

Application Form for Multiplier Education Sector Program Implementation Grant – Multiplier ESPIG¹

OVERVIEW	
Country:	Honduras
Grant agent(s):	World Bank
Coordinating agency(ies):	UNICEF
Date of submission of the endorsed ESP/TEP:	5/14/2019
Period of the ESP/TEP:	2018-2030
Date of submission of the full application package:	11/1/2019
Program name (optional):	Honduras Early Childhood Education Improvement Project
Multiplier ESPIG amount requested:	US \$ 10,000,000.00 (including US \$500,000 for Supervision cost).
Multiplier ESPIG - Fixed Part ² :	US \$ 6,500,000.00 (+ US\$342,150.00 for supervision cost)
Multiplier ESPIG - Variable Part ³ :	US \$ 3,000,000.00 (+US \$157,850.00 for supervision cost)
Co-funding mobilized:	US \$30,000,000.00
Agency fees (Multiplier) – additional to allocation:	US \$ 175,000.00 (1.75% of ESPIG amount)
Estimated ESPIG starting date:	7/31/2020
Estimated ESPIG closing date (last day of the month, e.g. May <u>30</u> , 2025):	7/31/2025
Expected submission date of completion report:	1/30/2026
Grant currency - please enter 'X' in the box to indicate the currency of the grant amount and fees	<input checked="" type="checkbox"/> US Dollar
	<input type="checkbox"/> Euro ⁴
	<input type="checkbox"/> Sector Pooled
	<input checked="" type="checkbox"/> Project Pooled/ Co-financed

¹ This application form was revised in January 2019.

² Including other grant agent costs such as supervision, country offices, etc. (See “supplemental program cost” section of this application).

³ Including other grant agent costs such as supervision, country offices, etc. Please note that any grant agent costs which is allocated to the variable part can only be disbursed if indicators are reached.

⁴ Only applicable to grants approved after January 1, 2019, including grant applications submitted in November 2018.



Grant modality - (please enter 'X')⁵

Project/ Stand-alone

⁵ See Annex 1 for definitions.

NOTE TO THE USER

Disclosure of ESPIG Documents:

→ Following the final GPC/Board approval of this application, the final document will be published on GPE website. This is in line with GPE's transparency policy, requiring that all approved ESPIG applications and other related documents including program documents, and Joint Sector Review reports or aide memoirs will be published on GPE website under the country pages of the developing country partner unless objected by the individual country. Please note that sensitive personal information, including phone numbers and email addresses, will be redacted/erased from documents prior to publishing on our website.

Notification to the Secretariat:

→ Prior to any ESPIG application development process, the coordinating agency should always notify the Secretariat of the country's intent to apply. The Secretariat will engage with the government and coordinating agency to agree on a timeline for the preparation and submission of the application, based on the country's own education sector planning and GPE quarterly submission dates.

Application Guidelines:

→ Applicants should read the [Multiplier ESPIG Guidelines](#) and/ or the regular [ESPIG Guidelines](#) (where relevant), which explain the application development process, including timeline, necessary steps and intermediary submissions for the quality assurance process of the application. Please also review the document "Guidance to the Grants and Performance Committee for Evaluating the Expression of Interest," available at: <https://www.globalpartnership.org/funding/gpe-multiplier>. In case additional information is needed, the applicant can contact the country lead at the Secretariat.

Application Package:

→ The full ESPIG application package is considered an integral part of the /GPC or Board's approval. Any changes to any of these documents from submission to the GPE should follow the [ESPIG Policy](#). This includes any changes to program documents during the internal approval process of the grant agent.

Data Sources:

→ The financial, education sector, and any country information data included in the application should be accompanied by the relevant sources in the corresponding sections of the form.

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I. MULTIPLIER ESPIG

II.1 Sources and types of co-financing

The GPE Multiplier mobilizes external funding alongside a contribution from GPE. Please list the funding mobilized from each partner, the name of the partner, and the instrument (for example grant, loan, etc.).

The Amount of funding should equal or exceed the value of co-financing included in the Expression of Interest. If it does not, please provide an explanation.

The Application may not be approved if the total value of all co-financing is lower than the US\$ 3 to US\$ 1 ratio required to access the Maximum Country Allocation from the Multiplier.

#	Partner	Amount (US\$)	Instrument (grant, loan, etc.)
1	World Bank	US \$ 30 Million	Loan
2			
3			
4			
5			
	Total in US\$:	US \$ 30 Million	

II. FULFILLMENT OF FUNDING REQUIREMENTS – FIXED PART

II.1 Requirement 1: An endorsed quality ESP/TEP⁶

Please explain why the endorsed ESP/TEP can be considered a quality plan by summarizing the main conclusions and recommendations of the Appraisal Report and how these were addressed in the Appraisal Memo, including any adjustments made to the ESP/TEP and/or any medium-long term follow-up actions decided upon, as a result of the independent assessment, as well as any other outstanding issues related to the ESP/TEP.

The Strategic Education Sector Plan (Plan Estratégico del Sector Educativo PESE) 2018-2030, is the main instrument in the National Education Policy Planning, for it provides a clear vision of the necessary and required transformations that the National Education System must undergo by 2030 and defines a set of strategies to achieve its objectives and overcome the lacks that prevent relevant training of the Honduran citizen. The PESE is founded on a result chain, based on the challenges identified in the sector analysis, as a basis for the definition of the three strategic areas and their corresponding results and impact indicators, until concluding with its action plan.

As a GPE endorsement requirement an External Evaluation of the PESE 2018-2030 had to be undertaken, the Evaluation was sponsored by the Round Table of Donors in Education (MERECE), arising from this evaluation, a series of recommendations for PESE improvement, that had to be addressed in order to continue with the endorsement process.

Although the General Government Coordinating Secretary (SCGG) oversaw the PESE final review process, a technical team was appointed to carry out the PESE review, this team was made up of several Institutions of the Local Education Group (LEG) which through work tables adjusted, identify and articulate the strategic and operational aspects, and valid throughout the PESE review process.

After incorporating the most relevant recommendations of the Evaluation Report, particularly the result framework, action plan and the budget framework modifications, the MERECE and the LEG proceeded to endorse the PESE 2018-2030, likewise the Government of Honduras expressed its commitment to identify and prioritize the necessary resources for its implementation.

At this time, the National Council of Education (CNE) has concluded with the PESE document final revision and edition and through a World Bank Technical Assistance elaborate its friendly version. This version is designed for students, parents, teachers and all those people interested in knowing the benefits of the new plan (PESE), the CNE will begin with the dissemination of the PESE friendly version next month (November) in the educational sector regional tables. The CNE will use this instance as a mean to socialize an efficient implementation of the PESE nationwide.

As medium -long term actions, the following issues are underway: The CNE has assumed its role in the management process, monitoring and evaluation of the PESE, at this time is coordinating with the SCGG mechanisms of articulation between the Institutions of the National Education System to align their Institutional and Operational strategic planning to the results of the PESE. Likewise, it is organizing the annual joint review meeting to measure the evolution of the PESE Indicators. The creation of a supra institutional instance composed of the various representatives of the education sector and led by the Social Cabinet to promote the Social Dialogue for Education Investment in order to articulate the Education Policy with the existing education sector structures as the LEG and MERECE. Likewise, the accountability mechanisms in education at central and decentralized level must be strengthen and clear working conditions mechanisms are to be established within the education sector legal regulation allowing the administrative, teachers and non-teachers staff improve their conditions.

II.2 Requirement 2: Commitment to finance the endorsed ESP/TEP

Please use the table below to provide information on external resource mobilization. Indicate if you are using fiscal or calendar year, and if the former please state when (the month) the fiscal year begins and ends. Also include, where applicable, the sources of all data.

Please provide the latest evidence of domestic resource mobilization using the template for Requirement Matrix Annex on Domestic Financing available on the GPE website via [this link](#).⁷ Attach the completed template to this application.

TABLE 1 | Evidence of external resource mobilization

Actual value for three years			Target values for the period of the Program					
Data for the past three years			Data for the relevant duration of the program					
2017	2018	2019	2020	2021	2022	2023**	2024**	Total
Education sector plan (PESE) (Millon Lempiras)								
(Education sector plan cost (local currency))								
0	0*	34,778.67	38,439.00	41,911.10	46,691.10	50,426.38	54,460.49	268,654.97
Domestic financing (local currency)								
0	0	27,803.0	28,942.9	30,129.6	31,364.9	32,619.4	33,924.1	184,783.9
External funding – excluding GPE funds (local currency)								
0	0	1,932.8	2,012.1	2,094.6	2,180.4	2,269.8	2,362.8	12,852.5
Funding gap as recorded in the ESP (local currency)								

⁶ Evidence of a credible ESP will primarily be drawn from the ESP documents submitted prior to the application itself. This section should therefore be limited to a brief summary of key issues highlighted in the appraisal process.

⁷ This Excel template is the same as the domestic financing spreadsheet initially submitted during the Quality Assurance Review (QAR) process. It is also available on the GPE website at: <http://www.globalpartnership.org/content/funding-model-requirement-matrix-domestic-financing-annex>. Should you have any question about this section of the application form, please send an email to the GPE Secretariat at gpe_grant_submission@globalpartnership.org.

* NOTE: The cost of the PESE for the years 2017 and 2018 appears at zero (0) because the PESE was approved by the National Council of Education in Extraordinary Session until April 9, 2019.

