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EQUIP2-MIDEH Project Quarterly Report #12

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Twelfth Quarterly Performance Report: July - September 2007

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Executive summary of project goals

The EQUIP2 “Improving Student Achievement in Honduras” (MIDEH) Project is designed to work closely with the Secretaría of Educación (SE) to identify potential systemic changes which lead to improved student achievement throughout the country, specifically in standards, assessment, teacher training and civil society involvement. Officially commencing in October 2004 and closing in March 2008, MIDEH’s efforts have focused on supporting the SE in education initiatives, developing world-class education standards with an aligned assessment system, and strengthening educators’ knowledge of standards, testing, and curriculum and how to use them to improve learning outcomes. To accomplish these objectives, the MIDEH Project has been designed around the following four components: 1) Standards, Evaluation Criteria and Testing; 2) Decentralized Technical Assistance and Training; 3) Research on Alternative Education Systems for Grades 7-12; and, 4) Civil Society Participation in Education.

The implementation partners (AED, ANEDH, and FEREMA) are focused on the below objectives during 2007:

- Supporting the use in schools of the SE’s DCNB and the DCNB support materials developed by the project as a tool for achieving EFA-FTI goals through improved teaching and learning.
- Building capacity for information-based strategic planning at the departmental, district, and school levels, as a means to achieve EFA-FTI goals through improved achievement and reduced repetition, desertion, and failure.
- Creating a critical mass of civil society and local government support for the achievement of EFA-FTI and PRS goals.
- Increasing access to pre-school through support to Community Pre-school Education (CCEPREB) Centers.

During this quarter, the MIDEH Project provided technical assistance to 16 departments for the development of strategic plans for the achievements of EFA goals; now all 18 departments have such a plan. Decentralized training activities in all departments focused on the use of the DCNB support materials. Additional teacher learning networks were established and began to conduct activities. Training, monitoring, and data collection activities for pre-school education took place, and dozens of commitments to support the achievement of EFA goals were signed by civil society stakeholders.

Technical activities during the reporting period

The technical activities carried out during this quarter are arranged by the results, components, and activities of the 2007 Project workplan described in the March 22, 2007 technical proposal for the extension year¹.

Result 1. Achievement of EFA goals

Component 1, Establish a teacher learning network

Activity 1, Analyze the educational situation of each municipality based on 2006 and 2007 educational statistics. This quarter, EQUIP2 MIDEH held numerous activities focused on

¹ The activities carried out under what was previously Component 1 (Standards, Evaluation Criteria, and Testing) are described in the EQUIP1/MIDEH quarterly report submitted by AIR.

socializing the most recent departmental and district educational statistics available; following-up with school leaders on the importance of achieving EFA indicators; and maintaining a sustainable support system for continued analysis through work with teachers, principals, and DDEs. Unfortunately, preliminary data from the 2007 school year was not available from the SE until the very end of the quarter.

Activity 2, Organize teacher learning networks. The Project disseminated information about the organization and functioning of the teacher learning networks with teachers, DDEs, parents, students, and others. During this quarter, 322 new networks were established.

Activity 3, Learning network activities in support of EFA goals. EQUIP2 MIDEH assisted in the development of over 200 learning network work plans, which contain activities that will be executed throughout the next year, including teacher trainings and demonstration classes on specific topics. The Project also trained over 2,700 students in how to serve as peer tutors.

Activity 4, Creation of a culture for using the DCNB support materials as tools for learning. The Project trained teachers, municipal government officials, and DDEs in the use of DCNB support materials, and monitored implementation of these materials in schools.

Component 2, Decentralized training and support for the use of DCNB support materials and achievement of EFA goals.

Activity 1, Training for teachers, school directors, and SE departmental and district personnel. The project held 29 workshops this quarter to train Spanish and Math facilitators, and completed 195 school-level workshops on the use of DCNB support materials.

Activity 2, Increase parental participation. This quarter, the project held over 200 meetings with parents to motivate their participation in the education of their children. The Project also executed a communications strategy that developed guidelines for parental participation and encouraged parents to become involved in their children's education.

Activity 3, Validation of materials. Project staff assisted 54 surveyors in collecting responses in the validation survey.

Component 3, Support the use of strategic planning based on educational statistics

Activity 1, Data collection and analysis. The Project continued to assist in the collection and entering of 2007 enrollment data for preschool and primary education. An analysis was also performed to assess data from 4,105 schools with poor performance indicators.

Activity 2, Development of information-based strategic plans. In the past quarter the EQUIP2/MIDEH team succeeded in creating 16 new strategic plans, for an overall total of 18 (100% of the program goal). The team members worked in coordination with the UPEG, with technical and financial support from PROEFA/GTZ and SE/EFA as well as other MIDEH project components. The development of the strategic plans was done in a participatory manner with departmental authorities, local governments, teachers' unions, and NGOs in each department. A total of 669 people were trained in strategic planning and monitoring. Strategic plans have been disseminated and planned activities are now being implemented in the departments.

