

República de Honduras

**Evaluación de la Propuesta
del Gobierno de Honduras**

para participar en EFA - FTI

EXECUTIVE SUMMARY

Overall Comments:

Increased costs for education should be manageable for the GoH if the EFA- FTI and PRS goals are achieved by the year 2015.

Several excellent strategies, which are supported by local and international research in education, are included for improving the quality, efficiency and equity of primary education. However, several government policy issues must still be addressed taking advantage of the EFA - FTI.

Strengths:

Country Ownership

Honduras EFA – FIT proposal provides a strong evidence in guaranteeing a sound basis for funding. For instance, the Proposal reflects solid country ownership due to the fact that it was discussed with key stakeholders through consultative meetings, workshops and presentations at local and regional levels. In addition to this, the FONAC commitment was used as a major input for the PRSP, the Sector Plan, and EFA proposal, as they represent the will of Honduran society. Both the targets addressed in the PRSP and in the Sector Plan are also reflected in the EFA proposal with a tendency to be slightly more ambitious with EFA-FTI support.

Key Sector Issues

The need to legalize the entry age to 6 years for primary access and coverage is a central policy for reform, as well as improving entry-level skills through establishing 1 year of high quality pre-primary education. The introduction of academic standards and alternative modes of delivery for over-aged students will help improve internal efficiency. The fostering of parental participation through organized boards, the development of an integrated approach for children with special needs and a rural education network will substantially improve equity.

Cost and Financing

Most of the interventions that are to be financed by EFA – FIT are not costs that should be absorbed by the M. o E. as recurrent costs by the year 2015. With the institutionalization of these interventions and strategies they will become the new norms of the system and will not require the same levels of budget support with domestic public resources (I.e., innovations in teacher training and pedagogical strategies for improving student flow rates, rescuing large numbers of low income students, dropouts and overage students with alternative delivery systems, or vouchers for very large numbers of low income students and families). Further, as the emerging work force becomes better educated and more productive, and as repetition and population growth rates decline, the GoH should have the capability of sustaining the new system by the year 2015.

Risks and Capacity

The findings from over a decade of research in the education sector were used in formulating many of the pedagogical strategies and teacher training reforms. These strategies are currently available and will be replicated on a much wider scale over the next three years, without having to conduct extensive studies or reviews of the best practices for improving the equity, efficiency and quality of primary education.

Monitoring & Evaluation

The concept of a Monitoring and Evaluation System has been based on the information provided by a proper supervision system operating at a local and department level, articulated under specific Operational Plans with a long-term vision. New Government policy guidelines are also being jointly developed with the Social Cabinet, under an integrated approach.

Concerns:

Country Ownership

The M. o E. must be aware of the need to continue with strong plans for continuous dissemination of the proposal, even though it has been discussed with all key stakeholders. The Ministry must continue to reconsider the contents of its programs and adjust them to those of the Health Ministry, as in the particular case of HIV / AIDS information, awareness and education.

Key Sector Issues

The new Basic Curriculum must assure the minimization of any inclination towards gender disparity, although gender equity is not a significant constraint in Honduran primary schools at the present. The design and articulation of a holistic and integrated pre-service and in-service teacher training system must be attained, to assure significant improvements in the quality of instruction.

Cost and Financing

The projections for the M. o E. budget for recurrent costs over the next three years will require increased levels of funding. While these increased costs should result in more motivated teachers and administrators, there will not be much of a balance for investing in non-recurrent costs for improving the quality, equity and efficiency of education: which makes the approval of the EFA-FTI proposal even more critical for Honduras.

Further, improved economic growth rates, equity and student flow rates must be achieved as soon as possible to assure the sustainability of the proposed interventions and reforms.

Risks and Capacity

Facilitating the adoption of the proposed strategies will require improvements in the supervision of schools and subsidies for the transportation costs of supervisors to assure that they are able to provide the required support and supervision that will be required. The GoH must also take a historic stand on eliminating political influence in the hiring of teachers and delegating labor negotiations and issues to an entity outside of the M. o E. (F.i., Ministry of Labor). There is still a need to strengthen the M. o E. technical and management capabilities, including specific procedures for managing EFA – FTI funds.

