REMITE AMBOS A DIGEPRE
ADMINIS-TRADOR SE NOTIFICA DE CONTRALOR GENERAL
ADMINIS-TRADOR SOLICITA DICTAMEN PARA FIJAR FONDOS/94
CREDITO PUBLICO SITUA FONDO EN BANTRAL
PROYECTO INICIA USO FONDO ROTATORIO ADMINIS-TRADOR
ADMINISTRAD SOLICITA FIJACION DE FIANZA A CONTRALORIA GENERAL
CONTRALORIA FIJA MONTO Y TIPO DE FIANZA
ADMINISTRAD BUSCA FIADORES ACEPTABLES A CIAS. ASEGURADORA
ADMINISTRAD COMPRA FIANZA A CIA. ASEGURADORA
ADMINISTRAD REMITE FIANZA A CONTRALORIA GENERAL


SECCION CONTRATOS DIGEPRE RECIBE ORDEN DE PAGO
SECCION DE PLANILLA PRELIMI- NAR REGISTRA O.DE PAGO
ORDEN DE PAGO PASA A PAD
ORDEN DE PAGO REGRESA A CONTRATOS
SECCION CONTRATOS ESTABLECE PLANILLA FINAL
CONTRATOS REMITE PLANILLA A PAD
PAD REMITE A CREDITO PUBLICO
CREDITO PUBLICO REVISA PLANILLA
CREDITO PUBLICO SOLICITA POR ESCRITO A BANTRAL NOTA CRED
CREDITO PUBLICO CONTABILI SA PLANILLA
PLANILLA ES FIRMADA POR VICEMINIS DE MHYCP
CONTRALORIA ACEPTA FIANZA A ADMINISTRAD
CONTRALORIA SE NOTIFICA AL ADMINISTRAD
MEP ENVIA OFICIO A CREDITO PUBLICO ADJUNTANDO DOCUMENTO DE CONTRALO
CREDITO PUBLICO SOLICITA A BANTRAL SITUAR FONDO ROTATORIO
EL MEP ENVIA CARTA A BANTRAL SOLICITANDO REGISTRAR FIRMAS
BANTRAL REGISTRA FIRMA RESPONSABLE DE FONDO ROTATORIO
ADQUISICION DE CHEQUERAS



MEP.- MINISTERIO DE EDUCACION PUBLICA

DIGECE.- DIRECCION GENERAL DE CONSTRUCCIONES ESCOLARES

MHYCP.- MINISTERIO DE HACIENDA Y CREDITO PUBLICO

DIGEPRE.- DIRECCION GENERAL DE PRESUPUESTO

PAD.- PROCESAMIENTO AUTOMATICO DE DATOS

BANTRAL.- BANCO CENTRAL DE HONDURAS

Annex E

Annex E

1. Recumen Estaistico del Proyecto Educatodos Region Sur Junio 1995

2. Instrucciones para la Applicacion de Pruebas de Ubicacion Dirigida a Promotores Municipales, Comunales y Facilitadores