Component 4, Support increased access to pre-school

Activity 1, Support to CCEPREB Centers. In conjunction with the SE's pre-school education department, EQUIP2/MIDEH conducted two workshops for department-level pre-school

coordinators. The subject of these workshops was the planning and monitoring of CCEPREB centers in 18 departments. During the second workshop for the coordinators, the participants created a monitoring plan and were trained in monitoring and evaluation instruments. Also during this quarter, *boletas* from the CCEPREB Centers were collected and analyzed, as a step toward building the CCEPREB database.

The Program activity to provide follow-up to 60% of the 1832 Project-supported CCEPREB centers was modified at the request of the SE. The plan changed to provide follow-up to 20% of the 4,067 total CCEPREB centers at the national level.

Activity 2, Support of achievement of EFA goals for access to pre-school. Project presentations and meetings with civil society under Result 3, as well as informational materials developed, address the EFA pre-school goals.

Result 2. Achievement of PRS Goals and Increased Competitiveness of the Emerging Workforce

Activities 1 & 2 (Training and technical assistance/Civil society activities). The strategic plans being developed by each department address PRS goals. The presentations to and meetings with civil society groups, informational materials created, and commitment agreements being developed all address the PRS goals.

Result 3. Education Reform

Activity 1, Build critical mass of support for EFA-FTI and PRS goals through targeted work with key stakeholder groups. MIDEH made progress in building support for EFA-FTI and PRS goals with municipal governments, workers' organizations, and NGOs.

MIDEH facilitated meetings between department and municipal leaders in education. The meetings were held in nine departments, and 72 inter-institutional agreements to implement activities were signed as a result. The meetings included: presentations on EFA-FTI goals and indicators; presentation of the departmental strategic plan; development of commitments; and signing of agreements. FEREMA expects to continue these meetings in the remaining departments through the month of October.

FONAC activities with the SE and the leaders of major labor and *campesino* organizations resulted in the signing of 14 agreements to coordinate and support the achievement of EFA goals. The signing of these agreements at the central level opens the door for the development of commitments at the departmental and local levels.

FEREMA conducted two workshops with NGOs and created a directory of the NGOs affiliated with COMCORDE. Departmental-level COMCORDE committees are currently being formed to support DDEs. The Project has constructed a database that tracks the departmental-level activities of NGOs working in the education sector and allows these NGOs to coordinate and orient their activities toward the EFA-FTI goals.

FEREMA has also created a number of publications. This quarter, the team printed 1000 brochures for labor organization workshops; began designing a marketing campaign; met with leaders of the media to solicit their cooperation; produced 150 CDs of the EFA-FTI plan and department statistics for municipal governments; and produced 30 CDs with the departmental-level strategic plans for the SE.

Planned Goals/Objectives and Actual Achievements

The following tables provide a summary of activities planned for the quarter, and those carried out.

Programmed Activities	Actual Achievements	Issues Encountered / Reasons Why Any Goals Not Met	Solutions Proposed
Result 1: Achievement of EFA goals			
Component 1, Establish a teacher learning network			
Activity 1, Analyze the educational situation of each municipality based on 2006 and 2007 educational statistics	Held 292 follow-up meetings on educational indicators and data with school directors. Created and socialized 101 documents with the educational statistics. Conducted meetings with 31 Support Teachers.	Strikes and teacher responsibilities (especially in one-teacher schools) hampered attendance.	Changed the timing of meetings, emphasized importance of and accountability for progress on indicators.
Activity 2, Organize teacher learning networks	Socialized the organization and functioning of the teacher learning networks with departmental and district directors, SE decentralized technical staff, school principals, teachers, parents, and students. Organized 332 learning networks. Developed and distributed 5639 informational brochures.		
Activity 3, Teacher learning network activities in support of EFA goals	Teacher learning networks created 254 workplans.		

Programmed Activities	Actual Achievements	Issues Encountered / Reasons Why Any Goals Not Met	Solutions Proposed
Activity 4, Creation of a culture for using the DCNB support materials as tools for learning.	<p>Monitoring of 1136 schools.</p> <p>Conducted 48 meetings with the departmental technical teams on monitoring indicators.</p> <p>Conducted 4 trainings for teachers of one-teacher schools on the use of the communicative approach.</p> <p>Coordinated with 417 directors in order to create didactic and planning materials for teachers.</p> <p>Held 18 training workshops for Support Teachers on use of DCNB support materials.</p>		
Component 2, Decentralized training and support for the use of DCNB support materials and achievement of EFA goals.			
Activity 1, Training for teachers, school directors, and SE departmental and district personnel	<p>Held 29 workshops to train Spanish and Math facilitators.</p> <p>Conducted 195 workshops at CEBAs on the use of DCNB-support materials.</p> <p>Trained 2,734 students in how to be peer tutors.</p> <p>Pasantías to 245 CEBAs.</p>	<p>Many parents don't have the time to attend the trainings.</p> <p>There was not time for all CEBAs to hold workshops.</p>	<p>Adjust scheduling to make workshops more convenient for parents to attend.</p> <p>Workshops at remaining CEBAs will be held in October.</p>
<p>Activity 2, Increase parental participation</p> <p>Activity 2A Develop and implement IEC strategy</p>	<p>Organized 209 school-level meetings with parents.</p> <p>Held 355 <i>escuelas de padres</i></p> <p>Held 7 informational forums and developed brochures and one radio spot.</p> <p>Distributed parental version of standards and pacing guides for grades 7-9.</p>	<p>Some parents did not understand the document well.</p>	<p>Assembly for parents to explain and clarify.</p>