Monitoring & Evaluation

Operational Plans are already guiding the transformation process, but a close follow-up procedure must be established in an interrelated way so that the level of influence of the various components can be easily detected.

CONCLUSIONS

- We consider that Honduras EFA – FIT proposal provides a strong and credible basis for achieving universal primary completion by 2015 and gender equity by 2005. Thus, Honduras has attained the proper framework for funding.
- The approval of the EFA – FTI proposal will be critical for the future of the country and achieving the PRS goals on the post – primary level.
- The Sector Plan, and also the EFA proposal, outline feasible operational strategies that will allow the Ministry of Education to face current constraints and reduce current problems related to key issues such as access and coverage, gender, internal efficiency, quality of inputs, and equity.
- As to the existing concerns, they shall be seriously taken into consideration to minimize any negative effects.
- Established means of verification for performance indicators within the monitoring and evaluation system will help assure success. The proposal determines the required basic elements to guide successful development, operationalization and implementation of medium and long-term strategies that will guarantee EFA progress. This is important because the long-term support proposed by the EFA – FTI provides an opportunity to plan medium and long-term strategies through donor programs and partnerships in Education.
- Strategies included in the proposal are sound for improving the quality, efficiency and equity of education, but parallel political and policy commitments should be made by the GoH to reduce the concerns expressed above.
- The EFA FIT proposal requires further analysis and continuous feedback on behalf of the MoE, with the support of the Board of Donors Representatives in the establishment of the best framework for achieving the desired goals.

Section A “Country Ownership”

Table 1: Quantitative Targets of PRSP, Sector Plan and EFA FTI Proposal

| | Target in PRSP | Targets in Sector Plan | Targets in Proposal |
|--|---|---|---|
| Access and coverage (enrollment) | PRSP for pre-school education is the same for the year 2005, but not for 2015. For Basic Education, the PRSP target is the same as for the EFA proposal. | The government Plan does contain specific access/coverage goals. The Sector Plan does not state punctual access/coverage targets, although the need to broaden access/ coverage is present throughout the document. | It is similar to the access/coverage targets in the other two, except for pre-school goals, which are more ambitious under EFA-FTI. |
| Gender parity (access and coverage, repetition, dropout, competition, and achievement) | States that gender parity exists, favoring women slightly. | Exposes the need to ensure gender parity in all aspects of education | Access for primary education is not a gender problem. It is not specifically analyzed under coverage, repetition, dropouts, completion, & achievement |
| Internal efficiency (repetition, dropout, completion) | Completion is regarded as a target; the other two components are not included. | Emphasizes internal efficiency | The proposal is very explicit regarding internal efficiency, repetition, dropout, and completion rates. |
| Quality of inputs (Teachers, instructional materials, conditions of school, parental involvement pupil teacher ratios) | Offers the framework for a policy that provides quality inputs | Establishes the general strategies for improving the quality of inputs. | Complies to all the sub-aspects considered as inputs |
| Quality of outcomes (student achievement) | Strives for better quality outcomes; improving student achievement | Considers improving the quality of outcomes (students' achievement) as specific plan strategy. | Contains standards as a mechanism for ensuring good student achievement. |
| Equity (poverty, rural/urban, ethnicity, disability) | Equity as a poverty-reduction strategy; but lacking inclusion for disabilities | Equity is present; except for disability, which is mentioned in a general way | Equity targets are made explicit. Disability is also an inclusion strategy |
| HIV/ AIDS | Lacking | Lacking | Lacking |

Table 2: The Consultative Process

| Stakeholders | Yes | How | Dissemination Planned? When? |
|--|--|--|---|
| <u>Government</u> Legislature Finance ministry Other line ministries Regional/provincial governments Local governments | Legislature: no Finance min.: yes Other line min.: yes Region/ Prov.Gov. No Local Gov.: no | Meetings/presentations: Included feedback | Through FONAC assembly; and through FONAC itself |
| Civil Society and NGOs (Please specify) | Civil society: COHEP. NOG's: no | Workshop | Further presentations planned for the first semester of 2003 |
| <u>Key Stakeholders</u> Principals Teachers Administrators Parents Students | Principals Teachers Administrators Parents Students | No official process was required because their positions were collected in the FONAC. The FONAC commitment was used as a foundation both for the other two documents and the EFA proposal. | |
| External partners (Please specify) | External partners: MERECE | Presentation - feedback | |