** Preliminary financial projections are shown for 2023 and 2024.

0.00	0.00	5,042.87	7,483.96	9,686.94	13,145.74	15,537.18	18,173.59	69,070.28
GPE support per Implementation year (local currency)								
			8.27	12.52	141.27	52.078	23.35	237.50

TABLE 2 | Major interventions of development partners

Donor name	Major interventions	Financial scale (US \$)	Years covered
German Development Cooperation (GIZ)	Decentralization processes support for the Education sector of Honduras (APRODE)	\$ 5,515,700.00	2019-2021
	Vocational Training Promotion in Honduras (FOPRONH)	\$ 4,412,600.00	2018-2022
United Nations Children's Fund (UNICEF)	Crisis Education support program: Access, permanence, transit in timely age and children learning, children and adolescents at risk mainly affected by violence, forced displacement and migration, Rural Education Strategy and indigenous peoples, inclusive education, flexible and innovative quality education especially for teenagers.	\$ 12,223,763	2018-2022
German Development Bank (KfW)	School Infrastructure Improvement Program (PROMINE)	\$28,300,000.00	2018-2022
Inter-American Development Bank (IDB)	Improvement of Educational Quality for the Development of Employment Skills: Youth Project (third cycle) Program	\$50,519,500.00	2018-2022
United States Agency for International Development (USAID)	Development programs for sustainable poverty reduction and increased citizen security through the quality of improved education	\$105,000,000.00 approx.	2017-2022
France Embassy	Support the renovation of the BTP in kitchen and hotel administration, and accompaniment of the technical training reform program (Professional Baccalaureate Technical Level)	\$2,280,000.00	2018-2022
Organization of Ibero-American States for Education, Science and Culture (OEI)	Support Initial Education and Preschool Education, Management Improvement and Educational Quality in the National Education System (training for School Center Managers, teacher training), Strengthening of Vocational Technical Education and Training (TVET), National Literacy Plan support, Attention to Student Diversity in Honduras, Human Rights	\$1,018,076.00	2018-2022

	Education Plan, Third Cycle Universalization Plan support		
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II.3. Requirement 3: Availability of critical data, or a strategy to use and produce data

This requirement concerning the availability of data or alternatively a strategy to produce and use data is divided into three sub-components as indicated below

II.3.1 A recent education sector analysis

- Provide information and dates on the most recent education sector analysis, including a list of which analytic elements are included (e.g. demographic analysis, analysis of existing policies, costs and financing, system performance and system capacity).
- Indicate how vulnerability and equity, particularly the situation of education for marginalized groups, including girls and children with disabilities, have been addressed.⁸

On July 2017, the education analysis was completed. This diagnostic was prepared based on a collaborative work with the educational sector authorities, technical teams of the Honduran educational administration, civil society representatives, external donors and private sector and served as a set of inputs for the development of the Honduran Strategic Educational Sector Plan 2018-2030 (PESE). In an effort of improvement by the GoH, an updated version of the Education sector Analysis was made and concluded in January 2018.

The Education Sector Analysis included:

- Institutional, economic, social and educational political context
- Governance and management capacity
- Costs and financing of the educational system
- Early childhood and preschool education
- Basic education
- Media and Technical professional education
- Higher education
- Performance and Internal efficiency
- Labor market and External efficiency
- Social and educational agenda Challenges

Regarding vulnerability and equity, and upon the PESE Appraisal Report recommendations, the Ministry of Education develop and formalized the National Strategy for School Prevention and Safety (2019). The strategy will be used as a State policy tool for it is founded on a comprehensive approach with transversal axes as: Gender, Inclusion, Intercultural Human Rights and Transparency, which benefits all the educational population (girls, boys and young children) particularly those who are in a right violation, disabilities, displaced

⁸ Reference can be made to the assessment made in the GPE Funding Model Requirements Readiness Matrix (Quality Assurance Review Phase I Matrix), with this paragraph limited to an update on progress vis-à-vis identified gaps; alternatively, if the analysis exists in another document, this section can simply reference that document, which should then be attached.

migrants' situation, among others. At the same time, Curriculum Adjustment Regulations have been made through Ministerial Agreement and the Prevention Directorate budget has been increased to achieve actions that lead to the strengthening of inclusion processes. PESE Strategical Area 1 component 1-3, Strategical Area 2 component 1 and strategical area 3 component 1.

II.3.2 Basic financial and education data

- Provide date of last submission of data to UIS and highlight any areas where data was not provided;
- Highlight any gaps in national data (such as data quality issues, disaggregation by gender, availability of data on marginalized groups, financial data, etc.); and
- Provide summary of strategies to address these, including how the implementation of a data strategies will be financed and whether they are part of the endorsed ESP.⁹

The last data submission to UIS was in 2017¹⁰, 9 of the 12 indicators that are reported to UIS are GPE required. In the UIS_ED_A_2018_EN (standardized template) Student and Teacher Survey (ISCED 0-4), information has been provided until 2018 through the 2019 Survey (although it is ready it has not yet been sent). There is a gap in relation to teachers in the specialties A-9, A-10, A-13, A-14 and A-15, Survey 2019 was filled with estimates, (which is valid), related to teachers and educational centers and ICTs estimates are made with the classification of students (Vocational and in Middle and Basic education) because both levels attend the third Cycle of Basic Education, it is quite close to reality-90% of the information in this Survey is covered. Weaknesses focuses on having a permanent output of information that identifies the ISCED within the Educational Center Administration System (SACE) database, for their reliability. At this time, the SACE database is sent and adapted according to ISCED-2011, interpretation errors may occur if there is lack of familiarity with the system and currently there is no personal in the unit to fill this data (Observation: The SACE was created in 2012).

Regarding the strategies, at this moment a diagnostic is being carried out on behalf of UNESCO who acknowledges the importance and the information weaknesses by the unit. Ongoing conversations between the SE and UNESCO are being held to try to find support to USINIEH specially to address database issues through a technical assistance. In accordance with the provisions of the PESE, Honduras National Educational Information System unit (USINIEH) is developing a Plan for the SIIE (Integrated Educational Information System), which consists of the integration of all the systems that the Ministry of Education (SE)

⁹ If these strategies are included in the endorsed ESP, this paragraph should be limited to a list of the strategies and their financing source and a reference to the relevant section in the ESP.

¹⁰ <http://uis.unesco.org/country/HN>

has, once the SIIE is implemented, it will facilitate the questionnaires filling to include the country data in the UIS data center.

II.3.3 A system or mechanisms to monitor learning outcomes

- Indicate whether there is a system for measuring learning outcomes and if so, describe briefly;
- Highlight any gaps and provide summary of strategies to address these, including how the implementation of the strategies will be financed.¹¹

The official mechanism established in the Evaluation, Accreditation, Certification of the Quality and Equity Law of the Education National System, in its article 10, states that the National Commission for Evaluation, Accreditation and Certification of the National Education System (CONEVAL), is the leading body and highest authority in charge of the system Management, planning and coordination. In the general regulation of the Fundamental Law of Education establishes in article 159 , that while the processes of evaluation of the quality of education are defined through the application of the Law of Evaluation, Certification and Accreditation of the Quality and Equity of Education and their respective regulations, the Ministry of Education shall issue the academic-administrative measures that regulate the process of evaluation of the different levels and modalities of the National Education System . Under this context, the follow-up mechanism that is currently being tailed is the implementation of the annual standardized evaluations on a sample basis that generate the report for the students learning progress, in addition the Supervision model, as an instrument for teacher advising and quality improvement is been implemented.

To date, the SE has applied international assessments like ERSE (2005) and TERCE (2013), which were applied to third and sixth grade, covering the areas of mathematics, Spanish and natural sciences with the associated factors component, and PISA for Development (2018). Honduras is currently participating in the Fourth Regional Comparative and Explanatory Study (ERCE 2019).

The 2018 Academic Performance in Spanish and Mathematics report mentions that regarding the fulfillment of the national goals established in the Institutional Strategic Plan (PEI) 2014-2018, it was only achieved in 3rd and 6th grade in 2014- 2015 in the Spanish area. The rest of the period was not achieved and has been between 1% -9% below the target in the average of correct answers in the Spanish area and between 8.5% -34.2% of the average of correct answers below of the goal set for the area of Mathematics, the 9th grade being the one with the highest deficit in the scope of the goal with an average percentage of 25% -34% less than expected in the 2014-2018 period.

Once the PEI 2014-2018 was finished, the country now counts with a new medium and long-term instrument defined in the Strategic Plan of the Education Sector (PESE) 2018-2030, which sets the goal that, according to national tests- standardized, by 2022 20% and by 2030 40% of students must have results equivalent to the highest level of academic performance, that is, Advanced level. This requires great efforts by all the actors, since in 2018 only 7% of 3rd grade students, 4% of 6th grade and 9% of 9th grade reached the Advanced level in the Spanish area, and only 4% of 3rd grade and 0% of 6th and 9th grade students achieved advanced level in Mathematics. The other goal of the PESE is to have a maximum of 10% of the students at the Unsatisfactory level by 2022. In 2018 it was already reached in Spanish in the 9th grade (4% of the

¹¹ If the system or strategy to develop one are included in the endorsed ESP, this section should be limited to a brief statement and a reference to the relevant section in the ESP.

students are at the Unsatisfactory level) , but still great efforts must been done in the rest of the grades and mainly in Mathematics where there is still a high percentage of students who do not reach the goal, since 29% in 6th grade and 33% in 9th grade are in the Unsatisfactory level and do not reach the minimum standards established in the Honduran education system.

The strategies to address the gaps are established in the PESE and directly in the PEI 2018-2022, which describes all the activities in the Strategy Area for Relevant, Pertinent and Effective Learning.

