



FINAL REPORT

Base Line Study for the Project: "Food for Education (FFE)".



Students of the Francisco Morazán School at San Marcos de la Sierra, Intibucá

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Acronyms

ATLAS. TI: File for Technology, Life and All Languages

CARITAS: Social Pastoral of the Santa Rosa de Copán Diocese

CCEPREB: Center for Informal Kindergarten Education

CNB: National Basic Curriculum

COCEPRADII: Central Pro Water and Integrated Development Committee of Intibucá.

CRS: Catholic Relief Services.

EGRA: Early Grade Reading Assessment

EPRED: Response Teams to Prevent School Dropouts

INE: National Statistics Institute

Metas EFA: Education for All Goals

OCDE: Organization for Cooperation and Economic Development

NGO: Non-Government Organization

PEC: School Annual Implementation Plan.

POA: Annual Operating Plan

SPSS: Statistical Package for the Social Sciences

UNESCO: United Nations Education, Scientific and Cultural Organization

UNICEF: United Nations Children's Fund

USAID: United States Agency for International Development

USDA: United States Department of Agriculture

I. Introduction

Catholic Relief Services (CRS) is aware of the prevailing need to advance in achieving educational objectives, given the numbers reported in the country. According to the United Nations Children's Fund (UNICEF, 2010), the possibilities of young Honduran children to develop their potential and access better living conditions in the future are still very limited, not only due to conditions of deprivation with 67.9% of boys and girls living below the threshold of relative poverty and 29.1% in extreme poverty, but in addition because of the lack of focus and low level of investment for social issues such as education¹.

In order to reduce the negative effects of these situations on the development of children, CRS proposed the Project called "Food for Education FFE" to the United States Department of Agriculture, to improve the education of school age children in 17 municipalities in the Department of Intibucá², over a three year period (2013-2015).

For project implementation, CRS works jointly with its national partners because of their experience in education and development projects in the Western zone of Honduras. These include the Social Pastoral of the Santa Rosa de Copán Diocese (CARITAS) and the Pro-Water Central Committee and Integrated Development of Intibucá (COCEPRADII in Spanish). CRS is also working in coordination with the Secretariat of Education, the Secretariat of Agriculture and Cattle and the Secretariat of Social Development through its School Meals Program.

The fulfillment of the strategic objective will depend on multiple integrated actions that will permit the improvement of education quality and reduce equity barriers by improving access to education for the poor and vulnerable populations. Some of the proposed actions include providing school meals to the students in 1,047 schools (509 schools and primary schools, 308 kindergartens and 230 informal kindergartens or CCEPREBs), providing school supplies and materials to the 1,047 schools, improving the physical infrastructures in 94 schools, increasing student

¹ United Nations Children's Fund (UNICEF). (2010). Childhood in Honduras, 2010 Analysis Tegucigalpa: UNICEF Honduras. "...public investment has been destined in greater proportion to non-social issues, which negatively affects childhood survival and the broad development of their capacities. Added to this, the issue of childhood vulnerability in Honduras is difficult to explore because social policies, the national budget set aside for childhood and the provision of health, education and protection services, are generally not included in the information systems"

² Camasca, Colomcagua, Concepción, Dolores, Intibucá, Jesús de Otoro, La Esperanza, Magdalena, Masaguara, San Antonio, San Francisco de Opacala, San Isidro, San Juan, San Marco de Sierra, San Miguelito, Santa Lucía, Yamaranguila.

learning capacity, teachers' teaching capacity, as well as the directors' management capacities in these schools, increasing the number of student enrollments and regular assistance: in total, thereby benefitting 53,863 children, their families and more than 2,000 teachers.

In conformity with these interventions, once the project ends, we should know how the population has benefitted. Before implementation, we need to know the current status of the education conditions in Intibucá. These conditions were measured through the application of project indicators and were based on information from focal groups, interviews and surveys carried out with the beneficiaries in the intervention zone (directors, teachers, and parents), and reported in a disaggregated manner by school: kindergarten and primary schools, by municipality and by gender.

The information derived from the base line has the general objective of facilitating decision making, providing criteria for project commencement, and assuring that the following specific objectives are taken into account:

1. Prioritize Project strategies based on results of the indicators contained in the logical framework.
2. Adapt the Project monitoring and evaluation plans based on the data obtained.
3. Validate the base line study design. This validation will be used to determine and adapt the mid-term and final evaluation designs.

In this regard, the preparation of the base line will make it possible to make informed decisions and in accordance with the contexts and needs of the Project beneficiaries. The document is organized in seven chapters, the first of which is the introduction. The second chapter is a brief analysis of the context of education in Honduras and the third chapter is a broad description of the methodology employed throughout the investigation. The remaining chapters include an analysis of the indicators, principal findings, conclusions and recommendations. Charts, tables, and graphics have been included for all of the collected data which will help the reader to understand the education conditions of Intibucá.

II. Education Context in Honduras

Honduras has made progress in the area of education during the past two decades. This progress, according to evaluations carried out by different international organizations, has been made due to the recognition of education as a right by different international as well as local initiatives. Some of the initiatives we could mention include Jomtien and Dakar's Education for All Summit, the Millennium Development Objectives and setting the 2021 Latin America Educational Goals. With respect to local initiatives, most outstanding are efforts to finalize the Education for All Goals (EFA) and the approach of medium and long term goals by the Government of Honduras, which has advanced in the identification of indicators that will help to achieve educational quality and equality.

Many of those efforts are being supported by different organisms, including the United Nations Education, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF) and the United States Agency for International Development (USAID). Nonetheless, despite all the support received, the education sector is still facing major challenges, as stated in the Education Plan of the current Government³. These challenges are summarized as follows: persistent deficiencies in the formation of educational competencies for the development of teachers and students, incipient levels of teacher supervision and evaluation, poor school environment quality and most especially the marked deterioration of the educational quality in the schools and poor school performance due to socioeconomic conditions which tend to affect the age groups at the base of the population pyramid in Honduras (0 – 17 years old).

With reference to the above, according to the National Statistics Institute (INE in Spanish)⁴, early childhood (0 – 5 years old) constitutes 28.3% of the total young population, while school age children represent 41.4% and the adolescent population, 30.3%. These three age groups form the base of the Honduran population pyramid, which constitutes 44.3% of the total population⁵. Of these,

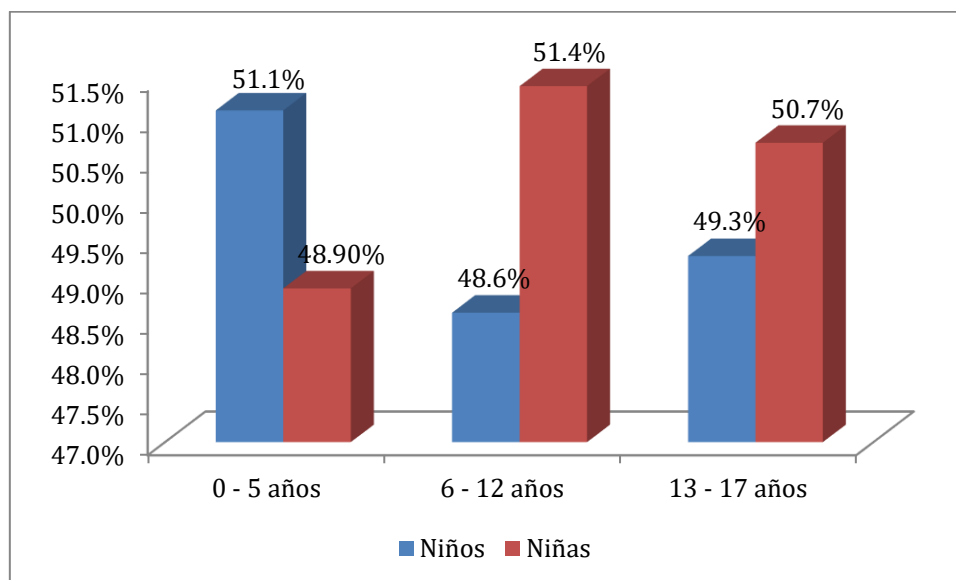
³ 2010-2014 National Education Plan: Change Now. Page 11

⁴ INE: XXXVIII Permanent Home and Multiple Purpose Survey (EPHPM in Spanish), 2009.

⁵ According to population projections estimated for 2010 by INE, in the Department of Intibucá the 4 – 6 year old population totals 21,731 and the 7 – 12 year old population is 39,394. It is worth noting that at the level of the Department, INE establishes different ranges of age. This difference limits preparing a linear analysis with respect to the number of children

boys are the majority in early childhood (51.1%), the number of girls being higher in primary school age (51.4%) and in adolescence (50.7%), as shown in Chart 1.

Chart 1. Gender Breakdown by Age Group



Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: 0-5 years old, 6-12 years old, 13-17 years old; Boys, Girls

According to data provided by INE through 2010, levels of poverty vary for each age group. For example, 50.7% of children 0 – 5 years of age live in extreme poverty⁶, as do 53.6% of the school age population and 45.7% of the adolescent population, while 22.9% of the population 0-5 years of age, 21% of the school age population and 22.2% of the adolescent population live in relative poverty⁷. Therefore, it could be inferred that poverty affects a good proportion of boys and girls with no significant differences between the sexes⁸, which is even more notable in the rural area with serious implications in terms of education and nutrition, as analyzed by UNICEF in its report, *“Childhood in Honduras: 2010 Situation Analysis”*.

enrolled in kindergartens and primary schools, because the ages are different. Nonetheless, it is possible to appreciate greater problems in enrollment at the level of kindergartens.

⁶ Extreme poverty: homes with a per capita income lower than the cost of the basic food basket (INE).

⁷ Relative poverty: homes with an income lower than the basic basket and greater than the cost of the basic food basket (INE).

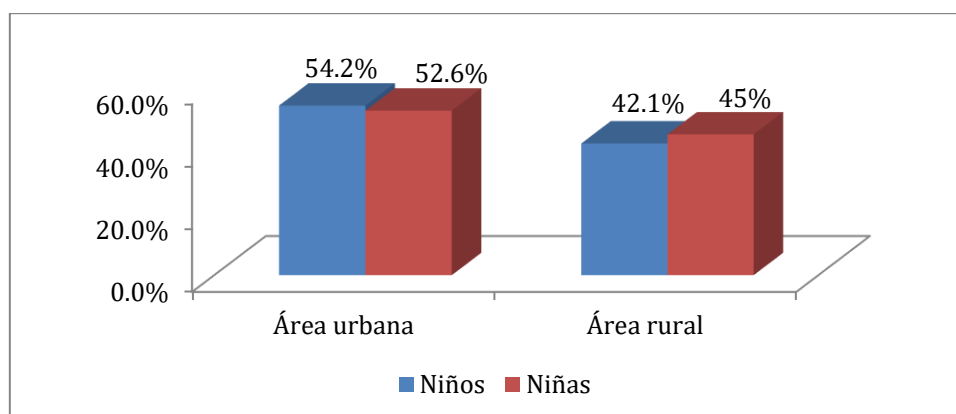
⁸ According to UNICEF, 67.9% of children live under the relative poverty threshold and 29.1% in extreme poverty (UNICEF, 2010).

In this regard, it is worth noting that chronic malnutrition continues to affect 24.7% of the school age population⁹, largely limiting learning and development of children in schools because it reduces intellectual capacity and leads to the incidence of metabolic and cardiovascular diseases. This reality confirms that school meals should be seen as a priority in education policies in Honduras,

This panorama is no different from the reality faced in many departments, including Intibucá as a Project intervention zone (Annex 1). If we review the information provided by the Observatory of Children's Rights for 2010, in Intibucá 56.7% school age children were living in conditions of poverty, being the ninth department that reported a higher percentage of children living in this condition. As such, according to the same source, the Department of Intibucá stood out among the four departments where chronic malnutrition was equal to or higher than 40%: Lempira (49.5%), Intibucá (47%), Copán (41.7%) and Ocotepeque (40%), which are zones considered economically weak.

In relation to educational access and coverage in Honduras, according to the Observatory of Children's Rights in 2010, of the total pre-school age population only 48.1% of the girls and 47% of the boys were enrolled in school, with great differences shown by geographic zone. In the urban area 54.2% of boys and 52.6% of girls were enrolled in contrast to 42% and 45% respectively in the rural area (Chart 2).

Chart 2. Kindergarten enrollment by geographic area and gender



Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Urban Area, Rural Area; Boys, Girls

⁹ IHNFA – UNICEF (2010). Report of the Childhood Rights Index.

These kindergarten enrollment statistics do not differ very much from the reality in Intibucá as in 2010 the net rate of enrollment in kindergarten education was 63%¹⁰. According to UNICEF, this behavior responds to the economic shortcomings faced by the homes and the lack of awareness of parents of the importance of kindergarten education, without playing down the lack of availability of study centers.

According to the Observatory of Children's Rights at the level of primary school education, by 2010 94.4% of the total population of children 6 – 12 years old was enrolled. Of these, enrollment in the urban area was 96.8% of all children of which the majority was boys (51.2%). On the other hand, in the rural area enrollment represented 92.9% and likewise, the majority was boys (50.9%). According to data provided by the Secretariat of Education for the same period, the net enrollment rate at the primary school level was 90.9%, which is very similar to that recorded by the Department of Intibucá (89.7%). This data indicates good primary school coverage, with the observation that the country has 12,179 schools available: 1,835 urban, 8,891 rural and 1,453 in the border zones, according to information provided by the School Census carried out by the Secretariat of Education in 2009.

To summarize, although the data is encouraging regarding educational access and coverage in Honduras, especially at the primary school level, limitations such as the quality of education still persist. These limitations are related to aspects pointed out at the beginning of this chapter, which should be addressed under an integrated approach for the purpose of achieving many of the proposed goals in the education sector, including the EFA Goals and the Millennium Development Objectives. In this framework of required actions, project relevance and pertinence are based on solid foundations focused on providing timely responses that contribute to improving the quality of education throughout the Department of Intibucá, through the delivery of a package of services coordinated by multiple actors, including government and local, departmental and national level education authorities.

¹⁰ This data is taken from information provided by the Secretariat of Education.

III. Research Methodology

According to requirements established in the terms of reference, the research was developed through a descriptive approach with the purpose of gathering all the information possible with respect to each of the project result indicators. In parallel to this descriptive approach, a highly participatory method was used for the purpose of achieving the research objectives in the established time period (February 13 – April 15, 2013), and to make the process an opportunity for collective learning at the level of all participants: CRS, CARITAS and COCEPRADII technical team. With this in mind, the research methodology utilized was oriented under the following principles:

- *Dialogue centered on results:* all participants participated in the base line data collection process, fulfilling the responsibilities assigned to facilitate achieving the expected results.
- *Alignment of planning with the anticipated results:* the strategies, tools and/or methodologies were linked to the desired results.
- *Simple measurement and information processes:* measuring and reporting results were carried out reliably, through the utilization of the appropriate procedures and / or tools (SPSS, Atlas ti).
- *Use of information for learning and decision making:* the results are provided as a tool for decision making as well as to encourage collective learning and orient future monitoring and evaluation actions

In relation to these principles, research instruments were designed, a sample framework was established in conformance to the units of analysis and the process of field information gathering was organized. As such, all information gathered from different sources was processed and analyzed.

3.1 Instrument Design

Before designing the research instruments, all project secondary information was gathered and key actors were identified to be considered for base line data collection. With this information, three main units of analysis were recognized: 1)

Parents of the beneficiary children, 2) Teachers at kindergarten and primary school level, and 3) Primary school directors¹¹.

The research instruments were designed in function of the following tools:

- *Surveys*: Oriented to the three main analysis units: parents (Annex 2), teachers (Annex 3) and directors (Annex 4), sampling from the 17 municipalities of Intibucá.
- *Interviews*: Directed to district directors (Annex 5), municipal mayors (Annex 6), school directors (Annex 7) and CRS, CARITAS and COCEPRADII technical staff (Annex 8).
- *Focal groups*: Oriented towards gathering information to complement what is obtained through surveys and interviews. These were developed with beneficiary children's parents (Annex 9), teachers (Annex 10) and school directors (Annex 11).

3.2 Sample framework design

In function of the requirements demanded in relation to statistical representativeness, a probabilistic type of sample was utilized to obtain quantitative information (simple – systematic random), for the purpose of ensuring that all elements within the main analysis units had the same probability of being selected. In the same manner, we considered a type of non-probabilistic sampling (intentional-pro-positive) to gather qualitative information, permitting an approach to specific issues or to deepen certain ideas or opinions of actors with similar characteristics.

In relation to the determination of the sample size for the three main units for analysis, the following mathematic equation was utilized:

¹¹ Information at the level of CCEPREB was not gathered, especially in the last two units for analysis. Action was requested by the CRS technical team, given that their actions and/or interventions are not concentrated in said centers. Information on these centers was gathered only through focal groups (Annex 12).

$$n = \frac{N * Z_a^2 * p * q}{d^2 * (N - 1) + Z_a^2 * p * q}$$

Where

- N = Size of the population
- Z = Level of trust
- P = Probability of success
- Q = Probability of failure
- D = Admissible error

The size of the sample estimated for the case of the beneficiary children's parents was 202; for the teachers, including kindergarten and primary school it was 184 and 145 for primary school directors. In function of these estimates, the communities and schools were chosen in the first place and in the second, those to whom the surveys would be applied, maintaining representation for the 17 municipalities in Intibucá.

3.3 Information gathering

Once the research instruments were designed and the sample defined, the entire field team was trained on the application of the instruments, especially the surveys. The instruments were pilot tested and adjusted based on observations made during the test. For gathering all field data, a critical path was prepared to guide the process (Annex 13) with support from CRS, CARITAS and COCEPRADII. The critical path clearly defined visit dates, times and meeting places, responsibilities by work team, geographic zones to visit, units of analysis and the number of surveys, interviews, and focal group discussions to be conducted.

Under this critical path, three work teams¹² were organized, two of which focused on information gathering related to the surveys, and were integrated by a supervisor and four interviewers. The third team focused on conducting interviews to key actors and the focal groups, and collaborated in gathering survey information according to the availability of time. This organization and coordination permitted meeting the goals established in relation to information gathering, as shown in Table 1.

¹² It is worth noting that the field team was formed by consultant team members and CRS, CARITAS and COCEPRADII work team members.

Table 1. Work plan versus achieved

No.	Type of instrument/tool	Planned	Executed
1	Beneficiary Children's Parents Survey	202	204
2	Kindergarten and Primary School Teacher Survey	184	184
3	Primary School Directors	145	147
4	Focal Groups with Beneficiary Children's Parents	3	3
5	Focal Groups with Kindergarten Teachers	3	3
6	Focal Groups with Primary School Teachers	3	3
7	Focal Groups with CCEPREB Teachers	3	3
8	Focal Groups with Kindergarten Directors	1	1
9	Focal Groups with Primary School Directors	1	1
10	Focal Groups with CCEPREB Directors	1	1
11	Interviews with District Directors	--	2
12	Interviews with Municipal Mayors	--	5
13	Interviews with School Directors	--	6
14	Interview the Technical Team	--	3

3.4 Information Processing and Analysis

The information derived from the surveys was processed and analyzed utilizing SPSS, a statistical program that facilitates the development of quantitative analyses. The charts resulting from the use of this tool can be found throughout the document, as well as in the Annex Section. The information from the interviews and focal groups was processed and analyzed utilizing Atlas ti, an analytical tool especially designed for analyzing qualitative information. This program permitted identifying issues that "saturate" interview and focal groups with greater precision, facilitating recognition of tendencies, and, as a consequence, make inferences on the issues that are analyzed. To summarize, the interviews and focal groups yielded a total of 146 quotes that refer to Project base line indicators (Annex 14), proposing categories of analysis in function of extracted quotes that most saturate qualitative information (Annex 15).

This combination of tools permitted analyzing the information through qualitative-quantitative triangulation. As such, for effective analysis the result indicators were constructed by following the procedure that is detailed as follows (Table 2).

Table 2. Procedure for calculating Project results indicators

No.	Indicator	Procedure
1	Percentage increase of students who have developed 100% reading competence (as prescribed by grade)	The following procedure is carried out: [Number of children that, according to the teacher, have the necessary abilities for reading in primary school by municipality / total number of children enrolled in primary school by municipality]*100. The items are questions 21, 22 and 23 of the teachers' survey. The global indicator is constructed as follows: [Addition of the children that according to the teacher have the necessary abilities for reading in primary school /total number of children enrolled in primary school]*100. ¹³
2	Number of boys and girls who benefit directly from interventions financed by USDA	At the time of measurement, the indicator has a value of 0 because project interventions have not yet begun.
3	Percentage of increased teacher attendance per year.	This data was collected through parents' surveys about teacher attendance over the previous school year. The following procedure is carried out: 100% - [total days of teacher non-attendance during a school year (with no specific cause, health problems, transportation problems) in each municipality / 200 class days corresponding to a school year]*100. The global level is obtained by averaging [the number of teacher non-attendance days during a school year / 200 days corresponding to a school year]*100. To construct the number of non-attendance days, a contingency table was prepared, which correlates information for the days of non-attendance (question 17 for the girls and 22 for the boys) and the main reason being that they did not receive classes (question 18 and 23 respectively of the parents survey).
4	Number of schools that receive teaching supplies and materials for the classroom as a result of USDA assistance.	At the time of measurement, the indicator has a value of 0 because this assistance has not yet begun.
5	Percentage increase in teachers who utilize five new / or improved teaching techniques in the classroom.	The indicator is constructed as follows: 1) based on question 10 of the teachers' survey, a new variable is created, which obtains a value of 1 when the teachers utilize more than 5 teaching techniques and 0 in other cases; 2) A contingency table is prepared by crossing the municipality variable with the type of center where greater academic load has been acquired, in order to identify the number of teachers surveyed by municipality and educational level; 3) [Add the number of teachers per municipality who respond that they apply more than 5 techniques / total teachers surveyed by municipality]*100. For the global indicator the following formula is used: [Total number

¹³ Since the completion of the baseline study, the EGRA study has been conducted independently by CRS project staff. Early Grade Reading Assessment (EGRA) was conducted with second, third and fourth grade students. The results of this study demonstrate that only 18.6% of children of second graders, 20.3% of third graders, and 27.1% of fourth graders meet the EGRA standard and have the ability to read with precision, rapidity, and appropriate pronunciation. The EGRA results differ drastically with the perceptions of teachers of their students' reading abilities. According to primary school teachers, 60.91% of girls and 58.61% of boys have basic reading skills.

No.	Indicator	Procedure
		of teachers who respond that they apply more than 5 techniques / total teachers surveyed]*100. ¹⁴
6	Percentage increase in school administrators who utilize more than three new and / or improved administration tools.	The indicator is constructed as follows: 1) Based on question 26 of the directors' survey (administration techniques applied by the director) a new variable is constructed, which obtains a value of 1 when the director (a) applies more than 3 techniques and 0 in other cases; 2) [add the number of directors per municipality that apply more than 3 techniques / total directors surveyed per municipality]*100. To construct the global indicator, the following formula is used: [total number of directors who apply more than 3 techniques / total directors surveyed]*100. ¹⁵
7	Percentage of children who regularly (80%) attend classrooms / schools supported by USDA.	This data was collected through teachers' surveys about student attendance over the previous school year. The indicator is obtained through the following formula: $100\% - [\text{number of children who are absent at least ten days in every municipality} / \text{number of children enrolled by academic grade and municipality}] * 100$. Questions 22 and 24 from the teachers' survey are used as items. A similar procedure is applied to estimate the global indicator: $[\text{the total number of children who are absent at least ten days} / \text{total children enrolled by academic grade}] * 100$.
8	Percentage of girls (80%) who regularly attend classrooms / schools supported by USDA.	The indicator is obtained through the following formula: $100 - [\text{the number of girls who are absent at least ten days in each municipality} / \text{number of girls who are enrolled by academic grade and municipality}] * 100$. Questions 21 and 24 from the teachers' survey are used as items. A similar procedure is used to estimate the global indicator: $[\text{total number of girls who are absent at least ten days} / \text{total number of girls enrolled by academic grade}] * 100$.
9	Number of students who receive educational incentives as a way to support school enrollment.	The amount of students who received school meals, and/or scholarships and/or school supplies was assumed as an indicator of educational incentives to support enrollment in schools. The indicator is constructed through the following procedure: 1) Question 29 from the parents' survey was re-codified with a value of 1 for parents who reported that their children received meals and 0 for those who reported their children did not; 2) This new variable was multiplied by the number of children who study by educational level, according to question 12; 3) The following operation is carried out: $(\text{number of children who receive meals for the level of study analyzed per municipality} / \text{total number of children who study for the level of study analyzed according to the parents and per municipality}) * 100$; 4) This percentage is multiplied by the initial enrollment reported for each municipality. The global indicator is constructed based on the total number of children who have received meals per each level of study.

¹⁴ An open-ended question was used with teachers to avoid influencing their answers with a checklist of possible answers. The second option was not used as classroom observation is not possible because of Ministry of Education guidelines and the potential for conflict between teachers and the government. According to the law, only the Ministry of Education through their departmental leadership can supervise classrooms.

¹⁵ Ibid

No.	Indicator	Procedure
10	Percentage decrease in the number of students absent more than 10 school days due to illness.	<p>This data was collected through teachers' surveys about student attendance over the previous school year.</p> <p>The indicator is estimated based on the following formula: [Quantity of students who are absent from class due to illness for more than 10 school days per municipality and academic level / total number of students reported according to the survey per municipality and academic level]*100. The items for the construction of the indicator are questions 21 (number of girls who are absent from class per illness), 22 (number of boys who are absent from class due to illness) and 25 (total boys per academic grade) of the teachers' survey. The indicator is constructed based on the following formula: [total number of children who are absent from class due to illness for more than ten days / total number of children per educational level]*100.</p>
11	Number of school facilities (school buildings, classrooms and latrines) rehabilitated / constructed as a result of USDA assistance.	At the time of measurement, the indicator is 0 since no facility has been remodeled.
12	Percentage increase in boys enrolled in school as a result of USDA assistance.	The indicator is estimated based on the following procedure: Number of boys enrolled per educational level according to Secretariat of Education records through 2012, disaggregated by municipality. The global indicator is constructed based on the total of all children enrolled per educational level. It is worth noting that the document includes an analysis of the tendency of enrollment during the past three years.
13	Percentage increase of girls enrolled in school as a result of USDA assistance.	The indicator is estimated based on the following procedure: Number of girls enrolled by educational level according to Secretariat of Education records through 2012, disaggregated by municipality. The global indicator is constructed based on the total number of girls enrolled per each educational level. It is worth noting that the document includes the tendency of enrollment during the past three years.
14	Percentage of parents who, when they are asked, can give at least three valid reasons of why it is important for children to attend school.	The indicator is constructed based on the following procedure: 1) A new variable is created based on question 32 of the parents' survey, which acquires the value of 1 when parents offer at least 3 valid reasons of the importance of education for their children and 0 in other cases; 2) [The total number of parents per municipality who offer more than 3 valid reasons of the importance of education / total number of parents surveyed per municipality]*100. The global indicator is constructed as follows: [The total number of parents who offer more than 3 valid reasons of the importance of education / total number of parents surveyed]*100.

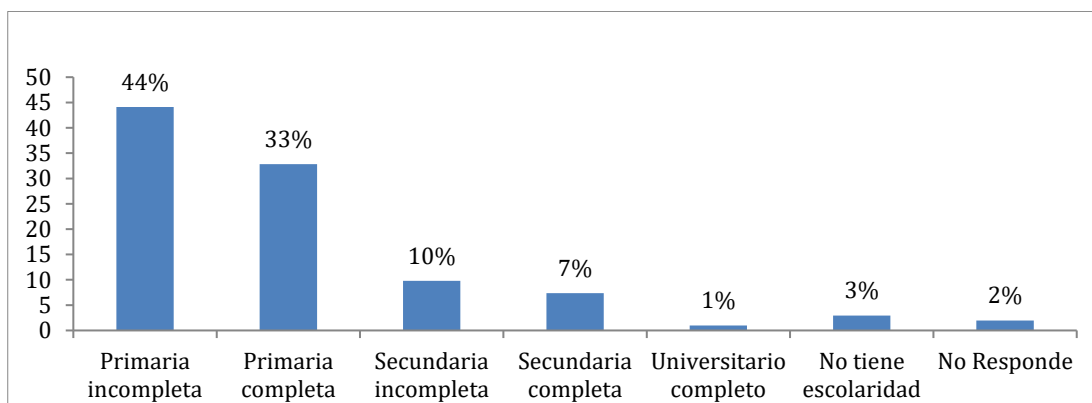
Analysis of indicators

Achieving improvements in the conditions of education is subject to strengthening various aspects, including positive modification in the results of learning and teaching processes, assuring access and equity in the provision of education services and the creation of favorable environments which directly affect the quality. The purpose of this chapter is to demonstrate the precise conditions and situation in the Department of Intibucá at the beginning of the project.

Before presenting each of the indicators, we demonstrate some descriptive statistics of those surveyed which permit recognizing demographic characteristics such as gender and level of education of the Project beneficiaries.

- Parents: Of those surveyed, 38.2% are men and 61.8% are women. Their average age is 39 and their educational level is mainly incomplete primary education (44%), followed by persons who finished primary education (33%) (Chart 3). Those surveyed are mainly dedicated to house work and agriculture and we estimate that the average monthly income of these homes is L2,618.