3. Prueba para Segundo Nivel

4. Proyecto Educacion para Todos en la Escuela Morizaniza

RESUMEN ESTADISTICO DEL PROYECTO EDUCATODOS
REGION SUR - JUNIO 1995

No.	MUNICIPIO	NUMERO FACILIT.	PRIMERO	SEGUNDO	TERCERO	T O T A L
1	CHOLUTECA	46/106 ~~140~~ 146	780	880	425	996/946 ~~2,085~~ 1942
2	MARCOVIA	29/56 ~~94~~ 85	807	313	306	686/650 ~~1,426~~ 1336
3	SAN M.COL	7/11 ~~25~~ 29	125	63	51	227/161 ~~239~~ 388
4	DUYURE	5/6 11	48	100	26	60/55 ~~174~~ 115
5	EL TRIUNFO	43/54 97	866	276	476	791/814 ~~1,618~~ 1605
6	NAMASIGUE	8/23 31	247	170	126	213/216 ~~543~~ 429
7	YUSGUARE	16/27 43	200	160	132	265/249 ~~492~~ 514
8	EL CORPUS	25/31 56	300	300	108	379/357 ~~708~~ 736
9	CONC.DE M.	68/86 ~~145~~ 154	600	360	920	1105/943 ~~1,880~~ 2048
10	APACILAGUA	34/47 81	462	361	326	568/563 ~~1,149~~ 1131
11	MOROLICA	10/10 20	150	60	60	140/106 ~~270~~ 246
12	OROCUINA	21/49 ~~61~~ 86	476	210	103	433/403 ~~789~~ 836
13	SAN A.DE F	4/21 ~~20~~ 25	64	101	43	88/130 ~~208~~ 218
14	SAN ISIDRO	10/14 ~~23~~ 24	[illegible]	[illegible]	69	190/128 318
15	PESPIRE	30/72 ~~[illegible]~~ 102	[illegible]	205	17	731/598 ~~1,340~~ 1329
16	SAN JOSE	13/34 ~~46~~ 47	167	175	146	231/242 ~~488~~ 473
17	TEXIGUAT	18/21 ~~32~~ 39	358	135	102	239/233 ~~595~~ 472
18	VADO ANCHO	12/11 ~~19~~ 23	154	85	55	182/160 ~~294~~ 342
19	LIURE	20/16 ~~23~~ 36	238	246	90	268/257 ~~574~~ 525
20	SOLEDAD	18/19 ~~41~~ 37	293	129	65	251/212 ~~487~~ 463
21	GOASCORAN	8/23 ~~35~~ 31	215	209	34	174/219 ~~458~~ 393
22	ALIANZA	4/16 ~~15~~ 20	132	56	7	104/98 ~~195~~ 202
23	CARIDAD	8/19 ~~12~~ 27	86	77	59	110/96 ~~222~~ 206
24	ARAMECINA	10/15 ~~22~~ 25	161	49	23	151/132 ~~233~~ 283
25	LANGUE	34/51 ~~97~~ 85	948	408	67	483/641 ~~1,423~~ 1124
26	SAN LORENZ	10/45 55	370	195	140	299/358 ~~705~~ 657
27	AMAPALA	17/26 43	202	99	118	242/236 ~~419~~ 478
28	NACAOME	12/33 ~~20~~ 45	495	90	125	371/412 ~~710~~ 783
29	S.FCO.DE C	17/48 ~~50~~ 62	550	82	82	327/425 ~~714~~ 752
	564	~~1,419~~ 1559	10,728	5,707	4,321	~~20,756~~ 20442

INSTRUCCIONES PARA LA APLICACION DE PRUEBAS DE UBICACION DIRIGIDA A PROMOTORES MUNICIPALES, COMUNALES Y FACILITADORES

ASPECTOS IMPORTANTES :

- El Facilitador aplicará la prueba, con el apoyo del Promotor y del Asistente Técnico. El Promotor la revisará, analizará y tomará la decisión sobre el nivel que corresponde al Beneficiario.
- No se aplicará la prueba a aquellos Beneficiarios que presenten certificado del nivel correspondiente.
- La prueba se calificará con un aprobado para segundo nivel o aprobado para tercer nivel. No se asignará nota.

ANTES DE APLICAR LA PRUEBA EL FACILITADOR DEBE EXPLICAR AL BENEFICIARIO QUE :

- El cuadernillo tiene dos partes : la carátula donde van los datos personales y la parte interior, donde están las preguntas de Español y Matemática.
- Antes de contestar la prueba se deben escribir los datos personales.
  El facilitador orientará a que observe los ejemplos que éstan antes de cada pregunta .
- Cada pregunta tiene tres posibles respuestas, sól. adera, el Beneficiario encerrará con un CIRCULO o marcará con una X la respuesta correcta.

EN ESPAÑOL: Hay preguntas donde responderá escribiendo en un espacio señalado y en otros casos observará primero un dibujo, luego seleccionará la respuesta correcta o escribirá el tipo de oración que se le pida.

EN MATEMATICA : el Beneficiario hará las operaciones en el espacio en blanco del cuadernillo.

TAMBIEN RECUERDE QUE : El Beneficiario trabajará a su propio ritmo. No lo debe apurar para que termine. Revise el cuadernillo, algunas veces dejan preguntas sin contestar. Guárde los cuadernillos en un lugar seguro, bien empacados. Cuando los tenga todos, mándelos al responsable de su zona.

