

1. PROJECT TITLE RURAL EDUCATION		2. PROJECT NUMBER 522-0119	3. MISSION/AID/W OFFICE USAID/Honduras
		4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) 522-81-1	
		<input checked="" type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION	

5. KEY PROJECT IMPLEMENTATION DATES			6. ESTIMATED PROJECT FUNDING	7. PERIOD COVERED BY EVALUATION	
A. First PRO-AG or Equivalent FY 79	B. Final Obligation Expected FY 83	C. Final Input Delivery FY 84		From (month/yr.) August, 1978	To (month/yr.) January, 1981
			A. Total \$ 2,185,000	Date of Evaluation Review 12/80 - 1/81	
			B. U.S. \$ 750,000		

8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR		
A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., program, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION.	C. DATE ACTION TO BE COMPLETED
1. Prepare detailed plan for Information/Evaluation component	Bernbaum, USAID/Honduras Martínez, MOE	June 1981
2. Revise overall implementation and financial plans to take into account project delays and detailed plan for Information/Evaluation component.	Bernbaum, USAID/Honduras Martínez, MOE	July 1981
3. Redefine role of T.A. team in Project implementation; arrange for increased input of MOE line staff in key Project decisions and in day to day implementation actions.	Bernbaum, USAID/Honduras Martínez, MOE	July, 1981

BEST AVAILABLE DOCUMENT

LESSONS LEARNED

The importance of participation of MOE line offices in the planning of project activities cannot be overemphasized. MOE staff responsibilities and responsibilities of T.A. staff should be clearly identified at the beginning of the Project and each party should be kept to carrying out the responsibility assigned to it. Detailed implementation planning is also crucial

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS			10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT	
<input type="checkbox"/> Project Paper	<input checked="" type="checkbox"/> Implementation Plan e.g., CFI Network	<input type="checkbox"/> Other (Specify) _____	A. <input type="checkbox"/> Continue Project Without Change	
<input checked="" type="checkbox"/> Financial Plan	<input type="checkbox"/> PIO/T	N/A	B. <input type="checkbox"/> Change Project Design and/or	
<input checked="" type="checkbox"/> Logical Framework	<input type="checkbox"/> PIO/C	<input type="checkbox"/> Other (Specify) _____	<input checked="" type="checkbox"/> Change Implementation Plan	
<input type="checkbox"/> Project Agreement	<input type="checkbox"/> PIO/P	N/A	C. <input type="checkbox"/> Discontinue Project	

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)		12. Mission AID/W Office Director Approval	
Ambrosio J. Ortega - Education Officer, USAID		Signature	<i>[Signature]</i>
Marcia Bernbaum - Education Advisor, USAID		Typed Name	Leo L. Ruelas, Acting Mission
Prof. Luis A. Baires - Chief of Party, T.A. Team		Date	6/19/81
Prof. Elena G. de Martínez - MOE Coordinator			
Leo L. Ruelas - Mission Evaluation Officer			
Dean Bernius - Office of Deputy Mission Director/ Evaluation			
JM Stone, Asst Dir. for	Ed Baker, Project Officer		

**MICROFILMED FROM BEST
AVAILABLE COPY**

13. SUMMARY

There was a 14-month delay between the date of Authorization and the date when the T.A. advisors came on board. This delay was due to difficulties associated with bureaucratic formalities and procedures. Allowing for the delayed start and personnel changes, the curriculum revision component is ahead of schedule. A preliminary draft of the curriculum for grades 1 - 3 has been prepared. This draft was the product of a team consisting of members from different units of the Ministry of Public Education (MPE). The educational technology component is also on schedule, and progress is being made in defining a strategy for training rural teachers in administrative aspects of the Central/Satellite School.

The principal difficulties are with the Research-Evaluation-Information component and with basic project planning. With regard to the former there is a lack of conceptualization of what this component is to achieve under the Project. There has also been minimal input to date of MPE line staff in implementing activities contemplated under this component. A key element inhibiting efficient implementation progress has been an overall lack of detailed planning.

The interim evaluation, upon which this PES is based, highlights these constraints and provides a series of recommendations for overcoming these constraints. It is apparent, both from the observations contained in the interim evaluation and from subsequent actions, that revisions will have to be made in the following: the logical framework matrix, the project implementation plan, and the financial plan.