Chart 3. Parents' Level of education

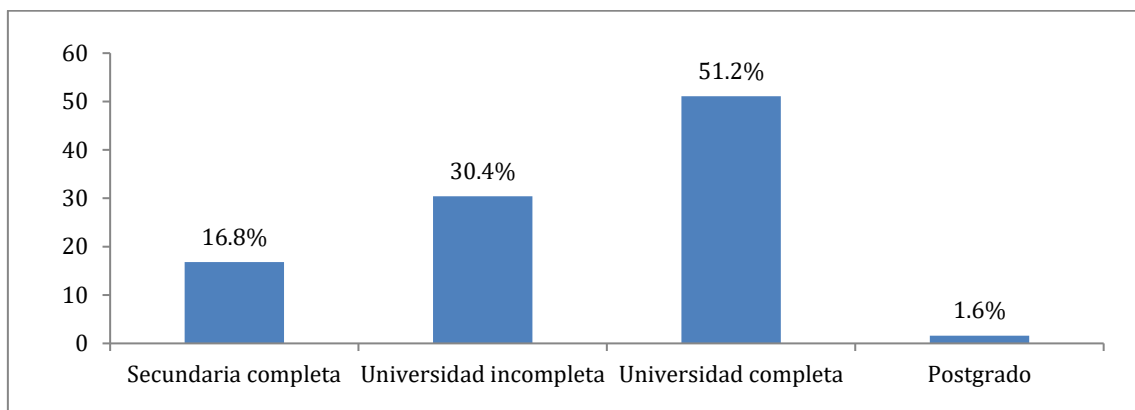


Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Incomplete Primary; Complete Primary; Incomplete Secondary; Complete Secondary; Complete University; No formal education; No response

- Teachers: the gender of this population is distributed as follows: 65.2% women and 34.8% men, with an average of 38 years of age. The majority of teachers have a university degree (51.2%), followed by those with incomplete university education (30.4%) and the lowest percentages include those with complete secondary education (16.8%) and postgraduate studies (1.6%) (Chart 4). This population assumes greater

academic responsibilities in primary schools (91.3%) than in kindergartens (8.7%) and are working mainly as teachers (77.2%) and as assistant directors (14.1%).

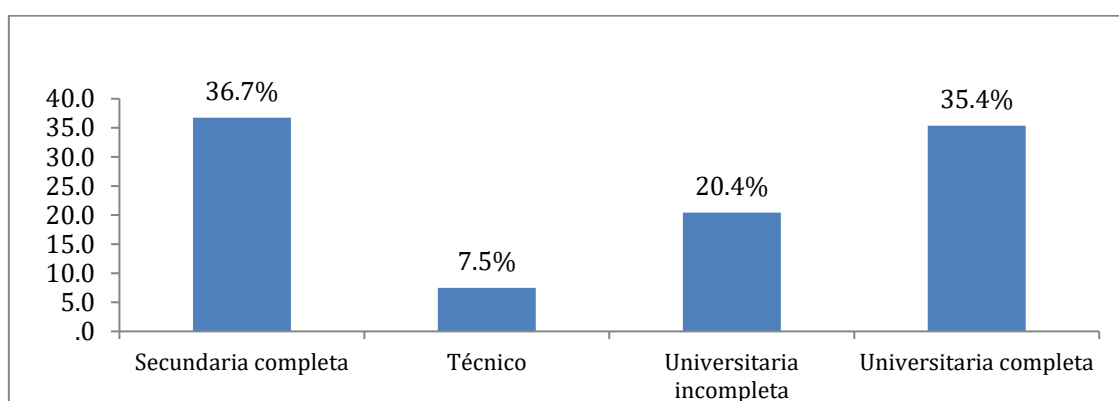
Chart 4. Level of education of teachers



Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Complete Secondary; Incomplete University; Complete University; Postgraduate Studies

- Directors: 45.4% of the surveyed are men and 54.6% are women. The average age of those surveyed is 35.3 years of age. The level of education is mainly complete secondary (36.7%), followed by complete university studies (35.4%), incomplete university studies (20.4%) and technical education (7.5%) (Chart 5). The average number of years of those working as directors is 6.3 years.

Chart 5. Level of education of directors



Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Complete Secondary; Technical Education; Incomplete University studies; Completed University Studies

In synthesis, the majority of the population surveyed is female, the average age is in the range of 35 to 39 years of age and the level of education is variable among the groups with the majority of teachers having completed university studies. The directors are a more heterogeneous group since a good percentage of them have

completed secondary studies. Finally, the parents have a lower education level since the majority has only finished primary education.

The base line information shown below is extracted from the population characterized above.

4.1 Education Quality

Some of the main elements to assess education quality are related to the teachers' teaching capacities, with management and training process carried out in the schools and by detecting the needs of the students in the teaching-learning process.

Below we present base line indicator information to learn to what extent the criteria of quality are satisfied in the Department of Intibucá in the provision of education services.

Reading competency

A first central element in the issue of quality is to guarantee that boys and girls develop capacities that will permit them to participate broadly in society. The capacities they could acquire are varied, however. Food for Education intends to work to improve reading competencies considering that "it is one of the pillars of the education system, [since] increasingly more complex and abstract knowledge is constructed on this learning" (OCDE, 2011:8)¹⁶.

For the project, reading competency is understood as the capacity of the students to comprehensively read a text. This implies that in this process students are capable of abstracting the central ideas of a text and apply them to particular situations or to their own contexts.

This competency is intimately linked to various factors. These are: the connection between the social context and the school, the organization, administration and management of schools, the knowledge acquired by the teachers, the availability of educational materials and the infrastructure condition of schools. For the moment,

¹⁶ OCDE, 2011. PISA: READING COMPREHENSION. I. Framework and analysis of the items. Bilbao: Instituto Vasco de Evaluación e Investigación Educativa.

only the status of the competency is presented. Although, in subsequent sections data for each of these additional elements will be provided.

One of the expected outputs is that students will read texts fluidly and comprehensively. When directly asked about reading competency, teachers believe that more than 50% of the student population in primary schools in each municipality has developed this capacity with the exception of San Miguelito and Yamaranguila who test lower than the departmental average (Table 3).

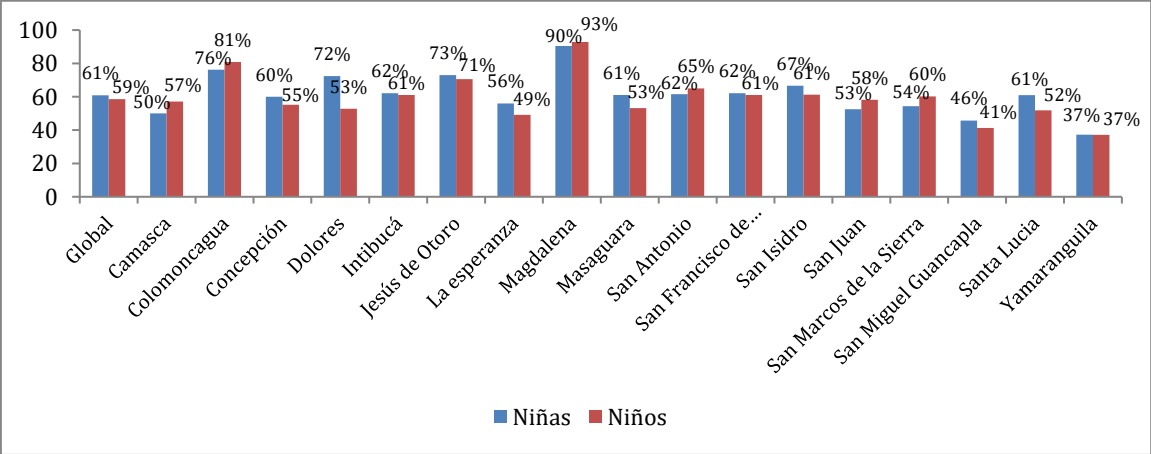
Table 3. Percentage of students who have developed reading competency

Municipality	% Percentage of the increase in students who have developed 100% reading competency (as prescribed per grade)
Global	59.8%
Camasca	53%
Colomoncagua	79%
Concepción	57%
Dolores	64%
Intibucá	62%
Jesús de Otoro	72%
La Esperanza	52%
Magdalena	92%
Masaguara	57%
San Antonio	63%
San Francisco de Opalaca	62%
San Isidro	64%
San Juan	55%
San Marcos de la Sierra	57%
San Miguelito	43%
Santa Lucia	57%
Yamaranguila	37%

By disaggregating the information at municipal level and by gender, we find that the teachers report a percentage above the departmental average for boys and girls who have developed reading competence in Magdalena, Colomoncagua and Jesús de Otoro. As observed in Chart 6, it is possible to identify that there are no pronounced differences in relation to gender with the exception of the

municipality of Dolores where the teachers observe a greater number of girls having developed reading competency than boys.

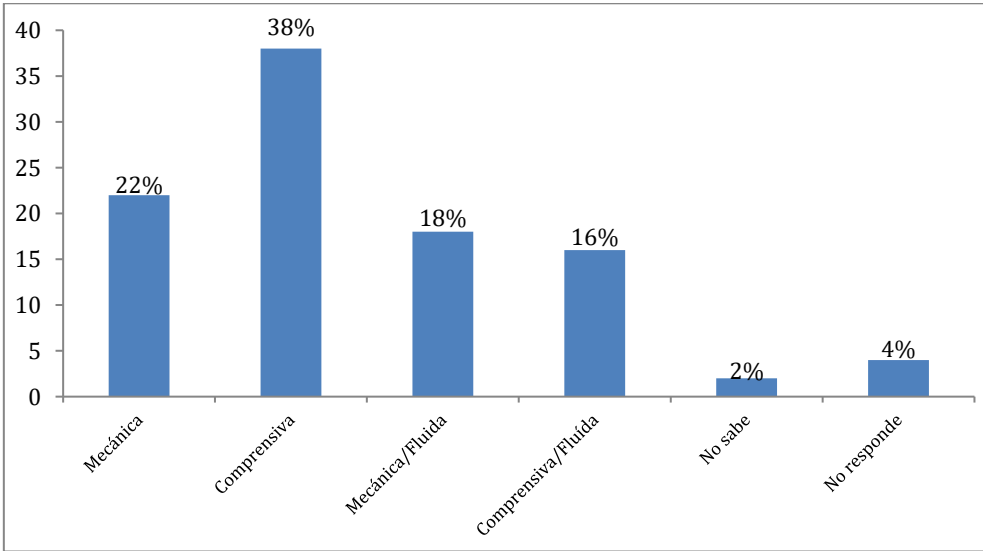
Chart 6. Percentage of students who have developed reading competency



Translator’s Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Girls; Boys

However, when the same phenomenon is investigated differently, that is, when the teachers are asked about the type of reading the students are doing, the data is not consistent. According to 38% of educators the students, in general, are reading comprehensively, followed by 22% who consider that they read mechanically and only 16% think their students demonstrate reading competency, the ability to read comprehensively and fluidly (Chart 7).

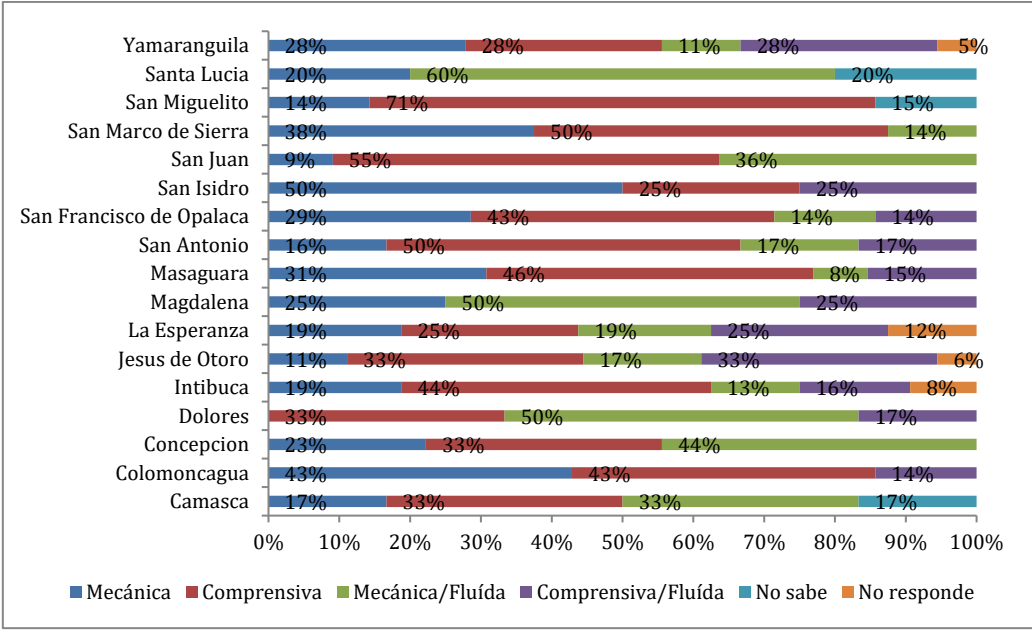
Chart 7. Type of reading by students according to teachers



Translator’s Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Mechanical; Comprehensive, Mechanical/Fluid; Comprehensive/Fluid; Doesn’t Know; Doesn’t Respond

According to this new information, a greater percentage of teachers that believe that students read comprehensively are in the municipalities of San Miguelito (71%) and San Juan (55%) and those who read mechanically are in San Isidro (50%) and Colomoncagua (43%). Reading competency (reading comprehensively and fluidly) according to teachers, is greater in Jesús de Otoro (33%), Magdalena (25%), San Isidro (25%), Yamaranguila (28%), and La Esperanza (25%) (Chart 8).

Chart 8. Percentage of teachers who identify a type of particular reading in their students



Translator’s Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Mechanical; Comprehensively; Mechanical/Fluid; Comprehensive/Fluid; Doesn’t Know; Doesn’t Respond

Comparing the data from Charts 6 and 8, it is possible to affirm that Magdalena and Jesús de Otoro are the municipalities with the greater number of students who, according to teachers, have developed the highest levels of reading competency.

The lack of coherence in the data indicates the need to measure reading competency differently in order to meet the criterion of objectivity that should characterize any indicator. For this, CRS is implementing the Early Grade Reading Assessment (EGRA) in the second, third and fourth grade of primary school for the purpose of documenting student performance in reading competencies in these grades.¹⁷

¹⁷ Since the completion of the baseline study, the EGRA study has been conducted independently by CRS project staff. Early Grade Reading Assessment (EGRA) was conducted with second, third and fourth grade students. The results of this study

USDA beneficiaries

As previously mentioned, positive learning results are a consequence of favorable conditions inside and outside the school environment. Inside the school environment the following is the minimum necessary: regular attendance by the teachers, sufficient educational and didactic material available for instruction, adequate infrastructure for teaching, appropriate level of knowledge and abilities in accordance with the grade they are teaching, and support provided by the school's administration. Outside of the school environment, favorable conditions include: a strong and cohesive community and that the socio-economic conditions of the families are appropriate to guarantee regular child attendance, equally for boys and girls.

USDA intends to contribute to improve and strengthen the conditions previously mentioned, providing benefits for a total of 53,863 boys and girls in Intibucá. Although the conditions of poverty are generalized in Honduras, Intibucá has been prioritized due to the high levels of poverty reported and the impact that poverty has on a child's access to education.

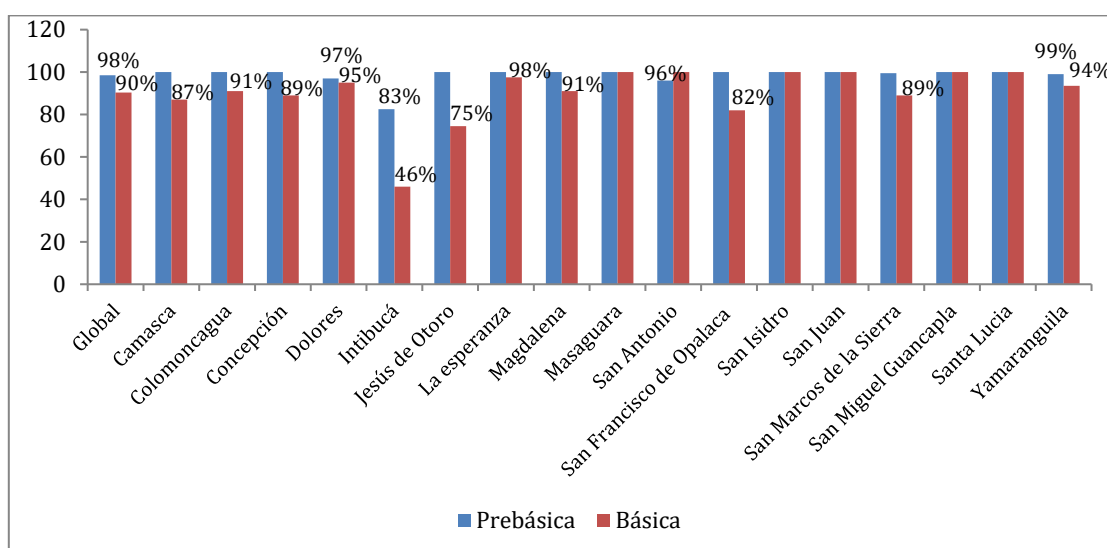
As mentioned by CRS and COCEPRADII staff, the Project requires great efforts since it doesn't just intend to improve the immediate conditions that affect educational quality but also will work to strengthen the social fabric of communities: *"To empower the teacher, the parents association and local governments"* (Denis García Díaz, COCEPRADII), by contributing towards the consolidation of favorable conditions for education, as well as contribute to the modification of factors that impede the development of educational achievements. If we are successful in improving the conditions related to each one of the project's indicators, *we will succeed in directly benefitting 53,863 children through the interventions financed by the USDA.*

demonstrate that only 18.6% of children of second graders, 20.3% of third graders, and 27.1% of fourth graders meet the EGRA standard and have the ability to read with precision, rapidity, and appropriate pronunciation. The EGRA results differ drastically with the perceptions of teachers of their students' reading abilities. According to primary school teachers, 60.91% of girls and 58.61% of boys have basic reading skills.

Regular teacher attendance

Guaranteeing learning requires modifying or strengthening the causes that permit or prevent a child's education. As such, it is necessary to positively transform the school and social environments. Inside the school environment, Honduran law requires that teachers attend classes during the 200 calendar days of the school year. Baseline data through parental surveys affirms that that teacher attendance is satisfactory, at 98% and 90% for kindergarten and primary schools respectively. Disaggregated by municipality, teacher attendance is lowest in kindergartens and primary schools in Intibucá (83%) and (46%) respectively. Analyzing this data, the municipality of Intibucá should be prioritized for project interventions to improve teacher attendance. (Chart 9).

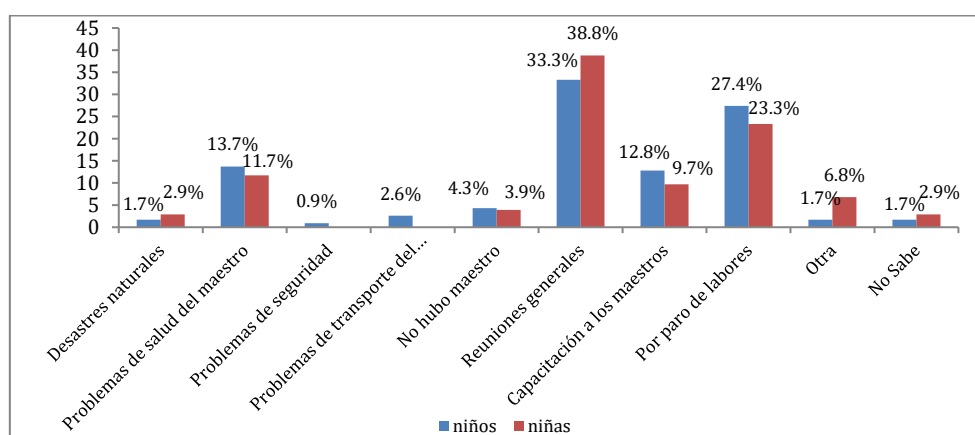
Chart 9. Teacher attendance



Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Kindergarten; Primary Schools

The information shown demonstrates that except for Intibucá, where primary school students miss classes due to teacher absence, teacher absences do not appear to be a problem. When investigating other possible causes for the students missing classes, we found that parents identify that general assemblies are the main reason followed by work stoppages (Chart 10).

Chart 10. Causes of children's absences from the classrooms



Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Natural Disasters; Teacher's Health Problems; Security Problems; Teacher transportation problem; There was no teacher; Teacher training; Work stoppage; Other; Doesn't Know; Boys; Girls

This last cause is also mentioned by some of the actors interviewed, such as the directors of the schools in San Juan del Caite and San Marcos de la Sierra who stated there are problems when the teachers don't receive their salaries while the others who were interviewed share the perspective of Justo Ramos', director at the municipality of Magdalena, who confirmed that *"there are no problems with the teachers, not even when they don't receive their monthly payment"*.

While acknowledging that teacher attendance throughout the department is high, CRS can target its work in the municipalities of Intibucá, Jesús de Otoro and San Francisco de Opalaca in primary schools, where teacher attendance is the lowest. CRS should use director trainings to advocate that directors not schedule planning meetings that will force teachers to miss class. CRS could use training opportunities to train directors to plan for substitute teachers if these conflicts are unavoidable.

As previously mentioned learning is a by-product of several factors and while *teacher attendance rates in the majority of municipalities are more than 80%*, this is not the only cause of positive achievements in student learning.

Access to school supplies and materials

The availability of educational and didactic material for schools in the Department of Intibucá is insufficient. According to the directors, only 14.3% of the primary schools have workbooks 0.2 percentage points above the information provided by

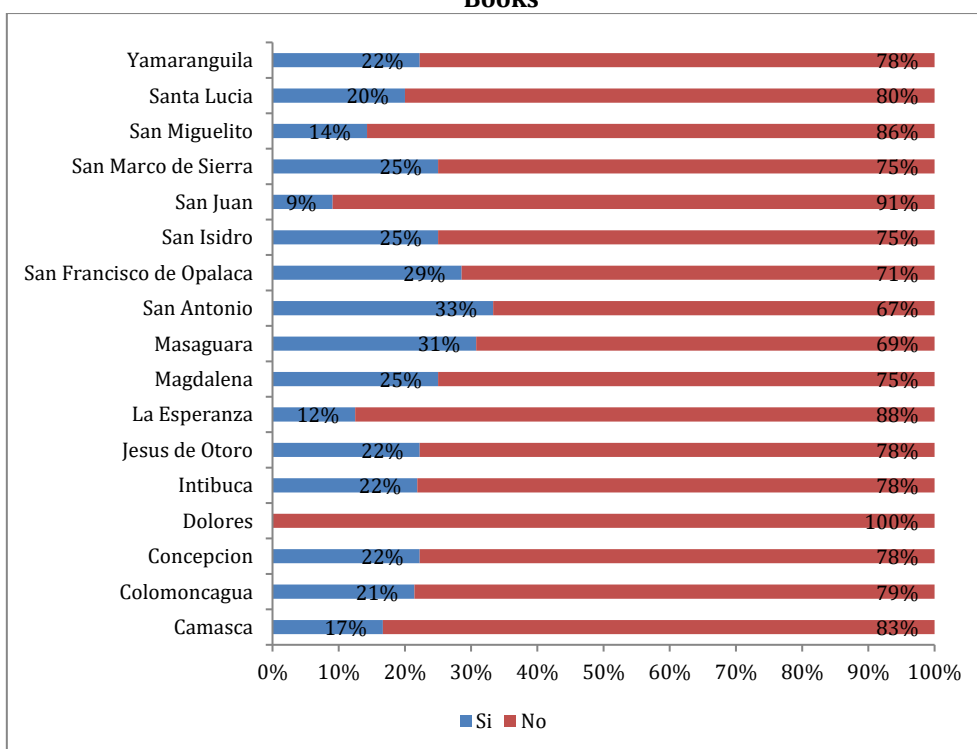
teachers and 9.5% with didactic material 10.1 percentage points lower than the information reported by teachers. It is worth noting that in municipalities such as Dolores, Magdalena, San Antonio, San Isidro and San Juan, none of the schools have teaching materials or workbooks (Table 4).

Table 4. Schools with teaching supplies by Municipality

Municipality	Number of primary schools with education materials
Global	117
Camasca	7
Colomoncagua	7
Concepción	6
Dolores	0
Intibucá	17
Jesús de Otoro	18
La Esperanza	19
Magdalena	0
Masaguara	14
San Antonio	0
San Francisco de Opalaca	3
San Isidro	0
San Juan	0
San Marcos de la Sierra	8
San Miguelito	8
Santa Lucia	2
Yamaranguila	8

Information provided by directors supports the analysis of teachers who agree that Dolores and San Juan are two of the municipalities with the fewest educational materials (Chart 11).

Chart 11. Teachers in Kindergartens and Primary Schools with Teaching Materials and Work Books



Even though some municipalities such as Camasca, Magdalena and La Esperanza have been provided materials thanks to support from the mayor and World Vision, this help is not sufficient to meet the needs. Overall, this deficiency is a result of scarce economic resources of local governments and intermittent external assistance which has led to teachers having to invest their own resources in education materials: *“in many cases, with their own money the teachers provide textbooks, books and work materials”* (Julio Vasquez, mayor of Camasca).

The fact that schools are lacking educational materials emphasizes the importance of the goal to provide 1,047 of them with the necessary materials to improve the quality of teaching and learning.

When faced with this situation, how can the effect caused by the lack of educational materials in the teaching-learning processes be reduced? This requires ensuring that school teachers and directors are well trained.

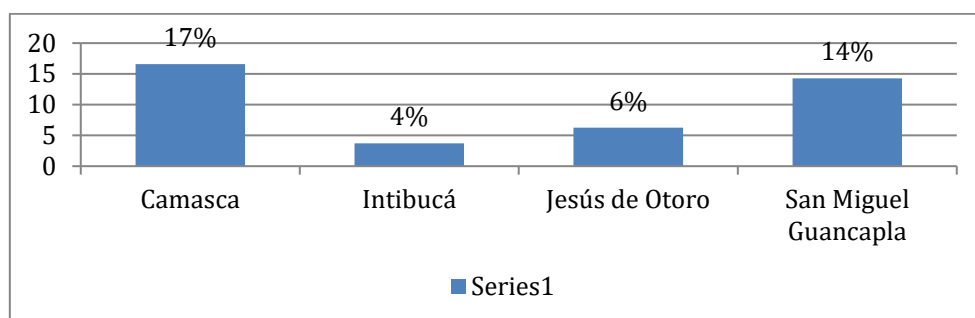
Teacher knowledge and skills

At the beginning of the chapter, we demonstrated the level of education of teachers consists generally of completed or incomplete university studies. This finding

suggests that these teachers are well trained and have many skills that they can teach children. Assuming a high level of capacity should mitigate the lack of teaching materials and might explain why teachers believe that child reading competency is high.

Unfortunately, these assumptions are not supported by baseline data. Teachers were asked to self-evaluate their abilities and only 2.38% of teachers in primary schools apply more than 5 teaching techniques¹⁸. Chart 12 graphically shows the current usage of more than 5 techniques in four municipalities in Intibucá. In the other municipalities, the data collection recorded no teachers that self-reported using five or more teaching techniques.

Chart 12. Percentage of teachers who apply 5 or more teaching techniques



Despite not utilizing more than 5 learning techniques, the techniques and / or methodologies that most stand out are the “active participative” and the “constructivist” (Table 5). In the areas of Spanish, the communicative and inductive focus is applied, and the resolution of problematic situations¹⁹ is applied in the area of mathematics.

¹⁸ The Ministry of Education has defines 7 valid teaching techniques: active-participatory, constructivist, communicative, expository, deductive, inductive, and mixed.

¹⁹ This information demonstrates that the majority of teachers are not utilizing the methodology proposed in the National Basic Curriculum and is required by the Secretariat of Education. To expand information on the methodologies utilized see Annexes 20 and 21.

Table 5. Techniques and methodologies utilized by the teachers

Area	Total	Teachers Interviewed	Percentage of teachers using this technique
Active – participative	141	184	77%
Constructivist	119	184	65%
Communicative	45	184	24%
Expositive	58	184	32%
Deductive	26	184	14%
Inductive	55	184	30%
Mixed (Communicative, participative)	19	184	10%
Signal plans	21	184	11%
Others*	64	184	35%
548			

*In “others” techniques and methodologies are includes such as: the Montessori Method, pedagogical diary, Filis 6.6, frontal technic, among others. (Number 548 is associated to the number of responses provided and is not related with the number of surveys, since each of those surveyed had the opportunity to provide at least 8 different responses)

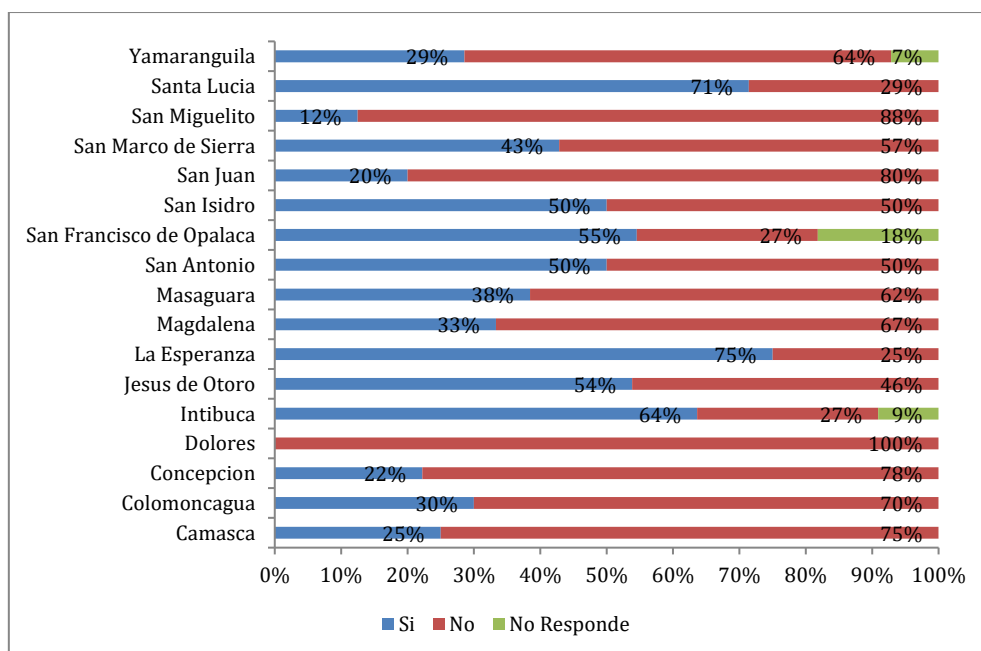
Taking into account that teachers do not have available education and didactic materials and that they don’t utilize varied techniques, it is doubtful that reading competence is being developed in students²⁰. One hypothesis suggests that the lack of training to identify student needs provides an explanation as to why teachers believe that students read comprehensively and fluidly. This hypothesis was tested by surveying the level of support provided by school administration offices and the number of trainings that have been offered and that teachers have participated in.