Table 3: Sectoral Issues, Constraints and Strategies

| Issues | Constraints | Strategies |
|---|---|--|
| Access and coverage (enrollment) | Need for opening new schools and class sections, especially in remote areas. | Building and opening new schools or establishing alternative learning centers, emphasizing rural areas. |
| Gender disparity (access, repetition, completion, and outcomes) | Once again, access, repetition, completion and outcomes must be emphasized specially in the rural areas. | Guarantee to focus on gender issues, especially in the rural areas. |
| Internal efficiency (repetition, dropout, completion) | Need for efficient teaching methodologies, both for teacher pre-service training and in-service training. | Expansion of the "Save First Cycle" program. Adoption of active teaching methodologies and the creation of an evaluation system for teacher performance. |

| Issues | Constraints | Strategies |
|---|---|---|
| Quality inputs (teachers, instructional materials, conditions of schools, parental involvement) | Financial resources are needed; also a close articulation of a teacher pre-service and in-service training system is required. | Designing and carrying-out an articulated system for teacher pre-service and in-service training |
| Quality of outcomes (student achievement) | Lack of a contextualized curriculum negatively affects student learning. | Implementation of the new National Basic Curriculum and training teachers to use the curriculum in the classroom. |
| Equity (Poverty, rural/urban differences, ethnicity, disability) | | Development of Inclusion policies and training teachers for curricular adjustments according to context. |
| HIV/AIDS | The topic has been included in the "Health" Unit of the new Curriculum designed and developed for Grades 7-9 by EDUCATODOS/IEQ ¹ | Incorporate the topic into all programs of the new National Basic Curriculum. |

Section B "Key Sector Issues, Constraints and Strategies to Achieve Expected Results"

Table 3: Sectoral Issues, Constraints and Strategies

| | Constraints | Strategies |
|---------------------|---|--|
| Access and coverage | Inadequate control of primary entry in terms of age. Pupils should enter at 6 years of age. Insufficient participation of the private sector for financing primary education | Legalize the entry age of 6 years for primary accesses Improving entry skills by establishing a 1 year pre- primary education program for all children Establish criteria for alliances of NGOs, Municipalities and the private sector to coordinate non- governmental contributions |
| Gender Disparity | There are very few significant constraints in gender equity in Honduran primary schools, but there are some Gender issues in the Curriculum | |

¹ See also, enclosed evidence that the Project "Escuelas Saludables" is establishing partnerships with local NGO's in order to provide adequate training on HIV/AIDS issues to teachers (initial coverage: 500 schools). Ministries of Public Health and Education have established a joint task-force in charge of producing recommendations on how to include HIV/AIDS subjects in the curriculum.

| | Constraints | Strategies |
|---------------------|---|---|
| Internal efficiency | Main constraint: high repetition including multiple repetition which results in over age students and high dropout rates Non compliance with school calendar | Introduction of academic standards, improved evaluation and promotion systems, and provision of alternative modes of delivery for over age pupils Regulate procedures for, schedules, contents and training periods for teachers |

| | Constraints | Strategies |
|---|---|--|
| Quality of inputs | Sub-standard teacher pre- service and in- service training | |
| Equity (poverty, rural/ urban, ethnicity, disability) | Ethnic minorities and rural poor disadvantaged in terms of attendance drop out rates and outcomes, and access to transportation and other logistic. | <p>Establish a valid data base</p> <p>Organize local Education Development boards that include parental participation</p> <p>Development of on integrated educational approach for children with special needs.</p> <p>Development of rural education networks to facilitate access and retention</p> <p>Provide school meals in rural areas and disadvantaged urban areas.</p> <p>Provide vouchers for basic school supplies and transportation</p> |

Section C. Cost and Financing

Initial access to primary education is not a serious problem, with the exception of access problems in some remote rural areas, with a net access rate of about 95% for children on the national level. Quality, equity and efficiency are much more significant problems with one out of every three children not completing the 6th grade, 60% of the children from the lowest income families are not completing primary school, and without the support of the EFA-FTI initiative, the SE will not be able to improve the quality, equity and efficiency of primary education on a sustained basis.