14. EVALUATION METHODOLOGY

The evaluation was carried out to assess project progress and basically to detect and address key problems before they became unmanageable. The evaluation was conducted by Luis A. Coronado Castillo, Social Anthropologist. Ambrosio J. Ortega and Cristobal Rodriguez from USAID helped with the initial planning and monitored its progress. The evaluation consisted of an indepth review of project related documents, individual conferences with project related personnel (MPE, USAID), group conferences with the Technical Commission of the National In-Service Teacher Training Unit, and a group session with individual in-service trainees.

The report, attached, has been of great use to the Mission as a guide for reprogramming the Project. The report is organized around project components rather than the logical framework matrix format. In order to accommodate to the recommended PES format the drafter of this PES has taken the liberty in sections 16 through 19 below to where necessary go beyond the contents of the report to address the specific status of project inputs, outputs, the project purpose and goal.

15. EXTERNAL FACTORS

The curriculum revision expert became ill in May 1980 and left the country on sick leave and leave without pay. He eventually resigned in August, 1980. This caused a substantial delay in project progress. The Education Technology Advisor had to assume many of the responsibilities of the Curriculum Revision Expert.

The former Director General of Planning was responsible for getting the Technical Assistance team to expand its coverage to a nation-wide basis. This expansion was carried out unilaterally in spite of objections from USAID officials. In late 1980, and as a result of the intermediate evaluation, the Mission was able to convince the MDE that this Project should be placed back into the parameter of the project perspective.

MDE staffing changes over the evaluation period have also had a major impact on the Project. These changes are discussed in more detail in Section 17 below.

16. INPUTS

A. A.I.D. Financed

All Project inputs are behind the schedule outlined in Annex H-1 of the Project Paper. The principal reason for this delay is that commitment of Project funds did not begin until 14 months after Project Authorization. These delays were in large part due to difficulties with MDE formalities and procedures. Commitment of funds for commodities is the farthest behind schedule: as of 12/30/80 no funds had been committed for this line item; the original target for that date was \$147,000. Commitment of funds for technical assistance, while slightly behind schedule, is closer to target: as of 12/30/80, \$334,494 had been committed for this purpose; the target for that date was \$432,000. Minimal commitments have been made to date for participant training (\$17,360 as of 12/30/80 as compared to a target of \$66,000 for that date).

Input quality has varied. The T.A. team varies with regard to capabilities and over the past year a series of on-the-job problems have arisen that have affected the quality and effectiveness of their input to the Project. The team itself has taken on functions that correspond to MDE line office staff. In addition, the planning process has been very general and has not gotten down to the level of detail necessary to assure smooth Project implementation planning. Finally, there have been difficulties in carrying out the training function that the T.A. team was originally assigned.

B. GOH Counterpart

GOH counterpart to date, in terms of staff salaries and per diem costs, have for the most part been satisfactory. Adequate funds have been reserved in the MOE counterpart budget for printing, supplies, and data processing. However, due to poor advanced planning, it has not always been possible to use these funds in order to obtain needed inputs in a timely fashion.

17. OUTPUTS

1. An Integrated System for Continuous Curriculum and Materials Design, Teacher Training, Supervision, and Evaluation

Progress in achieving items 1 and 2 of this output (curriculum and materials design) has been satisfactory. As of 12/30/80 a preliminary draft of plans and programs of the first cycle (grades 1-3) of basic general education had been prepared. Substantial progress had also been made in identifying a group of highly qualified individuals to prepare the corresponding instructional materials for the first cycle. Particularly impressive about the procedure followed in preparing both has been the care taken to pull in for all stages of the design process representatives from a wide spectrum of the Honduran educational sector. The team that prepared the curricula for the first cycle, for example, was composed of rural teachers, MOE curriculum specialists, and representatives from the Honduran teacher training college, each of the latter specialized in one or more subject areas.

It is still too early to judge progress in terms of achieving items 3 and 4 (teacher training and supervision) listed above.

Item 5 (evaluation) is way behind schedule. The fundamental problem with this item is that there has been a basic lack of understanding regarding how a well thought through and implemented evaluation can contribute to achievement of the Project purpose. A review of documents prepared under the evaluation component at the time of the interim evaluation revealed the following: several documents were incomplete; none of the documents contained a detailed implementation or financial plan for this component; it was clear from reviewing the documents that MOE line staff had played an extremely limited role in conceptualizing activities to be carried out under this component.