In this respect, information from the directors and teachers also demonstrates weaknesses in the training process. More than half of the directors (55.1%) have not requested trainings for the teachers in teaching techniques and methodologies while 41.5% have stated they do. The situation is even more critical if we take into account that during the past two years, trainings have not been offered in the majority of the municipalities, such as has happened in Magdalena: *“It has been two years since we have received trainings. We are making a request to the departmental directorate.”* (Belzasar Díaz, District Director in Magdalena)

²⁰ Since the completion of the baseline study, the EGRA study has been conducted independently by CRS project staff. Early Grade Reading Assessment (EGRA) was conducted with second, third and fourth grade students. The results of this study demonstrate that only 18.6% of children of second graders, 20.3% of third graders, and 27.1% of fourth graders meet the EGRA standard and have the ability to read with precision, rapidity, and appropriate pronunciation. The EGRA results differ drastically with the perceptions of teachers of their students’ reading abilities. According to primary school teachers, 60.91% of girls and 58.61% of boys have basic reading skills.

If we carefully observe the numbers for each municipality, it is possible to detect that except for La Esperanza (75%), Santa Lucia (71%) and Intibucá (64%), the majority of directors do not request training for their teachers (Chart 13).

Chart 13. Training requests in techniques and methodologies for teachers



Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Yes; No; Does not respond

In those cases where trainings were requested, the directors make their requests to the Secretariat of Education (33.1%) and NGOs (19%). Some of the subjects²¹ in which the teachers have been trained are: "Mathematics", "Spanish", "Communicative Focus", "Preparation of the PEC", "didactic material", "multi-grade techniques", "inductive method", "active participative"²². These training topics are selected according to the perception of school directors as areas where students are most deficient and/or are directed at achieving on of the EFA objectives: *Increase academic performance in the students in the first through the sixth grades, in Mathematics and Spanish.*

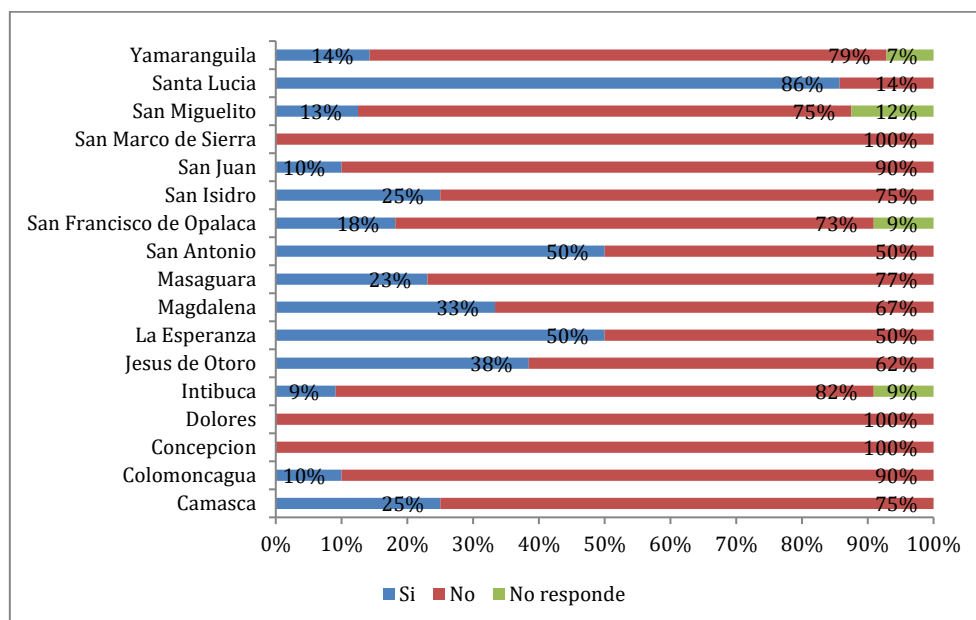
Additionally, only 20.4% of the directors have requested trainings in the detection of learning problems and reading and writing abilities in the students. In the municipality of Santa Lucia 86% of the directors have requested trainings in this area, in contrast with the municipalities of San Marco de la Sierra, Dolores and

²¹ Some of the techniques utilized by the teachers as communicative focus, inductive and participative method, correspond to some of the trainings carried out in Intibucá.

²² In order to observe all areas in which teachers have been trained, please go to Annex 17.

Concepción, where none of them have sought support for these trainings (Chart 14).

Chart 14. Training Requests for teachers in learning and reading and writing problems



Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Yes; No; Does not respond

This leads one to believe that trainings are not a central point for directors, a point of analysis that will be explored later in the document. With the exception of directors in La Esperanza, Intibucá, and Santa Lucia who seek to train teachers in teaching techniques and methodologies and the identification of learning and reading / writing problems, in the rest of the municipalities, requests for training are not a priority. The case of Concepción is especially worrying where only 22% of directors affirmed seeking the means to provide trainings in techniques and methodologies but not in the detection of learning problems.

Reinforcing the lack of requests for teacher training, 93.9% of the directors consider that the techniques and methodologies utilized by teachers are appropriate, especially those that are applied in the areas of Spanish as well as Mathematics. According to directors the most commonly used techniques being applied for teaching Spanish is Communicative Focus²³ and reading²⁴. In the case of mathematics teachers apply problem solving techniques.

²³ "The Functional and Communicative focus initiated at the school during the decade of the 90s. It is a method of horizontal teaching of progressive oral-written interaction and adapts to the needs of the students. This method which was created in

In this order of ideas, another point of analysis is related to the needs of the children with disabilities, children from ethnic communities or the identification of children with learning problems. In this regard, 10.1% of directors have trained teachers to provide appropriate attention to children with disabilities, 0.7% in dealing with children belonging to different ethnic backgrounds and 27.9% in the identification of learning problems²⁵.

In relation to this last point, 31.3% of the directors consider that the current level of teachers to identify learning problems is 'Good'²⁶, while 27.9% believe that the level is 'Regular'. Only in 4 municipalities do more than 50% of the directors consider that teachers have 'Good' or 'Very Good' knowledge; San Isidro, Concepción, Magdalena and San Juan (Chart 15).

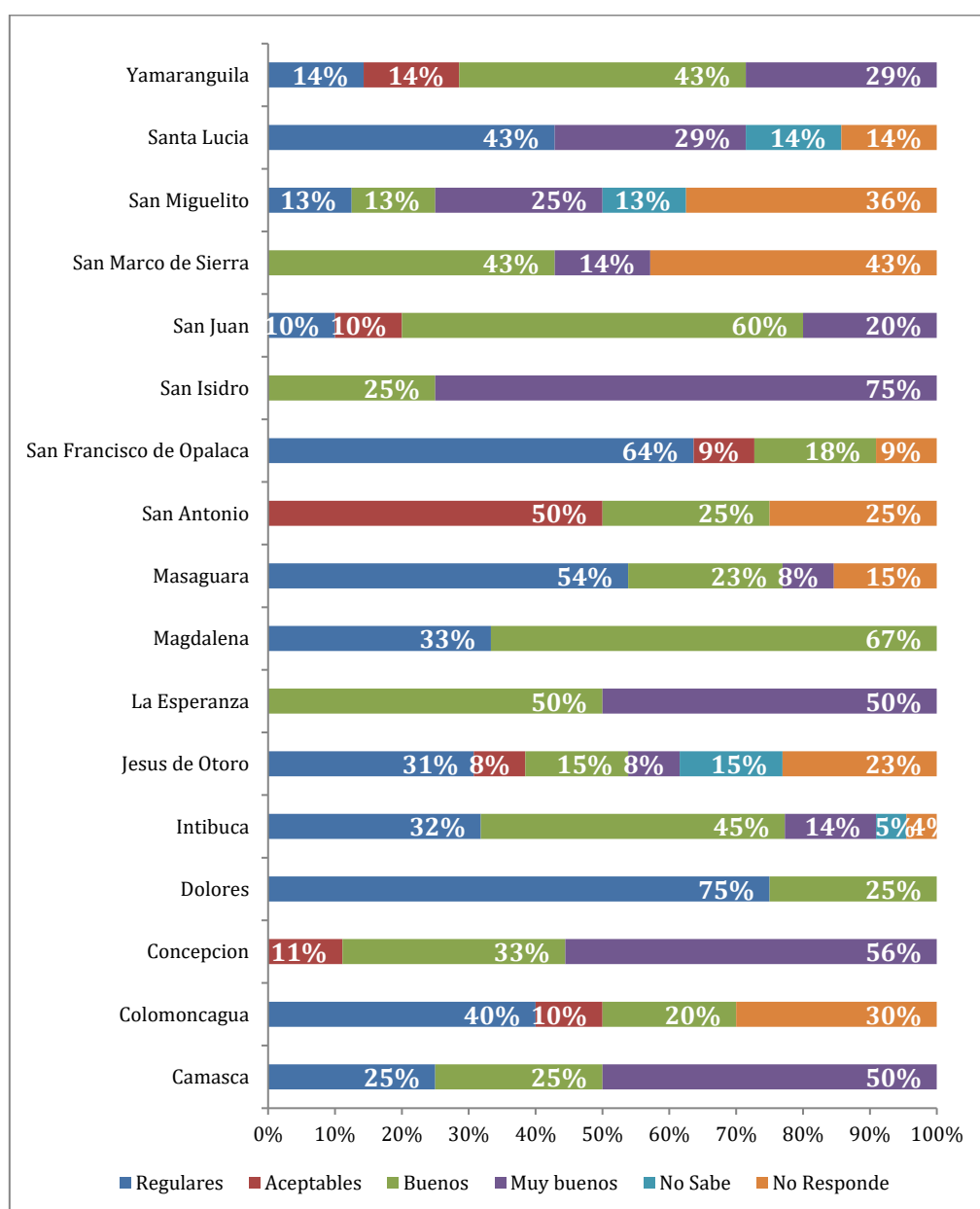
France by Niveau Seuil, utilizes authentic technology documents: video, audio, Internet, adapted to the needs of the students through the communication and culture of the teaching-learning process. This model stated by Canale Swain of communicative competence implies the use of grammatical competence *precise enunciation), sociolinguistic competence ((uses social language norms) and strategic competence (uses verbal and non-verbal elements sufficient for communicating). This method is also known by the name of communicative teaching of the language. This methodology intends to train the student in real communication. Texts, recordings and authentic materials are employed for this purpose and activities are carried out that endeavors to faithfully imitate reality outside the classroom" The New Journal *El Nuevo Diario*, 2009, Communicative Focus in the Teaching of Language, [at] <http://elnuevodiario.com.do/app/article.aspx?id=173397>

²⁴ Annexes 18 and 19 demonstrate other thematic that teachers utilize according to the directors, in the areas of Spanish and Mathematics.

²⁵ It is worth that due to limitation in statistic information it is not possible to estimate the prevalence of these population groups at general level, and less in the environment of the Department of Intibucá. Nevertheless, the Juana Leclerc Psycopedagogical Institute recognizes dyslexia, dysgraphia, dystortography and attention deficit as the main learning problems. These present themselves in different variables: attention, speaking difficulties, reading and writing and the incapacity to solve problems (Facilitator Guide to Prevent and Attend Learning Problems).

²⁶ The categories of "very good", "good", "acceptable", "regular" and "bad", were defined for survey and questionnaire implementation. 'Very good' refers to the satisfaction of the quality with the presence of minimum faults; 'good' acknowledges that many positive characteristics exists while recognizing that some aspects need to be improved; 'acceptable' refers to conditions that have an equal number of both favorable and unfavorable aspects; 'regular' recognizes that some necessary elements are present but important faults are detected and finally, the concept of bad, which implies that minimum criteria of quality are not satisfied.

Chart 15. Teacher knowledge for detecting learning problems according to directors



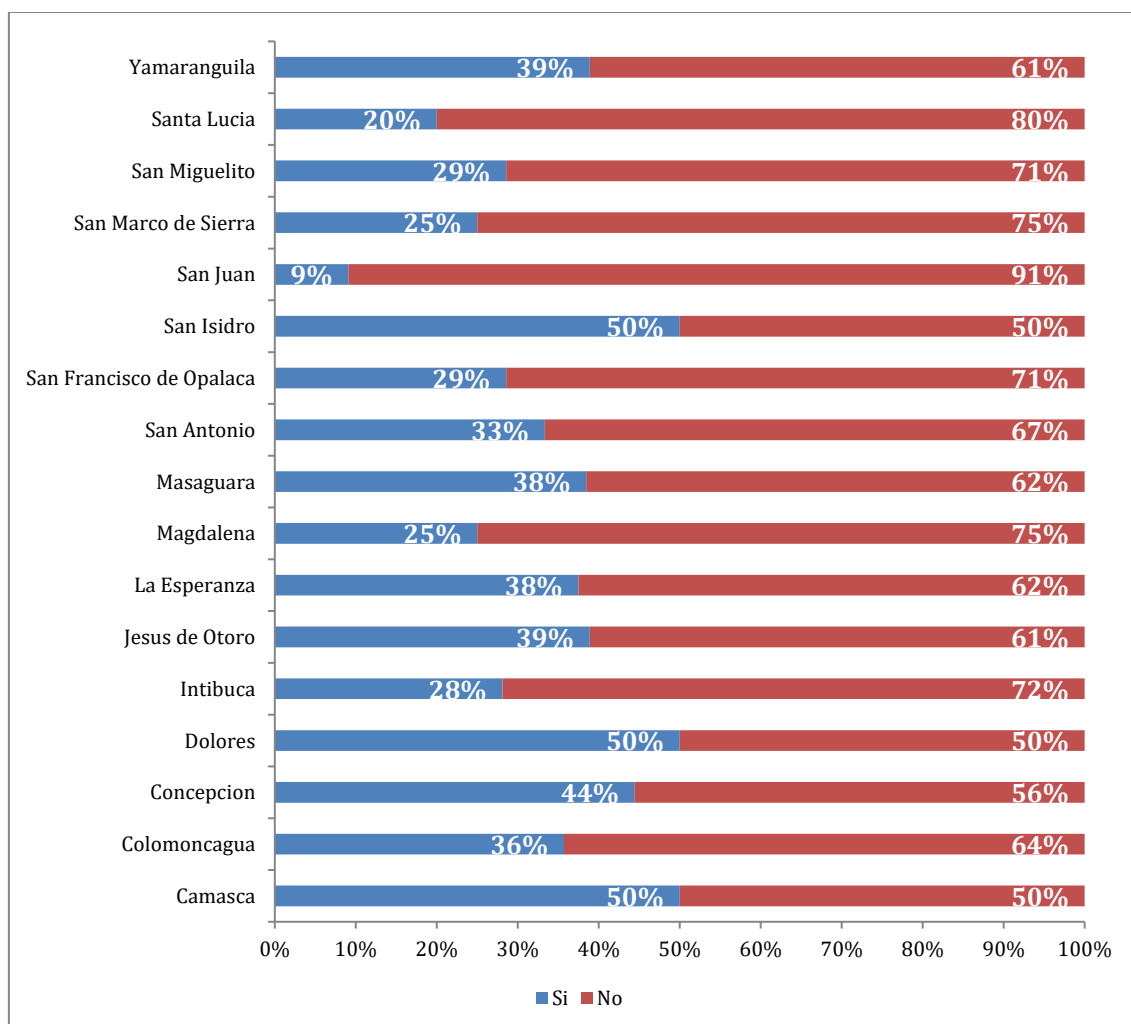
Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Regular, Acceptable, Good, Very Good, Doesn't Know, and Doesn't Respond

This inconsistency in findings, directors believe that teachers are adequately employing teaching techniques while consistently detailing that regardless of subject that the majority of their teacher have not been trained, is a cause for concern for the education quality in the schools of Intibucá. The perspectives of teachers on their training and training needs were also collected to complete this analysis.

In relation to training in the identification of learning problems, 34% of teachers affirms they were trained in this area 6.1 percentage points above the percentage

(27.9%) reported by directors. In fact, the percentage of trained teachers does not exceed 50% in any of the municipalities, with greater percentages in San Isidro (50%), Dolores (50%), Camasca (50%) and Concepción (44%) (Chart 16).

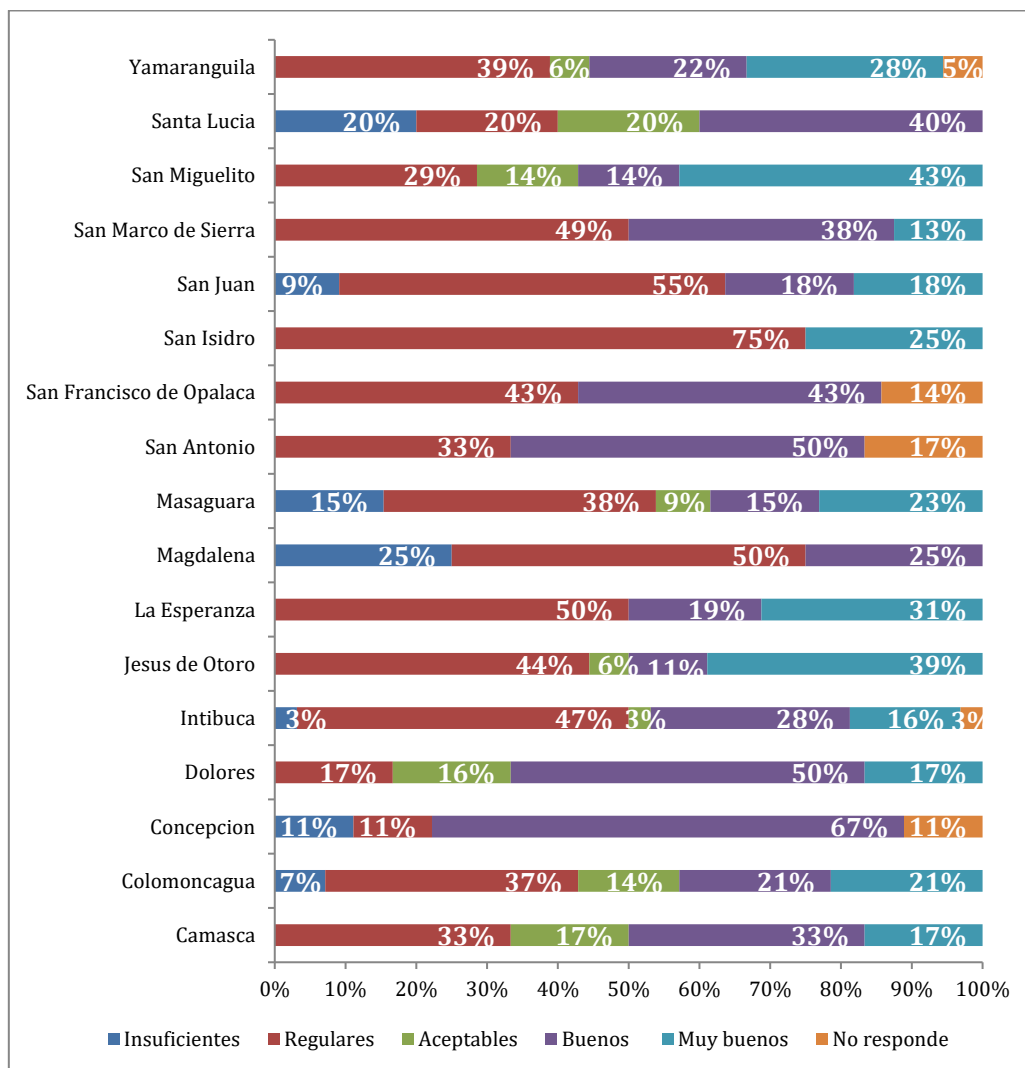
Chart 16. Teachers trained to detect learning problems



Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Yes; No

In general, 41% of teachers consider that their knowledge regarding working with children with learning problems is 'Regular', while 27% think it is 'Good'. The municipalities of Concepción, Dolores and San Miguelito have the highest percentages of teachers who believe that their knowledge is 'Very Good' (Chart 17).

Chart 17. Teacher self-analysis of knowledge to identify learning problems in students

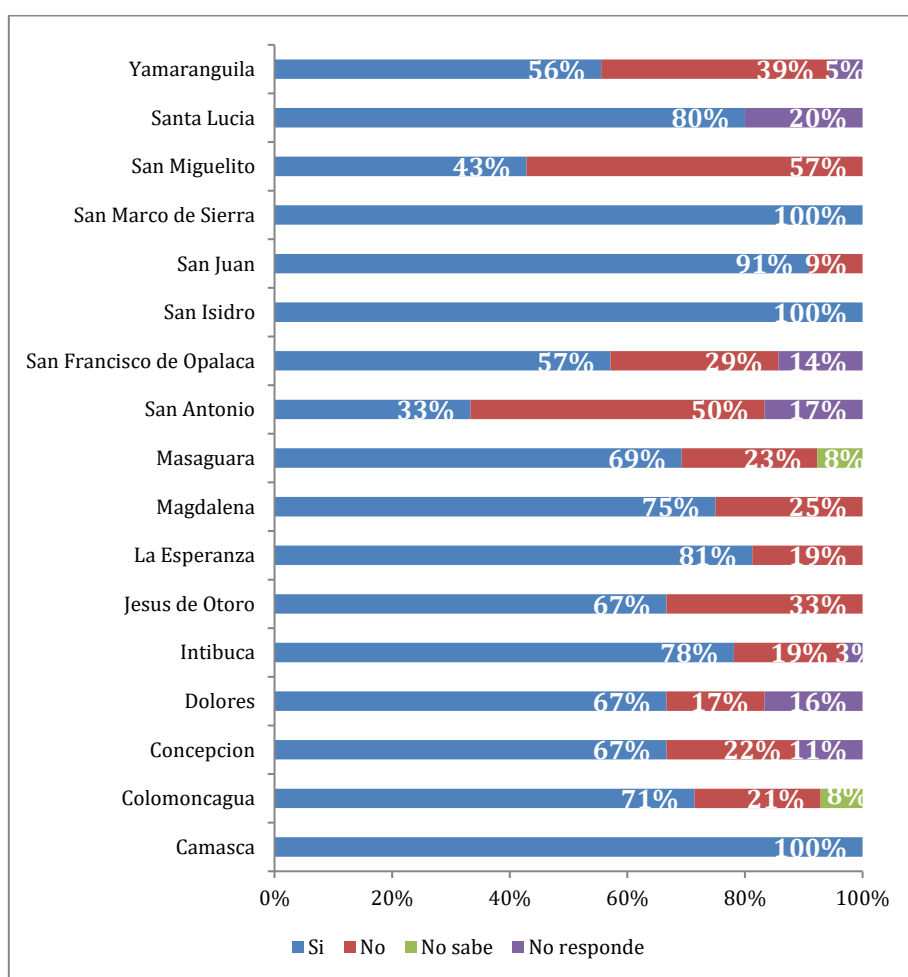


Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Insufficient; Regular; Acceptable; Good; Very Good; Did not respond

The information provided by teachers does not correspond with the directors' perception, who state that teachers in San Isidro, Magdalena and San Juan have good knowledge in the identification of problems. The lack of agreement in the perception of capacities to identify learning problems led us to believe that in 16 of the 17 municipalities there are difficulties to provide responses to these problems. Added to this, 72% of teachers affirm that inside their classrooms they work with children with learning problems and the lowest percentage of teachers who teach children with learning difficulties are located in the municipalities of San Antonio, San Miguelito, Yamaranguila and San Francisco de Opalaca (Chart 18)²⁷.

²⁷ It is worth noting that in this respect, in the opinion of teachers and directors many children with learning problems have been identified empirically, because many do not have the required and appropriate knowledge for identifying them and above all to provide these children with personalized attention in function of their needs.

Chart 18 Teachers who have students with learning problems in the classroom



Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Yes; No; Doesn't know; Does not respond

Although it is obvious that there is generalized lack of awareness in the teachers in relation to the identification of learning problems, how is it possible for the majority of these teachers to qualify their knowledge as regular and at the same time, be able to recognize that they work with children with learning problems? This contradiction leads us to think that the training processes have not been all that effective which requires increasing the level of training on this issue.

In relation to the work of teachers with children with disabilities or from different ethnic groups, 40% and 5% respectively work with children with these characteristics. However, as mentioned previously, the directors have not made great efforts to train teachers in these subjects. 10.1% of the directors have trained their teachers in children with disabilities and only 0.7% in attention to children belonging to different ethnic groups.

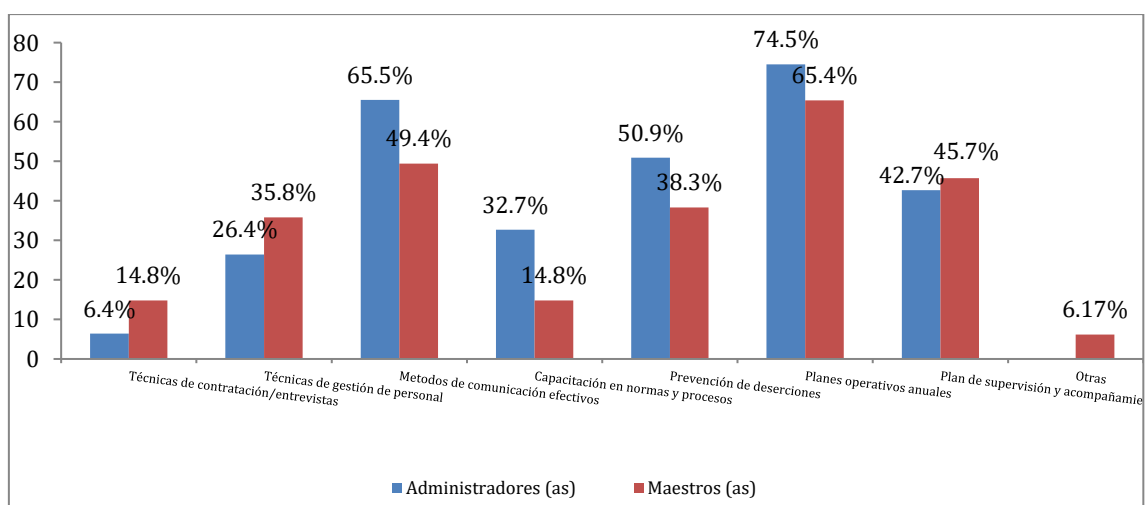
Ultimately, the numbers obtained from the directors as well as the teachers affirm that strengthening is required for these training processes in the identification of learning problems and work with children with disabilities.

Director knowledge and abilities

Added to the training process, we should ask, what planning, administration and management tools do directors utilize to improve the performance in the school workload? In this regard, the majority of Intibucá directors (81%) apply planning, administration and management tools. More than 50% of directors in each of the municipalities affirm that they utilize these tools, with the exception of San Juan.

Included in their knowledge is the Annual Operating Plans (POA in Spanish) (74.5%) and effective communicative methods (65.5%), followed by the prevention of drop outs (50.9%), teacher supervision and accompaniment plan (42.7), personnel management techniques (26.4%) and contracting techniques (6.4%). During the interviews, a common theme arose suggesting that it is through the use of these administration tools that, in those few instances when support is requested, it is done using these tools, *“generally it is through the annual operating plan (POA in Spanish) and the School Annual Implementation Plan (PEC in Spanish) that help is requested with support from teachers, students and parents”* Bernardo Vasquez, Director of the Primary School in en San Juan del Caite (Chart 19).

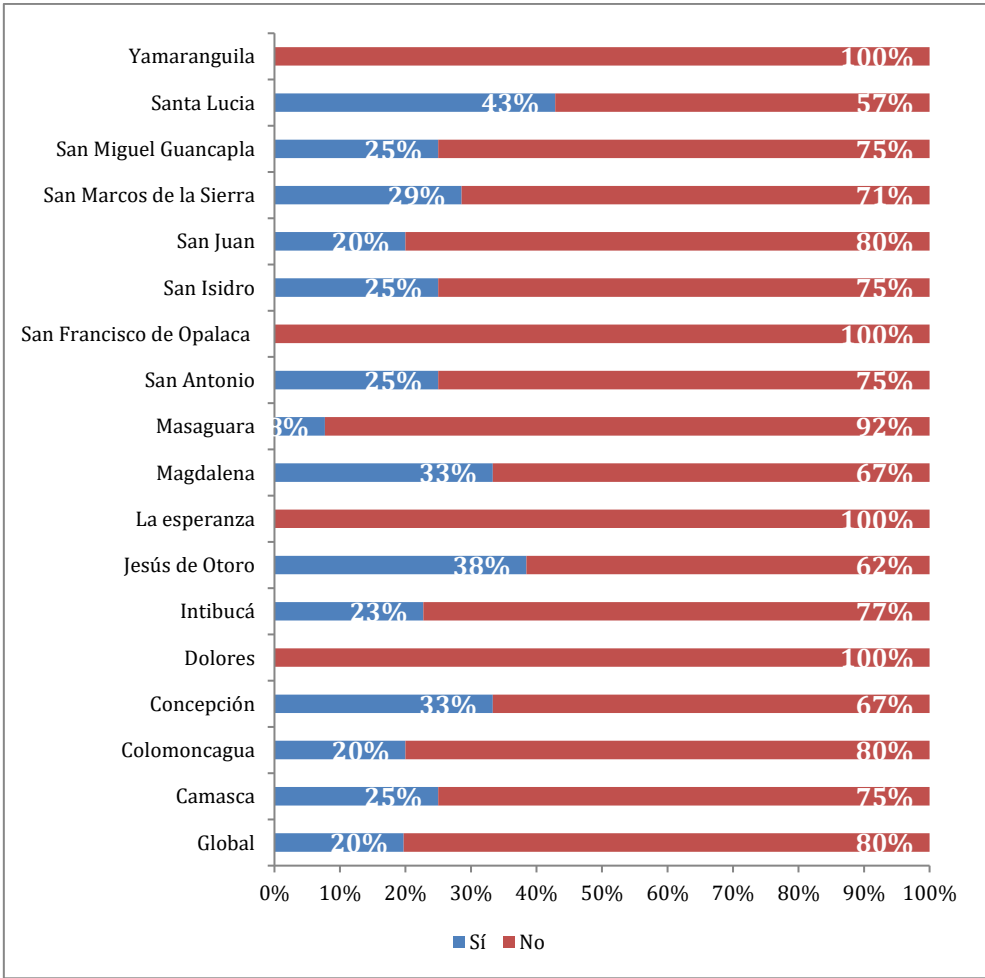
Chart 19. Directors who apply planning, administration and management tools



Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Administrators; Teachers

Overall, 20% of directors believe they are using administration techniques and tools while 37% of teachers believe that their directors are using these tools. The analysis of this indicator requires a bit more exploration as in 13 of the 17 municipalities less than 50% of directors consider they apply more than 3 administration techniques (Chart 20).