For example, with the interventions financed by EFA-FTI, student flow rates are projected to rise significantly by the end of this decade, benefiting the children who have suffered from the inequities, inefficiencies and low quality of the system.² Without EFA-FTI, however, marginal improvements of flow rates will be similar to those from 1995 to 2000, and 90% of the children completing the 6th grade would not be accomplished until late in the second half of the century, based on current trends.

The following tables summarize domestic resource mobilization, total domestic public resources and external financing available for primary education.

² Before the end of this decade, the 1st to 2nd grade flow rate should reach 96%, 97% from the 2nd to the 3rd grade, and 98% to 99% for the remaining grades (see the supporting documents used for the preparation of the proposal), which should allow about 90% of the children to complete the 6th grade in traditional schools and the remaining children completing their primary education through alternative basic education delivery systems for out-of-school and over age children.

Table 4: Indicative Framework parameters and FTI Proposal Targets

| Parameters | Indicative framework | 2001(Bas e year) | 2015 target | Comments |
|---|----------------------|------------------|-------------|--|
| Domestically generated revenues as % of GDP | 14-18% | 18.1 | 18 | Achievable |
| Domestic spending on education as % of revenues | 20% | 22.8 | 22 | Achievable |
| Public recurrent spending on primary education as % of total recurrent spending on primary education | 42-64% | 51.62 | 51 | Achievable |
| Recurrent spending on items other than teacher remuneration as % of total recurrent spending on primary education | 33% | 10.56 | 32 | It will be possible to reach this goal, if ongoing financial management reforms are sustained and middle and long term economic growth is achieved. |
| Teacher salaries as a multiple of per capita GDP | 3.5 | 6 | 3.5-4 | It could be possible to reach this goal, if ongoing financial management reforms are sustained for middle and long term and economic growth is achieved. |
| User fees? Mitigating measures? | None | None | None | |
| Sub national government contribution? | None | None | None | There are some NGOs and municipalities that are contributing, although this is not indicated in the document. |

Total domestic resources for primary education were about US\$123 million per year from 1999 to 2001, the external financing available was US\$5 million per year and the annual total was approximately US\$ 127.8 million (see the following table).

Table 5: Domestic and External Financing for Education (US\$ Millions)

| | Average annual amount over last 3 or 4 years (US\$ Millions) (1999-2001) | Expected average annual amount over next 3 years (US\$ Millions) (For programs already in place) |
|---|--|--|
| Education | | |
| Government | 340 | 447 |
| Multilateral | 1.8 | 2 |
| Bilateral | 14.7 | 1 |
| HIPC debt relief | | |
| Primary education | | |
| Government | 123 | 200 |
| Multilateral | 1.6 | 1.7 |
| Bilateral | 3.2 | 0.3 |
| HIPC debt relief | | |
| Education-related budget support | | |
| Multilateral | 8.4 | 14.5 |
| Bilateral | | |
| HIPC debt relief | 9.1 | 14.5 |

The proposal and Annexes (p. 65) indicate how the additional resources from EFA-FTI will be used. The major categories are all oriented towards improving the quality, equity and efficiency of education. These cost estimates are considered reliable, based on current expenditures on a lower scale, but these costs could not be sustained by the MOE with domestic resources or current levels of donor flows on the primary level, which makes the EFA-FTI proposal critical for achieving universal primary education in Honduras.