- Updated curricular designs for Initial, Preschool, Basic and Middle education level
- Schools with curricular tools (curriculum design, standards, programming, diagnostic and training tests, textbooks, fungible and technology) for the realization of curricular designs with gender mainstreaming.
- Preschool, Basic and Media Education schools organized in educational networks.
- Schools with Educational Technology incorporated into teaching-learning processes.
- Staff, teachers and community educators Management working in schools at all levels (formal component), in permanent training in the areas of their performance through the Permanent Training Program (SINAFOD).

III. COUNTRY INFORMATION

NOTE: 1. Federal State applicants should duplicate this section as needed for States applying.
2. Please include the sources of population and GDP data in footnotes.

Total population:	9.587 million in 2018 (WDI 2018)
GDP Per Capita (USD):	US \$ 2203.95 in 2018
School year runs from (month to month):	February to November
Budget cycle runs from (month to month):	January to December

IV. PROGRAM

IV.1 Program description (extracted from program document)

Provide below the location (page numbers) in the program document where a description of the program can be found. This includes information on program objectives, and related expected outcomes, and the components and sub-components with financing amounts.

OR:

In 1,500 words or less (maximum 3 pages), please:

- Provide a narrative of the Program in summary form, describing overall program objectives and related expected outcomes, and the components and sub-components with financing amounts.
- Indicate as relevant GPE's anticipated share by components and sub-components if this is a co-financed project.

NOTE: it is highly encouraged that a summary of the program description is provided. Unlike the program document, this application is translated to give non-bilingual GPC and Board members an understanding of the program during their review of the application package.

The Program Development Objective (PDO) is to strengthen the enabling conditions for delivering quality preschool education services to disadvantaged children through improving: (a) SEDUC's institutional capacity for preschool management; (b) teaching practices of preschool teachers and educators nationwide; and (c) physical learning environments in preschools serving children in targeted regions. The Program will last five school year cycles (2019-20 to 2024-25) and its results will be monitored through the Results Framework, which will include intermediate and outcome indicators linked to specific project activities and components that address specific challenges in the preschool subsector to achieve the proposed PDO. The Program will include four disbursement-linked indicators (DLI), three of which make up the Variable Part.

The key results are:

- Improved management capacities that make use of a comprehensive Preschool Education Model to improve child development and learning outcomes;
- Increased number of preschool teachers and educators that implement improved teaching practices and content;
- Enhanced access to quality physical learning environments in preschools serving children in targeted regions.

Program Description

This project will support the Honduran government to improve preschool child development and learning outcomes through three components that aim to strengthen and build upon current efforts by SEDUC. The three components are:

Component 1: Strengthen SE's Institutional Capacity for Preschool Management.

This Component will strengthen SE's key enabling conditions for sustainable preschool education management in two ways. First, the Project will strengthen SE's key enabling conditions for sustainable preschool education management, namely: (i) design and implementation of regulations and guidelines for preschool management (PEM for preschool providers); (ii) community participation and support for preschool management; and (iii) sufficient and qualified human resources for preschool management. Second, the Component will improve the organization of SE's planning and monitoring systems, which is a key enabling condition that will allow SE to manage the education sector more efficiently. This Component will finance consulting services, technical assistance, non-consulting services, goods, training, and operational expenses.

Component 2: Update Curricular Design for all Preschool Service Modalities and Improve Teaching Practices in Formal Preschool Education Centers (CEPB) and Preschool Education Community Centers (CCPREB).

This Component aims to improve the quality of teaching practices in preschool classrooms by increasing the relevance of content in preschool programs, providing preschool learning materials, and supporting the implementation of improved pedagogical practices. To assess these interventions, the component will also support a monitoring and evaluation (M&E) system of child learning and the quality of preschool learning

environments, including teacher and educator performance. This Component will finance technical assistance, consulting services, non-consulting services, goods, training, and operational expenses.

Component 3: Improve Physical Learning Environments in Preschools Serving Children in Targeted Regions.

This Component aims to improve access to child-centered, learning-oriented, inclusive, resilient and sustainable preschool physical environments for vulnerable children in targeted regions so the Project could improve equity of education outcomes. Specifically, the component will expand and/or rehabilitate existing public preschool centers to ensure quality conditions to promote learning and to foster children’s early access and transition between the different preschool grades. The interventions will involve community participation processes aimed to ensure local adaptation, social audit and sustainability, as well as apply climate resilience and low carbon criteria to the expansion or rehabilitation of selected centers. This Component will include the building of new classrooms in preschool centers showing the highest school infrastructure needs and located in the country’s most disadvantaged areas based on: i) poverty rates; ii) key education indicators (access to preschool education and learning outcomes); and iii) school infrastructure quality. This Component will finance technical assistance, training, operational expenses, and works contracts.

Component 4: Project Management and Evaluation.

This Component will support the strengthening of the SE’s capacity to manage and oversee Project implementation and monitor and evaluate the Project’s objectives and outcomes, including verification of DLIs.

Component 5: Contingency Emergency Response.

Reflecting the strategic approach taken in Honduras across the Bank’s portfolio, this Component will provide immediate response to eligible emergencies. As such, in the event of such an eligible emergency (as defined in the Contingency Emergency Response Operational Manual prepared and adopted by the GoH), this Component would finance emergency activities and expenditures through the reallocation of funds from the Project that meet the conditions stipulated in the Manual.

Please define the event or project activity that will mark the start of the program and which will take place by the expected start date:

Publication in the Diario “**La Gaceta**” of The Financial Agreement Decree signed by the Government of Honduras and the World Bank, July 2020.

IV.2 Expected Outputs¹² (extracted from program document)

Please complete the table below, extracting relevant information from the detailed program document. If the program plans to purchase and distribute textbooks, train teachers, or build or rehabilitate classrooms, please use the following indicators¹³ (GPE Strategic Plan 2016-2020):

- Number of textbooks purchased and distributed
- Number of teachers trained
- Number of classrooms built or rehabilitated

NOTE: These indicators are NOT compulsory. They are therefore applicable only when the program plans to implement these activities. In case of sector-pooled funds, please indicate numbers planned at sector level. Replace Year 1, Year 2, etc., with the actual year (for example, 2022, 2023, etc).

TABLE 3 | Target outputs per year

Indicate if calendar year or implementation year ¹⁴ : Click here to enter text.	Baseline (Year 2020)	Year 2021	Year 2022	Year 2023	Year 2024	Year 2025
Number of textbooks purchased and distributed (includes printing and distribution of guides and learning material for the curricula design update for the three-preschool grade)		344,000				
Number of teachers trained (certified teachers and educators in the Inservice Training Program of preschool education)			550	550	470	
Number of classrooms built or rehabilitated (115 classrooms -1 st semester 2020 and 109 classrooms -2 nd semester 2022)			224			

¹² For sector-wide financing (through budget support or pooled funds), a reference could be made to the ESP results framework.

¹¹ See Annex 1 for definitions of these indicators.

¹⁴ Implementation year begins with grant effectiveness/ signing of grant agreement.

IV.3 Financial overview

Please complete the table below, indicating program cost and disbursement by year as applicable, based on information extracted from the program document. If it is a co-financed project, indicate estimates for the expected disbursements of GPE funds by year.

TABLE 4 | Program costs and expected disbursements by year

Indicate years (e.g., 2023):	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025	Total
Total program costs per implementation year ¹⁵	3,468,054.39	19,088,115.65	10,200,127.17	4,301,627.90	2,442,074.90		39,500,000.00
Expected Disbursement of GPE funds (per implementation year)	330,980.00	501,000.00	5,650,860.00	2,083,122.50	934,037.50		9,500,000.00
Total program costs per calendar year	1,016,232.51 (2020)	13,068,494.74 (2021)	17,432,812.65 (2022)	4,301,902.90 (2023)	3,155,955.40 (2024)	524,601.81 (2025)	39,500,000.00

IV.4 Aid effectiveness

Please complete the table below to illustrate how the proposed grant financing modality is evolving in comparison to the previous grant (where applicable) vis-à-vis alignment with national systems.

Note: Please provide brief justifications/explanations in your response.

TABLE 5 | Evolvement of grant financing modality

	Previous GPE grant	Current application
In relation to the ESP/TEP		
Is the GPE-funded Program aligned with the Education Sector Plan?	Please indicate Yes or No Yes <input type="checkbox"/> No <input type="checkbox"/>	Please indicate Yes or No Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

¹⁵ Implementation year runs by 12-month cycle beginning with grant effectiveness/ signing of grant agreement. For example, if the grant start date or grant signing is expected to occur in July 2020 then the implementation year is July 2020 to June 2021, and July 2020 should be entered as Year 1. The program costs per calendar year for 2020 should reflect the estimated costs for the July – December 2020 period.