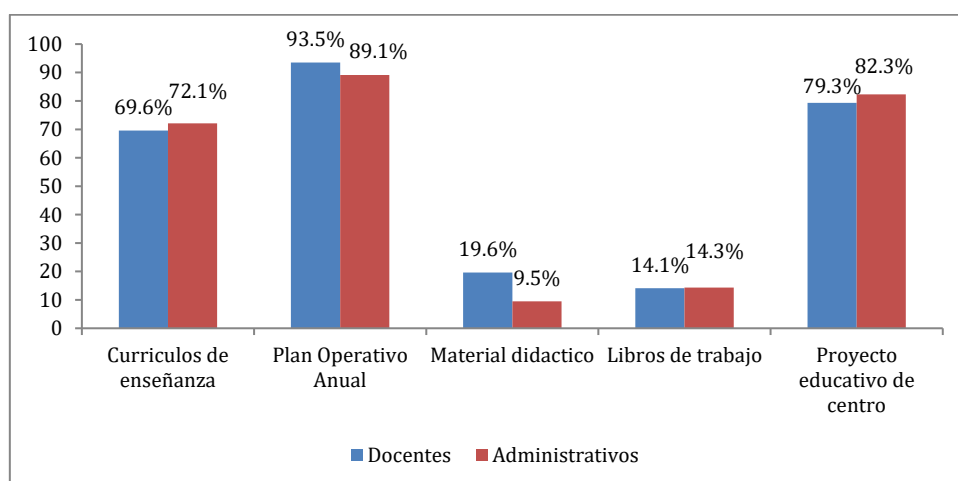
Chart 20. Directors who Utilize Three or More Techniques and Tools for Planning, Administration and Management



Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Yes; No

In addition, the chart below demonstrates the interest of the directors in subjects such as the Annual Operating Plan, the School Annual Implementation Plan and the teaching curricula (Chart 21).

Chart 21. Schools with planning tools and educational materials according to directors and teachers



Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Teachers, Administrative Staff

This indicates that advances are made under an educational focus of objectives, priorities, and directives. Annual programming is comprised of strategic activities for meeting objectives established in the PECs and learning plans are created that are summarized in the curricula. However, the acquisition of didactic materials and workbooks as stipulated in the plans and curricula are difficult to achieve.

Planning at the macro level that does not recognize the challenges that teachers face in the classrooms tends to fail because it makes it difficult to achieve macro level objectives. Instead, teachers are responding to needs on a day-to-day basis due to lack of educational resources and cannot focus on larger classroom and school priorities.

This does not imply that the directors fail to recognize the importance of other factors, such as the provision of didactic material at the schools and improved training, but rather the lack of adequate tools for requesting help from different organisms: *"This depends on the creativity of each director as well as the preparation based on profiles since they don't feel they are prepared for this"* (Justo Ramírez, director of the school in Magdalena).

Even though the tools utilized are not primarily centered on the activities carried out by teachers inside the classrooms, a factor to be recognized in the work of the directors concerns the issue of accompaniment. 70.7% affirm offering accompaniment versus 87% of teachers who consider they receive it. As related to

the periodicity of supervision, directors are more optimistic, since according to their perception 80.4% provide accompaniment every two months and only 10.7% provide accompaniment every six months. In contrast, for 58% of teachers accompaniment is provided every two months, for 12% every six months and for 16% it is provided yearly. The most notable differences regarding supervision are observed in the municipalities. For the directors, accompaniment is provided to a lesser degree in the municipalities of Concepción, Camasca, San Antonio, and Intibucá, while for teachers it is provided to a lesser degree in Magdalena and Santa Lucía.

The conditions described are evidence that current school environment indicators are not satisfactory. Teachers cannot clearly identify which of their students make advances in their learning and which ones have problems doing so. This is a result of weak training processes in subjects such as learning techniques and methodologies, identification of problems in reading and writing and working with diverse populations. In addition, they don't have available the necessary didactic materials to educate. Added to this, the directors have prioritized other issues such as the Annual Operating Plan and the School Annual Implementation Plan above issues such as teacher training and the provision of education materials. While regular teacher attendance is favorable, the myriad of deficiencies in departmental schools prevents any substantive improvement in the quality of education.

Summary of indicators of result 1

In conclusion, improved teacher training is a priority to reach the project's goal to increase the percentage of students that have developed 100% reading competency by 10%. This can only be accomplished by ensuring the provision of sufficient educational materials for schools and complemented by training approaches that emphasize the introduction of techniques for the detection of learning problems, improved teaching methodologies, and working with diverse populations.

4.2 Student attendance at the schools

Advances made in education are not subject uniquely or exclusively to the competencies of teachers and directors. There are aspects such as the school

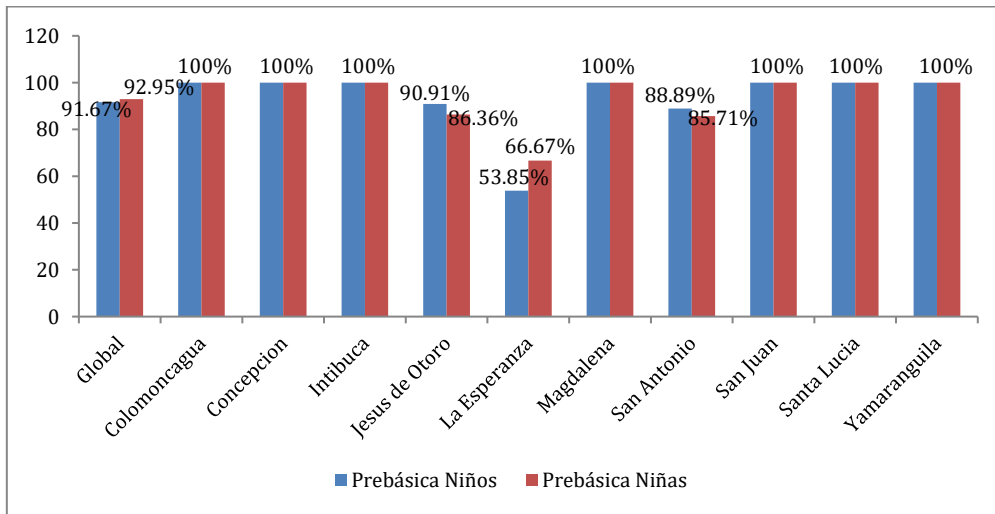
environment, family contexts, socioeconomic, and parental commitment to their child's education.

Regular student attendance

Once children begin attending school it is worth knowing how many consistently attend school²⁸. While data demonstrates that only roughly 50% of kindergarten aged children are enrolled, according to information provided by teachers once children are enrolled, the percentages of regular attendance are satisfactory. 91.67% of children in kindergarten (Chart 22) and 89.32% in primary schools attend the schools regularly, with the lowest percentages in kindergartens in La Esperanza (53.85%) in kindergartens and in Santa Lucia (75.93%) in primary schools (Chart 23). According to the parents, the rates of the children's regular attendance are on average more than 80%, with 93.62% of kindergarten children regularly attending. However, disaggregating by municipality we found that children's attendance is less regular in the municipalities of San Francisco de Opalaca (50%) and Santa Lucia (66.67%). In primary schools, 91.48% of children attend regularly with lower percentages of attendance in San Miguel (60%), Magdalena (66.67%), Masaguara (66.67%) and San Antonio (66.67%).

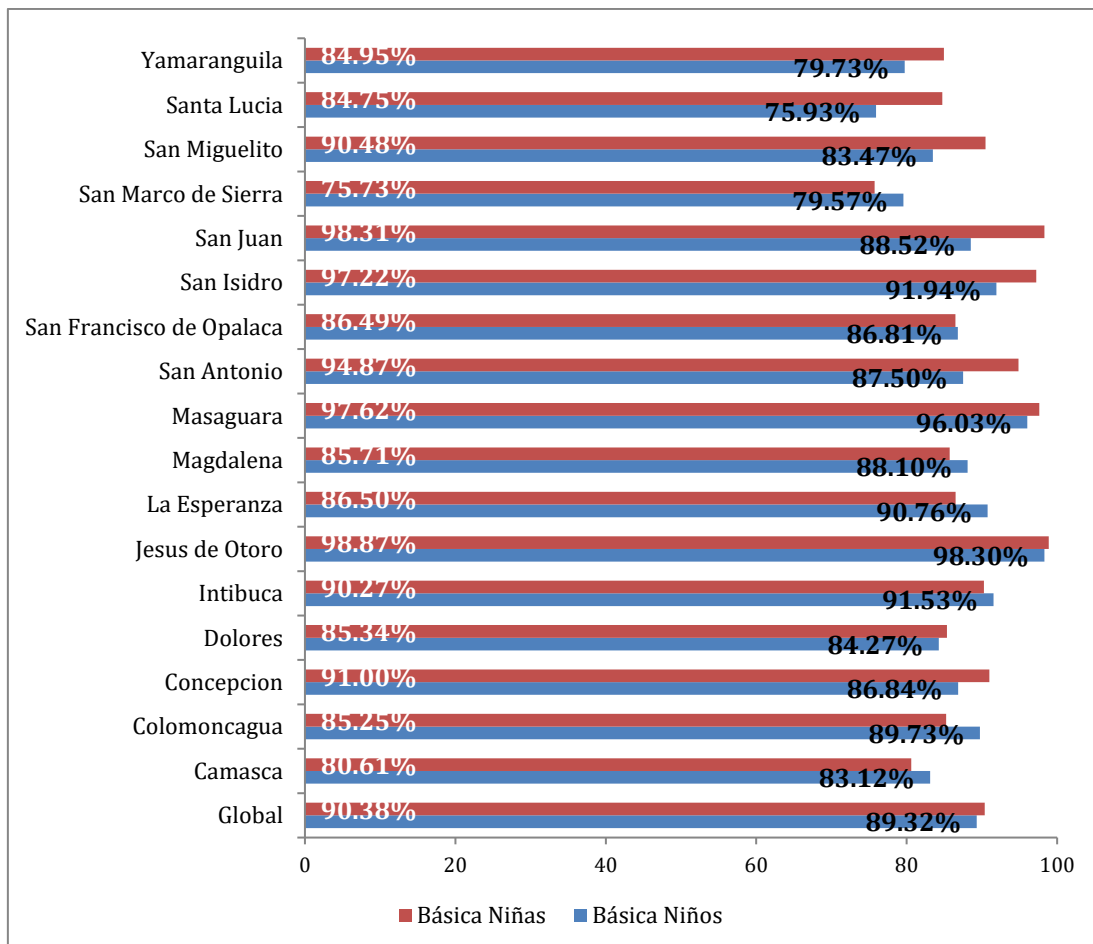
²⁸ According to information provided by the Observatory of Children's Rights by 2010 of the total infant population between four and five years of age (340,529), only 48.1% of girls and 47% of boys were enrolled in kindergartens. The data demonstrates that the enrollment of children in pre-school education is insufficient especially in rural areas, which emphasizes the need to assign greater value to the universalization of pre-school education through the expansion of coverage; a goal that has been prioritized by the Secretariat of Education, 95% coverage by 2022. In relation to primary schools, according to information provided by the Observatory of Children's Rights by 2010 94.4% of the total infant population between six and twelve years of age was enrolled in primary schools. Of these children, 99.4% of girls and 99.1% of boys regularly attend school with no substantial differences between the urban and rural areas. Despite the attendance numbers, UNICEF warns how regular teachers' union strikes could and do considerably reduce the number of class days determined by law (200), estimating an average loss of 45 days due to causes not attributable to students.

Chart 22. Regular attendance of children enrolled in kindergartens, according to teachers²⁹



Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Boys Kindergarten; Girls kindergarten

Chart 23. Regular attendance by children enrolled in primary schools according to teachers



Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Boys Kindergarten; Girls kindergarten

²⁹ Data was not collected from kindergarten in the following municipalities Camasca, Dolores, Masaguara, San Francisco de Opalaca, San Isidro, San Marco de Sierra, and San Miguelito due to the fact that teachers from these kindergartens did not respond to the information request.

For girls, kindergarten attendance is 92.95% (Chart 22) and 90.38% in primary schools (Chart 23). According to the parents, 96.88% of girls attend class regularly in kindergartens and data collected from parents in each municipality all show attendance rates that exceed 80%. For primary school, 88.76% of girls attend regularly, with a lesser percentage attending classes in San Isidro (60%), Santa Lucía (60%) and San Miguel (66.67%)

When comparing numbers for girls as well as boys according to information provided by teachers, we observe that girls have a higher attendance rates than boys.

One of the factors linked to the reduced enrollment, especially in kindergarten, is associated to the conditions of poverty in which Honduran families live: “The INE estimates that at national level, 54% of school age boys and girls live in extreme poverty and 21% in relative poverty”. As a result, families have limited access to appropriate housing, health and education services, limiting their development possibilities. Adverse geographic conditions make it difficult for children to attend classes and in some regions security problems add to this situation.

In the following sections, data will be analyzed to explain the decrease in enrollment and the high attendance rates of students in Intibucá. A major finding discussed is the importance of educational incentives, although provided sporadically, has helped families to better guarantee the nutrition of their children.

Educational incentives

Undoubtedly the lack of economic resources limits the participation of children in schools which is why actions that motivate attendance have proven to be effective measures for increasing and maintaining school enrollments, as pointed out by the Vice mayor of the municipality of San Juan.

This information is not only corroborated by those interviewed, it can be verified in relation to the school enrollment numbers with help from the students. According to UNICEF (2010)³⁰ “...pre-school enrollments do not reach even half of the children especially in rural areas, where high levels of poverty coincide and the

³⁰ UNICEF, 2010. *Infancy in Honduras, Analysis 2010*. Tegucigalpa: UNICEF Honduras.

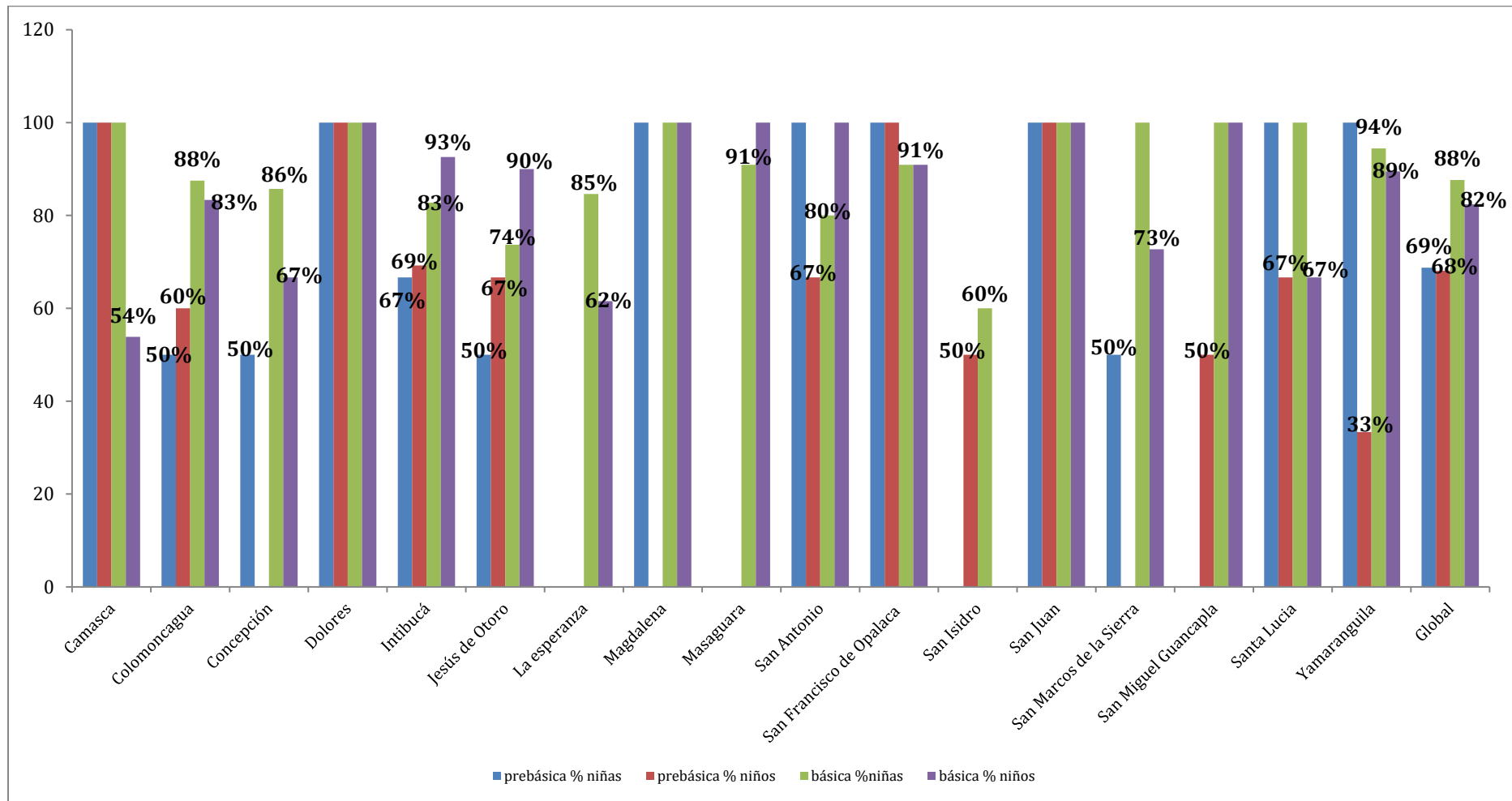
lack of coverage in the most forgotten villages and communities”. If we analyze these numbers with those provided by the Secretariat of Education in relation to the provision of school meals and the indicator of incentives constructed with information resulting from the surveys, we find that children receive the least help in kindergarten. In contrast, according to UNICEF (2010), “primary school coverage is broad and enrollment reaches 94%” coincides with a greater provision of incentives.

The analysis of current incentive provision is important for discovering which municipalities are already providing backpacks, scholarships and school meals and will permit CRS to prioritize actions to ensure that in all schools, children will have access to school meals and the provision of school supplies.

According to baseline data during 2012 a total of 42,129 children received government supported school meals in the department of Intibucá, 78.26% of the total kindergarten and primary school enrollment.

It is worth noting that when indicators are measured, the parents affirm that the children have been provided with meals, however, the meals are not offered to one hundred percent of the student population with exception of San Juan and Dolores, nor are meals delivered consistently. (Chart 24).

Chart 24. Percentage of children receiving school meals



Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Kindergarten % girls; Kindergarten % boys; Primary School % girls; Primary School % boys

The provision of school meals is less for boys and girls who are in kindergartens than those who are in primary schools since 69% of girls and 68% of boys receive this assistance in kindergartens while 88% of girls and 82% of boys who are in primary schools receive school meals. These numbers demonstrate the need to prioritize school meal delivery for kindergartens, a measure that should help to increase and maintain enrollment, while helping to guarantee the full development of young children.

For girls in kindergartens this requires increasing coverage to 100% in Colomoncagua (50%), Concepción (50%), Intibucá (67%), Jesús de Otoro (50%) and San Marcos de la Sierra (50%) and for boys in Colomoncagua (60%), Intibucá (69%), Jesús de Otoro (67%), San Antonio (67%), San Miguelito (50%) and especially in Yamaranguila, where only 33% of infants receive school meals.

In primary school, priority should be given to the following the municipalities whose school meal is: Camasca (54%), Concepción (67%), La Esperanza (62%), San Marcos de la Sierra (73%) and Santa Lucia (67%).

According to UNICEF, the struggle against chronic malnutrition should begin in early childhood since the consequences of poor nutrition are manifested in the long term, most evidenced in the reduction of adult height followed by the reduction in intellectual capacity and the incidence of metabolic and cardiovascular disease (UNICEF, 2010)³¹.

An important aspect that should be noted in relation to the provision of school meals is related to the frequency of the assistance, the collaboration of parents in the delivery of these meals and the lack of mechanisms of accountability which are elements that were identified recurrently by those interviewed: *"[School meals have been provided but for now there aren't any. The parents are in charge of this without any supervision.]"* (Martina Zuniga Nolasco, Vice mayor of Magdalena).

This stresses the need to include these types of incentives to alleviate the effects of poverty, to take advantage of the participation of the parents and include mechanisms of accountability to prevent the inappropriate use of resources.

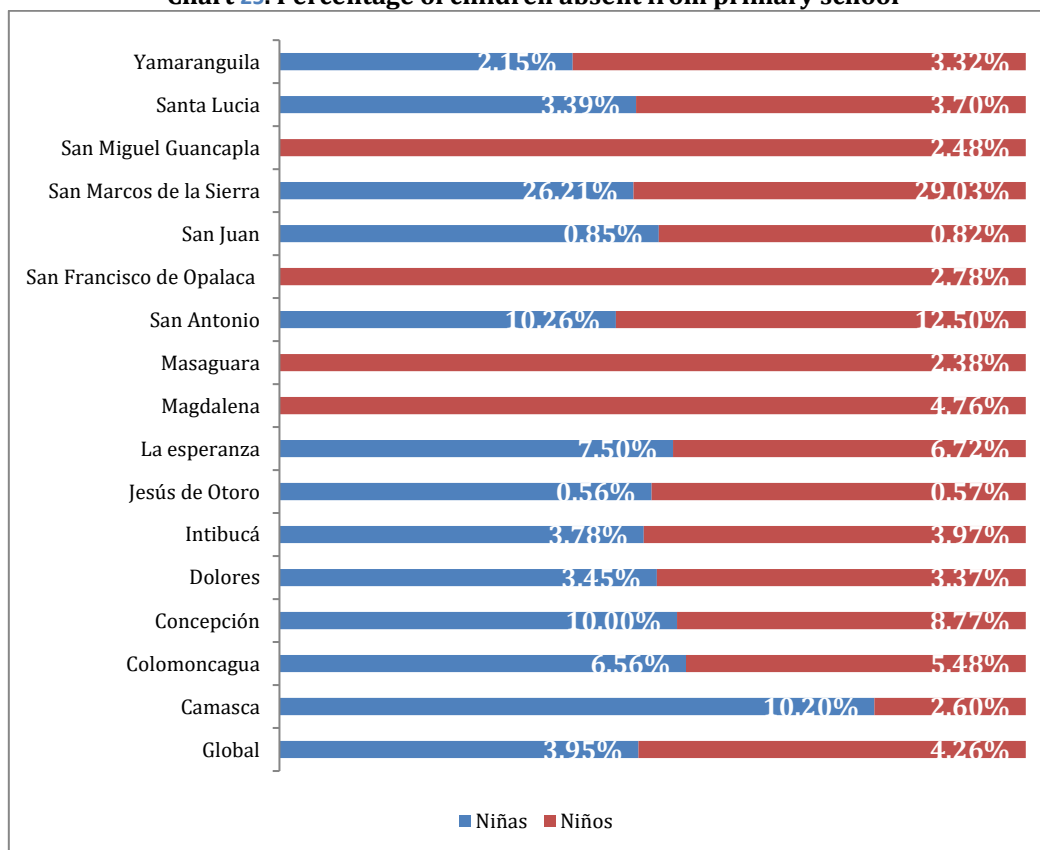
³¹ UNICEF, 2010. *Infancy in Honduras, Analysis 2010*. Tegucigalpa: UNICEF Honduras.

Causes of school absence

The children cannot attend classes due to scarce economic resources as mentioned previously, but also due to disease, transportation difficulties and/or family problems. In the Department of Intibucá, according to the Secretariat of Education the main cause of absence in the classrooms is children morbidity. Baseline data does not support this finding as the percentage of children who are absent from school for more than 10 days due to morbidity is low.

In kindergartens, according to teachers, 4.49% of girls versus 2.22% of boys miss more than 10 classes due to health problems. By disaggregating by municipality, we find that absences due to illness are highest in San Antonio, 14.29% of girls and 11.11% of boys, followed by La Esperanza (9.52% boys). In primary schools, 3.95% of girls and 4.26% of boys miss more than 10 classes due to health problems. The municipalities that have the highest level of absences due to illness are San Marco de la Sierra (26.21% girls and 29.03% boys), San Antonio (10.26% girls and 12.50% boys), Concepción (10% girls and 8.77% boys) (Chart 25). This analysis suggests that the project goal for reducing health absences should be focused on primary schools in these municipalities.

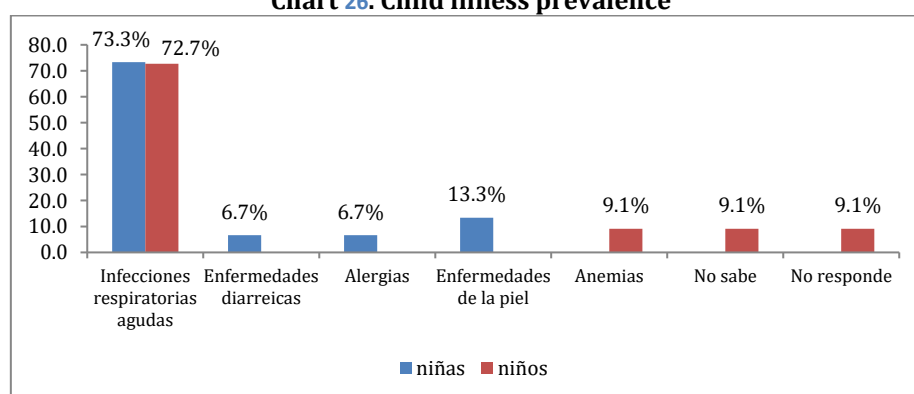
Chart 25. Percentage of children absent from primary school



Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Girls; Boys

Causes of disease in boys mentioned by the parents include, acute respiratory infections (72.7%), anemia (9.1%) and for girls, acute respiratory infections (73.3%), skin diseases (13.3%), diarrhea (6.7%) and allergies (6.7%) (Chart 26).

Chart 26. Child illness prevalence



Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Acute respiratory infections; diarrhea; allergies; skin diseases; anemia; doesn't know; doesn't respond

These causes of morbidity could be associated to possible deficiencies in the area of educational infrastructure and those found in the condition of the homes. Because acute respiratory infections are listed as the most common illness, project

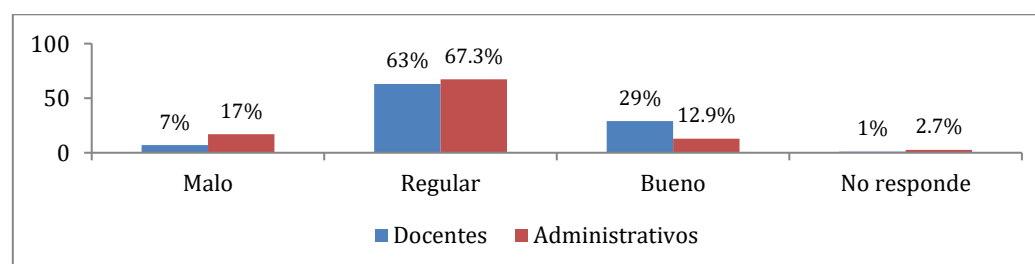
activities that focus on improving school infrastructure should make adequate ventilation a priority. Although the project will not be providing infrastructure improvements for homes, the project will provide trainings in health and hygiene. These forums should also be used to teach parents methods for preventing acute respiratory infections.

Educational infrastructure

Appropriate classroom spaces are another essential element that helps to improve the quality of educational outcomes. Information from directors demonstrates that 91 primary school facilities—corresponding to 61.96% of the sample—need to be improved, with the majority of facilities requiring repairs located in the municipalities of Intibucá (20), Colomoncagua (14), Jesús de Otoro (13), Masaguara (11) and San Miguelito (8)³². In addition, directors reported that 81.6% of schools are not accessible for children with disabilities.

Of the 147 directors surveyed, 67.3% affirm that conditions of the facilities are regular, 17% qualify them as bad and 12.9% as good. It is necessary to prioritize the improvement of the classrooms as a first option, and in second place, remodel the latrines and bathrooms. Information provided by the directors is not so different from the information provided by the teachers. 63% of teachers consider that the schools are in regular conditions, 29% in good conditions, 7% in bad conditions and 1% did not respond (Chart 27). However, they do differ in the infrastructure to prioritize. In the first place, for them new classrooms need to be constructed and in the second place, perimeter fences should be installed at the schools.