With EFA-FTI approximately 1,100,000 children on the primary level and 180,000 in preschool programs will benefit from the EFA-FTI investments each year from 2003 through 2005. Recurrent costs for preschool would increase by about \$16 per student, as compared to current costs of about \$166 per student (2002), with other EFA-FTI investments on this level not considered to be recurrent costs.³ On the primary level, recurrent costs would rise more sharply, increasing to about \$200 per student. However, there will be savings with reductions in repetition rates, with improvements in the distribution of teachers on the preschool and primary levels, and as one year of high quality preschool education becomes the norm for all children, rather than struggling to provide three years of preschool training for over 500,000 children.

Over the years, as the emerging work force becomes better educated and more productive, it is also expected that increased recurrent costs will be absorbed by the MOE, thereby achieving financial sustainability, particularly if current trends towards reduced birth rates continue over the next decade. The combination of these factors should make the increased recurrent costs of a transformed education system more manageable for the GoH by the year 2015.

Section D. Risks and Capacity

Chapter 5 of the proposal, section B. (pp. 53-54) addresses most of the primary concerns summarized by the GfA EFA-FTI under D. Risks and Capacity. The proposal recognizes the need to strengthen the SE's technical and management capabilities and includes specific procedures for managing EFA-FTI funds and prioritizing activities (pp. 52-53). Financial management arrangements for implementing the five strategic interventions of the program will be based on the mechanisms established for the Fund for the Poverty Reduction Strategy (FPRS), with the participation of the central government, civil society, representatives from teachers' organizations, and international donors to improve participation, transparency and accountability. To facilitate and accelerate implementation activities and assure appropriate financial management procedures, the use of bonded banks or accounting firms from the private sector could also be considered to accelerate disbursements, procurements, and contracting under the FPRS.

The need for continuity and maintaining a national consensus regarding the goals and challenges of EFA-FTI was also addressed by the proposal (Section B. Risks and their Minimization), building on existing mechanisms and strategies established for the Education Transformation Proposal (FONAC), PRSP, and the Action Plan for the Education Sector for 2002-2006.

In addition, a recent Presidential Decree authorizes the use of a unit, which will allow the SE to recruit special personnel to manage the technical and financial activities for the transformation of the education sector.⁴ This unit has the potential of streamlining the SE's administrative structure to focus on the five strategic interventions of the EFA-FTI proposal and report directly to the Minister of Education, without having to burden other SE personnel with high level management and technical decisions or distract SE personnel from their ongoing tasks and responsibilities for managing the day-to-day activities of the SE and education sector. Removing the SE from labor related negotiations and issues, by assigning these responsibilities to a special government unit on the central level, could also reduce distractions from implementing the five strategic interventions proposed for EFA-FTI, and assure that the SE will be able to focus more clearly on its highest priorities in the education sector for improving the quality, equity and efficiency of education.

³ Many of the EFA-FTI investments are not considered to be long-term recurrent costs that the MOE would have to cover in the future, because the majority of these interventions will be expected to become institutionalized within the MOE at a later date and will be financed under the ministry's budget for recurrent costs.

⁴ Decree PCM-025-2000, January 2001, for the Unidad Técnica de Transformación de la Educación Nacional (UTEN).

Other possible concerns mentioned by the GfA EFA-FTI, related to improving the SE's implementation capacity, as activities are scaled up, and assuring that EFA-FTI reaches underserved populations were also addressed by the proposal, with specific activities for improving access and equity with intercultural bilingual basic education and vouchers for children from low income families (pp. 33-35).

Strategies for improving pre-service and in-service training for teachers are addressed in several sections of the proposal and Annexes, and several initiatives are already underway with the active support of international donors.⁵

The proposal also states that teacher training programs will be reviewed and revised based on the new academic standards established by the national curricula and mentions the need for a smoother transition from pre-school to the first grade (pp. 30-31).

The need for the ongoing use of educational research was not specifically mentioned in the proposal for teacher training and this will certainly be an important input for guiding reforms in this area, but it should be noted that the pedagogical strategies mentioned in the proposal for improving student achievement with in-service training are all supported by the findings of local and international education research (active-participatory pedagogical strategies for capturing and maintaining the attention of students, the importance of teacher motivation, and the use of the best practices from existing SE activities and projects). However, follow-on support and activities in the classrooms of teachers should also be included with teacher training to assure that more productive pedagogical and classroom management strategies are implemented in all of the classrooms of the country.