<p>Are the projected expenditures of the Program included in the multi-year forecast of the Minister of Finance (Medium Term Expenditure Framework)?</p>	<p>Please indicate Yes or No Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><i>Please provide brief justifications/explanations</i></p> <p>If No, does the MTEF exist? Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>Please indicate Yes or No Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p><i>The Program will be included in Ministry of Finance multiyear forecast.</i></p> <p>If No, does the MTEF exist? Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>In relation to the national budget and parliament</p>		
<p>Is the GPE funded program clearly indicated in the national budget?</p>	<p>Please indicate Yes or No Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><i>Please provide brief justifications/explanations</i></p>	<p>Please indicate Yes or No Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p><i>The GPE-funded program will be identified in the Ministry of Education's (SE) budget under "Program 19" for Preschool Education.</i></p>
<p>Does the national annual budget show specific appropriations for the different planned expenditures (economic and/or functional classification)? Is GPE funding reflected in the budget by area of allocation and planned utilization, using the existing national classification?</p>	<p>Please indicate Yes or No Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><i>Please provide brief justifications/explanations</i></p>	<p>Please indicate Yes or No Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p><i>The GPE funding will be reflected in the budget by area o allocation.</i></p>
<p>In relation to treasury</p>		
<p>Is the majority of the financing disbursed into: (a) the main revenue account of government, (b) a specific account at treasury or (c) a specific account at a commercial bank?</p>	<p>Please choose a), b), or c)</p> <p><i>Please provide brief justifications/explanations</i></p>	<p>Please choose a), b), or c)</p> <p><i>C, To a designated SE account for the Program.</i></p>
<p>Is the expenditure process (documents and signatures on commitment, payment orders, etc.) for the national budget used for the program expenditures? Are there any specific derogations or</p>	<p>Please indicate Yes or No Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><i>If there are any specific derogations or safeguards, please explain briefly</i></p>	<p>Please indicate Yes or No Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p><i>The program will follow National Execution procedures and will use safeguards as needed.</i></p>

safeguards on the national execution procedures for the program expenditures (other documents and/or signatures)?		
In relation to procurement		
Are government procurement rules used? If so are there any derogations/safeguards on the use of these rules introduced?	<p>Please indicate Yes or No Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><i>If there are any specific derogations or safeguards, please explain briefly</i></p>	<p>Please indicate Yes or No Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p><i>As per Policy, the financed WB projects applies the Bank's Procurement Regulations for all these processes.</i></p>
In relation to accounting		
Is the financial accounting directly on government's accounting systems used for the national budget? If not, are the accounting results afterwards integrated in government's accounting systems?	<p>Please indicate Yes or No Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><i>If No, are the accounting results afterwards integrated in government's accounting systems? Please explain briefly</i></p>	<p>Please indicate Yes or No Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p><i>For the financial accounting, the Financial Administration System (SIAFI) will be used.</i></p>
In relation to audit		
Will the financial accounts be audited by the government's external auditor?	<p>Please indicate Yes or No Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><i>Please specify who audits the accounts of the financing modality funded or co-funded with the GPE grant</i></p>	<p>Please indicate Yes or No Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p><i>The Higher Court of Accounts (Tribunal Superior de Cuentas) will audit the financial accounts as well as a Private auditing Firm that complies with WB standards.</i></p>
In relation to reporting		

<p>Will the information on project execution be included in the Education Sector Plan Annual Implementation Report prepared by the Ministry of Education?</p>	<p>Please indicate Yes or No Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><i>Please provide brief justifications/explanations</i></p>	<p>Please indicate Yes or No Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p><i>The National Council of Education will be responsible of including the project execution in the Education Sector Plan Annual Implementation Report.</i></p>
<p>Will separate / additional reports be required for the Program?</p>	<p>Please indicate Yes or No Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>Please indicate Yes or No Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>

IV.4.1 Evolution of aligned assistance

In 375 words or less, please:

- Describe how the proposed grant financing modality is evolving in comparison with the previous grant (if applicable) based on the table above.
- Explain what mechanisms are in place to mitigate fiduciary risks and why they seem appropriate.
- Detail how the proposed Program lays the foundation for more aligned assistance in the future.

Fiduciary risks and mitigation

The fiduciary risk is high, given that SE has limited knowledge of Bank fiduciary processes and instruments. Additionally, SE does not have previous experience with a results-based financing modality (DLIs) with a World Bank Project. Finally, there is limited local personnel with relevant experience in fiduciary management. The Bank's procurement and FM specialists will provide close support during preparation to assess SE's capacities and design a plan to successfully implement the operation; including fiduciary training and building the needed teams and close supervision, especially during the first year of Program implementation. Additionally, concrete processes will be established for monitoring and accounting evidence-based activities that would achieve results within the life of the Program.

Foundation for more aligned assistance

An essential part of the Program is the strengthening of institutional capacity for management and implementation. In fact, an entire component of the Project is focused on strengthening institutional capacity for preschool management. While mostly focused on the preschool education level, this component will improve the organization of SE's planning and monitoring systems. The planning and monitoring strengthening will be particularly relevant on the issue of setting the stage for greater aligned assistance, as it will ensure there is an integrated planning system, as well as monitoring of processes and results for both the Program and the PESE more generally. Related to monitoring, the PIU will include two staff that work on M&E, and one of them will be financed by government funds to ensure ownership and sustainability. The primary role of this M&E officer will be to focus on tracking Program and PESE-related indicators and milestones. This institutional strengthening, particularly the one on planning and monitoring, as well as the monitoring arrangements under the Program, will most certainly help lay the foundation for more aligned assistance.

V. VARIABLE PART INFORMATION

V.1 Proposed variable part strategies in equity, efficiency, learning outcomes

For each specific dimension, please:

- Describe the proposed variable part strategies/actions from the Education Sector Plan for each dimension, including the results' chain (i.e., the link between activities and process, output and outcome indicators).
- For each dimension, explain how proposed strategy is transformational: how will it address a key challenge and lead to system level change over the medium term in basic education?
- For each dimension, provide a justification for how the strategy, inclusive of the proposed indicators and targets, constitutes a "stretch."

The strategies for the VP were identified based on national policies and priorities aimed at improving preschool education services in Honduras and were discussed and validated by the Education Donors group and government stakeholders. The stretch indicators also reflect progress on key strategies and policies designed to drive overall progress in the education sector. Although the stretch indicators do not come out directly from the Honduran PESE 2018-2030, they are all aligned with its three main strategies: i) institutionalization, decentralization, and democratization of the education system, prioritizing its governance; (ii) ensuring pertinent, relevant and effective learning; and (iii) inclusive access to the education system.

The three strategies and associated stretch indicators focus mainly on one of the three dimensions of equity, efficiency and learning results while also supporting the other dimensions. The identified targets for the three stretch indicators represent an achievable stretch going beyond the continuation of current trends but are also realistic. In case the indicators are not met, the GoH would face the risk of not benefitting from the totality of the MF allocation.

The stretch indicators (DLIs) are also Intermediate Results Indicators (IRI) and therefore, are included in the Results Framework and will be monitored with the same rigor as any of the other Project Indicators. The identified targets for the stretch indicators represent an achievable stretch going beyond the continuation of current trends but are also representative. The GPE variable part for the stretch indicators would entirely finance the implementation of sub-components 1.1 and 1.2 in tune with the PESE strategic goal 1 of institutionalization, decentralization, and democratization of the system, and partly finance the implementation of sub-component 2.2 in tune with the PESE strategic goal 1 of institutionalization, decentralization, and democratization of the system, and 2 ensuring pertinent, relevant, and effective learning all of which as part of the PESE have been allocated financing support from SE.

Activities financed under the variable funding for the three stretch indicators will include: (Subcomponent 1.1.) the design, approval and implementation of a Preschool Education Model (PEM) at an estimated cost of US\$1.385 million of VP and US\$250,000 of traditional financing; (Subcomponent 1.2) promotion of community participation in preschool education; providing training to build the capacity of the COMDES to support education and carrying out follow-up support to the Municipal Council for School Development (COMDEs) in the 6 targeted departments based on equity criteria at an estimated cost of US\$0.58 million of VP and US\$135,000 of traditional financing; and (Subcomponent 2.2) implementation of improved

pedagogical practices through enhanced in-service training for preschool teachers and educators focused on the updated curricular design and learning materials at an estimated cost of US\$1.035 million VP, US\$1.265 million IDA/DLI financing and US\$4.5 million of traditional financing. This means that upon achievement of the 3 stretch indicators, the Project—would have access to the US\$3 million VP of the GPE financing and the US\$2.965 million World Bank DLI financing. The achievement of each stretch indicator's target separately would “unlock” the respective amount of funds associated to that indicator, which means that not all three indicators' targets need to be met for the “unlocking” of the total amount of the DLI portion (US\$5.965 million including the US\$3 million from the GPE's VP).

1. Equity

Strengthened and Active Municipal Education Councils (COMDEs) in Targeted Departments (the 6 most disadvantaged based on equity criteria).

Description of the Equity Strategy

This strategy will contribute to greater equity by: a) identifying the 6 most disadvantaged departments in the country based on an index of poverty and key education indicators; b) providing training to build the capacity of the COMDES to support education; and c) carrying out follow-up support to the COMDES in these targeted departments to aid in the planning, and implementation of activities that improve the quality of preschool education. Improvements in the quality of education in these targeted departments will naturally lead to a corresponding reduction in key gaps in education indicators. The targeted departments comprise a total of 110 COMDEs. The COMDEs are instances of participation at the municipality level, with the responsibility to contribute to educational management, participate in the formulation and coordination of strategic plans that aim to achieve goals and improve educational indicators. They function in the municipality in which they are constituted, but also coordinate with the municipal and departmental educational authority, as well as interact with other structures receiving or giving information and collaborating to address problems that arise at the district or central level of SE. This indicator is aligned with the GPE equity goal because it seeks to reduce disparities in access, coverage, quality of preschool education and educational outcomes in the six targeted departments vis-à-vis departments in the rest of the country, by supporting greater community participation at the preschool education level.

Why the Strategy is Transformational

This equity strategy will be transformational at the system level because it will considerably increase both the capacity of the COMDES and their implementation of activities that improve key outcomes. Importantly, the COMDES with greater capacity and an increased implementation of key activities are those precisely in the most disadvantaged regions as identified by a poverty and education index. Consequently, unleashing this community participation potential in the most disadvantaged regions will lead to a reduction in education and social indicator gaps across the country in a major way.