Chart 27. Director and teacher perception on the current conditions of school facilities

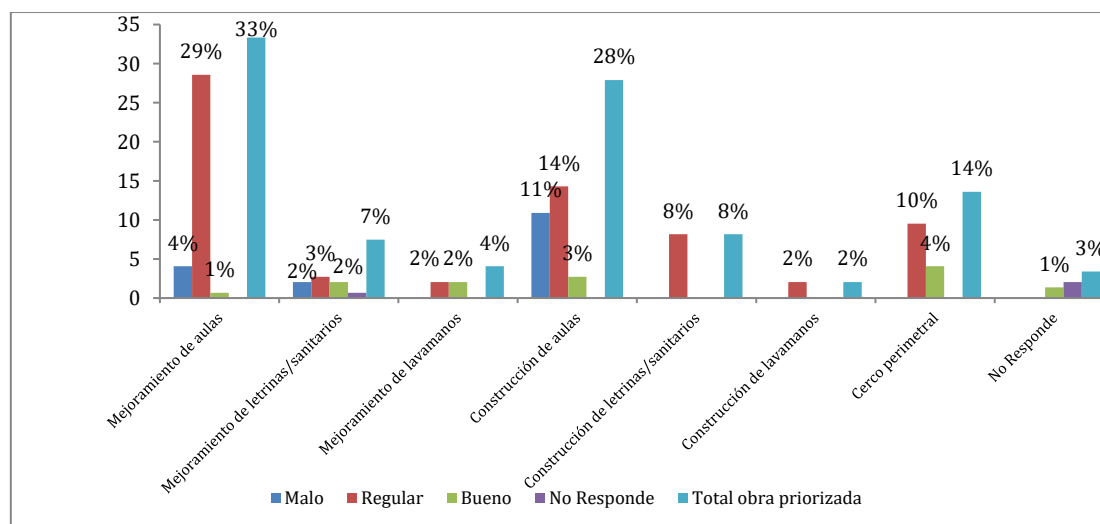


Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Bad; Regular; Good; Did not respond; Teachers; Administrative

³² See indicator 13 in Annex 16.

As we investigated the prioritization of works and the condition of the infrastructure, we found that the directors consider improving classrooms as most important (Chart 28).

Chart 28. Prioritization of works and state of the facilities



Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the text in the Chart is: Improve the classrooms; Improve the latrines / bathrooms; Improve washbasins; Construction of classrooms; Construction of latrines/bathrooms; Construction of wash basins; Perimeter fence; Did not respond

To summarize, most of the primary schools are in regular conditions.

Gender equality situation in the enrollments

As one of the millennium objectives, UNICEF has established the importance of eradicating gender inequalities in all levels of education by 2015. In order to meet this objective, governments are being asked to reduce inequalities faced by girls. Advances in equality will reduce the difficulties faced by uneducated women which include, greater vulnerability to exploitation, limited opportunities to express their opinion in social and political scenarios, as well as the ability to support themselves economically (UNICEF, s/f).³³ "...all studies indicate that educating girls is the most efficient individual policy to increase general economic productivity, reduce infant maternity, educate the next generation, improve nutrition and

³³ UNICEF, (s/f). Millennium development objectives. 3. Promote equality between the genders and the autonomy for women. Available at: [<http://www.unicef.org/spanish/mdg/gender.html>].

promote health” (UNICEF, s/f)³⁴. The Project intends to contribute to achieving this objective by increasing the enrollment of girls (25%).

Based on Secretariat of Education statistics, enrollment by boys and girls at the kindergarten and primary school levels in Intibucá has gone down over the past three years. The project should be able to reverse the negative enrollment trend seen over the last three years.

In order to achieve the goal programmed to increase girls’ enrollment by 25% and 10% for boys, CRS should orient its actions towards kindergartens because the most notable decreases are observed at that level, primarily in the municipalities of San Francisco de Opalaca (-58.93% for boys and -63.01% for girls), San Marcos de la Sierra (-45.55% for boys and -43.51% for girls), San Antonio (-43.48% for boys and -38.52% for girls), Masaguara (-41.00% for boys and -43.20% for boys) and Colomoncagua (-38.13% for boys and -38.04% for girls) (Table 7).

Table 6. Enrollment trend comparison 2009-2012

Municipality	Boys		Girls	
	Kindergartens	Primary Schools	Kindergartens	Primary Schools
Global	-29,39	-2,10	-28,81	-3,49
Camasca	-23,81	3,55	-32,81	1,85
Colomoncagua	-38,13	-2,44	-38,04	1,93
Concepción	-32,73	-6,03	-25,68	-5,71
Dolores	-3,51	-6,62	-36,84	-0,87
Intibucá	-20,50	-0,79	-19,49	-1,32
Jesus de Otoro	-31,24	-3,00	-26,26	-8,03
La Esperanza	-32,65	-0,73	-29,00	-7,92
Magdalena	-11,61	-12,35	2,22	-14,40
Masaguara	-41,00	-8,73	-43,20	-11,21
San Antonio	-43,48	-7,35	-38,52	-13,49
San Francisco de Opalaca	-58,93	6,01	-63,01	0,72
San Isidro	-21,43	4,25	-21,18	-1,96
San Juan	-22,55	11,27	-17,20	8,69
San Marcos de la Sierra	-45,55	-4,66	-43,51	-1,77
San Miguelito	-24,73	-6,02	-9,63	-1,19
Santa Lucia	-32,21	-7,46	-32,56	-7,84

³⁴ UNICEF, (s/f). Millennium development objectives. 3. Promote gender equality and women’s autonomy. Available at: [http://www.unicef.org/spanish/mdg/gender.html].

Yamaranguila	-14,59	-3,07	-15,62	-5,08
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In contrast, decreases are less for primary schools. Enrollment decreased during the analyzed period in Magdalena (-12.35% for boys and -14.40 for girls), Masaguara (-8.73% for boys and -11.21% for girls), San Antonio (-7.35% for boys and -13.49% for girls), Santa Lucia (-7.46% for boys and -7.84% for girls) and in particular for girls in the municipalities of Jesús de Otoro (-8.03) and La Esperanza (-7.92%).

Even with the difficulties to start school, a fact which is reflected in the decrease in the enrollment rates, it is encouraging to know that in almost all municipalities the percentage of participation of girls is close or equal to 50%, with the exception of Dolores where it is lower (43.30%) and in San Miguelito where 54.69% of the students are girls in kindergartens (Table 8).

Table 7. Student enrollment

Municipality	Kindergartens		Primary Schools	
	% girls	% boys	% girls	% boys
Camasca	47.25	52.75	49.52	50.48
Colomoncagua	49.57	50.43	49.37	50.63
Concepción	49.77	50.23	50.26	49.74
Dolores	43.30	56.70	50.26	49.74
Intibucá	49.89	50.11	48.99	51.01
Jesús de Otoro	49.05	50.95	48.65	51.35
La Esperanza	49.35	50.65	48.30	51.70
Magdalena	48.17	51.83	45.59	54.41
Masaguara	51.51	48.49	49.09	50.91
San Antonio	49.02	50.98	45.25	54.75
San Francisco de Opalaca	48.12	51.88	49.43	50.57
San Isidro	46.53	53.47	49.13	50.87
San Juan	49.29	50.71	47.91	52.09
San Marcos de la Sierra	51.27	48.73	46.93	53.07
San Miguelito	54.69	45.31	50.06	49.94
Santa Lucia	46.28	53.72	50.51	49.49
Yamaranguila	47.63	52.37	48.49	51.51
Global	49.28	50.72	48.82	51.18

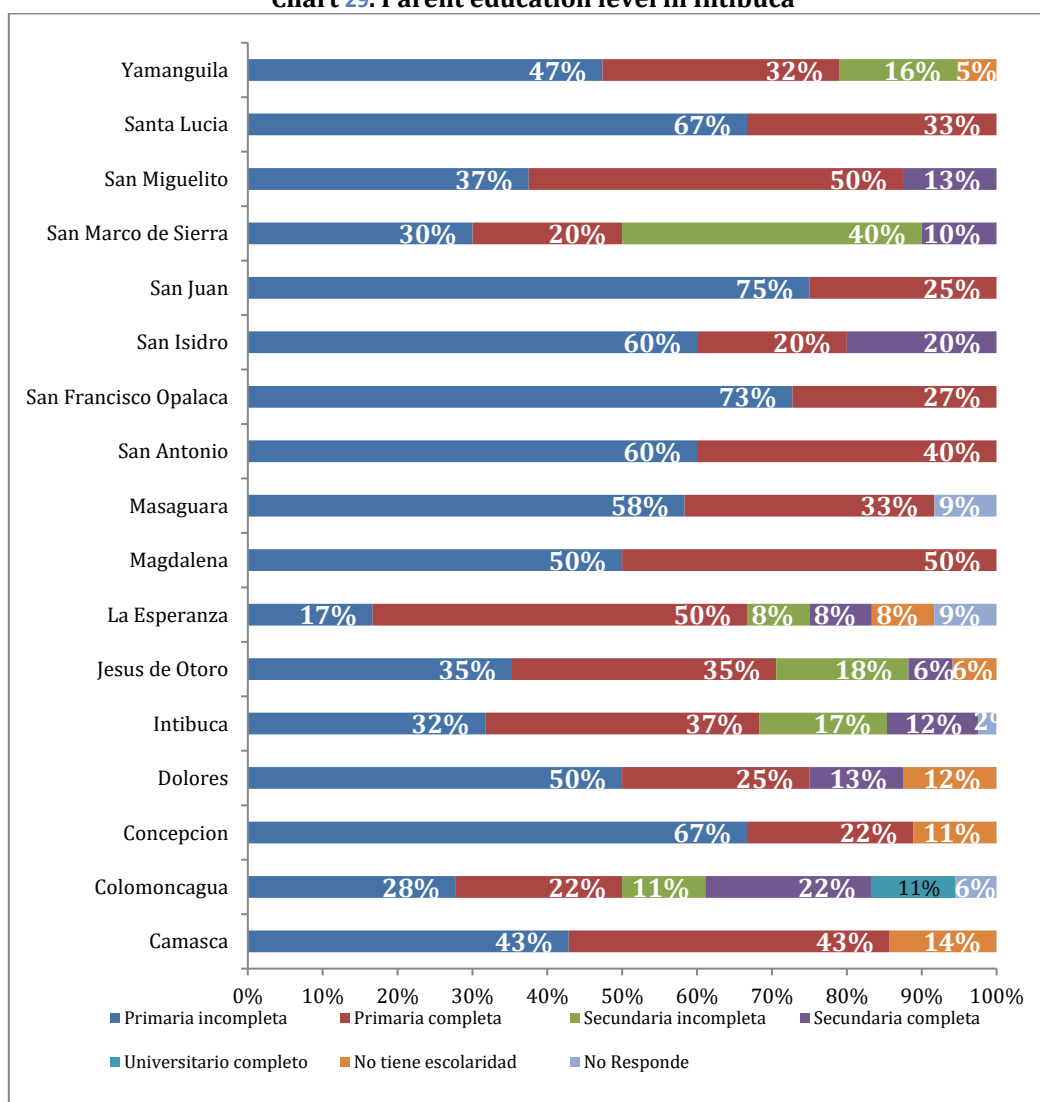
If project strategies focus on those schools and municipalities with lower levels of enrollment and are coordinated with other education stakeholders, the goals established in terms of increased enrollment will be achievable.

Awareness of the benefits of education for children

Another important aspect for ensuring educational quality is the involvement of parents in the education of their children either through supervision and / or accompaniment with their school work.

In the department of Intibucá, 44% of fathers and 33% of mothers have either attended primary school and not completed or only completed primary school. There are few municipalities where they have a higher level of education as in the case of San Marco de Sierra where 40% attended but did not finish high school and Colomoncagua where 22% completed high school and 11% finalized university studies (Chart 30).

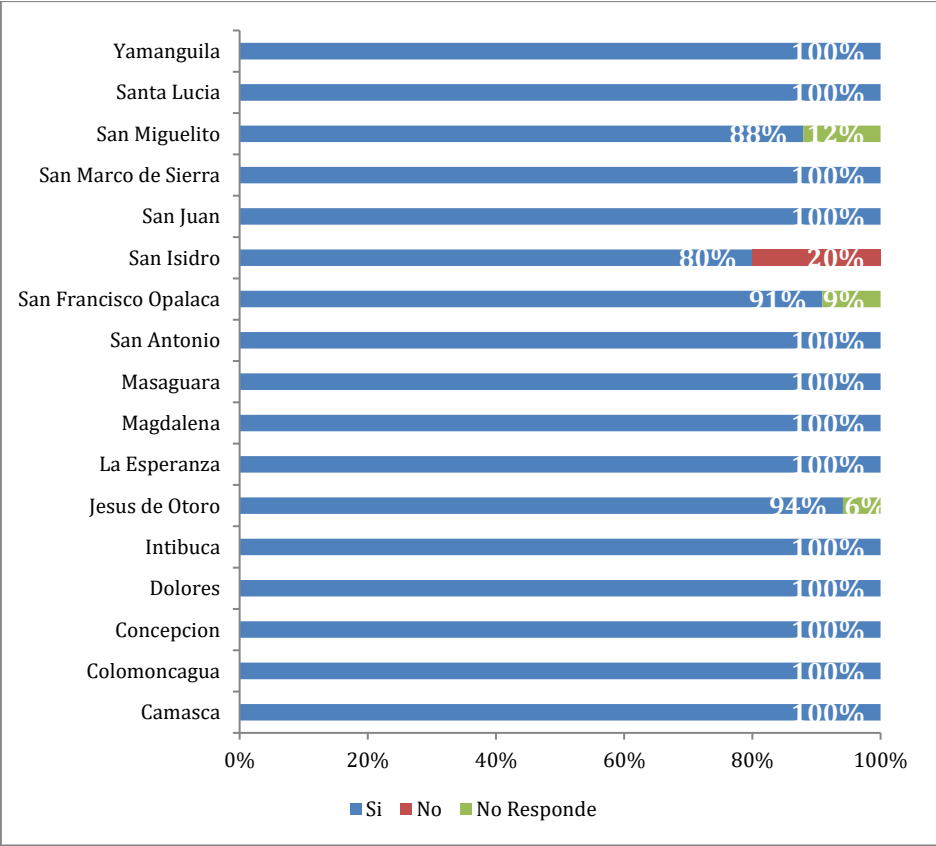
Chart 29. Parent education level in Intibucá



Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the texts in the Charts is: Incomplete primary; Complete primary; Incomplete Secondary; Complete Secondary; Completed university; Has no formal education; Does not respond

When the parents are questioned about the benefits of an education, there is generalized agreement regarding its importance (Chart 31).

Chart 30. Parents who consider that education is important for children



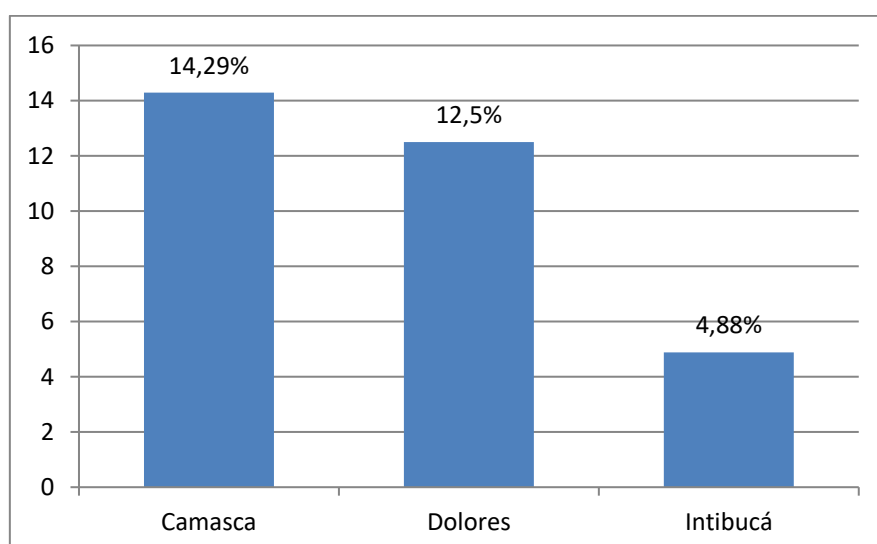
Translator’s Note: The Chart above is an image and cannot be manipulated for translation. The translation of the texts in the Charts is: Yes; No; Does not respond

Some of the reasons for the importance of education cited by parents include wellbeing, quality of life, and personal development achieved when there is the opportunity to attend school (Table 9).

Table 8. Reasons given by parents of the importance of an education for children

	Total	Parents Interviewed	Percentage of parents providing this reason
Wellbeing and quality of life	61	204	30%
Personal improvement	48	204	24%
Expanding knowledge and abilities	41	204	20%
Better employment opportunities or income	34	204	17%
Wellbeing, family and social development	31	204	15%
Opening opportunities	23	204	11%
Learning to read and write	21	204	10%
Constructing citizenship	9	204	4%
Change in attitude	5	204	2%
Rights	1	204	0%
Others*	34	204	17%
	Total	308	
* This category includes: they decide to study more, clears the mind, it is the best tool you can give your children, they have to learn and inheritance. (The number 308 is associated with the number of responses provided and is not related to the number of surveys since each of those surveyed had the opportunity to provide different responses)			

Nevertheless, only a few parents (1.96%) were able to offer at least three valid reasons regarding the importance of an education³⁵. In 14 of 17 municipalities no parent could offer at least three reasons regarding the importance of an education (Chart 32).

Chart 31. Parents who offer more than three reasons for the importance of education

The low percentage of awareness of the reasons for the importance of an education indicate that it is necessary to work not just in the school context but also in the

³⁵ The answers most commonly given are: achieve wellness, family and social development, better employment and income opportunities and personal growth.

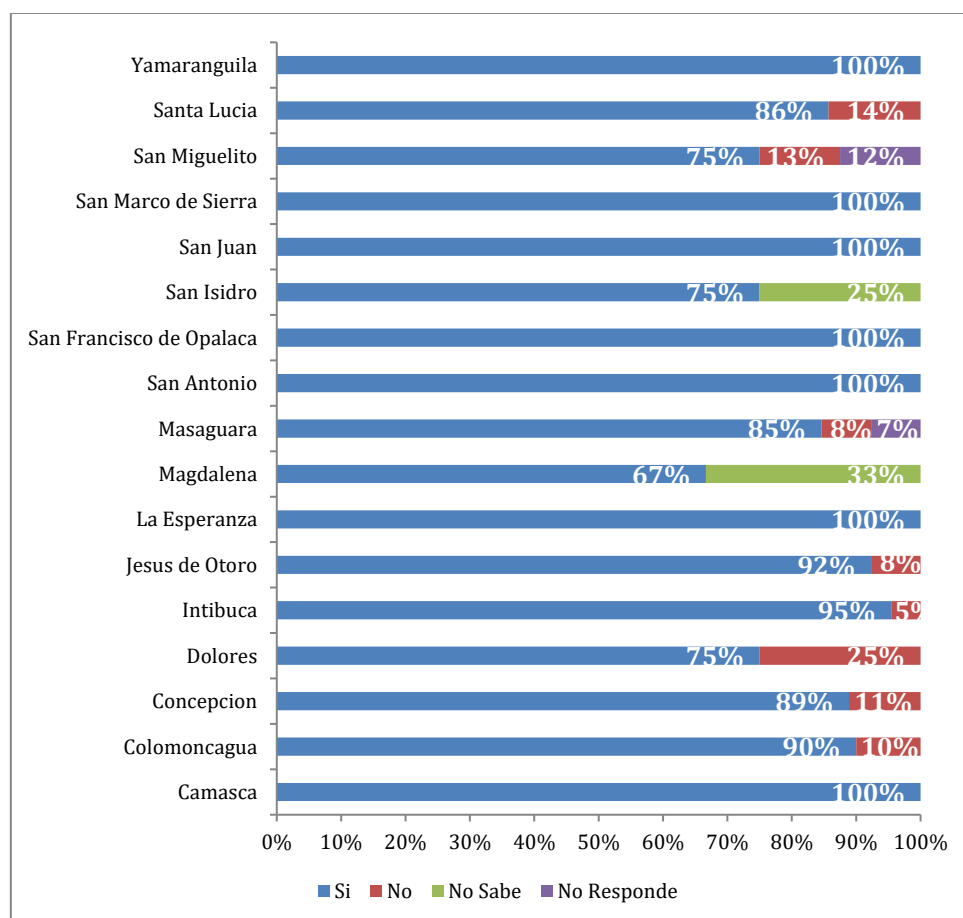
communities with families, thereby making it possible for the benefits of the project to extend throughout the community.

An interesting finding in the baseline is that even though parents do not identify valid reasons for the importance of an education in their children they participate in the preparation of the PEC and the parents' associations.

"We have received much support by the parents; rather all support is directly from the parents". (Pragedes Hernández, CCEPREB Director in San Marcos de la Sierra).

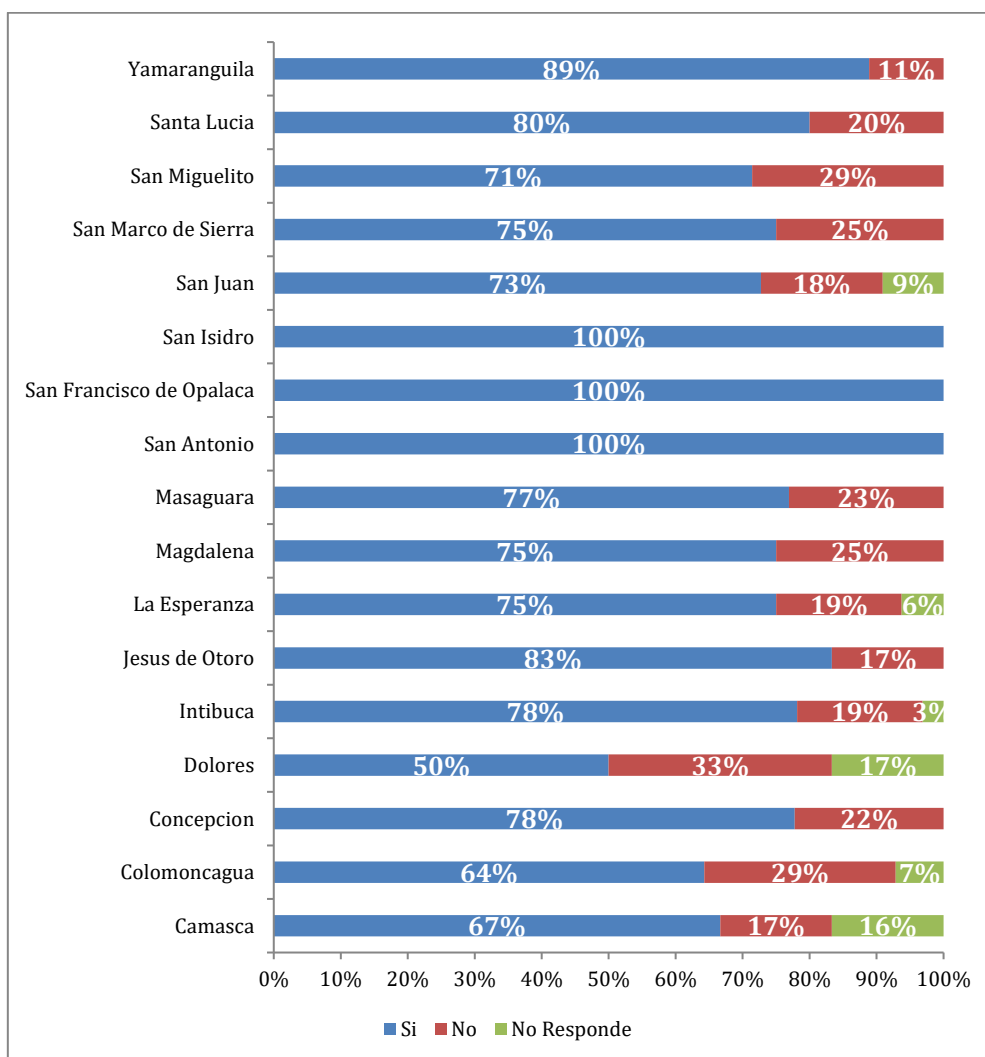
According to 91.8% of the directors, the parents are involved with the PECs, with fewer directors affirming this participating in Magdalena, San Miguelito, San Isidro, Dolores and Masaguara, Colomoncagua and San Juan. Based on these observations, these are the locations where we should work on increasing parents' participation in the preparation of the PEC (Charts 33 y 34).

Chart 32. Primary schools that involve the parents in the preparation of the PEC, according to directors



Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the texts in the Charts is: Yes; No; Doesn't know; Does not respond

Chart 33. Primary Schools that Involve the Parents in the Preparation of the PEC, According to Teachers



Translator's Note: The Chart above is an image and cannot be manipulated for translation. The translation of the texts in the Charts is: Yes; No; Does not respond

Parents were also asked on their level of participation in the PECs. Parents feel they participate at a lower rate than the directors and teachers believe; 67% affirming that they contribute to the preparation of the PEC, which is 24.8 and 11 percentage points less than the consensus of the directors and teachers.

Another form of involving the parents in the school environment is through the creation of parents' associations. In all municipalities they are aware of these associations and 62% affirm they participate, with lesser presence in Yamaranguila (37%), San Isidro (40%), Santa Lucia (50%) and La Esperanza (50%).

Summary of indicators of Result 2.

In summary, taking into account the general panorama in Intibucá, it is possible to affirm how the reduction in the enrollment rates could be related to the levels of poverty in which the families are living. The presence of education incentives such as school meals helps to maintain higher rates of enrollment and attendance, as evidenced by the enrollment differences between kindergarten and primary schools.

The baseline also found three favorable factors that the project can strengthen and build on to improve educational outcomes for children. They are: 1) the low percentage of non-attendance due to morbidity, 2) advances made to reduce gender inequality inside the classrooms, and 3) the existence of a strong social fabric, verified by the participation of the parents and local authorities in school activities.

However, there are also certain factors of concern that are limiting the educational opportunities for children: inadequate school infrastructure and the sporadic distribution of incentives such as school meals that do not reach 100% of the children.

IV. Important findings

This section is oriented to discussing those base line components that require special attention. As a result, we present the challenges and potential detected in the municipalities of the Department of Intibucá.

Reading competencies

- The lack of consistency in the information reported by the teachers as well as the conditions inside and outside the school environments, permits us to suspect that the percentages of boys and girls who have developed reading competency are lower than the values reported, which is why, as mentioned in the paragraph on the analysis of indicators, CRS is carrying out the EGRA test on students in second, third, and fourth primary school grades in order to obtain an objective indicator of reading competencies³⁶.

Teacher attendance

- One of the positive factors in the Department of Intibucá is related to regular teacher attendance. Only in Intibucá (46%) and Jesús de Otoro (75%) are primary school teacher attendance rates reported, lower than 80%. According to parents non-attendance is primarily associated with school meetings, while for some directors interviewed; lost days are due to work stoppages resulting from nonpayment of salaries.

Provision of school supplies

- Teaching and learning is limited by the lack of school supplies, not for lack of interest but as mentioned by many directors interviewed, due to a lack of abilities to request assistance. Only 14.3% of primary schools have work books and 9.5% have didactic material. Most notably, there are no schools in the municipalities of Dolores, Magdalena, San Antonio, San Isidro and San Juan with teaching materials or work books.

³⁶ Since the completion of the baseline study, the EGRA study has been conducted independently by CRS project staff. Early Grade Reading Assessment (EGRA) was conducted with second, third and fourth grade students. The results of this study demonstrate that only 18.6% of children of second graders, 20.3% of third graders, and 27.1% of fourth graders meet the EGRA standard and have the ability to read with precision, rapidity, and appropriate pronunciation. The EGRA results differ drastically with the perceptions of teachers of their students' reading abilities. According to primary school teachers, 60.91% of girls and 58.61% of boys have basic reading skills.

Teacher knowledge and abilities

- Teacher training is an issue that should be strengthened. Not only do directors not request training for the teachers in important subjects such as learning techniques and methodologies, learning problems, special education needs and attention to children of different ethnic groups, but only 27% of teachers feel they have the capacity to identify learning, reading and writing problems. To summarize, a large portion of teachers are not trained to identify these problems in the classrooms or how to work with diverse populations.
- In general, no kindergarten teacher and less than 20% of primary school teachers in the municipalities of Camasca (17%), Jesús de Otoro (6%), Intibucá (4%) and San Miguelito (14%) apply more than 5 learning techniques in the classrooms.
- The repercussions caused by the lack of training and the use of few techniques result in the difficulties of the children to read comprehensively and fluidly. Even though the base line indicator reports a percentage of more than 50% of children with reading competency, it is possible to suspect there are problems in the development of this competency.

Directors knowledge and abilities

- The directors' knowledge and abilities in the areas of planning, administration and management needs to be strengthened in four (Dolores, La Esperanza, San Francisco de Opalaca and Yamaranguila) of the 17 municipalities where not one director applies more than three administration techniques. In the rest of the municipalities, less than 50% of directors apply more than 3 techniques. The techniques most utilized are related to Annual Operating Plans (74.5%), effective communication methods (65.5%) and to a lesser degree, the prevention of dropouts (50.9%), supervision and accompaniment for teachers plan (42.7%), personnel management techniques (26.4%) and contracting techniques (6.4%).
- The limited capacity of the directors to request trainings and obtain support for the provision of educational materials and infrastructure resulting from management weaknesses mentioned during interviews, contrasts sharply with their use of other management tools, Annual Operation Plans (POA in Spanish),

the teaching curricula and School Annual Implementation Plan (PEC in Spanish).

Regular student attendance

- Another positive factor captured by the baseline is that student attendance is high. In kindergarten, 91.67% of boys and 92.95% of girls that are enrolled regularly attend classes, while for primary schools the attendance percentages of enrolled children are 89.32% and 90.38%, respectively.
- At the level of municipalities, the lowest attendance rate for kindergartens corresponds to the municipality of La Esperanza (53.85% boys, 66.67% girls), and for primary school, to San Marcos de Sierra (75.73% girls). It is worth noting that according to those interviewed, improved attendance is the result of the implementation of actions such as the provision of school meals and some programs oriented towards overcoming family and community problems.