Personnel Trained to Operate the System

Due to constraints within the MOE outside of the Project's control, it has not been possible to achieve the level of progress in training that would have been anticipated at this stage of Project

implementation. There has been a large turnover in the teacher training group; several educational research staff have been transferred to other MOE positions; projected MOE staff input into the materials production activities never really materialized.

3. Improved Materials Production Center.

It is still too early to gauge progress in achieving this output. During the first year of the Project the MOE decided to change the proposed materials production facility to a new locale. This locale has not yet been constructed.

4. Improved Information System

No progress whatsoever has been made in achieving this output.

Delays in achieving outputs listed above are in part a reflection of recent MOE Personnel changes. They also reflect a confused concept, on the part of the technical advisory team, of the role it should have in Project implementation. There has also been little forward detailed implementation planning.

18. PURPOSE

The purposes of this Project are to: (1) establish an education management system with the proven capacity to design, test, and develop improved curricula and instructional materials, and to train rural teachers in their use, and (2) establish a full-fledged C/S school system in six departments of Northern Honduras.

Progress toward each EOPS conditions is as follows:

1. 307 C/S schools have new educational materials in four subject areas-- math, natural sciences, vocational education, and language arts. Materials for the six primary grades designed and produced by new education management system.

As of the time of the interim evaluation, revised curricula for grades 1 - 3 had been designed for the following areas: math, national reality; man, work, and nature; language and communication. Progress had been made in using these revised curricula to develop instructional materials.

2. 915 teachers, 60 school directors, and 42 supervisors have been trained in and are applying new methodology and materials.

During the evaluation period, directors and supervisors received some initial training in the conceptual base underlying the new curricular approach. Teachers had not yet been exposed to this new approach.

MICROFILMED FROM BEST
AVAILABLE COPY

3. Training and materials production will have begun for at least one additional area where C/S schools exist.

It is too early to comment on progress toward achieving this indicator.

Full achievement of EOPS conditions 1, 2, and 3 cannot realistically be expected until the end of the Project. Due to some of the external factors discussed in Section 15, it may be necessary during this evaluation period to revise the numbers contained in EOPS 2 and 2. EOPS 3 may need to be changed entirely.

19. GOAL/SUBGOAL

Not pertinent at this time.

20. BENEFICIARIES

Direct project beneficiaries are approximately 40,000 primary school students in the C/S schools of six Departments of the North Coast area. These Departments became a development priority after Hurricane FIFI. Included in these departments are three of the priority agrarian reform regions -- the Aguan Valley, La Masica, and Guanchias; and two significant minority regions -- the Bay Islands with a black-English-speaking population and La Mosquitia with an Indian (indigenous native) population.

While it is too early to assess direct and indirect benefits, it is anticipated that as a result of the activities carried out under this Project, primary school retention rates in the Project area will increase and repetition will be reduced. Ultimately, it is hoped that this Project will contribute to increasing agricultural production in the target regions and to reducing rural-urban migration.

21. UNPLANNED EFFECTS

None known at this time.

22. LESSONS LEARNED

See PES Facesheet.

23. SPECIAL COMMENTS OR REMARKS

The consultant's report, while very useful for purposes of Project planning, follows a format that is not conducive to direct transfer of observations and recommendations to the recommended PES format, especially in relation to items 16-19 (inputs, outputs, purpose, goal/subgoal). The drafter of this PES has taken the liberty to follow the PES instructions for these items, going beyond the contents of the interim evaluation where necessary to provide the appropriate information.

MICROFILMED FROM BEST
AVAILABLE COPY

Coronado makes a series of recommendations as a result of his interim evaluation. These recommendations are summarized on pages 71-81 of his report, attached. Where possible, the Ministry of Education and AID are taking these recommendations into account. Revisions have been made in the Project scope; a detailed plan for the information systems activity has been prepared and a corresponding plan for the evaluation is almost complete; actions have been taken to place coordination and overall project administration responsibility in the hands of Ministry of Education personnel; counterpart personnel for the evaluation and educational technology sub-components of the Project have been named; efforts are being made to reprogram the Project to take into account delays in Project initiation and the constraints identified in Coronado's report. The latter action should result in a revised implementation plan, a revised financial plan, and revisions in the logical framework matrices at the inputs and outputs levels.

Section 8.A. - Action Decisions - summarizes three key actions that are basic to having the above take place.

**MICROFILMED FROM BEST
AVAILABLE COPY**