The recruiting of teacher was addressed, with the plan to review and revise existing policies. A solid commitment on the part of the GoH to reduce political influence in the hiring of teachers and decentralizing the entire process, following more transparent criteria for recruitment, could do a great deal for improving the quality of education and increasing the morale and self-esteem of educators.

The proposals for the evaluation of students based on standardized tests, evaluating teachers, increasing accountability and involving parents and local communities in schools are excellent. Providing a modest financial subsidy for the SE's field supervisors, to help cover transportation costs to visit and inspect schools, and provide ongoing support for school directors and classroom teachers for implementing the EFA-FTI strategies, could help improve supervision and assure that the strategies introduced are widely adopted and implemented in the country's schools.

Plans for improving the M. O. E's management information system (MIS) are included and involving municipalities and local community organizations could facilitate tracking absenteeism. It should also be noted that the sub national capacity of the government has improved substantially over the past decade, with municipalities playing increasingly important roles in all aspects of local governance, including the education sector, and these trends should be strengthened and complemented by the EFA-FTI strategies. On the school level, the rural education networks of schools, network management and supervision strategies, M. o E's Local Education Development Associations (ADELs)⁶ and similar interventions should facilitate increased accountability and improvements in the quality, equity and efficiency of local schools.

In summary, nearly all of the possible concerns mentioned in the GfA EFA-FTI are addressed in the proposal, others are associated with many of the ongoing activities managed by the SE, often with international donor support, and if there are any additional concerns, these issues could be resolved under the terms of the grant agreement for EFA-FTI.

⁵ Germany, Japan, Spain, and the United States have all been involved in pre-service or in-service teacher training programs in Honduras and several of these efforts are resulting in significant improvements in the quality, efficiency and equity of education. In addition, the selection of the local Pedagogical University as the regional coordinator for the Centers for Excellence in Teacher Training (CETTs), with regional funding from USAID, can be expected to have a very positive impact on student reading skills in the early grades of primary schools, initiatives sponsored by Japan and a local PVO are improving student achievement in mathematics, other recent SE initiatives in teacher training and support for classroom teachers using mentor teachers are also noteworthy (USAID), the use of a local PVO for providing teacher in-service training with mentor teachers is another example, and Spain has also made important contributions for improving in-service teacher training.

⁶ Asociaciones para el Desarrollo de la Educación Local (ADELs) are already contemplated and in the process of being implemented by the SE under a project with the World Bank.

Section E “Monitoring and Evaluation”

Table 7: “Results Framework”

| Hierarchy of Results | Performance Indicators | Means of Verification | Conditions for Success |
|--|---|--|---|
| <p>Key Outcomes</p> <p>1. Gender parity in first grade intake in primary school attained by 2005</p> <p>2. 100% primary school completion by 2015</p> <p>3. Increased learning outcomes in primary school</p> | <p>As shown in Table 1 of the Proposal, access to primary education is not a gender problem in Honduras</p> <p>Table 21 (Item 2) indicates that the 100% target by 2015 is feasible</p> <p>Goals set for this subject by 2005 (45%) and 2005 (70%), - see Page 30 of the Proposal - indicate a considerable increase in learning outcomes.</p> <p>See also Table No. 21 indicating the base line and the expected goal achievement.</p> | <ul style="list-style-type: none"> • Enrollment records • Graduate records • Reports from M & E System • M. o E Official Statistics • Household surveys • M. o E. Official Statistics • Standardized tests • External Evaluation | <ol style="list-style-type: none"> 1. 1 Year pre-basic education compliance 2. Admission into 1st Grade 3. Academic Standards and Supporting Materials 4. Efficient Promotion 5. Levels for Pupils Over-Aged 6. Monitoring and Assessment of Internal Efficiency 7. Rescuing Dropout Students |
| <p>Outputs and Service Delivery</p> <p>1. Improved coverage, especially of girls, disadvantaged and at-risk children</p> | <p>New government policy guidelines focusing on at risk groups (girls, disadvantaged youth, street children, ethnic minorities, etc) are being developed jointly with the Social Cabinet</p> | <ul style="list-style-type: none"> • Enrollment records • Graduate Records • M. o E Official Statistics (Reports from M & E System) • Household surveys | <p>Improved outreach programs for these target groups</p> |
| <p>2. Increased internal efficiency</p> <p>3. Improved quality of learning inputs or activities (<i>set of minimum standards to be country determined</i>)</p> | <p>Scenarios described in pages 45 & 46 of the Proposal and Simulations done (Pages 47 & 48) show that increased efficiency is attainable</p> <p>Measures and goals suggested in pages 30 –31 & 34 - 35 of the Proposal are relevant for improving the quality of learning inputs</p> | <ul style="list-style-type: none"> • Integrated M. o E. / Donors and Projects Operational Plans | <ul style="list-style-type: none"> • Operational Plans relate to M. o E. Action Plan (2002-2006) which also refers to a long-term Vision • Existence of an Accountability System |

