



EdData II

Summary: Honduras EGRA Teacher Training Workshop

February 7-10, 2012, El Zamorano, Honduras

EdData II Technical and Managerial Assistance, Task Number 7
Contract Number EHC-E-07-04-00004-00
Strategic Objective 3
February 22, 2012

Prepared for

Sandra Bertoli, Contracting Officer's Technical Representative (COTR)
Bureau for Economic Growth, Agriculture and Trade (EGAT/ED)
United States Agency for International Development

This publication was produced for review by the United States Agency for International Development. It was prepared by Jessica Mejia, RTI International. The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

EdData II Task 7 Honduras EGRA Teacher Training Workshop

February 7-10, 2012

El Zamorano, Honduras

With funding from USAID and logistical assistance from the EducAccion project in Honduras, RTI led a workshop to show teacher trainers how EGRA can be used in the classroom and how to use the data to make decisions about instruction.

Objective: The EGRA Teacher Training Workshop brought together educators and teacher trainers from around the country to teach them how to use EGRA at the classroom level. The workshop explained the importance of students learning to read with comprehension early in primary school, how to administer EGRA, and how to use the results from the assessment to make decisions for instruction.

Audience: Participants at the workshop represented 40 municipalities in Honduras. The majority of the participants were staff members from the Secretary of Education; or district- or municipal-level technical assistants who are charged with working directly with teachers and school directors. Six teachers also attended. Representatives from the EducAccion project also attended with representatives from American Institute of Research, Save the Children, and Childfund.

Summary: The workshop was met with general enthusiasm and interest from participants, most of whom were former or current primary school teachers. The workshop used the Nicaragua social marketing video “Todos a Leer” to set the stage for the workshop. Facilitators explained the importance of students learning to read and discussed the consequences for students who are not able to read and comprehend well by third grade when they will begin to read to learn. Participants then spent a day and a half learning and practicing the Honduras EGRA instrument, ensuring their ability to instruct teachers on the administration of the instrument as well. Once participants were prepared to administer the instrument, the group discussed how teachers could use EGRA at the classroom level and how teachers and district officials could make informal alternate versions of the instrument, including practice in writing new short stories that are grade-appropriate. Participants were then led through discussion and activities focused on analyzing data, grouping students for instruction, and using decision-making processes for teachers to know when students need more instruction or practice in certain skills, as well as when to move on to more difficult skills. Finally, participants spent time discussing instructional activities that could be used to help students who needed more instruction or practice. Throughout the workshop, a video produced in Honduras to support the workshop was shown as a visual aid for the ideas and concepts discussed.¹ All participants were given copies of the video. The workshop ended with a discussion and agreement that participants would replicate the workshop at least three times in the next year and that there would be some minimal support from the EducAccion project. Evaluations of the workshop were all positive and enthusiastic.

¹ The four-part video for Honduras, “Para leer mejor” [For better reading], is available from the EdData II website, <https://www.eddataglobal.org/video/index.cfm>, within the “EGRA in the Field” album.