Education incentives and their periodicity

- To prevent school drop outs there are agreements to support families living in poverty. Actions implemented in this direction, do not only improve access to school for children but also alleviates stress on the limited resources possessed by the poorest families. Increasing incentives such as school meals for kindergartens or take-home rations for the most vulnerable families could help to improve school enrollment and consistent attendance.
- While schools do provide other types of assistance such as scholarships and economic help, these benefits are not extended to the entire population and are short term. According to the parents, these are provided up to five times during the school year and many are conditioned by support programs from the government through the Secretariat of Education. Additionally, local governments and interviewed directors point out that this assistance is not consistently provided and cannot be depended upon.

Causes of school absences

- In the Department of Intibucá, there are few absences due to morbidity. The highest rate of morbidity in kindergarten is recorded in the municipalities of

San Antonio (14.29% girls, 11.11% boys), followed by La Esperanza (9.52% boys) and in primary school in the municipalities of San Marcos de la Sierra (26.21% girls, 29.03% boys), San Antonio (10.26% girls and 12.50% boys) and Concepción (10% girls and 8.77%).

- While it is possible to verify that parents do not detect problems of illness associated with inadequate nutrition, we should take into account that according to UNICEF (2010), 24.7% of the school age population continues to be affected by chronic malnutrition.
- Taking into account that in general in Intibucá absences due to illness are not present in all municipalities, actions carried out by local governments should be strengthened. While widespread evidence of this phenomena was not gathered, several interviews and reports by UNICEF highlight that the lack of household resources has forced parents to remove children from school and place them into the work force for the generation of income.

Education infrastructure

- Many of the primary schools need, in the first place, classroom remodeling and in the second place, improved latrines and bathrooms. According to directors, 61.90% of the primary schools which were part of our sample require investments in infrastructure. The majority of facilities who need this are in Intibucá (20), Colomoncagua (14), Jesús de Otoro (13), Masaguara (11) and San Miguelito (8). Additionally, infrastructure improvements in Dolores and San Miguelito should be implemented that guarantee accessibility for children with disabilities as these are the only two municipalities that do not currently possess a single school that is accessible for children with disabilities.

School enrollment

- While the student and teacher attendance are positive facts, we should note that enrollment rate trends from 2009 to 2012, especially in kindergarten, are worrisome and show declines.
- A positive fact associated with the enrollment rate as related to distribution by gender in the schools. The data shows that only in kindergartens in Dolores the percentage of girls enrolled is less than 45% (43.30%).

Perception of the Benefits of an Education

- While parents participate in the PEC and parents' associations, it is necessary to work with them in the perception they have regarding the benefits of an education, since only 1.96% are capable of expressing three valid reasons regarding the importance of an education. Of particular concern is the case of San Isidro, where 20% of parents don't consider that education provides benefits.

V. Conclusions

Improving access to an education implies modifying the network of relationships both inside and outside the school environment. The purpose of the project is focused on reducing and removing some of the barriers that prevent children from receiving a quality education. For this purpose, we present the base line conclusions as follows:

1. According to teachers, more than 50% of students in all municipalities have developed *the capacity to read comprehensively and fluidly*, with the exception of San Miguelito (45.71% girls, 41.32% boys) and Yamaranguila (37.28% girls, 37.21% boys). Further analysis of this data demonstrates a lack of consistency. To provide a solution to this problem, CRS is carrying out EGRA tests to students in the second, third and fourth grades in primary school³⁷.
2. *Teacher attendance* is higher than 80% in the majority of municipalities, with the exception of (46%) and Jesús de Otoro (74.50%) where primary school teachers are absent more frequently during a school year. While generally the rate is favorable, it should be taken into account that there are other causes of absences. According to the parents these include teacher's assemblies and according to qualitative information from directors and local government officials, this also includes the work stoppages carried out due to the lack of salary payments.
3. The schools lack educational and didactic materials. In primary schools, there are centers that don't have books or didactic material available, with a critical situation in Dolores, Magdalena, San Isidro y San Juan, where according to directors no center has these supplies available.
4. The situation is aggravated not only due to the lack of education materials but also because of the deficiencies in the knowledge and abilities of the teachers. While the majority of teachers have a university level of education, many do not feel competent to work with children from diverse populations or to detect learning problems.

³⁷ Since the completion of the baseline study, the EGRA study has been conducted independently by CRS project staff. Early Grade Reading Assessment (EGRA) was conducted with second, third and fourth grade students. The results of this study demonstrate that only 18.6% of children of second graders, 20.3% of third graders, and 27.1% of fourth graders meet the EGRA standard and have the ability to read with precision, rapidity, and appropriate pronunciation. The EGRA results differ drastically with the perceptions of teachers of their students' reading abilities. According to primary school teachers, 60.91% of girls and 58.61% of boys have basic reading skills.

5. No kindergarten teacher and only 2.38% of primary school teachers utilize more than 5 teaching techniques. Nevertheless a favorable aspect is that even though teachers do not apply varied techniques, they utilize some in which they have been trained, including the inductive method, communicative focus and active participative.
6. Directors don't have the best knowledge and abilities available to manage schools. Less than 20% apply *more than 3 management techniques or tools*.
 - Through gathered qualitative information, we identified that the main problem is they don't know how to request assistance, which is the reason why they direct their attention to issues in which they have acquired greater experience. This includes Annual Operating Plans, School Annual Implementation Plans and Teaching Curricula. This is knowledge that is necessary but not sufficient to respond to problems presented in the classrooms.
 - This does not mean that they don't carry out actions to improve implementation of education policies, since we recognize that they manage supervision of the teaching staff and the inclusion of parents in the school environment. However, given the complexity of the education conditions in Intibucá, it is crucial for them to have numerous tools available to help them confront these challenges.
7. *Regular attendance by children* is high. More than 80% regularly attends school, with a higher percentage of attendance by girls in comparison with the boys. According to UNICEF (2010) these numbers may be the result of boys participating in the labor market.
8. Dropout prevention efforts by schools are focused on providing *incentives such as the provision of school meals, scholarships and school supplies* to students thereby reducing the economic burden felt by poor households throughout the department. Currently, although school meals, scholarships and school supplies are being delivered, it is done sporadically and does not reach 100% of the children with a particular deficit seen in service delivery for kindergarten children.
9. A hypothesis tested by the baseline is that the high level of poverty in the department was increasing child morbidity rates and minimizing school

attendance. The data did not support this hypothesis, as child absences caused by illness were not high. However, data from various sources details that malnutrition is more than 24% in the department and that the impact from critical food deficiencies is something that is not always seen immediately but instead will manifest itself over longer periods of time through stunting and wasting.

10. The overall quality of school infrastructure in the department is low. According to the perspective of the directors, 61.96% of the schools at primary level, included in the sample, need improvements in the classrooms as well as in the latrines and bathrooms. The highest numbers of schools that require attention are located in the municipalities of Intibucá, Colomoncagua, Jesús de Otoro, Masaguara and San Miguel.
11. In comparison with 2009, the 2012 enrollment rate has decreased. The reasons for this decrease is not clear although some conjectures can be drawn related to the sporadic and consistent delivery of school incentives and the much lower rates of enrollment of kindergarten children, especially in rural areas. Even though enrollments have decreased a positive aspect is that classroom gender distribution is relatively equal throughout each school.
12. Even though in very few parents could offer more than three valid reasons regarding the importance of an education, their high rates of participation in the development of School Annual Implementation Plan and in the Parents' Associations is something that can be built upon.

The current status of education in Intibucá is low. School enrollment has decreased over the last three years, school infrastructure is poor and not conducive for helping children to learn in healthy environments, and support from government is inconsistent and insufficient. In the classroom, teachers are not trained and are not offered training opportunities to learn and apply new and improved teaching techniques and methodologies. They do not have the appropriate didactic materials or workbooks to teach children.

However, not everything is negative. Teachers and students regularly attend classes, inside the classroom gender distribution is almost equal and there is participation by parents and local governments in the education system. These

positive aspects are factors that should be built upon throughout the implementation of the project.

VI. Recommendations

The data has demonstrated the validity of each indicator. In some cases the overall indicator goal should be adjusted and implementation strategies should be refined to focus on those schools and municipalities that need the most support.

1. One of the indicators requiring priority attention is the development of reading competency. In order to achieve changes in this indicator the following conditions are necessary: 1) teachers must be trained in a variety of teaching techniques, 2) teachers should be trained to detect learning problems and work with diverse populations, 3) teachers should be provided access to appropriate education materials, and 4) that the nutritional status of children should be improved to ensure that they can concentrate and learn while in the classroom.
 - This final condition will be satisfied through the provision of school meals, while the others will be achieved through teacher training and the provision of supplies and teaching materials for the classroom. As teachers are trained, a potentially effective strategy to improve student learning could be the introduction of a student to student tutoring program.
 - Currently, any recommendation about improving reading competency by 10% will be withheld as CRS is still conducting the Early Grade Reading Assessment. The results of this assessment should guide implementation strategies for achieving this goal³⁸.
2. As presented in the document, regular teacher attendance is one of the favorable indicators. Additional findings emphasized that according to parents the principle reason that students are absent from class is because of school administration meetings. The project proposed teacher support volunteer program is could be one potentially effective way for addressing these missed school days.

³⁸ Since the completion of the baseline study, the EGRA study has been conducted independently by CRS project staff. Early Grade Reading Assessment (EGRA) was conducted with second, third and fourth grade students. The results of this study demonstrate that only 18.6% of children of second graders, 20.3% of third graders, and 27.1% of fourth graders meet the EGRA standard and have the ability to read with precision, rapidity, and appropriate pronunciation. The EGRA results differ drastically with the perceptions of teachers of their students' reading abilities. According to primary school teachers, 60.91% of girls and 58.61% of boys have basic reading skills.

- It is also suggested that to guarantee the adequate functioning of this program, the mechanisms should be created to identify the number of teachers who utilize substitute teachers and the frequency of these requests in order to prevent generating perverse incentives that increase the use of substitute teachers in the classrooms.
 - The proposed goal for the indicator should be maintained given the results discovered in the field.
3. As previously stated, the schools should have available teaching supplies and materials for trained teachers to be able to apply the techniques and methodologies learned.
- The mechanism for triggering the delivery of complementary education materials should be revised as currently the vast majority of schools in most municipalities already have teacher attendance rates that exceed 80%.
 - The proposed goal for the indicator can be maintained since it encompasses a good number of schools at kindergarten and primary school level (807). Nevertheless, we should evaluate if this support will also be provided to the CCEPREB, if not, the goal should be adjusted.
4. The teacher trainings have been proposed in subjects such as Spanish, Mathematics and Methodologies of Critical Thinking. However, we suggest that in addition to these subjects we include: the detection of learning problems and working with diverse populations, since teachers are working with a good number of children that have these characteristics.
5. In the subject of teaching techniques, the percentages obtained through the base line demonstrate that a large number of teachers (98%) are not using five or more teaching techniques. According to the goal of the project, after three years of intervention 4.04% of teachers would be applying more than five techniques. Taking into account the low percentage of teachers that would be trained, the proposed goal could be re-evaluated, and its value increased.
6. The current training of school directors seems focused on subjects such as contracting / interviewing techniques, personnel / teacher management, effective communication methods and the prevention of dropouts. However, the information gathered suggests that training should also be centered on

improved school activity planning, since the primary causes of student absences are school general assemblies.

- Currently 19.73% of directors utilize more than 3 administration tools. The expected result is, therefore, that at the end of the project 33.54% of directors utilize more than 3 techniques. The goal could be expanded to 50%.

7. To work on dropouts as well as strengthening regular attendance, CRS has not only proposed training directors but also, the formation of Response Teams for the Prevention of School Dropouts (EPRED in Spanish), the provision of student transportation and patrol groups for community security. Of the actions mentioned, we recommend that CRS directs its efforts on the formation of the EPREDs and training in school dropouts. For example, a first approach could be made regarding the generation of monitoring instruments, to create information provided to the EPREDs. There should be less work to establish patrol groups as parents do not point out the existence of security problems that may limit the attendance of the children at the schools.

- Considering that the percentage of boys and girls who regularly attend school is more than 80% both at the level of primary school and kindergarten. The possibility exists of expanding the Project goal from 80 to 90%.

8. The intermittent provision of education incentives is an important difficulty in the Department of Intibucá. Therefore, work must be done in this aspect in order to prevent school dropout and increase enrollment rates. The provision of meals could be oriented towards kindergarten education, since the provision of these meals and the rates of enrollment are less at this level. This type of assistance could achieve considerable impact on enrollment as well as child development. As stated by UNICEF (2010), adequate nutrition positively affects the development of boys and girls.

- In order to provide this assistance CRS has proposed the participation of the parents in the preparation of school breakfasts through volunteer cooks and will consult with the parents associations. However, before training on food preparation it will be necessary to strengthen the associations.

- Other actions, such as the provision of take home rations and supplying back packs and school supplies should be utilized as an incentive mechanism for the participation of the parents in the different processes and / or activities that would require their support. These types of incentives would not only help to meet project goals but would improve the sustainability of project interventions such as the construction of school vegetable gardens and the adoption of good hygiene practices, etc.).
 - The goal set in the indicator can be maintained since it includes 100% of enrolled children.
9. Generally, absences due to illness, for more than 10 days do not exceed 5%. As such it is recommended that this be re-evaluated and the proposed goal of 10% and be reduced to 5%.
10. With respect to improving education facilities. A good percentage of the directors affirm that the primary schools do not have the best infrastructure and propose improvements for the classrooms and latrines. We recommend that among the possible improvements made to the classrooms, the installation of adequate ventilation since students who are absent from class due to illness generally suffer from acute respiratory infections. Improving ventilation will reduce their exposure to this type of disease.
- The indicator goal could be evaluated to consider the number of schools will benefit as 61.96% of all schools need improvement.
11. Considering that the initial enrollment in 2012, in comparison with 2009, has decreased in boys as well as girls in kindergarten and primary school, we recommend changing the focus of the indicator goal with special emphasis placed on kindergarten enrollment (10% increase for boys and 25% increase for girls).
- Enrollment campaigns should be conducted for kindergarten and primary school with a special emphasis on kindergarten enrollment as only 23% of the parents have received information regarding the documentation needed for the enrollment process.

12. The percentage of parents that give 3 valid reasons regarding the importance of an education is under 2% (1.96%). According to the project goal, at the end of three years of intervention, 3.43% of parents would offer at least three valid reasons regarding the importance of their children attending school. Perhaps the possibility of increasing the goal should be evaluated, for the purpose of ensuring that at least 10% of parents provide three valid reasons.

Among other actions to strengthen the community support for education, project activities include the establishment of parents' associations, conducting open town meetings and media campaigns. In reference to these actions, we present the following recommendations:

- Parents' associations exist in every municipality and require strengthening in issues such as accountability, administration and management issues.
- Media Campaigns should not only focus on improving awareness of the importance of education; they can also be utilized to reinforce key messages from health and hygiene trainings with a special focus given to the prevention of respiratory infections; the primary common illness suffered by children.
- Finally, CRS should establish contact with other organizations which have worked or are working in the Department. During interviews carried out with school directors and the local governments, we identified the following organisms: World Vision, Plan Honduras, FAO and the World Food Program.

Annexes

Annex 1: Map of the Department of Intibucá, project intervention zone



Annex 2 PARENTS SURVEY

16	<p>What illness or illnesses did the child(ren) suffer from during this period?</p> <p>01 Acute respiratory infections 02 Diarrheal diseases 03 Pneumonias 04 Allergies 05 Intestinal parasites 06 Skin diseases 07 Malnutrition 08 Anemia 09 Doesn't know 10 Doesn't remember</p>																																								
17	<p>Approximately how many days during a school year did your children not receive classes?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">01 Kindergarten</td><td style="width: 10%;">DK</td><td style="width: 10%;">DR</td></tr> <tr> <td>02 CCEPREB</td><td>DK</td><td>DR</td></tr> <tr> <td>03 School</td><td>DK</td><td>DR</td></tr> <tr> <td>04 Primary school</td><td>DK</td><td>DR</td></tr> <tr> <td>05 Alt. Education Programs</td><td>DK</td><td>DR</td></tr> </table>			01 Kindergarten	DK	DR	02 CCEPREB	DK	DR	03 School	DK	DR	04 Primary school	DK	DR	05 Alt. Education Programs	DK	DR	18	<p>In general, do you know the main reason your children did not receive classes this period?</p> <p>01 Natural disasters 02 Teacher health problems 03 Security problems 04 Teacher transp. problems 05 Absence of teacher 06 General assemblies 07 Teacher training 08 Due to work stoppage 09 Other (which?) _____ 98 Doesn't know 99 Doesn't remember</p>				<p>During one month, how many of your children have missed more than 10 days of classes?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">01 Kindergarten</td><td style="width: 10%;">DK</td><td style="width: 10%;">DR</td></tr> <tr> <td>02 CCEPREB</td><td>DK</td><td>DR</td></tr> <tr> <td>03 School</td><td>DK</td><td>DR</td></tr> <tr> <td>04 Primary school</td><td>DK</td><td>DR</td></tr> <tr> <td>05 Alt. Education Program</td><td>DK</td><td>DR</td></tr> </table> <p>If there are zero responses, go to question 22.</p>			01 Kindergarten	DK	DR	02 CCEPREB	DK	DR	03 School	DK	DR	04 Primary school	DK	DR	05 Alt. Education Program	DK	DR
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20	<p>What was the main reason for absences from school? Please read the list of codes, according to your choice of response.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">01 Kindergarten</td><td style="width: 10%;">DK</td><td style="width: 10%;">DR</td></tr> <tr> <td>02 CCEPREB</td><td>DK</td><td>DR</td></tr> <tr> <td>03 School</td><td>DK</td><td>DR</td></tr> <tr> <td>04 Primary school</td><td>DK</td><td>DR</td></tr> <tr> <td>05 Alt. Education Program</td><td>DK</td><td>DR</td></tr> </table> <p>Codes 01 Illness 02 Did not want to go 03 He/she was needed at home 04 Transportation difficulties 05 Insecurity in the zone 06 There were no classes 07 Other (Which ?) _____ 08 Did not respond</p> <p>If the cause expressed is 1, go to question 21. Otherwise go to question 22</p>			01 Kindergarten	DK	DR	02 CCEPREB	DK	DR	03 School	DK	DR	04 Primary school	DK	DR	05 Alt. Education Program	DK	DR	21	<p>Which illness or illnesses did your child(ren) suffer from during this period?</p> <p>01 Acute respiratory infections 02 Diarrhea illnesses 03 Pneumonia 04 Allergies 05 Intestinal parasites 06 Skin diseases 07 Malnutrition 08 Anemia 09 Doesn't know 10 Doesn't remember</p>			22	<p>Approximately how many days during a school year did your child(ren) not receive classes</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">01 Kindergarten</td><td style="width: 10%;">DK</td><td style="width: 10%;">DR</td></tr> <tr> <td>02 CCEPREB</td><td>DK</td><td>DR</td></tr> <tr> <td>03 School</td><td>DK</td><td>DR</td></tr> <tr> <td>04 Primary school</td><td>DK</td><td>DR</td></tr> <tr> <td>05 Alt. Education Program</td><td>DK</td><td>DR</td></tr> </table>			01 Kindergarten	DK	DR	02 CCEPREB	DK	DR	03 School	DK	DR	04 Primary school	DK	DR	05 Alt. Education Program	DK	DR
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23	<p>In general, do you know the main reason why your child(ren) did not receive classes this period?</p> <p>01 Natural disasters 02 Teacher health problems 03 Security problems 04 Teacher transportation problems 05 Absence of teacher 06 General assemblies 07 Teacher training 08 Work stoppage 09 Other (which?) 98 Doesn't know 99 Doesn't remember</p>																																					
SUPPORT FOR EDUCATION																																						
24	<p>Have you received information related to documentation necessary for enrolling your children?</p> <table border="1"> <tr> <td>01 Kindergarten</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>02 CCEPREB</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>03 School</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>04 Primary school</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>05 Alt. Education Program</td> <td>Yes</td> <td>No</td> </tr> </table> <p>If you answered yes, go to question 25, if you answered no go to question 26</p>		01 Kindergarten	Yes	No	02 CCEPREB	Yes	No	03 School	Yes	No	04 Primary school	Yes	No	05 Alt. Education Program	Yes	No	25	<p>Do you think this information has been useful for these issues?</p> <p>01 Yes 02 No 03 Doesn't know 04 Doesn't remember</p>		26	<p>Have you received help from some organization or the school so that your children can stay there?</p> <table border="1"> <tr> <td>01 Kindergarten</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>02 CCEPREB</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>03 School</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>04 Primary school</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>05 Alt. Education Program</td> <td>Yes</td> <td>No</td> </tr> </table> <p>If the answer is no, go to question 29</p>		01 Kindergarten	Yes	No	02 CCEPREB	Yes	No	03 School	Yes	No	04 Primary school	Yes	No	05 Alt. Education Program	Yes	No
01 Kindergarten	Yes	No																																				
02 CCEPREB	Yes	No																																				
03 School	Yes	No																																				
04 Primary school	Yes	No																																				
05 Alt. Education Program	Yes	No																																				
01 Kindergarten	Yes	No																																				
02 CCEPREB	Yes	No																																				
03 School	Yes	No																																				
04 Primary school	Yes	No																																				
05 Alt. Education Program	Yes	No																																				
27	<p>What is the main assistance you have received? Please read the list of codes for each option response</p> <p>01 Kindergarten 1 2 3 4 5 98 99 02 CCEPREB 1 2 3 4 5 98 99 03 School 1 2 3 4 5 98 99 04 Primary School 1 2 3 4 5 98 99 05 Alternative Education Program 1 2 3 4 5 98 99</p> <p>Codes 01 1-5 times 02 6-10 times 03 10-15 times 04 More than 16 times 98 Doesn't know 99 Doesn't remember</p>		28	<p>How frequently have you received this help during the school year? Please read the list of codes for each option response</p> <p>01 Kindergarten 1 2 3 4 98 99 02 CCEPREB 1 2 3 4 98 99 03 School 1 2 3 4 98 99 04 Primary School 1 2 3 4 98 99 05 Alternative Education Program 1 2 3 4 98 99</p> <p>Codes 01 1-5 times 02 6-10 times 03 10-15 times 04 more than 16 times 98 Doesn't know 99 Doesn't remember</p>		29	<p>Does the school where your children study receive school meals?</p> <table border="1"> <tr> <td>01 Kindergarten</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>02 CCEPREB</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>03 School</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>04 Primary school</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>05 Alt. Education Program</td> <td>Yes</td> <td>No</td> </tr> </table> <p>If the answer is no, go to question 31</p>		01 Kindergarten	Yes	No	02 CCEPREB	Yes	No	03 School	Yes	No	04 Primary school	Yes	No	05 Alt. Education Program	Yes	No															
01 Kindergarten	Yes	No																																				
02 CCEPREB	Yes	No																																				
03 School	Yes	No																																				
04 Primary school	Yes	No																																				
05 Alt. Education Program	Yes	No																																				

30	<p>How frequently do your children receive school meals at the study centers? Please read the list of codes for each option response</p> <p>01 Kindergarten 1 2 3 98 99</p> <p>02 CCEPREB 1 2 3 98 99</p> <p>03 School 1 2 3 98 99</p> <p>04 Primary School 1 2 3 98 99</p> <p>Alternative Education Program 1 2 3 98 99</p> <p>Codes: 01 Always 02 Sometimes 03 Very rarely 98 Doesn't know 99 Doesn't remember</p>	31	<p>Do you consider that an education is important for your children?</p> <p>01 Yes 02 No 98 Doesn't know 99 Doesn't remember</p> <p>If your answer is No or Doesn't know, Doesn't remember, go to question 33</p>	32	<p>Why do you consider that an education is important for your children?</p> <p>1) _____</p> <p>2) _____</p> <p>3) _____</p> <p>4) _____</p>															
33	<p>Is there a parents' association at the Center where your children study?</p> <table border="1"> <tr><td>01 Primary</td><td>Yes</td><td>No</td></tr> <tr><td>02 CCEPREB</td><td>Yes</td><td>No</td></tr> <tr><td>03 School</td><td>Yes</td><td>No</td></tr> <tr><td>04 Primary school</td><td>Yes</td><td>No</td></tr> <tr><td>05 Alt. Education Program</td><td>Yes</td><td>No</td></tr> </table> <p>If the answer is No, go to question 35</p>	01 Primary	Yes	No	02 CCEPREB	Yes	No	03 School	Yes	No	04 Primary school	Yes	No	05 Alt. Education Program	Yes	No	34	<p>Are you part of these associations?</p> <p>01 Yes 02 No 98 Doesn't Know 99 Doesn't Remember</p> <p>If the answer is Yes, go to question 36, if it is No or Doesn't Remember, go to question 35</p>	35	<p>Would you be part of the parent's association if there was one?</p> <p>01 Yes 02 No 98 Doesn't know 99 Doesn't remember</p>
01 Primary	Yes	No																		
02 CCEPREB	Yes	No																		
03 School	Yes	No																		
04 Primary school	Yes	No																		
05 Alt. Education Program	Yes	No																		
36	<p>Do you consider that there are some classrooms or latrines that require immediate attention at the center where your children study?</p> <table border="1"> <tr><td>01 Kindergarten</td><td>Yes</td><td>No</td></tr> <tr><td>02 CCEPREB</td><td>Yes</td><td>No</td></tr> <tr><td>03 School</td><td>Yes</td><td>No</td></tr> <tr><td>04 Primary School</td><td>Yes</td><td>No</td></tr> <tr><td>05 Alt. Education Program</td><td>Yes</td><td>No</td></tr> </table>	01 Kindergarten	Yes	No	02 CCEPREB	Yes	No	03 School	Yes	No	04 Primary School	Yes	No	05 Alt. Education Program	Yes	No	37	<p>Do you participate in the School Annual Implementation Plan?</p> <p>01 Yes 02 No 98 Doesn't Know 99 Doesn't Remember</p> <p>If the answer is No, the survey has ended.</p>		
01 Kindergarten	Yes	No																		
02 CCEPREB	Yes	No																		
03 School	Yes	No																		
04 Primary School	Yes	No																		
05 Alt. Education Program	Yes	No																		
38	<p>Do you participate in the preparation of the School Annual Implementation Plan?</p> <p>01 Yes 02 No 98 Doesn't Know 99 Doesn't Remember</p>	39	<p>If your children between the ages between 5 and 18 do not currently study, why don't they?</p> <table border="1"> <tr><td>01 Did not have documentation</td><td>05 Have some incapacity</td></tr> <tr><td>02 Did not have the money</td><td>06 Did not want to repeat</td></tr> <tr><td>03 They did not want to study</td><td>07 Had to help at home</td></tr> <tr><td>04 The weren't accepted</td><td>08 Child labor</td></tr> <tr><td colspan="2">09 Other (Which?)</td></tr> </table>		01 Did not have documentation	05 Have some incapacity	02 Did not have the money	06 Did not want to repeat	03 They did not want to study	07 Had to help at home	04 The weren't accepted	08 Child labor	09 Other (Which?)							
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02 Did not have the money	06 Did not want to repeat																			
03 They did not want to study	07 Had to help at home																			
04 The weren't accepted	08 Child labor																			
09 Other (Which?)																				
OBSERVATIONS																				

Annex 3: Teachers survey

TEACHERS SURVEY

FOOD FOR EDUCATION PROJECT: BASE LINE

PRESENTATION: Good morning/afternoon. My name is (Please mention your name) and I am currently supporting Cáritas Santa Rosa de Copán, COCEPRADII and CRS in carrying out a survey to establish a base line For the Food for Education Project. The information that you could provide is very important and will be utilized for the exclusive purpose of investigation , for which we appreciate your collaboration				
IDENTIFICATION OF THE SURVEY				
Date of the Survey		Location of the Survey		Survey Number
Day ____ Month ____ Year ____		Community (School where you work)		Correlation ____
		Municipality		
Name of Interviewer _____			Name of person interviewed _____	
1	Sec 01 F 02 M	2	How old were you on your last birthday?	How many schools do you teach in?
4	In case you teach in more than one, in what kind of school have you assumed the greatest academic responsibility? What type of school is it? 01 Kindergarten 02 Primary School 03 Primary school center 04 Other (Which ?) 05 Doesn't remember	5	Which grades are you assigned to or are responsible for teaching? If more than one, state the one where you have the greatest academic responsibility. 01 Kindergarten 02 First grade 03 Second grade 04 Third grade 05 Fourth grade 06 Fifth grade 07 Sixth grade 08 Seventh grade 09 Eighth grade 10 Ninth grade	What is your main responsibility at the teaching center where you work? 01 Director 02 Sub-director 03 Secretary 04 Counselor 05 Guidance 06 Librarian 07 Teacher 08 Other (Which?) 99 Doesn't Remember
7	What is your current level of education? 01 Completed secondary 02 Incomplete university 03 Completed university 04 Postgraduate	8	Do you apply some technique or methodology to facilitate the teaching process? If the answer is No or Doesn't know or Doesn't remember go to question 9. If it is yes, go to question 10. 01 Yes 02 No 98 Doesn't know 99 Doesn't remember	What do you do to develop the teaching process: _____ _____ _____ Go to question 15
10	List the techniques or methodologies utilized. 1) _____ 2) _____ 3) _____ 4) _____ 5) _____ 6) _____ 7) _____ 8) _____	11	What methods are you utilizing for the area of communications (Spanish)? 01) _____ 02) _____ 98) Doesn't know 99) Doesn't remember	What is the methodology you are utilizing for the area of mathematics? 01) _____ 98) Doesn't know 99) Doesn't remember
13	Do you consider that the techniques and methodologies utilized are appropriate for improving the teaching/learning process for the students? 01 Yes 02 No 98 Doesn't know 99 Doesn't remember	14	Do you have the CNB tools available for application? 01 Yes 02 No 98 Doesn't know 99 Doesn't remember	
15	Do you attend students with the following characteristics? 01 Learning problems 02 Special education needs 03 Belonging to ethnic groups 98 Doesn't know 99 Doesn't remember	16	How would you qualify your knowledge to be able to identify learning problems in your students? 01 Insufficient 02 Regular 03 Acceptable 04 Good 05 Very good 98 Doesn't know 99 Doesn't remember	