COMPONENTE OBJETIVOS Y EVALUACION DEL APRENDIZAJE
"EDUCATODOS" MINISTERIO DE EDUCACION PUBLICA

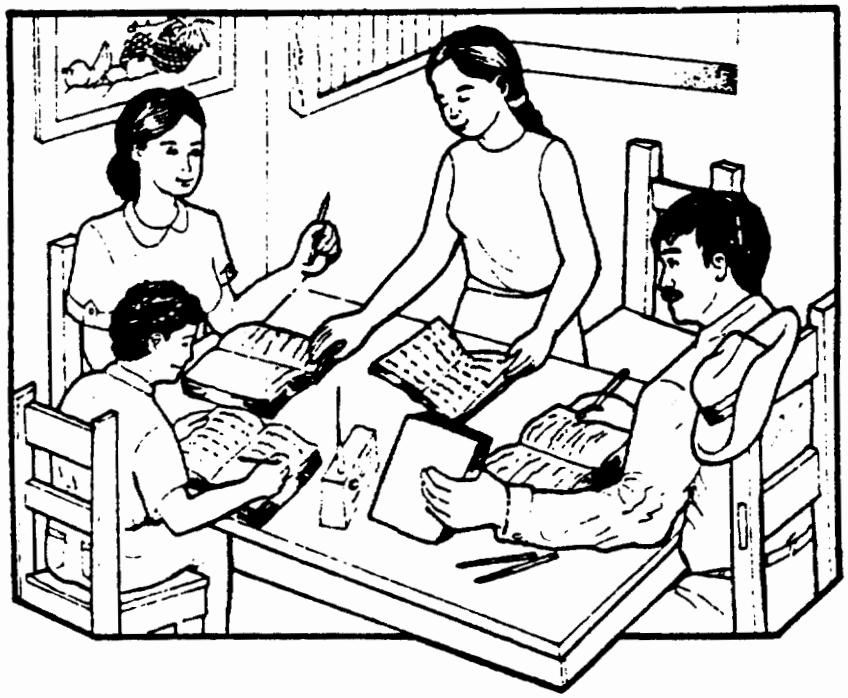
REPUBLICA DE HONDURAS

SECRETARIA DE EDUCACION PUBLICA

PROYECTO "EDUCACION PARA TODOS EN LA ESCUELA MORAZANICA"

COMPONENTE "OBJETIVOS Y EVALUACION DEL APRENDIZAJE"

PRUEBA PARA SEGUNDO NIVEL



PRUEBA 1

Nombre _____Edad____Sexo M.____ F.____

Lugar_____Municipio_____

Depto._____Fecha_____

Nº Del Centro_____Aplicador_____

Revisó y dictaminó_____

TEGUCIGALPA,M.D.C., 1995

ESPAÑOL

Escriba la palabra que completa la oración.

Ejemplo:

Beto laza la mula

mula
mina
mano

1. El pino está _____

seco
seca
saco

2. El pino está _____

pita
pila
pica

Marque la oración que indica el dibujo.
Ejemplo:

A. Arnulfo rema.
B. Arnulfo reza.
C. Arnulfo rima.

3.

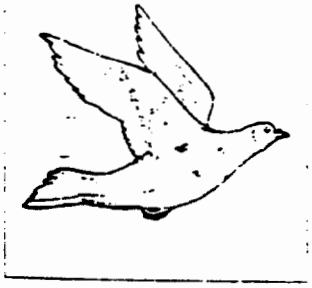
A. Enma hace la cena.
B. Enma toma la sopa.
C. Enma sirve la cena.

4.

A. Ana baña al niño.
B. Ana hace el pepe al niño.
C. Ana da pecho a su niño.

Escriba una oración por cada dibujo.

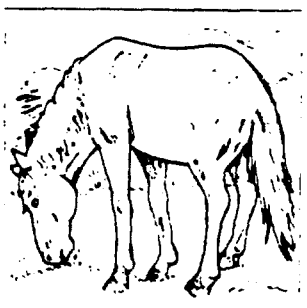
Ejemplo:



El pájaro vuela

5.

6.



Lea el párrafo. Marque la letra que tiene la respuesta correcta.

Don Ramón es un padre responsable.
El tiene dos hijos; José de 15 años y Rosa de 13 años. Ambos terminaron la primaria.
Don Ramón quiere que sus hijos sigan preparándose.
Quiere que sean personas con éxito.

Ejemplo:

¿Cómo se llama el papá?

(A.) Ramón

B. José

C. Rosa

7. ¿Cuántos hijos tiene don Ramón?

A uno

B dos

C tres

8. ¿Cuántos años tiene José?