Programmed Activities	Actual Achievements	Issues Encountered / Reasons Why Any Goals Not Met	Solutions Proposed
Activity 3, Validation of materials	Support to 54 CIDEH data collectors working on validation.		
Component 3, Support the use of strategic planning based on educational statistics			
Activity 1, Data collection and analysis	Entered data from 13,977 <i>boletas</i> with start of school year information. Analyzed data for over 4,000 low-performing schools. Consolidated enrollment data for primary and pre-school. Visited 1,136 schools to support teachers in information-based decision-making		
Activity 2, Development of strategic plans	Developed 16 strategic plans; now in the implementation stage. Held seven follow-up meetings to set plans into operation.	Delays occurred in the transfer of SE Plan EFA funds to cover the final costs of developing the plans.	Found other means of financing meeting and workshop costs.
Component 4, Support increased access to pre-school			
Activity 1, Support to CCEPREBs			
Workshops 2 and 3 with CCEPREB coordinators	Completed two workshops that focused on planning and monitoring of Centers.		
Organization and execution of monitoring activities with 60% of the 1832 CCPREBs	Per the request of the SE, conducted monitoring activities for 20% of the 4,067 CCEPREBs.		
Collection of <i>boletas</i> from the CCPREBs	Collected 3,000 <i>boletas</i> .	Some <i>boletas</i> still need to be collected.	FEREMA is conducting follow-up activities to achieve the planned goal.
Result 2: Achievement of PRS goals and increased competitiveness of the emerging workforce			

Programmed Activities	Actual Achievements	Issues Encountered / Reasons Why Any Goals Not Met	Solutions Proposed
Activity 1, Training and technical assistance	Developed strategic plans in Result 1, Component 3 that address PRS goals.		
Activity 2, Civil society activities	Developed Project meetings, materials, and commitment agreements with civil society under Result 3 to address PRS goals.		
Result 3: Education reform			
Activity 1, Build critical mass of support for EFA-FTI and PRS goals through targeted work with key stakeholder groups.			
Meetings with DDE and municipal government leaders	72 agreements signed between mayors and district directors in 9 departments.		
Work with campesino and labor organizations	14 agreements between the SE and directors of campesino and labor organizations signed.		
Work with NGO sector	Created a database of all NGOs that work in education. Began organizing departmental committees of COMCORDE.		
Media campaign	Completed conceptual design of marketing campaign to promote Plan EFA.		

Summary data regarding number of beneficiaries assisted (July - September 2007)

ACTIVITIES	WOMEN	MEN	TOTAL	DATES	TYPE OF ATTENDEE
Training in strategic planning	287	390	677	July August	Departmental Directors, departmental technical personnel, mayors, NGO staff
Workshops with SE pre-school coordinators	106	8	114	July	SE Pre-school Unit staff, 18 departmental pre-school coordinators, pre-school teachers
Meetings with DDEs and municipal authorities	179	253	432	August	Departmental directors, district directors, mayors, civil society

					representatives
Workshops with teachers at one-teacher schools	68	45	113	August	Teachers/school directors
Trainings for math and Spanish facilitators	1143	679	1822	August	Teachers, facilitators
Training workshops with Support Teachers	229	160	389	July, August, September	Teachers
Training for DDEs and District technical staff	49	85	134	July, August, Sept.	Departmental and district directors, technical assistants, unit chiefs.
School-level workshops on use of DCNB-support materials	4,686	2,177	6,863	August	Teachers, parents, students, principals and assistant school directors
Training for peer tutors	1,973	1,427	3,400	July	Students, teachers, principals

Lessons learned and recommendations

The delays in the collection, analysis, and dissemination of data from the start of the school year meant that the strategic plans were developed based on last year's data. This problem indicates that the project team needs to work with USAID and the SE to rethink the data collection strategy to ensure the timely collection, analysis, and dissemination of data in the future.

Activities planned for next quarter

In the final quarter of CY 2007, MIDEH will support the SE in the collection and analysis of end of the school year data, as well as support teacher learning network activities. The team will also assist EQUIP1 MIDEH in the application of summative tests. The strategic planning team will begin to work with SE district offices on developing district-level strategic plans for the achievement of EFA goals based on the corresponding departmental plan. In the pre-school education area, the Project will carry out the impact evaluation, and develop the CCEPREB database. In terms of work with civil society, the Project will develop agreements with mayors in the remaining departments, as well as ten agreements with labor and *campesino* organizations. EQUIP2 MIDEH will establish additional departmental COMCORDE Committees.