Why the Strategy is a Stretch

This equity strategy will be a stretch because working with the COMDES in the most disadvantaged regions will be quite difficult given the challenging local conditions and the current limitations of the SE to support implementation in the field. Beyond having low social and education outcomes, like high levels of poverty and low levels of schooling access and learning, municipalities in these disadvantaged regions are hampered by low technical capacity, poor local government coordination, limited public services, as well as

other inherent challenges like remoteness, difficult climate conditions, etc. SE will have to work very hard at ensuring it prepares and delivers a highly relevant and contextualized training program to improve capacity, and that it provides adequate and regular follow-up that is to some degree responsive or customized to the peculiarities of each COMDE.

Background and Rationale. Despite the efforts made in recent years to guarantee greater and better opportunities for children of preschool age (see discussion of the preschool universalization plan and other sector details in Section I.B.), the preschool subsector still presents significant challenges. Beyond generalized challenges, the subsector also struggles with considerable and lasting inequalities in access and quality of services as well as in key education outcomes across a variety of dimensions and groups (e.g. enrollment rates for 5-year-olds in the highest and lowest income quintiles are 91 percent and 61 percent, respectively). Community participation programs in disadvantaged contexts have shown to support increased quality of services and close gaps¹⁶. In Honduras, the involvement of the community in the preschool subsector remains largely an untapped source of support to promote equity and reduce these types of gaps, as engagement at the local level is often low and there is poor organization and coordination. As part of Subcomponent 1.2, SE will strengthen and support the Municipal Councils for School Development (Consejos Municipales de Desarrollo Educativo or COMDE) in the six most disadvantaged departments in the country precisely so they can contribute by conducting preschool activities that improve preschool education quality. The six targeted departments -Gracias a Dios, Yoro, Olancho, Copán, El Paraíso, and Lempira- are defined by having the lowest value among the 18 departments on an index composed of extreme poverty, education access, quality indicators, and quality of school infrastructure conditions.¹⁷ For the year 2015, the departments of Gracias a Dios and Lempira present the lowest levels of academic performance in Spanish and Math for first grade¹⁸ in the country. Gracias a Dios academic performance was 41% in Spanish and 35% in Math and Lempira 61% in Spanish and 65% in Math; compared with Ocotepeque with academic performance around 92% in Spanish and 94% Math. Harnessing the potential of proven community participation approaches will have a transformational effect as key gaps in education indicators will be reduced (even eliminated entirely in some instances), precisely by targeting this program on the most disadvantaged departments.¹⁹

16 See Gertler, Patrinos, and Rubio-Codina 2012; and Banerjee, Banerji, Duflo, Glennester, and Khemani 2010.

17 Targeting was based on an index of poverty (extreme poverty rate), education access (preschool enrollment rate), education quality (learning outcomes in math and Spanish), and quality of school infrastructure. This index was used so that it is the 6 most disadvantaged departments that are targeted. This approach was used to improve equity on education outcomes.

18 Percentages represent the levels of advanced and satisfactory performance, National Academic Performance Report, 2015.

19 In preparation for the design of the specifics of the proposed activities to strengthen the COMDEs, a thorough revision of the nascent the most relevant content for the community training program, the best ways to support them, as well as the implementation of preschool-related activities that figures like the COMDES have carried out to improve the quality of preschool education. These findings will inform the details of the strategy to strengthening the COMDES, which will be detailed in the POM.

The targeted departments comprised a total of 110 COMDEs (municipalities). The COMDEs²⁰ are instances of participation at the municipality level, with the responsibility to contribute to educational management, participate in the formulation and coordination of strategic plans that aim to achieve goals and improve educational indicators. They function in the municipality in which it is constituted, but also coordinate with the municipal and departmental educational authority, as well as to interact with other structures receiving or giving information and collaborating to address problems that arise at District or Central level of SE²¹.

Activities. To achieve this stretch indicator's target, the following activities are planned:

1) Strengthening Program Development for COMDEs: Development of a program to strengthen the capacity of the COMDEs to understand their role of bringing the community together to support education-related efforts with a view towards improvement. This Strengthening Program will consist of training in five modules that will cover issues related to: 1) overall management and planning; 2) assessment of community needs, and definition of and monitoring of priorities; 3) establishment of strategic alliances and coordination with local actors; 4) the importance of preschool education and its promotion in the community; 5) integral child development during preschool education.

2) Training of the COMDEs in Targeted Departments on the Strengthening Program: COMDEs will be trained on the five modules using a practical, results-oriented methodology so that the COMDEs are capable of both knowing their role and being able to carry out preschool-related activities. A portion of the training will cover how to prepare and implement an action plan. Specifically, the training will help COMDEs identify community needs and establish priorities; identify available resources; develop concrete activities that are aligned to the priorities and are realistic given the available resources; and organize the activities in a strategic way that allows them to complete them successfully. COMDEs that successfully complete the program will be accredited.

3) Conduct follow-up support to the COMDES in Targeted Departments: Departmental Coordinators for Preschool and Supervisors of Education Services at the departmental level will follow-up with COMDEs to support them in the planning and implementation of their action plans. These coordinators and supervisors, who will undergo their own training so they can better support the COMDEs, will visit the municipalities of the trained COMDEs on a regular basis to help them develop their action plans and ensure they are adequate, and monitor implementation and provide assistance to ensure that activities are indeed improving the quality of preschool education.

4) Implementation of activities (in action plans) to improve the quality of preschool education: COMDEs in targeted departments will have strengthened capacity and knowledge, and will rely on the support and assistance of Departmental Coordinators for Preschool and Supervisors of Education Services at the department to carry out the activities established in their action plans. Although there will be differences across

²⁰ The COMDEs are comprised of the district director (or technical assistant depending on the characteristics of the municipality), the mayor, a teachers' representative, a parents' representative, and representatives of churches, NGOs, and other local community groups (Community Participation in Education Law, 2011).

²¹ Community Participation in Education Law, 2011

COMDEs based on local needs, capacities, etc., among the types of activities that are envisioned for COMDEs to carry out and that will improve preschool education quality are the following:

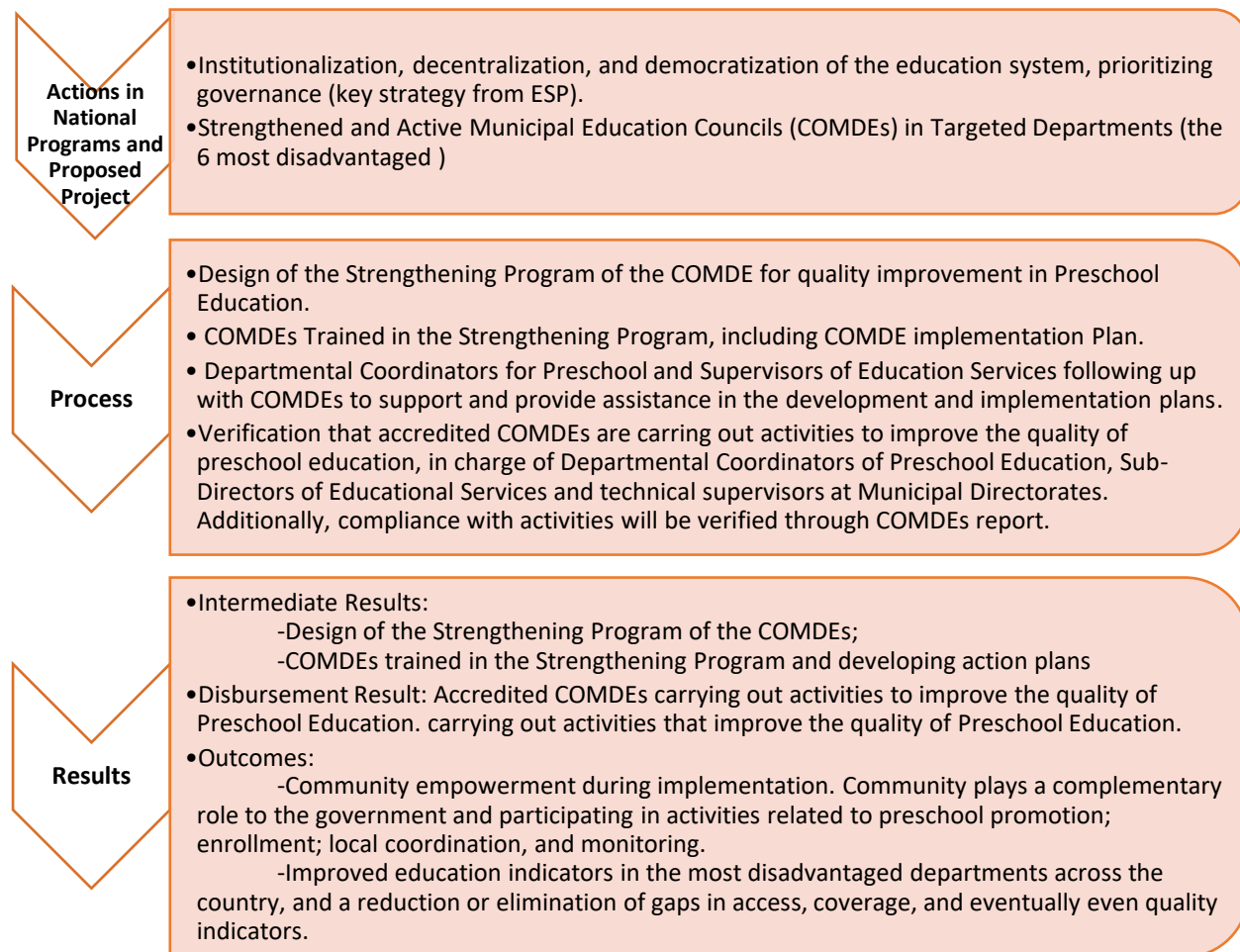
- i. Identification of Problems Limiting Preschool Investments and Addressing them: COMDEs can help identify external barriers to preschool education, such as insufficient preschool access and low quality of preschool education provision. They can then try to address the problem by raising the identified challenges with key education authorities, and working collectively to solve or reduce the problem. Additionally, the COMDE's needs assessment will allow to define the baseline from which to monitor the progress and evolution of each COMDE.
- ii. Promotion of Preschool Education: COMDEs may choose to design and implement a communication strategy with the focus of raising awareness locally, and, in particular among parents of young children, of the importance of preschool education because of its many impacts, such as preparing children to be ready for formal schooling or even long-term effects on adult outcomes, such as in the labor market. The communication strategy could have clear goals, such as registering children into preschool, attending preschool every day, and not dropping out of preschool. The communication strategy could involve working with parents' associations, teachers and principals, and other local actors.
- iii. Establishment of Strategic Alliances and Local Coordination: COMDEs can establish alliances, partnerships, or, at the very minimum, ensure coordination among local stakeholders on areas of common interest related to preschool education. This type of activity could be joint fundraising for preschool needs, such as much-needed materials or equipment, or something more elaborate like a partnership with the mayor's office to provide training and support to teachers or the development of a nutrient-rich school meals program.
- iv. Monitoring of School-related Indicators for Accountability: COMDEs can develop plans to monitor key school indicators, such as teacher and educator attendance, as well as student attendance, parental participation in school activities, compliance with standards related to curriculum, materials, infrastructure or other; and also reviewing such outcomes as preschool enrollment rates and preschool dropout rates.