A 13

B 14

C 15

9. ¿Qué quiere Don Ramón para sus hijos?

A la mejor preparación para sus hijos

B la primaria para sus hijos

C que sus hijos le ayuden a trabajar

MATEMATICA

Ejemplo:

21 + 6 = 27

Sume:

10. 18 + 7 = _____

11. 71 + 8 = _____

Ejemplo:

52 +
43

95

Haga las siguientes sumas:

12. 58 +
5
---

13. 79 +
7

Ejemplo

18 - 4 = 14

Reste:

14. 17 - 6 = _____

15. 58 - 5 = _____

Ejemplo:

42 -
21

21

Haga las siguientes restas.

16. 96 -
53
---

17. 40 -
10

Ejemplo:

¿Que número está antes de 89?

A (88)

B 90

C 100

18. ¿Qué número está despues de 9?

A 7

B 8

C 10

19. ¿Qué número hace falta para completar la serie 36_____38?

A 34

B 37

C 35

20. ¿Qué número se encuentra entre 79 y 81?

A 78

B 82

C 80

Resuelva los siguientes problemas.

21. Julia fabricó 35 ollas de barro y Rosa 34 ollas. ¿Cuántas ollas fabricaron entre las dos?

    A 69

    B 68

    C 65

22. Se recogieron 64 huevos. Se vendieron 43. ¿Cuántos huevos quedaron?

    A 29

    B 21

    C 19

E

Educatodos Component Training under PEEP

The following is a list of seminars, workshops, courses, orientations and study travel undertaken by the Educatodos field and educational materials production unit teams.

Date	Participants	Content	Format
May 1995	Technical Staff and Fieldworkers	Adult Education Methods	2 day seminar
July 1995	Technical staff and Field Workers	Learners Workbook Validation	Site visits
July 1995	Fieldworkers from Choluteca Municipalities	Introduction to the Educatodos Program and methods	5 days training and follow-up
May 1995	Municipal Fieldworkers from Choluteca, Valle and El Paraiso	Organing Learning Centers	2 day training
1994, 1995	Editors (EDUCATODOS)	Text editing	1 week course
1995	Editors, Writers, Illustrators (EDUCATODOS)	Orientation to materials development process	3 days

PROYECTO EDUCACION PARA TODOS EN LA ESCUELA MORAZANICA

1. ANTECEDENTES

FACTORES QUE SE DAN EN LOS ACTUALES MOMENTOS:

PRIMERO. CRECE EL INTERES NACIONAL POR ALCANZAR MEJORES NIVELES EDUCATIVOS.

SEGUNDO. EXPERIENCIAS QUE AYUDAN A MEJORAR LA EDUCACION DE JOVENES Y ADULTOS.