| Hierarchy of Results | Performance Indicators | Means of Verification | Conditions for Success |
|--|--|--|------------------------|
| | <ul style="list-style-type: none"> • Support for the Teacher Pre- Service Training • Admission into the Exercise of Teaching In-Service Training • Teacher Performance and Incentives • School and Teaching Resource Management • Supervision and Follow up • Establishment of Rural Education Networks • Network Pedagogical Model • Vouchers for Promotion with Quality • Network Management and Supervision and • Network Information and Assessment System | <ul style="list-style-type: none"> • Monitoring & Evaluation System based on information provided by a proper supervision system operating at local and department level. | As per above |
| <p>FTI Strategy</p> <ol style="list-style-type: none"> 1. Critical country-specific interventions or strategies necessary for accelerating progress via FTI are operationalized and implemented successfully 2. A comprehensive monitoring and evaluation system developed or upgraded for accountability, improvement and lessons, and capacity for operation assessed and enhanced. | <p>The country proposal provides several basic elements to guide the successful development, operationalization and implementation of medium and long-term strategies for accelerating EFA progress</p> <p>M. o E., supported by donors is currently working on the design of an overall M and E System that considers a set of indicators according to the following hierarchy:</p> <ol style="list-style-type: none"> a) Impact b) Products c) Processes and inputs <p>Monitoring & Evaluation will take place at all levels of operations (Head Office, Departments, Districts, Communities and Schools)</p> | | |

| Hierarchy of Results | Performance Indicators | Means of Verification | Conditions for Success |
|--|---|---|---|
| <p>Inputs</p> <p>1. Domestic resource mobilized for EFA and FTI</p> <p>2. Donor commitment to EFA-FTI concretized and maintained on a long-term basis</p> | <p>See Section C “Cost and Financing” – Table “Indicative Framework”</p> <p>In the portfolio of projects and programs in execution for primary education, coordinated by the M. o E., there are several projects to improve education. The long-term support proposed by means of the EFA-FTI provides an opportunity to plan medium and long-term strategies through donor programs and partnerships in education</p> | <ul style="list-style-type: none"> • Integrated M. o E. / Donors and Projects Operational Plans • Reports from the M & E System | <p>Development of Accountability Criteria and Management Control System</p> |
| <p>3. Country Commitment to quality education and service delivery maintained</p> <p>4. The financing of FTI is sustainable</p> | <ul style="list-style-type: none"> • Implementation of the new National Curriculum currently under development • New Structure of the Education System • Improved and enhanced teachers Pre- and In- Service Training • Upgraded education materials • New legal framework related to quality and service delivery <p>Honduras effort to finance the basic education program (maintaining an allocation of 7.2% of the GDB, and 45% of the M. o E budget), is an important commitment to guarantee the sustainability of FTI</p> | <ul style="list-style-type: none"> • Standardized tests • External Evaluation • Reports from M & E System | <ul style="list-style-type: none"> • Government continues its general support to all education levels especially secondary education that will need to provide access and pertinent education to more boys and girls graduating from primary education. • Implementation of accountability system • Compliance with Government commitments |