All of these types of activities would improve the quality of education in at least one way, and would reduce or eliminate disparities in education indicators since the focus would be on the COMDEs in the six most disadvantaged departments. In an education system with limited local capacity, large disparities in education outcomes and untapped community participation potential, the implementation of these activities will be transformational.

Indicator Description: This DLI will track progress in the design of the Program to Strengthen the COMDEs for the improvement of the quality of preschool education (Strengthening Program) in the 6 most disadvantaged (targeted) departments, identified based on equity criteria (poverty rate, education outcomes, and quality of school infrastructure). Additionally, the indicator also tracks progress in the percentage of accredited COMDEs that carry out activities that improve the quality of preschool education in these 6 most disadvantaged departments. As quality of preschool education improves, the expectation is that there will also be impact on specific student outcomes such as enhanced school readiness, which will lead to a smoother transition to formal schooling, a decrease in repetition of early primary grades, and, over time, better learning

outcomes in both preschool and the first few grades of primary school and beyond.²²

Figure 1: Theory of Change for Equity Strategy: Strengthened and Active Municipal Education Councils (COMDEs) in Targeted Departments (the 6 most disadvantaged based on equity criteria).



²² Although not direct indicators of the COMDE Strengthening Program itself, tracking of quality and education indicators in the most disadvantaged departments across the country would be done using both data from SE, as well as from the child development and early learning environments measurement tool that will be supported by the Project's subcomponent 2.3.

2. Efficiency

Preschool Education Model (PEM) implemented at school level nationwide.

Description of the Efficiency Strategy

This strategy will contribute to efficiency in the management and service delivery of the preschool sector and ultimately leading to efficiency gains in terms of key outcomes achieved for every dollar spent. The efficiency strategy relies on the design, approval and breadth of implementation of a new Preschool Education Model nationwide. Breadth of implementation of the Preschool Education Model (PEM) refers to how widespread around the country the dimensions of the PEM have been implemented by assessing progress in the 4 geographic regions that the SE uses to organize its service delivery in Honduras. PEM dimensions could include inter alia: 1) management and school norms; 2) personnel; 3) infrastructure and physical environment; 4) equipment and materials; 5) curriculum; 6) pedagogical practices; 7) assessment of child development and learning; 8) parental and community participation.

Why the Strategy is Transformational

Given that there is no information on learning outcomes at the preschool education level, this indicator aims to track improvements in efficiency of service delivery in the subsector. The implementation of the PEM at the school level will represent an improvement in the utilization of available resources through the development and implementation of norms and guidelines for the efficient management and administration of the subsector and the development and implementation of standards to provide quality preschool education. Moreover, the regular monitoring of the implementation of the PEM at the central and school levels will allow to determine which of its dimensions across the preschool system (and by regions, preschool modalities, etc.) are being carried out as they should and to make adjustments accordingly. Beyond the efficiency of service delivery that will be attained by the strategy, over time the implementation of the PEM will also promote efficiency of learning outcomes, as the Program will support the development and establishment of a system to assess child development and learning outcomes (see subcomponent 2.3 in the PAD. In addition to efficiency, the implementation of the PEM addresses equity and quality dimensions, as it intends to standardize quality of the learning environment for all preschool modalities, including those that target rural and lower income communities.

Why the Strategy is a Stretch

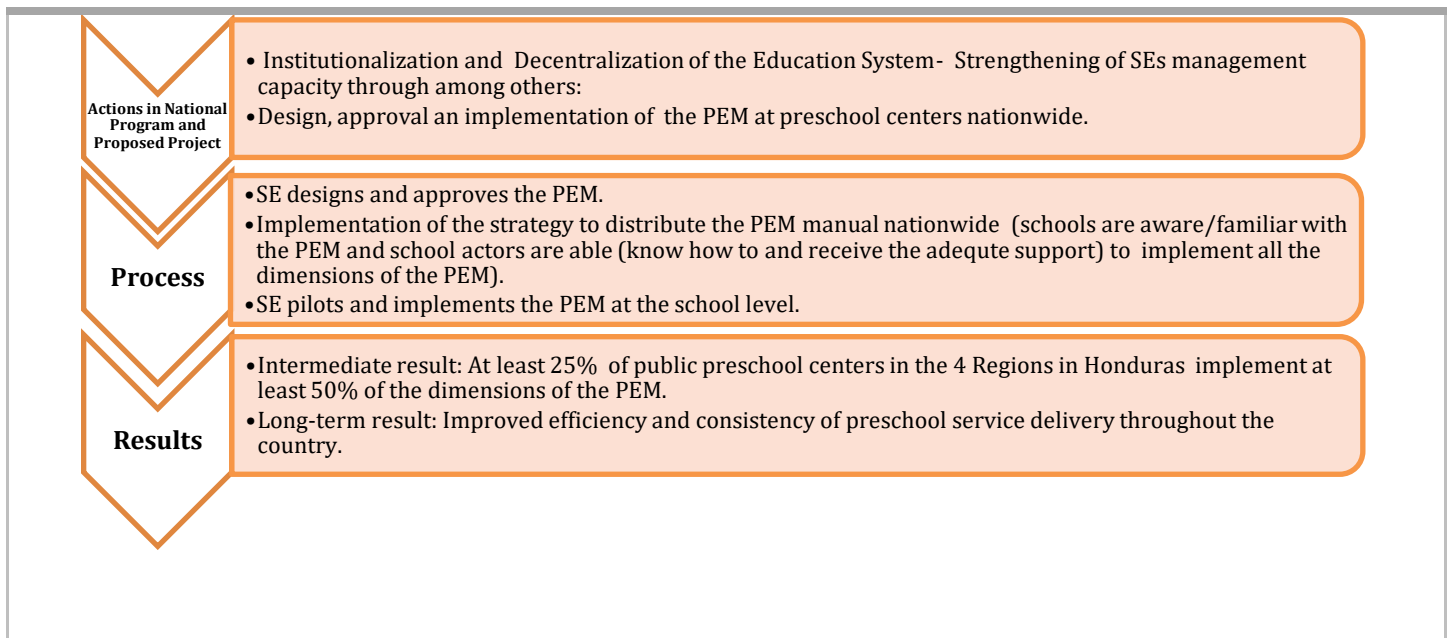
The reason for considering the development and nationwide implementation of the PEM at the school level a stretch is that it will push SE to have an articulated set of standards, guidelines and norms that are firmly established and carried out in a coordinated manner within the ministry, at the decentralized level and reaching the schools. Achieving this goal is something that has been attempted unsuccessfully several times. While this strategy delineates a clear and organized approach to achieving this essential goal, reaching schools nationwide, particularly those in disadvantaged areas, will represent the greatest stretch, as implementation capacity at the decentralized level has traditionally been low. Yet,

Background and Rationale. Limited capacity in SE and financing constraints as well as the limited coordination with actors outside the public education sphere in Honduras (i.e. private services and NGOs) have prevented the development and implementation of a coherent Preschool Education Model for the effective and efficient provision of preschool education in the country. There have been incomplete attempts to introduce some guidelines and standards to make the provision of preschool education services more coherent throughout the country. For instance, in 2014, SE developed quality standards for preschool centers in partnership with several stakeholders, including UNICEF but these were not adopted and were scarcely implemented—and in an uncoordinated way. If the subsector is to work efficiently the implementation of the PEM from the central ministry to the school level is necessary. The PEM entails both organizational guidelines for the efficient management and administration of the subsector, as well as the necessary standards to provide quality education in preschool classrooms. Among the dimensions the PEM will have are: 1) management and school norms; 2) personnel; 3) infrastructure and physical environment; 4) equipment and materials; 5) curriculum; 6) pedagogical practices; 7) assessment of child development and learning; 8) parental and community participation.