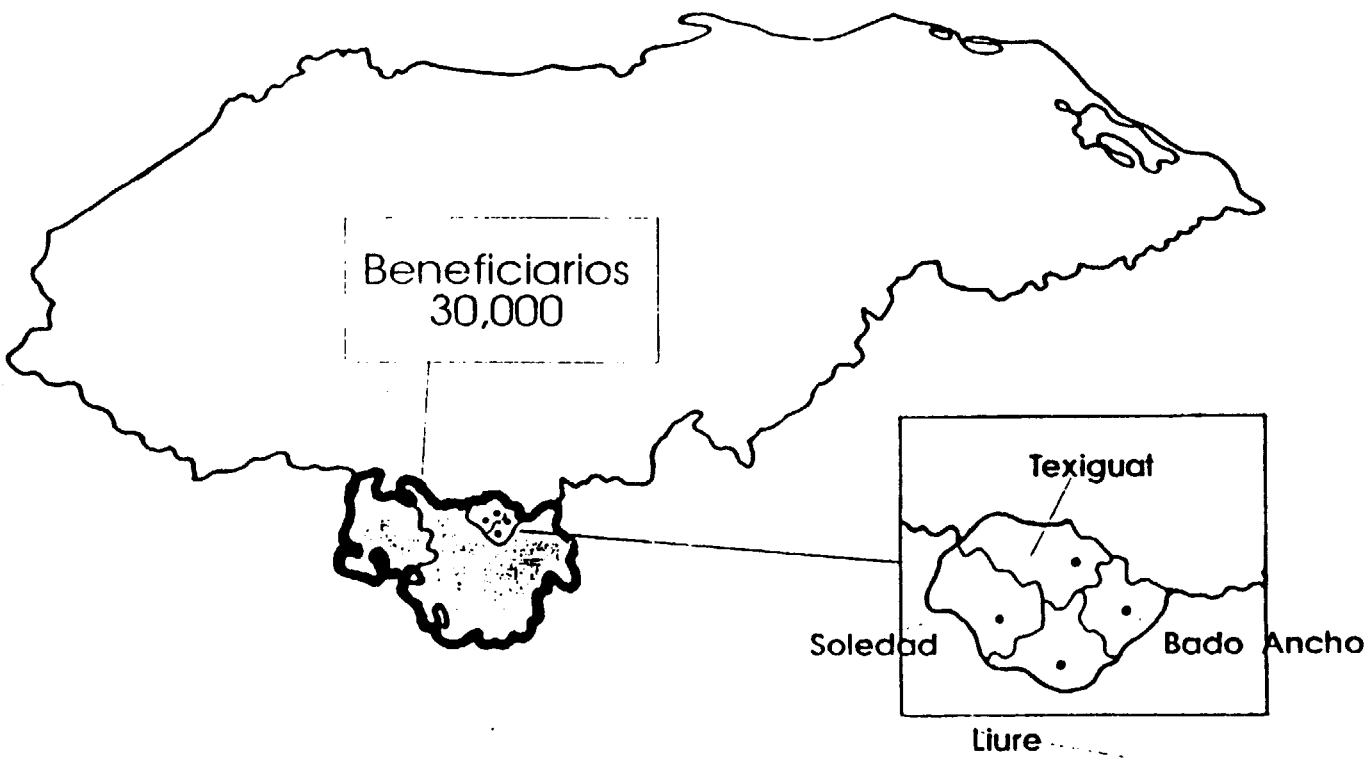
TERCERO. EL DESARROLLO SOCIO-ECONOMICO QUE SE PRODUCE EN LA ZONA SUR.

CUARTO. EL USO DE LA RADIO FACILITA LA EDUCACION.

2. PROPOSITO

OFRECER UNA SEGUNDA OPORTUNIDAD EDUCATIVA A LOS JOVENES Y ADULTOS QUE NO HAN COMPLETADO LA EDUCACION PRIMARIA, O QUE DESEEN INICIAR SU EDUCACION SECUNDARIA. EDUCACION BASICA. 9 GRADOS.

EDUCACION
BASICA DE ADULTOS
POR RADIO INTERACTIVA



VALLE
CHOLUTECA
PARTE DE EL PARAISO

CUADRO COMPARATIVO MATRICULA INICIAL Y ACTUAL
PROYECTO "EDUCATODOS:

No.	MUNICIPIO	Facilitadores		Primero		Segundo		Tercero		TOTALES	
1	CHOLUTECA	140	160	780	780	880	880	425	425	2085	2085
2	MARCOVIA	84	85	772	816	313	314	193	206	1278	1336
3	S.MARCOS C	25	29	125	125	63	63	51	51	239	239
4	DUYURE	8	11	40	47	29	38	20	31	89	116
5	EL TRIUNFO	91	91	866	866	400	400	250	250	1516	1516
6	NAMASIGUE	31	31	247	247	210	210	123	123	580	580
7	YUSGUARE	43	43	200	200	160	160	132	132	492	492
8	EL CORPUS	56	56	300	300	300	300	108	108	708	708
9	CONCEP.DE MARIA	143	157	600	600	360	360	920	920	1880	1880
10	APACILAGU	81	81	462	462	361	361	326	326	1149	1149
11	MOROLICA	20	20	150	150	60	60	60	60	270	270
12	OROCUINA	61	61	476	476	210	210	103	103	789	789
13	S.A.FLORES	16	25	97	64	121	101	50	43	268	208
14	SAN ISIDRO	23	20	270	136	150	113	100	69	520	318
15	PESPIRE	66	100	911	1098	175	163	47	37	1133	1298
16	SAN JOSE	46	48	360	167	170	175	150	146	680	488
17	TEXIGUAT	39	36	378	378	80	80	50	50	508	508
18	V.ANCHO	16	19	160	154	40	85	55	55	255	294
19	LIURE	36	36	273	253	120	138	68	165	461	656
20	SOLEDAD	37	41	293	305	120	129	65	57	478	491
21	GOASCORAN	14	35	133	225	17	216	8	33	158	452
22	ALIANZA	12	22	60	186	5	80	3	20	68	286
23	CARIDAD	22	12	120	86	9	77	6	59	135	222
24	ARAMECINA	15	22	143	166	5	49	4	23	152	238
25	LANGUE	87	105	1000	948	30	408	25	67	1055	1423
26	S. LORENZO	30	55	260	385	16	199	5	140	281	724
27	AMAPALA	43	43	180	402	180	99	100	118	460	619
28	NACAOME	20	40	250	495	8	90	6	125	264	710
29	S.F.CORAY	50	50	447	550	25	82	9	82	481	714
TOTALES		1355	1534	10353	10967	4617	5640	3462	4024	18432	20809