17	Have you participated in training to reinforce and/or obtain knowledge to approach learning and reading and writing problems in students? 01 Yes 02 No 98 Doesn't know 99 Doesn't remember	18	From who have you received training? 01 Secretariat of Education 02 NGO 03 Cooperating agencies 04 Others (which ?) 98 Doesn't know 99 Doesn't remember	19	What subjects would you recommend for the purpose of expanding your knowledge and improve your skills? 1) _____ 2) _____ 3) _____ 4) _____ 5) _____		
STUDENTS LEARNING CONDITIONS							
Grade	20	21	22	23	24	25	
	Number of Students per grade under your charge	Number of girls per grade	Number of boys per grade	How many students have the necessary abilities for reading? (Motor, comprehension, visual, hearing and memory)	Specify how many students have been absent from the classroom without justification		How many students have been absent for more than 10 days during the year due to illness?
					Less than 10 days	More than 10 days	
				Boys	Girls	Boys	Girls
01 Kindergarten							
02 First							
03 Second							
04 Third							
05 Fourth							
06 Fifth							
07 Sixth							
08 Seventh							
09 Eighth							
10 Ninth							
999 DK/DR							
26	In general terms, what type of reading do you think your students have? 01 Mechanical 02 Comprehensive 03 Mechanical/Fluid 04 Comprehensive / Fluid 98 Doesn't know 99 Doesn't remember	27	What hygiene practices do you promote with your students? 01 _____ 02 _____ 03 _____ If the answer is none go to question 29	28	How frequently are these practices applied by the students? 01 Always 02 Sometimes 03 Never 04 Doesn't know 05 Doesn't remember		
OTHER CONDITIONS							
29	In your opinion, in what condition are the physical facilities of the school where you work? 01 Poor 02 Regular 03 Good 04 Doesn't remember	30	Which work would you prioritize for the purpose of improving the condition of the facilities? To prioritize write from 1 to 7 on the line on the right 01 Improve classrooms 02 Improve latrines/bathrooms 03 Improvement washbasins 04 Construction of classrooms 05 Construction of latrines/bathrooms 06 Construction of washbasins 07 Perimeter fence 99 Doesn't remember	31	Does the director provide teacher accompaniment? 01 Yes 02 No 98 Doesn't know 99 Doesn't remember If the answer is No, Doesn't know or Doesn't remember, go to question 33		
32	How often do you receive pedagogic accompaniment from the director? 01 Bimonthly 02 Twice a year 03 Yearly 98 Doesn't know 99 Doesn't remember	33	The school where you work has available 01 Teaching curricula 02 Annual Operating Plan 03 Didactic material 04 Work books 05 School Annual Implementation Plan 98 Doesn't know 99 Doesn't remember	34	So you know if the administrative staff of the center where you work applies administration and control techniques and tools for the functioning of the center? 01 Yes 02 No 98 Doesn't know		

					99 Doesn't remember
35	According to what you know, which techniques and methodologies do they apply? 01 Contracting/interview techniques 02 Personnel/teacher management techniques 03 Effective communication methods 04 Training in standards and processes 05 Prevention of drop outs 06 Annual Operating Plans 07 Teacher supervision and accompaniment plan 08 Others (Which ?) 98 Doesn't know 99 Doesn't remember			36	Are the parents involved in the preparation of the School Annual Implementation Plan? 01 Yes 02 No 98 Doesn't know 99 Doesn't remember
OBSERVATIONS					

Annex 4: Directors survey

DIRECTORS SURVEY

FOOD FOR EDUCATION PROJECT: BASE LINE

PRESENTATION: Good morning/afternoon. My name is (Please mention your name) and I am currently supporting Cáritas Santa Rosa de Copán, COCEPRADII and CRS in carrying out a survey to establish a base line For the Food for Education Project. The information that you could provide is very important and will be utilized for the exclusive purpose of investigation , for which we appreciate your collaboration					
IDENTIFICATION OF THE SURVEY					
Date of the Survey		Location of the Survey		Survey Number	
Day_____ Month_____ Year_____		Community (School where you work Municipality		Correlation _____	
Name of Interviewer _____			Name of person interviewed _____		
1	Sec 01 M 02 F	2	How old were you on your last birthday? _____	3	How long have you been director at the center where you work? _____
4	What is your current level of education? 01 Complete secondary 02 Technical education 03 Incomplete university 04 Complete university 05 Post graduate studies 06 Professionalization 07 Doesn't remember				
CONDITIONS					
5	Have you requested trainings in techniques or methodologies that facilitate the teaching process for teachers? If the answer is No or DR go to question 10, if it is Yes go to question 6 01 Yes 02 No 99 Doesn't remember	6	With who have you requested these trainings? 01 _____ 98 Doesn't know 99 Doesn't remember	7	Specify the techniques and methodologies in which the teachers have been trained? _____ _____ _____ _____
8	What methods are teachers utilizing for the area of communications (Spanish)? 01 _____ 02 _____ 98 Doesn't know 99 Doesn't remember	9	What is the methodology the teachers are utilizing for the area of mathematics? 01 _____ 98 Doesn't know 99 Doesn't remember	10	Do you consider that the techniques and methodologies utilized by teachers are appropriate for improving the teaching/learning process for the students? 01 Yes 02 No 98 Doesn't know 99 Doesn't remember
11	Does the school have available the national basic curriculum (CNB in Spanish) tools? 01 Yes 02 No 98 Doesn't know 99 Doesn't remember	12	Have the teachers been trained in attention to students with the following characteristics? 01 Learning problems 02 Special education needs 03 Belonging to ethnic groups 99 Doesn't t remember	13	How would you qualify the teachers' knowledge to identify learning problems in the students? 01 Insufficient 02 Regular 03 Acceptable 04 Good 05 Very good 98 Doesn't know 99 Doesn't remember
14	Have you requested training events for teachers oriented towards reinforcing and / or obtaining knowledge to address learning reading/writing problems in students? 01 Yes 02 No 99 Doesn't remember				
15	Where have you requested these training events? 01 Secretariat of Education 02 NGOs 03 Cooperating agencies 04 Others (which ?) 98 Doesn't know 99 Doesn't remember	16	What subjects would you recommend for future trainings for the purpose of expanding knowledge and improve the skills of the teachers? 01 _____ 02 _____ 03 _____ 04 _____ 05 _____		

17	Which hygiene practices do you promote in your school? 1) _____ 2) _____ 3) _____ If the answer is none go to question 19	18	How frequently are these practices applied in the school? 01 Always 02 Sometimes 03 Never 98 Doesn't know 99 Doesn't remember	19	Does your school include access for children with some incapacity? 01 Yes 02 No 98 Doesn't know 99 Doesn't remember
20	In your opinion, what is the condition of the physical facilities of the school you direct? 01 Poor 02 Regular 03 Good 99 Doesn't remember	21	What work would you prioritize for the purpose of improving the state of the facilities? By order of priority, write from 1 to 7 on the line at the right. 01 Improve classrooms 02 Improve latrines/bathrooms 03 Improve washbasins 04 Construction of classrooms 05 Construction of latrines/bathrooms 06 Construction of washbasins 07 Perimeter fence 99 Doesn't remember	22	Do you provide pedagogic accompaniment to the teachers? 01 Yes 02 No 98 Doesn't know 99 Doesn't remember
23	How often do you provide pedagogic accompaniment? 01 Bimonthly 02 Twice a year 03 Yearly 98 Doesn't know 99 Doesn't remember	24	The school you direct has available 01 Teaching curricula 02 Annual Operating Plan 03 Didactic material 04 Work books 05 School Annual Implementation Plan 98 Doesn't know 99 Doesn't remember	25	Do you apply administration and control techniques and tools for the functioning of the school? 01 Yes 02 No 98 Doesn't know 99 Doesn't remember
26	Which techniques and tools do you apply? 01 Contracting/interview techniques 02 Personnel/teacher management techniques 03 Effective communication methods 04 Training in standards and processes 05 Prevention of drop outs 06 Annual Operating Plans 07 Teacher supervision and accompaniment plan 08 Others (Which ?)			27	Are the parents involved in the preparation of the School Annual Implementation Plan? 01 Yes 02 No 98 Doesn't know 99 Doesn't remember
28	Do you know the EFA Goals and the education indicators? 01 Yes 02 No 98 Doesn't know 99 Doesn't remember				

Annex 5: Interview with district directors

Questions:

1. Which problems have been identified by your office in relation to the schools?
2. What solutions have been generated from the office?
3. What types of actions have been implemented at the schools in the area of teaching staff training?
4. What types of actions have been implemented in the areas of administrative staff?
5. How has the director's office handled the issue of teacher absences?
6. Tell me about resource management to obtain assistance for the schools?
7. What criteria have been applied to provide assistance to the schools?
8. Which schools have benefitted?
9. What are the difficulties the teachers are facing?

Annex 6: Interviews with municipal mayors

Questions:

1. What is the situation of education in Intibucá?
2. Comment about the main strengths in the municipality in the area of education?
3. Which problems have been identified in the area of education?
4. What actions are carried out by your government to overcome the problems you mentioned?
5. Tell me in detail, how have you been doing with each of these actions?
6. Who have supported you to carry out reforms or changes and how have they supported you?
7. In general, which are the main problems at the schools?
8. Tell me about supervising the schools in the area of infrastructure. How is it carried out, how often, and who does it?
9. Comment about the feeding programs at the schools. Do they exist? Who is in charge? Do they supervise the process?
10. Assistance in the way of school supplies (books, notebooks, didactic material? From whom have they been received? Who receives them? Under what criteria?
11. What do you know about actions to be developed by CARITAS Santa Rosa de Copán, COCEPRADII and CRS in the region in the matter of education?

Annex 7: Interview with school directors

Questions:

1. What are the difficulties in the matter of education in the Department of Intibucá?
2. What are the strengths they demonstrate?
3. In the issue of management, which aspects are the most difficult to deal with?
4. For which aspects do you think the directors are not yet prepared? Comment de situation in detail
5. How is contracting and management of teachers carried out?
6. Which administrative tools are implemented in the school for management and control? Tell me in detail.
7. How do you request assistance?
8. What are the difficulties presented with the teachers? How do you manage them?
9. Are there difficulties in relation to enrollments and student absences? How do you handle them?
10. Are there difficulties related to enrollments and student absences? How do you handle them?
11. In general, taking the experiences from other directors, how is your relationship with the parents?

Annex 8: Interview with Project technical staff

Questions:

1. What are the current conditions in the beneficiary population (teachers, students, parents)?
2. What are the main problems identified in education in the department and how do you think the actions to be implemented will help to resolve them?
3. Why will actions be implemented in Intibucá and not in other departments?
4. Which main challenges do you visualize in the field?
5. What are the opportunities?
6. Which actors have you identified for support from your project? Have you identified possible tensions that would make relationships difficult?
7. What is the role you intend for each actor to play in the intervention?
8. Which actions will be more difficult to achieve and why?
9. If you find a weak participative fiber in the field, what will you do for the processes that require changed in behaviors and for perceptions to change? How do you guarantee their continuity?

Annex 9: Guide for focal groups with parents of beneficiary children

A. Introductory questions

1. How many children do you have between 5 and 18 years old?
2. What grades are they in?
3. How many are boys and how many are girls?
4. What expectations do you have for your children's education?

B. Exploring the knowledge of school directors.

1. How long did it take your children to learn to read?
2. When you child began first grade was it difficult for him to learn to read and write? What do you think helped him or affected him?
3. How does the teacher help your children when they are having difficulties in a subject or problem?
4. Do you support the teacher in different activities in the school and classroom?
5. Do you support your children in school work?
6. Is there a parents' association in your children's school?
7. Are you part of the association? How does it work?
8. What do you think is the ideal time for a child to learn to read adequately?
9. Do the students have the required to learn to read in the required time?
10. Do your children receive school meals? Is there a committee that supports school meals?
11. Does your child receive some type of help to attend classes?
12. What would you change so that your children's education was a better quality?
13. Would you like to receive some type of training, such as what?
14. What aspirations do you have for your child?

C. Finalizing

"Children are a gift from heaven, a loan, a jewel we must polish and for whom we will be accountable".

Annex 10: Focal groups guide with teachers

A. Introductory questions

5. How long have you been teaching?
6. Where did you graduate from?
7. Do you feel everything you were taught has worked for you?
8. Is there something you would like to reinforce or learn?

B. Exploring teachers' knowledge

15. What abilities do your students have when they begin first grade?
16. What techniques do you utilize for your students to learn more effectively and quickly?
17. How do you help your students in the classroom when they are having difficulties?
18. Do you have the support of your students' parents?
19. Do you have children with some type of disability in your classroom?
20. Do you manage techniques for attention to diversity?
21. What is the ideal time for a child to read adequately?
22. Do your students have the required competencies to learn to read in the required time?
23. Mention teaching techniques that are utilized in the classroom.
24. What aspects do you consider have to be strengthened to improve teaching?
25. Can you identify learning problems in your students?
26. How many trainings and on what subjects do you receive each year?
27. Describe the current conditions of the physical facilities of the school.
28. Do you receive some type of help to strengthen the teaching-learning process? What type of help do you receive? Who do you receive it from and how frequently?

C. Finalizing

"The students have the necessary energy, imagination and intelligence to improve the situation in their communities. The only thing they need is to be asked to show what they can do".

Kathleen Kennedy Townsend (founder of the Maryland Schools for Success)

Annex 11: Focal groups guide with school directors

A. Introductory questions

9. How long have you been a school administrator?
10. Do you have the necessary knowledge for the position?
11. How long have you worked in your school?
12. What would you like to reinforce or learn?

B. Exploring the directors' knowledge

29. What abilities do your students have when they begin first grade?
30. What techniques do you utilize for your students to learn most effectively and quickly?
31. How do you help your students in the classroom when they have difficulties?
32. Do you have the support of the students' parents?
33. Are there children with some type of disability in your classroom?
34. Do you handle techniques for attention to diversity?
35. What is the ideal time for a child to read adequately?
36. Do your students have the required competencies to learn to read in the required time?
37. Mention teaching techniques utilized in your classrooms.
38. What aspects do you consider have to be strengthened to improve teaching?
39. Can you identify learning problems in your students?
40. How many trainings and on what subjects do you receive each year?
41. Describe the conditions of the physical facilities in the school.
42. Do you receive some type of help to strengthen the teaching-learning process? What type of help do you receive? Who do you receive it and how frequently?

D. Finalizing

"The students have the necessary energy, imagination and intelligence to improve the situation in their communities. The only thing they need is to be asked to show what they can do".

Kathleen Kennedy Townsend (founder of the Maryland Schools for Success)

Annex 12: Focal group guide with CCEPREB

A. Introductory questions.

13. How long have you been working in the CCEPREB?
14. What is a CCEPREB?
15. How does it work?
16. Is there something you would like to reinforce or learn?

B. Exploring the teachers' knowledge

43. How is a CCEPREB supported?
44. What techniques do you utilize for the children to develop their abilities and skills?
45. What type of difficulties do the children have and how are they resolved?
46. Do you have the support of your students' parents?
47. Do you have children with some type of disability in your classroom?
48. How many students do you have in the classroom?
49. Do you have school meals?
50. Where are they obtained?
51. Who supports you with the school meals?
52. How many trainings and on what subjects do you receive each year?
53. Describe the current conditions of the schools' physical facilities.
54. Do you receive some type of help to reinforce the teaching-learning process? What type of help do you receive? Who do you receive it from and how frequently?

E. Finalizing

"The students have the necessary energy, imagination and intelligence to improve the situation in their communities. The only thing they need is to be asked to show what they can do".

Kathleen Kennedy Townsend (founder of the Maryland Schools for Success)

Annex 13: Critical Path for Field Information Gathering

Día	Hora	Lugar de Reunión	Dirigida	Responsable	Municipio	Educación básica		Educación pre-básica		
						Centro	Encuesta	Centro	Encuesta	
Lunes25 de feb.	2:00 p.m. - 4:00 p.m.	Salon Municipal	Encuestas Padres	Equipo 1	San Antonio	DOMINGO VÁSQUEZ	2	RAFAEL PINEDA PONCE	1	
						MANUEL DE JESUS SUBIRANA	2			
	2:00 p.m. - 4:00 p.m.	Salon Municipal		Equipo 2	Santa Lucia	ESCUELA JOSE TRINIDAD REYES	2	SERGIO AYALA AVILA	1	
						JOSE MARIA MEDINA	2			
	2:00 p.m. - 4:00 p.m.	Salon Municipal		Equipo 3	Camasca	LAS AMERICAS	3	VICENTE CACERES	1	
						DIEGO VIJIL	3			
	9:00 a.m. - 11:00 a.m.	Salon Municipal	Encuestas Docentes	Equipo 1	San Antonio	DOMINGO VÁSQUEZ	5	RAFAEL PINEDA PONCE	1	
	9:00 a.m. - 11:00 a.m.	Salon Municipal		Equipo 2	Santa Lucia	ESCUELA JOSE TRINIDAD REYES	4	SERGIO AYALA AVILA	1	
	9:00 a.m. - 11:00 a.m.	Salon Municipal		Equipo 3	Camasca	LAS AMERICAS	5	VICENTE CACERES	1	
	11:00 a.m - 1:00 p.m.	Salon Municipal	Encuestas Directores	Equipo 1	San Antonio	DOMINGO VÁSQUEZ	1			
						FRANCISCO MORAZAN	1			
						JOSE TRINIDAD REYES	1			
						28 DE SEPTIEMBRE	1			
	11:00 a.m - 1:00 p.m.	Salon Municipal		Equipo 2	Santa Lucia	ESCUELA JOSE TRINIDAD REYES	1			
						LUIS BOGRAN	1			
						SAN PEDRO SULA	1			
						OSCAR MEJIA ARELLANO	1			
	11:00 a.m - 1:00 p.m.	Salon Municipal		Equipo 3	Camasca	HONDURAS PROHECO	1			
						LAS AMERICAS	1			
						JUAN RAMON MOLINA	1			
						DR JUAN MANUEL GALVEZ	1			
	11:00 a.m - 1:00 p.m.	Oficina COCEPRADII		Grupos Focales (3) para docentes de Basica, CEPREB y Directores de Prebasica		Camasca	ESTEBAN MEZA MARTINEZ	1		
	2:00 p.m. - 4:00 p.m.	Oficina COCEPRADII		Entrevista Alcalde, Personal Tecnico de CRS y COCEPRADII		Camasca				

Día	Hora	Lugar de Reunión	Dirigida	Responsable	Municipio	Educación básica		Educación pre-básica	
						Centro	Encuesta	Centro	Encuesta
Martes 26 de feb.	2:00 p.m - 4:00 p.m.	Salon Municipal	Encuestas Padres	Equipo 1	Colomoncagua	MARIANO VASQUEZ	5	RAFAEL PINEDA PONCE	2
						JOSE TRINIDAD CABANAS	5		
						RAMON VILLEDA MORALES	6		
	2:00 p.m - 4:00 p.m.	Salon Municipal	Encuestas Padres	Equipo 2	Magdalena	JOSE MARIA COELLO	3	ALMA INFANTIL	1
						REPUBLICA ARGENTINA	4	ANTORCHA INFANTIL	1
						MARCO AURELIO SOTO	4		
	2:00 p.m - 4:00 p.m.	Salon Municipal	Encuestas Padres	Equipo 3	Concepción	MARIANO VASQUEZ	4	RAFAEL PINEDA PONCE	2
						JOSE TRINIDAD CABANAS	4		
						RAMON VILLEDA MORALES	4		
	9:00 a.m - 11:00 p.m.	Salon Municipal	Encuestas Docentes	Equipo 1	Colomoncagua	JOSE MARIA COELLO	3	ALMA INFANTIL	1
						REPUBLICA ARGENTINA	4	ANTORCHA INFANTIL	1
						MARCO AURELIO SOTO	4		
	9:00 a.m - 11:00 p.m.	Salon Municipal	Encuestas Docentes	Equipo 2	Magdalena	MARIANO VASQUEZ	1		
						JOSE TRINIDAD CABANAS	1		
						RAMON VILLEDA MORALES	1		
	11:00 a.m - 1:00 p.m.	salon Municipal	Encuestas Directores	Equipo 1	Colomoncagua	LUIS LANDA	1		
						DOMINGO FAUSTINO SARMIENTO	1		
						18 DE NOVIEMBRE	1		
			Encuestas Directores	Equipo 2	Magdalena	ESCUELA UNION	1		
						ROBERTO SUAZO CORDOVA	1		
						CARLOS ROBERTO PINEDA COLATO	1		
	11:00 a.m - 1:00 p.m.	Salon Municipal	Encuestas Directores	Equipo 3	Concepción	SOBERANIA NACIONAL	1		
						JOSE MARIA COELLO	1		
						FRANCISCO MORAZAN	1		
			Encuestas Directores	Equipo 3	Concepción	MAURICIO AGUILAR	1		
						REPUBLICA ARGENTINA	1		
						JOSE TRINIDAD REYES	1		
			Encuestas Directores	Equipo 3	Concepción	MIXTA LUIS LANDA	1		
						MIXTA LAS AMERICAS	1		
						REPUBLICA DE CUBA	1		
			Encuestas Directores	Equipo 3	Concepción	MIXTA LA LIBERTAD	1		
						DIONISIO DE HERRERA	1		
						MARCO AURELIO SOTO	1		
	11:00 a.m - 1:00 p.m.	Casco Urbano, Salon Municipal	Grupos Focales (3) para docentes de Basica, Docentes Prebasica y Directores de Basica		La Esperanza				
	2:00 p.m - 4:00 p.m.	Casco Urbano, Salon Municipal	Entrevista Alcalde, Director de CEPREB		Concepcion				

Dia	Hora	Lugar de Reunión	Dirigida	Responsable	Municipio	Educación básica		Educación pre-básica	
						Centro	Encuesta	Centro	Encuesta
Miercoles 27 de feb.	2:00 p.m. - 4:00 p.m.	Salon Municipal	Encuestas Padres	Equipo 1	San Marcos de Sierra	POLICARPO PAZ GARCIA	4	NUEVO AMANECER	1
						GENERAL FRANCISCO MORAZAN	4		
	2:00 p.m. - 4:00 p.m.	Salon Municipal		Equipo 2	San Francisco de Opalaca	REPUBLICA DE HONDURAS	5	JUSTO PASTOR HENRIQUEZ	1
						FRANCISCO MORAZAN	4		
	2:00 p.m. - 4:00 p.m.	Salon Municipal		Equipo 3	Dolores	RAMON AMAYA AMADOR	5	ESPERANZA ELEONORA MATUTE	1
	9:00 a.m. - 11:00 a.m.	Salon Municipal	Encuestas Docentes	Equipo 1	San Marcos de Sierra	POLICARPO PAZ GARCIA	3	NUEVO AMANECER	2
						GENERAL FRANCISCO MORAZAN	3		
	9:00 a.m. - 11:00 a.m.	Salon Municipal		Equipo 2	San Francisco de Opalaca	REPUBLICA DE HONDURAS	3	JUSTO PASTOR HENRIQUEZ	1
						FRANCISCO MORAZAN	3		
	9:00 a.m. - 11:00 a.m.	Salon Municipal		Equipo 3	Dolores	RAMON AMAYA AMADOR	4	ESPERANZA ELEONORA MATUTE	1
	11:00 a.m. - 1:00 p.m.	Salon Municipal	Encuestas Directores	Equipo 1	San Marcos de Sierra	POLICARPO PAZ GARCIA	1		
						GENERAL FRANCISCO MORAZAN	1		
						SOBERANIA	1		
						UNION LIBERTAD	1		
						CENTRO AMERICA	1		
						MI PATRIA	1		
						NUEVA HONDURAS	1		
						DIOS ES AMOR	1		
	11:00 a.m. - 1:00 p.m.	Salon Municipal		Equipo 2	San Francisco de Opalaca	REPUBLICA DE HONDURAS	1		
						FRANCISCO MORAZAN	1		
						MORAZANICA	1		
						SAN PABLO	1		
						RURAL MIXTA EL ESFUERZO	1		
						RURAL MIXTA SAN MARTIN	1		
						15 DE SEPTIEMBRE	1		
						TRES DE MAYO	1		
	11:00 a.m. - 1:00 p.m.	Salon Municipal		Equipo 3	Dolores	RAMON AMAYA AMADOR	1		
						JOSE CECILIO DEL VALLE	1		
						NUEVA UNION	1		
	11:00 a.m. - 1:00 p.m.	Casco Urbano Camasca Salon Municipal	Grupos Focales (3) para docentes CEPREB, Docentes Prebasica, Directores CEPREB y Padres de Familia.		Camasca				
	2:00 p.m. - 4:00 p.m.	Casco Urbano Camasca Salon Municipal	Entrevista Alcalde, Director Distrital y Directores de Educacion Basica		Magdalena				

Dia	Hora	Lugar de Reunión	Dirigida	Responsable	Municipio	Educación básica		Educación pre-básica	
						Centro	Encuesta	Centro	Encuesta
Jueves 28 de feb.	2:00 p.m. - 4:00 p.m.	Salon Municipal	Encuestas Padres	Equipo 1	San Miguelito	RAMON ROSA	4	LUCES DEL FUTURO	1
						LUCES FUTURO	3		
	2:00 p.m. - 4:00 p.m.	Salon Municipal		Equipo 2	Masaguara	TRINIDAD INESTROZA	5	BRISAS INFANTILES	1
						CRISTOBAL COLON	6		
	2:00 p.m. - 4:00 p.m.	Salon Municipal		Equipo 3	San Juan	ESCUELA FELICIA ROSA DE NOLASCO	5	JARDIN DE NIÑOS SOL VIVIENTE	2
						NUEVA ESPERANZA	5		
	9:00 a.m. - 11:00 a.m.	Salon Municipal	Encuestas Docentes	Equipo 1	San Miguelito	RAMON ROSA	5	LUCES DEL FUTURO	2
	9:00 a.m. - 11:00 a.m.	Salon Municipal		Equipo 2	Masaguara	TRINIDAD INESTROZA	5	BRISAS INFANTILES	2
						CRISTOBAL COLON	5		
	9:00 a.m. - 11:00 a.m.	Salon Municipal		Equipo 3	San Juan	ESCUELA FELICIA ROSA DE NOLASCO	4	JARDIN DE NIÑOS SOL VIVIENTE	2
						NUEVA ESPERANZA	4		
	11:00 a.m. - 1:00 p.m.	Salon Municipal	Encuestas Directores	Equipo 1	San Miguelito	RAMON ROSA	1		
						RENOVACION	1		
						MARIO ROBERTO CANTARERO	1		
						LIC. RICARDO MADURO	1		
						CONRRADO BANEGAS MEJIA	1		
						LUCIO REYES REYES	1		
						HUGO EDUARDO VASQUEZ	1		
						ROMULO REYES MARTINEZ	1		
	11:00 a.m. - 1:00 p.m.	salon Municipal		Equipo 2	Masaguara	TRINIDAD INESTROZA	1		
						CRISTOBAL COLON	1		
						DESARROLLO UNIVERASL	1		
						AUGUSTO CESAR NOLASCO	1		
						MARY FLAKES DE FLORES	1		
						FUENTES DEL FUTURO	1		
						NUEVO MUNDO	1		
						J.D.N RAYITO DE LUZ	1		
						AUGUSTO CESAR NOLASCO	1		
						REPUBLICA DE HONDURAS	1		
						NUEVO FUTURO	1		
						AUGUSTO CESAR NOLASCO	1		
						LEMPIRA	1		
						JOSE GERARDO FIGUEROA MONTOYA	1		
	11:00 a.m. - 1:00 p.m.	Salon Municipal		Equipo 3	San Juan	ESCUELA FELICIA ROSA DE NOLASCO	1		
						NUEVA ESPERANZA	1		
						LUZ DEL FUTURO	1		
						REPUBLICA DE HONDURAS	1		
						SOL VIVIENTE	1		
						TRES DE MAYO	1		
						ESCUELA NUEVO DESPERTAR	1		
						ESCUELA RAMON AMAYA AMADOR	1		
						BUENA VISTA	1		
	11:00 a.m. - 1:00 p.m.	Casco Urbano Salon Municipal	Grupos Focales Personal Director Distrital, Docentes de Basica y Docentes de CEPREB		La Esperanza				
	2:00 p.m. - 4:00 p.m.	Casco Urbano Salon Municipal	Entrevista Director CEPREB, Director Basica		San Marcos de Sierra				