Activities. To achieve this stretch indicator's target SE will design, adopt and implement a Preschool Education Model (PEM), which will extend to preschool providers nationwide. The PEM will include quality standards, guidelines and procedures for the management and administration of the subsector. The PEM will also comprise the necessary standards to provide quality education in preschool classrooms. Activities under this indicator include: the piloting the PEM in selected departments, municipalities and schools; and, implementing the PEM, both at centralized and decentralized levels, as well as in preschool education centers nationwide. To support the PEM's adoption, the revision of key inputs to inform the design of the PEM, the actual design of the PEM in coordination with relevant stakeholders, and the distribution of the PEM manual nationwide will be financed with IDA resources under the Project.

Indicator Description. This indicator tracks progress in the design, approval and breath of implementation of the Preschool Education Model (PEM) nationwide. Breadth of implementation of the Preschool Education Model (PEM) refers to how widespread around the country the dimensions of the PEM have been implemented by assessing progress in the 4 geographic regions in Honduras. PEM dimensions could include inter alia: 1) management and school norms; 2) personnel; 3) infrastructure and physical environment; 4) equipment and materials; 5) curriculum; 6) pedagogical practices; 7) assessment of child development and learning; 8) parental and community participation.

Figure 2: Theory of Change for Efficiency Strategy: Preschool Education Model (PEM) adopted and implemented at school level nationwide.



3. Learning outcomes

Certified preschool teachers and educators with improvements in their customized professional development plan.

Description of the Learning Outcomes Strategy

This strategy will improve the practices of teachers and educators, the most important school-based factor in raising learning, across the preschool system by supporting the development, implementation of an intensive in-service training program, including classroom follow-up. Specifically, the strategy will track progress in the customized professional development plans for teachers and educators following an in-service training program and certification. Certification means that teachers have successfully completed all of the requirements of the In-service Training Program -Diplomado de Capacidades Pedagógicas para Docentes y Educadoras en Educación Prebásica. A customized professional development plan will be developed jointly between the teacher and her trainers/coaches at the end of the In-service Training Program. An assessment of progress in the implementation of that plan will be conducted within 4 months of certification by the coaches of teachers and enumerators. In addition to contributing to improved learning outcome dimensions, the continuous improvement in teaching quality, through in-service teacher training, will also help improve efficiency since all expenditures in preschool education will be more likely to achieve the goal of improved learning outcomes through improved teaching practices in the classroom.

Why the Strategy is Transformational

Given that many preschool teachers and educators have received no, little or irrelevant training, this strategy will considerably enhance both the preparation and the performance in the classroom of a large proportion of teachers and educators in the system, as well as improve the working conditions of educators that are certified under the training program by increasing their pay. As the teaching force is the most important school-based

factor in raising learning, the strategy will be transformational precisely because it requires significant improvement where it matters the most for learning.

Why the Strategy is a Stretch

This strategy will be a stretch because it will require SE to develop a relevant in-service training program, to properly implement it across the system, including teacher and educator certification, the establishment of customized professional development plans for teachers and educators, that they receive classroom visits, and then guaranteeing that those teachers and educators make improvements in such plans. All of these are logical steps in aiming to improve teaching practices and ultimately learning outcomes, which are backed by empirical evidence and best practices. Yet, they require a very high level of coordination at a large-scale among a variety of stakeholders including staff at SE and at decentralized levels, educator and teacher representatives, content developers and training providers. SE has developed content, has carried out teacher training programs, and has provided pedagogical support in the classroom, but it has not done all of these in coordinated fashion and at such a scale. Importantly, it has never been accountable for improvements in the teachers and educators that it trains—in this case, teachers and educators will have to show improvements for them to meet the indicator. Moreover, to be able to properly execute all of these steps, SE will have to remain flexible and ready to make adjustments and improvements during the development, implementation and follow-up phases, which also represents a stretch.

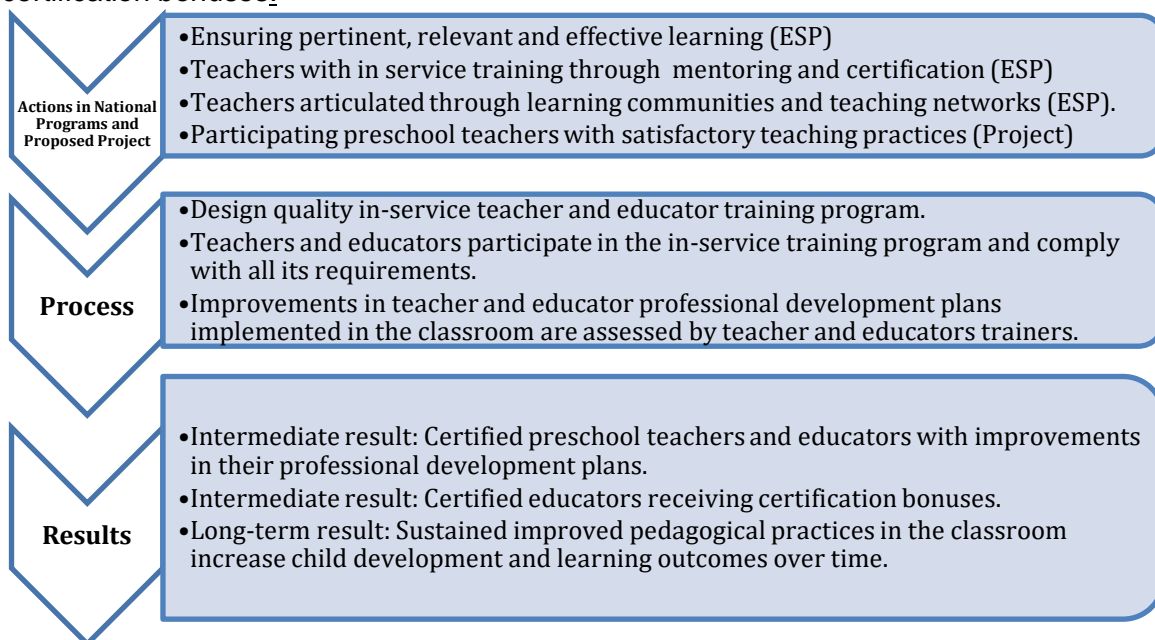
Background and Rationale. Teaching quality in Honduras is affected by a high percentage of teachers and educators without specialized academic and pedagogical competencies and training. In 2016, SE had roughly 9,800 teachers and educators at the preschool level, 45 percent (6,404) of which work in CCEPREB alternative modality in community centers. Most educators in CCEPREB do not have the necessary professional qualification or training. In addition, 5,499 preschool teachers in 2019 were trained as primary education teachers. In-service training programs for teachers or educators are neither systematic in their periodicity or reach, nor organized in a way that coherently respond to a preschool teacher's reality and needs. This indicator is aligned with the PESE 2018-2019 since it responds to the challenge of ensuring pertinent, relevant and effective learning. In particular, this indicator is aligned with the PESE in its aims of increasing the number of teachers with in-service training through mentoring and certification (PESE) and the articulation of teachers through learning communities and teaching networks. As evidence shows (Bruns et al. 2014, OECD 2018) qualified teachers are one of the most important factors to improve young children's learning. The certification of teachers in the in-service teacher training program and more importantly, their improved teaching practices in the classroom as a result of improvements in their customized professional development plan will help improve preschool students' learning outcomes.

Activities. This indicator will help enhance in-service training for preschool teachers, educators and other relevant personnel focused on the updated curricular design and learning materials. The supported in-service training will entail frequent follow-up pedagogical support visits and tailored coaching to ensure the implementation of good pedagogical practices including: (i) the design of the new face-to-face in-service Preschool Teacher and Educator Training Program focused on key pedagogical practices and core curriculum content and including topics on gender, violence prevention, adaptation to climate change, as well as the use and construction of learning materials. The in-service training program will be a Diploma named Capacidades Pedagógicas para Docentes y Educadoras en Educación Prebásica (Pedagogical Capacities for Teachers and Educators in Preschool Education). The Diploma will last about 6 months and entail 5 modules and approximately 200 hours of training (FP financed); (ii) implementation of the Diploma Capacidades Pedagógicas para Docentes y Educadoras en Educación Prebásica for 2,000 teachers and educators (roughly

20% of the total number of preschool teachers) prioritizing teachers in targeted communities. Teachers and educators that comply with all the training requirements will be certified. Teachers in the program will also receive pedagogical coaching support following every module of the above-mentioned Diploma. At the certification stage, trainers and teachers will jointly develop individualized professional development plans lasting four months so the teachers and educators are able to master in their classrooms what they have learned in the Diploma. Trainers will conduct monthly classroom visits with the teachers and educators in the class to monitor progress on their professional development plans. On their fourth visit, trainers will be able to assess which teachers and educators have made improvements on their professional development plans. Additionally, under this indicator, educators who were certified previously should see increases in their payment because of the certification bonuses.

Indicator Description. This indicator tracks progress the improvement of certified preschool teachers and educators in their customized professional development plans. Certification means that teachers have successfully completed all of the requirements of the In-service Training Program -Diploma Capacidades Pedagógicas para Docentes y Educadoras en Educación Prebásica. A customized professional development plan will be developed jointly between the teacher or educator and her trainers at the end of the Diploma. An assessment of progress in the implementation of that plan will be conducted within 4 months of certification by the teacher or educator’s trainers.

Figure 3: Theory of Change for Learning Outcomes Strategy: Certified preschool teachers and educators with improvements in their customized professional development plan and educators receiving certification bonuses.



V.2 Variable Part indicators, targets and means of verification

Please complete the boxes below to state indicators, targets and means of verification. Please add additional boxes as needed.

NOTE: According to ESPIG policy, if the grant agent in consultation with the LEG concludes that indicators have been reached, the grant agent will disburse the variable part in accordance with the terms of the application package as approved by the Board. Therefore, it is important that the following information be completed accurately.