CUADRO RESUMEN POR MUNICIPIOS
PROYECTO EDUCATODOS
Departamento de Choluteca

Lugar	Instrumentos Aplicados	Edad		Sexo		Locales Sugeridos				Horario		Emisora			Trabaja		Salario			Org. de Apoyo		
		-29	+29	M	F	Esc.	C.Com.	Casa Hab.	Iglesia	4 a 5	5 a 6	Radio Valle	Radio Centro	Honecan	SI	NO	-500	-1000	+1000	E.PR	Org. Gub.	O.C.
Choluteca	2341	1086	1255	1035	1306	1185	185	938	53	1802	539	2221	120	0	2069	272	0	0	0			
Marcovia	587	249	318	257	310	507	0	0	80	404	183	512	0	55	543	24	0	0	0			
Sn. Marcos de Colón	690	317	373	324	366	294	219	171	6	395	295	610	73	7	604	86	0	0	0			
Duyure	301	117	184	154	147	196	88	17	0	184	117	272	29	0	271	30	0	0	0			
Sn. Antonio de Flores	230	100	130	103	127	152	21	57	0	134	96	195	24	11	230	0	230	0	0	0	4	
El Corpus	879	429	450	420	459	506	88	285	0	583	296	781	49	49	879	0	879	0	0	0	4	32
San Isidro	471	131	340	237	234	288	5	178	0	397	74	470	1	0	471	0	446	25	0	0	4	51
Namasigüe	651	334	317	341	310	173	50	428	0	537	114	642	9	0	651	0	634	17	0	2	4	16
Apacilagua	903	339	564	466	437	378	44	483	0	787	116	819	84	0	770	133	770	0	0	0	4	46
Orocuina	976	364	612	464	512	362	110	504	0	701	275	906	70	0	797	179	797	0	0	0	2	60
Morolica	328	182	164	184	142	218	0	108	0	304	22	287	39	0	287	39	287	0	0	0	4	30
Concepción de María	1187	732	455	645	542	205	171	811	0	1106	81	941	33	213	824	363	1015	172	0	0	4	80
El Triunfo	1069	609	460	479	590	995	32	42	0	1059	10	1050	19	0	1069	0	192	877	0	0	4	35
San José	258	189	67	121	132	230	20	6	0	1	255	242	14	0	256	0	254	2	0	0	4	20
Pespire	1288	819	469	496	872	849	201	203	15	988	300	896	272	100	1268	0	1268	0	0	0	4	26
Yuscaran	645	305	340	339	306	502	22	119	2	325	320	467	11	167	584	61	401	138	25	0	4	20
SUMA TOTAL	12760	6222	6478	5978	6742	7038	1236	4350	136	9667	3097	11311	847	802	4553	1207	773	1231	25	8	4	416

CUADRO RESUMEN DE DIAGNOSTICO
PROYECTO EDUCATODOS EN LA ESCUELA MORAZANICA
Departamento de Choluteca, Marzo 1995