Día	Hora	Lugar de Reunión	Dirigida	Responsable	Municipio	Educación básica		Educación pre-básica	
						Centro	Encuesta	Centro	Encuesta
Viernes 1 de feb.	2:00 a.m. - 4:00 p.m.	Salon Municipal	Encuestas Padres	Equipo 1	San Isidro	CRISTOBAL COLON	2	NUEVO HORIZONTE	1
						JOSE TRINIDAD CABAÑAS	2		
	2:00 a.m. - 4:00 p.m.	Salon Municipal		Equipo 2	Jesus de Otoro	JOHN F. KENNEDY	5	JOSE CECILIO DEL VALLE	3
						VICENTE TOSTA CARRASCO	5		
						ROMUALDO BUESO PEÑALVA	4		
	2:00 a.m. - 4:00 p.m.	Salon Municipal		Equipo 3	La Esperanza	MIXTA NACIONES UNIDAS	5	LOS JAZMINES	2
						RAMON VILLEDA MORALES	4		
	9:00 a.m. - 11:00 a.m.	Salon Municipal	Encuestas Docentes	Equipo 1	San Isidro	CRISTOBAL COLON	3	NUEVO HORIZONTE	1
						JOHN F. KENNEDY	5	JOSE CECILIO DEL VALLE	3
	9:00 a.m. - 11:00 a.m.	Salon Municipal		Equipo 2	Jesus de Otoro	VICENTE TOSTA CARRASCO	5		
						ROMUALDO BUESO PEÑALVA	6		
	9:00 a.m. - 11:00 a.m.	Salon Municipal		Equipo 3	La Esperanza	MIXTA NACIONES UNIDAS	6	LOS JAZMINES	4
						RAMON VILLEDA MORALES	6		
	11:00 a.m. - 1:00 p.m.	Salon Municipal	Encuestas Directores	Equipo 1	San Isidro	CRISTOBAL COLON	1		
						FRANCISCO MORAZAN	1		
						JOSE TRINIDAD CABAÑAS	1		
	11:00 a.m. - 1:00 p.m.	Salon Municipal		Equipo 2	Jesus de Otoro	JOHN F. KENNEDY	1		
						VICENTE TOSTA CARRASCO	1		
						ROMUALDO BUESO PEÑALVA	1		
						SUPERACION INFANTIL	1		
						LA FAMILIA	1		
						JUSTO PASTOR HENRIQUEZ	1		
						EL BUEN PASTOR	1		
						LA LIBERTAD	1		
						LA DEMOCRACIA	1		
						NUEVO DESPERTAR	1		
						JUSTO PASTOR HENRIQUEZ	1		
	11:00 a.m. - 1:00 p.m.	Salon Municipal		Equipo 3	La Esperanza	MARIA LUISA VENTURA	1		
						GUILLERMO TOSTA BOURDETH	1		
						BUENA ESPERANZA	1		
						SONRISAS INFANTILES	1		
						BRISAS DEL ULUA	1		
	11:00 a.m. - 1:00 p.m.	Casco Urbano Salon Municipal	Grupos Focales Padres de Familia, Docentes CEPREB y Docentes Prebasica		La Esperanza	MIXTA NACIONES UNIDAS	1		
						RAMON VILLEDA MORALES	1		
						PEDRO NUFIO	1		
						FRATERNIDAD	1		
	2:00 p.m. - 4:00 p.m.	Casco Urbano Salon Municipal	Entrevista Alcalde, Directores de Basica		San Miguelito				

Día	Lugar de Reunión	Dirigida	Responsable	Municipio	Educación básica		Educación pre-básica				
					Centro	Encuesta	Centro	Encuesta			
Sabado 2 de feb.	Salon Municipal	Encuestas Padres	Equipo 1	Yamaranguila	LA BUENA NUEVA	5					
					FROYLAN TURCIOS	5	ALBORADA INFANTIL	3			
					CRISTOBAL MEZA						
					PORTILLO	6					
					JOSE TRINIDAD CABAÑAS	7	ASPIRACION INFANTIL	4			
					JOSE MAURICIO DELCID	7	LUCES DE FUTURO	3			
	Salon Municipal		Equipo 2	Intibuca	JOSE CECILIO DEL VALLE	7					
					JULIANA VASQUEZ	7					
					LA PROVIDENCIA	7					
		Encuestas Docentes	Equipo 1	Yamaranguila	LA BUENA NUEVA	5		3			
					FROYLAN TURCIOS	5	ALBORADA INFANTIL				
					CRISTOBAL MEZA	4					
					JOSE TRINIDAD CABAÑAS	7	ASPIRACION INFANTIL	4			
					JOSE MAURICIO DELCID	7	LUCES DE FUTURO	3			
					JOSE CECILIO DEL VALLE	7					
			Equipo 2	Intibuca	JULIANA VASQUEZ	7					
			Equipo 1	Yamaranguila	LA BUENA NUEVA	1					
							FROYLAN TURCIOS	1			
							CRISTOBAL MEZA				
							PORTILLO	1			
							J.D.N OSCARA RODRIGUEZ	1			
							FABIO MEZA	1			
							11 DE FEBRERO	1			
							JUSTICIA Y LIBERTAD	1			
							3 DE MAYO	1			
							NUEVA JERUSALEN	1			
							14 DE FEBRERO	1			
							PROFESORA VICTORIA MANUELES LORENZO	1			
							ESC LAS PRIMAVERAS	1			
							PROF. HUGO EDUARDO VASQUEZ V.	1			
							SIEMPRE VIVA	1			
							SONRISA DE JESUS	1			
						Equipo 2	Intibuca	JOSE TRINIDAD CABAÑAS	1		
										JOSE MAURICIO DELCID	1
				JOSE CECILIO DEL VALLE				1			
				JULIANA VASQUEZ				1			
				MONSEÑOR EUSEBIO RIVERA ALEMAN				1			
				MIXTA MANANTIALES				1			
				UNION CENTROAMERICANA				1			
				FRANCISCO MORAZAN				1			
			LEMPIRA	1							
			MARIA ELEONORA ORELLANA	1							
			LA PROVIDENCIA	1							
			REPUBLICA DE PANAMA	1							
			LA ESPERANZA	1							
			LA UNION	1							
			REPUBLICA DE HONDURAS	1							
			10 DE SEPTIEMBRE	1							
			NUEVA SUYAPA	1							
			ANGEL BARCENAS	1							
			EL TRIUNFO	1							
			MARCO AURELIO SOTO	1							
			NUEVO AMANECER	1							
	Casco Urbano Camasca Salon Municipal	Grupos Focales Padres de Familia		La Esperanza							
	Casco Urbano Camasca Salon Municipal	Entrevista Alcalde, Personal Técnico de Caritas y Asistentes Distritales		La Esperanza							

Annex 14: Issues Analyzed and Qualitative Information Statistics

Topic	Number of times cited	Frequency Distribution
Infrastructure	25	17,12
Didactic Material	20	13,70
Requests for Support	15	10,27
Parental Support	9	6,16
Nutrition-School Feeding	9	6,16
Enrollment	8	5,48
Management Problems	8	5,48
Trainings	7	4,79
Difficulties with teachers	6	4,11
Regular Attendance	6	4,11
Administration and Management Tools	5	3,42
Steps to develop projects	4	2,74
Teacher Attendance	4	2,74
Abilities of boys and girls	3	2,05
General Condition of Education	2	1,37
Scholarships	1	0,68
Illnesses	1	0,68
Opportunities	2	1,37
Role of Stakeholders	1	0,68
Parental Participation	2	1,37
Reasons for implementation	1	0,68
Challenges	2	1,37
Teaching techniques in the classroom	1	0,68
School Kits	1	0,68
Lack of experience in certain themes/subjects	2	1,37
Other relevant topics	1	0,68
Total	146	100

Annex 15: Table of Indicators of the Current Situation

Indicator	Percent increase of students that have developed 100% reading competency (as prescribed by grade) ³⁹		Number of individuals benefiting directly from USDA-funded interventions		Percent of boys regularly (80%) attending USDA supported classrooms/schools			
Municipality	Primary School		Kindergarten		Primary School		Kindergarten	Primary School
	Girls	Boys	Girls	Boys	Girls	Boys		
Global	60,91	58,61	0	0	0	0	91,67	89,32
Camasca	50,00	57,14	0	0	0	0	...	83,12
Colomoncagua	76,23	80,82	0	0	0	0	100,00	89,73
Concepción	60,00	55,26	0	0	0	0	100,00	86,84
Dolores	72,41	52,81	0	0	0	0	...	84,27
Intibucá	62,16	61,11	0	0	0	0	100,00	91,53
Jesús de Otoro	72,98	70,57	0	0	0	0	90,91	98,30
La Esperanza	56,00	49,16	0	0	0	0	53,85	90,76
Magdalena	90,48	92,86	0	0	0	0	100,00	88,10
Masaguara	61,11	53,17	0	0	0	0	...	96,03
San Antonio	61,54	65,00	0	0	0	0	88,89	87,50
San Francisco de Opalaca	62,16	61,11	0	0	0	0	...	86,81
San Isidro	66,67	61,29	0	0	0	0	...	91,94
San Juan	52,54	58,20	0	0	0	0	100,00	88,52
San Marcos de la Sierra	54,37	60,22	0	0	0	0	...	79,57
San Miguelito	45,71	41,32	0	0	0	0	...	83,47
Santa Lucia	61,02	51,85	0	0	0	0	100,00	75,93
Yamaranguila	37,28	37,21	0	0	0	0	100,00	79,73

³⁹ Early Grade Reading Assessment (EGRA) was conducted with second, third and fourth grade students. The results of this study demonstrate that only 18.6% of children of second graders, 20.3% of third graders, and 27.1% of fourth graders meet the EGRA standard and have the ability to read with precision, rapidity, and appropriate pronunciation.

Indicator	Percent of girls regularly (80%) attending USDA supported classrooms/schools		Percentage increase in boys enrolled in school as a result of USDA assistance		Percentage increase in girls enrolled in school as a result of USDA assistance		Percent increase in regular teacher attendance by year		
	Municipality	Kindergarten	Primary School	Kindergarten	Primary School	Kindergarten	Primary School	Kindergarten	Primary School
Global		92,95	90,38	50,72	51,18	49,28	48,22	98,47	90,32
Camasca		...	80,61	52,75	50,48	47,25	49,52	100,00	87,00
Colomoncagua		100,00	85,25	50,43	50,63	49,57	49,37	100,00	91,00
Concepción		100,00	91,00	50,23	49,74	49,77	50,26	100,00	89,00
Dolores		...	85,34	56,70	49,74	43,30	50,26	97,00	95,00
Intibucá		100,00	90,27	50,11	51,01	49,89	48,99	82,50	46,00
Jesús de Otoro		86,36	98,87	50,95	51,35	49,05	48,65	100,00	74,50
La Esperanza		66,67	86,50	50,65	51,70	49,35	48,30	100,00	97,50
Magdalena		100,00	85,71	51,83	54,41	48,17	45,59	100,00	91,00
Masaguara		...	97,62	48,49	50,91	51,51	49,09	100,00	100,00
San Antonio		85,71	94,87	50,98	54,75	49,02	45,25	96,00	100,00
San Francisco de Opalaca		...	86,49	51,88	50,57	48,12	49,43	100,00	82,00
San Isidro		...	97,22	53,47	50,87	46,53	49,13	100,00	100,00
San Juan		100,00	98,31	50,71	52,09	49,29	47,91	100,00	100,00
San Marcos de la Sierra		...	75,73	48,73	53,07	51,27	46,93	99,50	89,00
San Miguelito		...	90,48	45,31	49,94	54,69	50,06	100,00	100,00
Santa Lucia		100,00	84,75	53,72	49,49	46,28	50,51	100,00	100,00
Yamaranguila		100,00	84,95	52,37	51,51	47,63	48,49	99,00	93,50

<i>Indicator</i>	<i>Number of schools receiving school supplies and materials as a result of USDA assistance</i>	<i>Percent of teachers using five new/or improved teaching techniques in the classroom.</i>		<i>Percent of school administrators using three or more new and/or improved management tools.</i>	<i>Number of students receiving educational incentives to encourage enrollment in schools.</i>			
		Kindergarten	Primary School		Kindergarten		Primary School	
Municipality	Primary School			Primary School	Girls	Boys	Girls	Boys
Global	0	0,00	2,38	19,73	2241	1908	18860	19120
Camasca	0	...	16,67	25,00	86	96	715	393
Colomoncagua	0	0,00	0,00	20,00	116	139	1709	1669
Concepción	0	0,00	0,00	33,33	56	...	905	697
Dolores	0	...	0,00	0,00	110	110	570	564
Intibucá	0	0,00	3,70	22,73	595	618	3597	4190
Jesús de Otoro	0	0,00	6,25	38,46	175	233	1714	2210
La Esperanza	0	0,00	0,00	0,00	...	...	1082	842
Magdalena	0	0,00	0,00	33,33	99	...	315	376
Masaguara	0	...	0,00	7,69	...	...	1275	1454
San Antonio	0	0,00	0,00	25,00	78	52	400	605
San Francisco de Opalaca	0	...	0,00	0,00	138	138	1019	1043
San Isidro	0	...	0,00	25,00	...	39	270	...
San Juan	0	0,00	0,00	20,00	213	213	1226	1333
San Marcos de la Sierra	0	...	0,00	28,57	77	...	886	729
San Miguelito	0	...	14,29	25,00	...	70	830	828
Santa Lucia	0	0,00	0,00	42,86	101	67	494	323
Yamaranguila	0	0,00	0,00	0,00	398	133	1854	1866

Indicator	Percent decrease of students who miss more than 10 school days due to illness		Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance.		Percent of parents, when asked, can provide at least three valid reasons why it is important for children to attend school.
Municipality	Kindergarten		Primary School		Primary School
	Girls	Boys	Girls	Boys	
Global	4,49	2,22	3,95	4,26	0
Camasca	...	...	10,20	2,60	0
Colomoncagua	0,00	0,00	6,56	5,48	0
Concepción	0,00	0,00	10,00	8,77	0
Dolores	...	...	3,45	3,37	0
Intibucá	6,45	4,48	3,78	3,97	0
Jesús de Otoro	0,00	0,00	0,56	0,57	0
La Esperanza	9,52	0,00	7,50	6,72	0
Magdalena	0,00	0,00	0,00	4,76	0
Masaguara	...	...	0,00	2,38	0
San Antonio	14,29	11,11	10,26	12,50	0
San Francisco de Opalaca	...	...	0,00	2,78	0
San Isidro	...	...	0,00	0,00	0
San Juan	0,00	0,00	0,85	0,82	0
San Marcos de la Sierra	...	...	26,21	29,03	0
San Miguelito	...	...	0,00	2,48	0
Santa Lucia	0,00	0,00	3,39	3,70	0
Yamaranguila	0,00	0,00	2,15	3,32	0

Result	Indicator	Final Goal	Baseline				Observations
			Kindergarten		Primary School		
			Girls	Boys	Girls	Boys	
Improved Literacy of School-Age Children	Percent increase of students that have developed 100% reading competency (as prescribed by grade) ⁴⁰	10%			60.91	58.61	According to teachers, the percentage of children that have 100% Reading competency is between 58% and 61%. The goal to improve this statistic by 10% is realistic and feasible.
	Number of individuals benefiting directly from USDA-funded interventions ⁴¹	53,863	0	0	0	0	Data shows that currently 42129 enrolled Boys y Girls receive school meals. Disaggregated, 2241 Girls and 1908 Boys in kindergarten y 18860 Girls and 19120 Boys en Primary School. Assuming that enrollment numbers, 53,863 students, are accurate, the project’s intent to provide school meals to 100% of enrolled students should make this target achievable.
Improved Student Attendance	Percent of boys regularly (80%) attending USDA supported classrooms/schools	80%		91.67		89.32	Attendance rate of boys is already above 80%, the goal for the Project might be changed from 80% to 90%.
Improved Student Attendance	Percent of girls regularly (80%) attending USDA supported classrooms/schools ⁴²	80%	92.95		90.38		Attendance rate of girl is already above 80%, the goal for the Project might be changed from 80% to 90%.
Increased Student Enrollment	Percentage increase in boys enrolled in school as a result of USDA assistance. ⁴³	10%		50.72		51.18	Statistics from the Ministry of Education has shown a downward enrollment trend between 2009 and 2012 for both boys and girls, with a particular reduction in kindergarten enrollment. Using this analysis, it might be appropriate improve enrollment in both primary schools and kindergartens, but with a strong emphasis on kindergartens.
	Percentage increase of girls enrolled in school as a result of USDA assistance.*	25	49.28		48.22		

⁴⁰ The following procedure is carried out: [Number of children that, according to the teacher, have the necessary abilities for reading in primary school by municipality / total number of children enrolled in primary school by municipality]*100. The items are questions 21, 22 and 23 of the teachers' survey. The global indicator is constructed as follows: [Addition of the children that according to the teacher have the necessary abilities for reading in primary school /total number of children enrolled in primary school]*100.

⁴¹ At the time of measurement, the indicator has a value of 0 be project interventions have not yet begun. However, a proxy is used for the number of students who receive meals at the schools. The data is constructed based on the following procedure: counting and tabulating the total number of children who have received meals for every level of study and municipality.

⁴² The indicator is obtained through the following formula: 100 - [the number of girls who are absent at least ten days in each municipality /number of girls who are enrolled by academic grade and municipality]*100. Questions 21 and 24 from the teachers' survey are used as items. A similar procedure is used to estimate the global indicator: [total number of girls who are absent at least ten days /total number of girls enrolled by academic grade]*100.

⁴³ The indicator is estimated based on the following procedure: Number of boys enrolled per educational level according to Secretariat of Education records through 2012, disaggregated by municipality. The global indicator is constructed based on the total of all children enrolled per educational level. It is worth noting that the document includes an analysis of the tendency of enrollment during the past three years.

* Ibid.

Result	Indicator	Final Goal	Baseline				Observations
			Kindergarten Girls	Kindergarten Boys	Primary School Girls	Primary School Boys	
More consistent Teacher Attendance	Percent increase in teacher attendance per year.⁴⁴	5	98.47		90.32		Recommend that the goal for reducing teacher absences be 5%.
Better Access to School Supplies & Materials	Number of schools receiving school supplies and materials as a result of USDA assistance⁴⁵	1,047			0		This indicator should be revised. According to baseline data, 117 schools already have didactic materials and workbooks. Taking into account that if CCEPREBs are not included there are only 830 Primary Schools and Kindergartens.
Increased Skills & Knowledge of Teachers	Percent increase of teachers using five new/or improved teaching techniques in the classroom.⁴⁶	70	0.00		2.38		As the baseline number for teachers using five or more techniques is so low, we recommend revising and potentially reducing this number.
Increased Skills & Knowledge of School Administrators	Percent of school administrators using three or more new and/or improved management tools.	70			19.73		The goal may be achievable but should be analyzed.
Increased Economic & Cultural Incentives (Or Decreased Disincentives)	Number of students receiving educational incentives to encourage enrollment in schools.⁴⁷	53,863	2,241	1,908	18,860	19,120	This goal is achievable.
Reduced Health Related Absences	Percent decrease of students who miss more than 10 school days due to illness⁴⁸	10	4.49	2.22	3.95	4.26	Recommended to reduce this goal from 10 to 5%

⁴⁴ The following procedure is carried out: $100\% - [\text{total days of teacher non-attendance during a school year (with no specific cause, health problems, transportation problems) in each municipality} / 200 \text{ class days corresponding to a school year}] * 100$. The global level is obtained by averaging $[\text{the number of teacher non-attendance days during a school year} / 200 \text{ days corresponding to a school year}] * 100$. To construct the number of non-attendance days, a contingency table was prepared, which correlates information for the days of non-attendance (question 17 for the girls and 22 for the boys) and the main reason being that they did not receive classes (question 18 and 23 respectively of the parents survey).

⁴⁵ The following procedure is carried out: $100 - [\text{total days of teacher non-attendance during a school year (with no specific cause, health problems, transportation problems) in each municipality} / 200 \text{ class days corresponding to a school year}] * 100$. The global level is obtained by averaging $[\text{the number of teacher non-attendance days during a school year} / 200 \text{ days corresponding to a school year}] * 100$. To construct the number of non-attendance days, a contingency table was prepared, which correlates information for the days of non-attendance (question 17 for the girls and 22 for the boys) and the main reason being that they did not receive classes (question 18 and 23 respectively of the parents survey).

⁴⁶ The indicator is constructed as follows: 1) based on question 10 of the teachers' survey, a new variable is created, which obtains a value of 1 when the teachers utilize more than 5 teaching techniques and 0 in other cases; 2) A contingency table is prepared by crossing the municipality variable with the type of center where greater academic load has been acquired, in order to identify the number of teachers surveyed by municipality and educational level; 3) $[\text{Add the number of teachers per municipality who respond that they apply more than 5 techniques} / \text{total teachers surveyed by municipality}] * 100$. For the global indicator the following formula is used: $[\text{Total number of teachers who respond that they apply more than 5 techniques} / \text{total teachers surveyed}] * 100$.

⁴⁷ The amount of students who received school meals was assumed as an indicator of educational incentives to support enrollment in schools. The indicator is constructed through the following procedure: 1) Question 29 from the parents' survey was re-codified with a value of 1 for parents who reported that their children received meals and 0 for those who reported their children did not; 2) This new variable was multiplied by the number of children who study by educational level, according to question 12; 3) The following operation is carried out: $(\text{number of children who receive meals for the level of study analyzed per municipality} / \text{total number of children who study for the level of study analyzed according to the parents and per municipality}) * 100$; 4) This percentage is multiplied by the initial enrollment reported for each municipality. The global indicator is constructed based on the total number of children who have received meals per each level of study.

⁴⁸ The indicator is estimated based on the following formula: $[\text{Quantity of students who are absent from class due to illness for more than 10 school days per municipality and academic level} / \text{total number of students reported according to the survey per municipality and academic level}] * 100$. The items for the construction of the indicator are questions 21 (number of girls who are absent from class per

Result	Indicator	Final Goal	Baseline				Observations
			Kindergarten		Primary School		
			Girls	Boys	Girls	Boys	
Improved School Infrastructure	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance. ⁴⁹	94			0		61.9% of the directors interviewed, representing 91 of the 147 schools surveyed, state that their schools are in bad condition and need infrastructure improvement. The goal is appropriate.
Increased Community Understanding of Benefits of Education	Percent of parents, when asked, can provide at least three valid reasons why it is important for children to attend school. ⁵⁰	75		1.96			Because of the low amount that can identify three valid reasons, it is recommended that the goal for this indicator be revised.

illness), 22 (number of boys who are absent from class due to illness) and 25 (total boys per academic grade) of the teachers' survey. The indicator is constructed based on the following formula: [total number of children who are absent from class due to illness for more than ten days / total number of children per educational level]*100.

⁴⁹ At the time of measurement, the indicator is 0 since no facility has been remodeled. However, a proxy variable is established for schools that require repairs and is constructed based on the following procedure: 1) [Total number of directors per municipality who consider that school facilities they direct are in poor conditions / total number of directors surveyed per municipality]*100; 2) Multiply the percentage obtained by the total number of existing schools in each municipality. Measurement of the indicator was carried out with information from the directors' survey.

⁵⁰ The indicator is estimated based on the following procedure: Number of boys enrolled per educational level according to Secretariat of Education records through 2012, disaggregated by municipality. The global indicator is constructed based on the total of all children enrolled per educational level. It is worth noting that the document includes an analysis of the tendency of enrollment during the past three years.

Annex 16: Techniques and methodologies in which teachers have been trained, according to directors

Techniques and Methodologies in which teachers have been trained according to directors		
Area	Total	Percentage
Mathematics	18	14.3
Spanish	15	11.9
Communication Focus	14	11.1
Preparation of the PEC	6	4.8
Didactic Material	6	4.8
Multi-grade Techniques	6	4.8
Inductive Method	5	4.0
Active participative	4	3.2
Planning	3	2.4
National Basic Curriculum	3	2.4
Teaching techniques	2	1.6
Training	2	1.6
Project plans	2	1.6
Technology	2	1.6
Subject	2	1.6
Constructivist approach	2	1.6
Group methods	2	1.6
Implementation of the new focus	2	1.6
Learning problems	2	1.6
<i>Educatracho</i>	2	1.6
English	2	1.6
Inventories	2	1.6
Management of school files	2	1.6
Deductive	2	1.6
Mixed	2	1.6
Others*	16	12,7
	126	100,0

The following subject areas appear in "others": Digitation, curriculum design, teacher-student relationships, evaluation techniques, Spanish and mathematics techniques, use and handling guides, social and financial education, handicrafts, problem solving, special education, CCNN investigations, managing school vegetable gardens, relationships with parents, social issues, student governments, community development.

Annex 17: Methodology utilized by teachers for Spanish, according to directors

Method utilized by teachers for Spanish, according to directors		
Subject	Total	Percentage
Communicative	50	52
Reading	14	15
Inductive-Deductive	8	8
Constructivism	7	7
Expositions	3	3
Mixed	3	3
Normal words	3	3
Others*	8	9
	96	100

* Mentioned here: participative, figures, practical, direct and indirect work, mobile alphabets, the syllabus.

Annex 18: Methodology utilized by teachers in Mathematics, according to directors

Method utilized by teachers in Mathematics, according to directors		
Subject	Total	Percentage
Communicative	28	38
Problem solving	21	29
Deductive	5	7
Inductive	5	7
Participative	3	4
Others*	11	15
	73	100

* They quote: analytic, summative focus, mathematics phases, geometry, textbooks, concrete and semi-abstract material, mixed method, reasoning.

Annex 19: Methodology utilized by Spanish teachers

Methods utilized by teachers in the area of communications		
Methods	Total	Percentage
Communicative	95	40
Inductive	15	6
Constructivist	13	6
Team work	11	5
Exposition	9	4
Reading	9	4
Participative	7	3
Deductive	6	3
Analytic	5	2
Syllabus	5	2
Oral questions	5	2
Use of normal words	4	2
Others*	51	21
	235	100

* They mention: new focus, questionnaires, focus, personal surroundings, combined, comprehensive, traditional, game-work, brainstorming, Montessori method, cards, dramatization, fascicles, fact sheets, mobile method, and storytelling.

Annex 20. Methodology utilized by Mathematics teachers

Methods utilized by teachers in the area of mathematics		
Methods	Total	Percentage
Problem solving	53	31
Inductive	19	11
Communicative focus	16	9
Participative	12	7
Concrete semi concrete, abstract	11	6
Inductive and Deductive	11	6
Constructivist	10	6
Practical work	10	6
Individual work	6	3
Concepts	5	3
Others*	20	12
	173	100

They mention: exercise application, from the easiest to the most complex, phases, expositions, synthetic method, previous methods, numeric cards, textual, working in groups.

Annex 21. Number and Percentage of Children Enrolled in Kindergartens and Primary Schools in the Department of Intibucá

<i>Indicator: Statistics of Student Enrollment</i>										
Municipality	Kindergarten					Primary School				
	Girls	Boys	Total	% Girls	% Boys	Girls	Boys	Total	% Girls	% Boys
Camasca	86	96	182	47,25	52,75	715	729	1444	49,52	50,48
Colomoncagua	228	232	460	49,57	50,43	1953	2003	3956	49,37	50,63
Concepción	110	111	221	49,77	50,23	1056	1045	2101	50,26	49,74
Dolores	84	110	194	43,30	56,70	570	564	1134	50,26	49,74
Intibucá	888	892	1780	49,89	50,11	4346	4525	8871	48,99	51,01
Jesús de Otoro	337	350	687	49,05	50,95	2326	2455	4781	48,65	51,35
La Esperanza	191	196	387	49,35	50,65	1279	1369	2648	48,30	51,70
Magdalena	92	99	191	48,17	51,83	315	376	691	45,59	54,41
Masaguara	188	177	365	51,51	48,49	1402	1454	2856	49,09	50,91
San Antonio	75	78	153	49,02	50,98	500	605	1105	45,25	54,75
San Francisco de Opalaca	128	138	266	48,12	51,88	1121	1147	2268	49,43	50,57
San Isidro	67	77	144	46,53	53,47	450	466	916	49,13	50,87
San Juan	207	213	420	49,29	50,71	1226	1333	2559	47,91	52,09
San Marcos de la Sierra	161	153	314	51,27	48,73	886	1002	1888	46,93	53,07
San Miguelito	169	140	309	54,69	45,31	830	828	1658	50,06	49,94
Santa Lucia	87	101	188	46,28	53,72	494	484	978	50,51	49,49
Yamaranguila	362	398	760	47,63	52,37	1963	2085	4048	48,49	51,51
Global	3460	3561	7021	49,28	50,72	21432	22470	43902	48,82	51,18

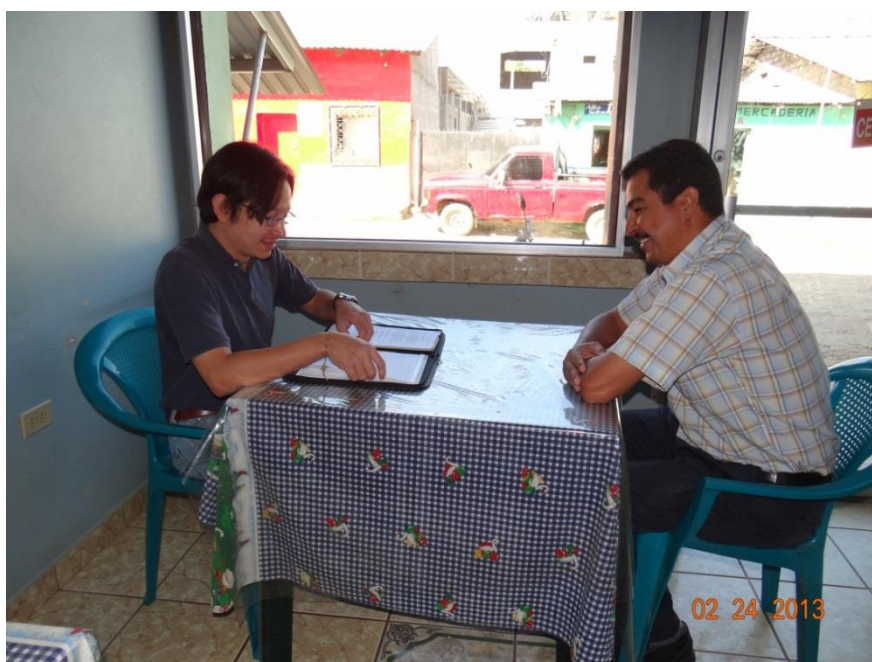
Annex 22. Photographs of the Base Line Collecting Process



CRS, CARITAS, COCEPRADII y Consultants adjusting the Critical Path in the offices of Caritas in Esperanza.



Trained baseline data collection team in the offices of Caritas in Esperanza.



Interview with the District Education Director in the municipality of Jesús de Otoro



Interviews with mothers and fathers in Camasca, Intibucá.



Focus group discussion with primary school teachers in Esperanza, Intibucá.



Focus group discussion with mothers and fathers in Esperanza, Intibucá.