No.	Lugar	Número de Promotores	No. de Comunidades	Cantidad de Instrumentos	No. de Facilitadores	Beneficiarios				Tiene interés en realizar estudios de E.P. con ayuda Radio		
						1ro.	2do.	3ro.	Total	SI	NO	Total
1.	Choluteca	6	52	2341	89	1126	549	666	2341	1919	422	2341
2.	Margovia	2	20	567	31	242	85	240	567	560	7	567
3.	San Marcos de Colón	1	26	690	26	392	94	204	690	572	118	690
4.	Duyure	1	13	301	13	126	70	105	301	214	87	301
5.	El Triunfo	1	35	1069	35	770	140	159	1069	1069	-	1069
6.	Concepción de María	1	80	1187	80	460	338	389	1187	1187	-	1187
7.	Namasigüe	1	37	651	37	305	154	192	651	651	-	651
8.	San Antonio de Flores	1	17	230	17	138	55	37	230	230	-	230
9.	El Corpus	1	32	879	32	429	241	209	879	879	-	879
10.	San Isidro	1	19	471	20	281	114	76	471	471		471
11.	Apacilagua	2	52	903	52	510	185	208	903	903	-	903
12.	Orocuina	2	44	976	44	594	202	180	976	976		976
13.	Morolica	1	18	326	18	189	64	73	326	326	-	326
14.	San José	1	13	256	13	104	47	105	256	256		256
15.	Pespire	2	69	1268	69	278	624	466	1268	1268	-	1268
16.	Yusguare	1	39	645	39	286	177	182	645	645	-	645
		25	558	12,160	615	6130	3139	3491	12,760	12,126	634	12,760

lo.	Lugar	Instrumentos Aplicados	Edad		Sexo		Locales Sugeridos				Horario		Emisora			Trabaja		Salario			Org. de Apoyo		
			-29	+29	M	F	Esc	C.Com.	Casa Hab.	Iglesia	4 a 5	5 a 6	Radio Valle	Radio Centro	Henecan	SI	NO	-500	-1000	+1000	E.PR	Org Gub.	O C
	Nacaome	578	202	376	215	363	424	36	80	38	330	248	25	0	553	482	96	0	0	0	0	0	0
	San Lorenzo	519	237	282	266	253	194	48	271	6	244	275	260	18	241	427	92	0	0	0	0	0	0
	Amapala	328	128	200	169	159	264	63	1	0	133	195	28	0	300	324	4	0	0	0	0	0	0
	Sn. Francisco de Coray	872	328	544	379	493	272	0	600	0	835	37	527	0	345	820	52	0	0	0	0	0	0
	Langue	1651	534	1117	678	977	1640	1	9	1	830	821	821	22	808	1651	0	1638	11	2	1	7	43
	Ahanza	202	68	134	81	121	199	2	1	0	146	56	53	2	147	202	0	200	2	0	0	7	24
	Goascorán	651	114	537	280	371	631	0	20	0	395	256	330	8	313	651	0	650	1	0	0	7	35
	Aramecina	354	156	198	150	204	312	15	27	0	219	135	313	13	28	354	0	354	0	0	0	7	14
	Caridad	232	104	128	109	123	217	7	8	0	125	107	211	0	21	232	0	231	1	0	0	7	18
	SUMA TOTAL	5387	1871	3516	2123	3064	4153	172	1017	45	3257	2130	2568	63	2756	5143	244	3073	15	2	1	37	164

Referencias:

E.PR. = Empresa Privada

ORG. Organizaciones
GUB. Gubernamentales

O.C. = Organizaciones Comunales

CUADRO RESUMEN POR MUNICIPIOS
PROYECTO EDUCATODOS
Departamento de Valle

No.	Municipios	Nombre de Promotores	No. de Comunidades	Cant. de Instrumentos	No. de Facilitadores	Beneficiarios				Tiene interés en realizar estudios de E.P. con ayuda de Radio		
						1ro.	2do.	3ro.	Total	SI	NO	Total
1.	Nacaome	Exequiel Isaías Reyes	21	503	29	357	83	63	503	503	0	503
2.	San Lorenzo	Feliciana Lozano	37	491	37	290	117	89	491	491	0	491
3.	Amapala	Erasmo Padilla	16	355	37	177	74	104	355	355	0	355
4.	San Francisco de Coray	Miriam Alvarado	38	831	57	711	58	62	831	831	0	831
5.	Langue	Ever Esaú Tovar Torres	23	826	36	574	150	102	826	700	126	826
5.1	Langue	Nelly Daysi Matamoros	22	825	35	576	146	103	825	701	124	825
6.	Alianza	José Arnulfo Cárdenas	14	202	14	134	26	42	202	150	52	202
7.	Goascorán	Xiomara E. Cárdenas	35	651	39	469	99	83	651	505	146	651
8.	Aramecina	Melvin David Díaz	24	354	24	166	94	94	354	312	42	354
9.	Caridad	Sonia Contreras	9	232	11	84	42	106	232	186	46	232
SUMA TOTAL			239	5270	319	3538	884	848	5270	4734	536	5270

Tegucigalpa, M.D.C., 30 de marzo de 1995

Jorge R. López
Vilma Consuelo Lara
Ada Lila Gamero
Isidro Rivas Martínez
Cristobal Reyes

CUADRO RESUMEN POR MUNICIPIOS
PROYECTO EDUCATODOS
Departamento El Paraíso

No	Lugar	Instrumentos Aplicados	Edad					Escuelas Suspendidas			Horario		Emisora			Trabaja		Salario			Org de Apoyo		
									Casa Hab	Iglesia			Radio Valle	Radio Centro	Henacan	SI	NO	500	1000	+ 1000	E PR	Org Gob	O C
1	Texiguat	372	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	41	41	21	199	173	372	0	0	372	0	372	0	0	6	6	10
2	Liure	675	375	[illegible]	[illegible]	198	[illegible]	37	288	0	447	228	675	0	0	675	0	675	0	0	0	0	2
3	Soledad	401	226	17	[illegible]	50	[illegible]	2	120	22	276	125	401	0	0	401	0	401	0	0	0	0	20
4	Vado Ancho	262	165	97	139	111	[illegible]	13	63	0	253	9	262	0	0	262	0	262	0	0	12	12	3
SUMA TOTAL		1710	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	502	43	1175	535	1710	0	0	1710	0	1710	0	0	18	18	35

61

CUADRO RESUMEN DE DIAGNOSTICO
PROYECTO EDUCATODOS EN LA ESCUELA MORAZANICA
Departamento de El Paraíso, Marzo 1995

No.	Lugar	Número de Promotores	No. de Comunidades	Cantidad de Instrumentos	No. de Facilitadores	Beneficiarios				Tiene interés en realizar estudios de E.P. con ayuda Radio		
						1ro.	2do.	3ro.	Total	SI	NO	Total
1.	Texigua	1	18	372	19	200	63	109	372	372	0	372
2.	Liure	1	31	675	32	385	172	118	675	675	0	675
3.	Soledad	1	29	401	32	197	83	121	401	401	0	401
4.	Vado Ancho	1	16	262	16	146	80	36	262	262	0	262
		4	94	1710	99	928	398	384	1710	1710	0	1710

No.	Lugar	Instrumentos Aplicados	Edad		Sexo		Locales Sugeridos				Horario		Emisora			Trabaja		Salario			Org. de Apoyo		
			-29	+29	M	F	Esc.	C Com.	Casa Hab.	Iglesia	4 a 5	5 a 6	Radio Valle	Radio Centro	Honecan	SI	NO	-500	-1000	+1000	E.PR	Org. Gub.	O.C.
1.	Cholutece	12.760	6282	6478	6068	6792	7038	1236	4350	136	9667	3097	11311	847	602	11553	1207	7173	1231	1025	8	84	416
2.	Valle	5387	1871	3516	2323	3064	4153	172	1017	45	3257	2130	2588	83	2756	5143	244	3073	15	2	1	35	154
3.	El Paraíso	1710	954	757	397	813	1061	194	502	43	1276	434	1710	0	0	1710	0	1710	0	0	0	16	88
SUMA TOTAL		19.857	9106	10.751	8789	10.669	12.252	1512	5869	224	14.200	5661	15589	910	3358	18406	1451	11956	1451	1027	9	115	658

CUADRO RESUMEN DE DIAGNOSTICO
PROYECTO EDUCATODOS EN LA ESCUELA MORAZANICA
Zona Sur, Marzo 1995

No.	Lugar	Número de Municipios	No. de Promotores	Cantidad de Facilitadores	No. de Instrumentos	Beneficiarios				Tiene interés en realizar estudios de E.P. con ayuda Radio		
						1ro.	2do.	3ro.	Total	SI	NO	Total
1.	Choluteca	16	28	615	12.760	6.130	3.139	3.491	12.760	12.126	634	12.760
2.	Valle	9	11	319	5.387	3.577	923	887	5.387	4.851	536	5387
3.	El Paraíso	4	4	99	1.710	1.928	398	384	1.710	1.710	0	1.710
	TOTAL	29	43	1033	19.857	10.635	4460	4762	19.857	18.687	1.170	19.857

Responsables:

Vilma Consuelo Lara
Ada Lila Gamero
Isidro Rivas Martínez