Dimension:

Use the drop down below to select a dimension

Equity

Indicator Name / Definition:

Strengthened and Active Municipal Education Councils (COMDEs) in Targeted Departments (the 6 most disadvantaged based on equity criteria).

Definition of targets:

Provide definition of target, baseline if applicable, exact target(s) with deadline(s) to achieve and amount(s) to be disbursed. For example, if the target for learning outcomes indicator is to increase nationwide the proportion of students in grade 2 who are achieving proficiency in reading as measured by ability to read 40 words per minute; provide baseline if applicable (e.g., 50% of students in grade 2 can read an average of 40 words per minutes in November 2020), exact targets (e.g., increase to 70% the number of students in grade 2 that can read an average of 40 words per minute in grade 2 in November 2021 which triggers a disbursement of US\$XY million and 90% of students in grade 2 reading an average of 40 words per minute in November 2022 which triggers a disbursement of US\$XYZ million). Where applicable, indicate if there is a "grace" period for target attainment.

This DLI will track progress in the design of the Program to Strengthen the COMDEs for the improvement of the quality of preschool education (Strengthening Program) in the 6 most disadvantaged (targeted) departments, identified based on equity criteria (poverty rate, education outcomes, and quality of school infrastructure). Additionally, the indicator also tracks progress in the percentage of accredited COMDEs that carry out activities that improve the quality of preschool education in these 6 most disadvantaged departments. As quality of preschool education improves, the expectation is that there will also be impact on specific student outcomes such as enhanced school readiness, which will lead to a smoother transition to formal schooling, a decrease in repetition of early primary grades, and, over time, better learning outcomes in both preschool and the first few grades of primary school and beyond.

To achieve this stretch indicator's target, the following activities are planned:

- 1) Strengthening Program Development for COMDEs: Development of a program to strengthen the capacity of the COMDEs to understand their role of bringing the community together to support education-related efforts with a view towards improvement. This Strengthening Program will consist of training in five modules that will cover issues related to: 1) overall management and planning; 2) assessment of community needs, and definition of and monitoring of priorities; 3) establishment of strategic alliances and coordination with local actors; 4) the importance of preschool education and its promotion in the community; 5) integral child development during preschool education.
- 2) Training of the COMDEs in Targeted Departments on the Strengthening Program: COMDEs will be trained on the five modules using a practical, results-oriented methodology so that the COMDEs are capable of both knowing their role and being able to carry out preschool-related activities. A portion of the training will cover how to prepare and implement an action plan. Specifically, the training will help COMDEs identify community needs and establish priorities; identify available resources; develop concrete activities that are aligned to the priorities and are realistic given the available resources; and

organize the activities in a strategic way that allows them to complete them successfully. COMDEs that successfully complete the program will be accredited.

3) Conduct follow-up support to the COMDES in Targeted Departments: Departmental Coordinators for Preschool and Supervisors of Education Services at the departmental level will follow-up with COMDEs to support them in the planning and implementation of their action plans. These coordinators and supervisors, who will undergo their own training so they can better support the COMDEs, will visit the municipalities of the trained COMDEs on a regular basis to help them develop their action plans and ensure they are adequate, and monitor implementation and provide assistance to ensure that activities are indeed improving the quality of preschool education.

4) Implementation of activities (in action plans) to improve the quality of preschool education: COMDEs in targeted departments will have strengthened capacity and knowledge and will rely on the support and assistance of Departmental Coordinators for Preschool and Supervisors of Education Services at the department to carry out the activities established in their action plans. Although there will be differences across COMDEs based on local needs, capacities, etc., among the types of activities that are envisioned for COMDEs to carry out and that will improve preschool education quality are the following:

- i. Identification of Problems Limiting Preschool Investments and Addressing them: COMDEs can help identify external barriers to preschool education, such as insufficient preschool access and low quality of preschool education provision. They can then try to address the problem by raising the identified challenges with key education authorities, and working collectively to solve or reduce the problem. Additionally, the COMDE's needs assessment will allow to define the baseline from which to monitor the progress and evolution of each COMDE.
- ii. Promotion of Preschool Education: COMDEs may choose to design and implement a communication strategy with the focus of raising awareness locally, and, in particular among parents of young children, of the importance of preschool education because of its many impacts, such as preparing children to be ready for formal schooling or even long-term effects on adult outcomes, such as in the labor market. The communication strategy could have clear goals, such as registering children into preschool, attending preschool every day, and not dropping out of preschool. The communication strategy could involve working with parents' associations, teachers and principals, and other local actors.
- iii. Establishment of Strategic Alliances and Local Coordination: COMDEs can establish alliances, partnerships, or, at the very minimum, ensure coordination among local stakeholders on areas of common interest related to preschool education. This type of activity could be joint fundraising for preschool needs, such as much-needed materials or equipment, or something more elaborate like a partnership with the mayor's office to provide training and support to teachers or the development of a nutrient-rich school meals program.
- iv. Monitoring of School-related Indicators for Accountability: COMDEs can develop plans to monitor key school indicators, such as teacher and educator attendance, as well as student attendance, parental participation in school activities, compliance with standards related to curriculum, materials, infrastructure or other; and also reviewing such outcomes as preschool enrollment rates and preschool dropout rates.

9. All of these types of activities would improve the quality of education in at least one way and would reduce or eliminate disparities in education indicators since the focus would be on the COMDEs in the six most disadvantaged departments. In an education system with limited local capacity, large disparities in education outcomes and untapped community participation potential, the implementation of these activities will be transformational.

Milestone 1. Design and official approval by SE of the Program to Strengthen COMDEs for the improvement of the quality of preschool education. Projected disbursement and Verification month and year: Y1: 7 months after project effectiveness.

Milestone 2. 55 percent of the COMDEs that have achieved accreditation in the Strengthening Program in year 2 are carrying out activities to improve the quality of preschool education in line with the PEM. Completion of this milestone will be verified through the Annual Report on the training results of COMDEs in Year 2 of the Project, as well as through a

survey of all COMDEs accredited by Year 2 carried out by the Verification Agent, including visits to a sample of accredited COMDEs. The Annual Report on the training of COMDEs in Year 2 will determine the number that are accredited and the ones to be included in the survey. The survey and visits will ask COMDEs to discuss their activities for preschool education and present evidence of an implementation plan, which includes activities for preschool education, and proof of implementation of such activities. Projected disbursement and Verification month and year Y4: 37 months after project effectiveness.

Disbursement Rule:

State the conditions which must be met for funding to be disbursed against this target. Include whether the target is scalable.

On Year 1: 6 months after the project effectiveness the Design and official approval by SE of the Program to Strengthen the COMDEs for the improvement of the quality of preschool education (Strengthening Program) must have already be achieved, by year 2, 50% of COMDEs in the 6 most disadvantaged departments based on equity criteria will be trained in the Strengthening Program. By year 3 :36 month after project effectiveness --80% of COMDEs in the 6 most disadvantaged departments based on equity criteria will be trained in the Strengthening Program ---DLI milestone/result: 55% of the COMDEs that have achieved accreditation in the Strengthening Program in year 2 are carrying out activities to improve the quality of preschool education ---Scalability: US\$ 25,000 for every 5.5% of accredited COMDEs (in Year 2) carrying out activities to improve the quality of preschool education up to US\$ 250,000. However, at least 22% of accredited COMDEs are carrying out activities to improve the quality of preschool education to start disbursements (US\$100,000.00 for 22% of accredited COMDEs). By year 4: 48 months after effectiveness 100% of COMDEs in the 6 most disadvantaged departments based on equity criteria would have been trained in the Strengthening Program. Upon verification of evidence and confirmation that the stretch indicator has been achieved, the World Bank team (involved in the supervision of the Project) would inform SE so that the funds tranche is released and available for utilization under the proposed Project.

Verification Process:

Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.

Indicator Verification Process: SE will share the Program design with the World Bank, whose technical committee will verify accomplishment of milestone 1. With regards to the design of the Strengthening Program, this committee will verify that: a) the training program consists of at least 5 modules containing but not limiting the activities mentioned above; b) that the modules cover management and technical aspects related to serving and operating a COMDE; c) that the training covers the importance of preschool education, as well as a practical and hands-on training on how to carry out preschool activities that enhance education services that improve the quality of preschool education; d) that at least one of the modules will incorporate issues on violence prevention, disability, gender, inclusion, climate change adaptation and mitigation, among others material on climate change adaptation and mitigation; and e) that the design of the program meets the quality standards established at the beginning of the design phase. SE will also share the Annual Report on the training results of COMDEs for Year 2 with the Independent Verification Agent (IVA). The IVA will conduct a survey in all COMDEs accredited by Year 2, including site visits to a small sample to verify that 55% of the accredited COMDEs are carrying out activities to improve the quality of preschool education by 34 months after effectiveness of the Project. This timeline will allow the IVA to submit results by the end of Year 3. This verification should be presented in a report with the results of the survey of all accredited COMDEs, and the results of the sample of site visits. While a variety of preschool activities will be possible based on local needs and capacities, they should be aligned with the PEM. Potential activities may include those related to increasing parental participation, community events including the preschool subsector, community cooperation to improve preschool centers, and parental training/education, etc. Proof of implementation should be assessed against evidence such as documents related to the planning and carrying out of the activity (materials, brochures, information leaflets, completed forms, etc.); written testimonials from a variety of community participants; photos, videos or other recordings of the activities; and interviews with community participants. For these reasons, COMDEs will be required to document all the processes (including planning-related activities, such as the development of an action plan), gather evidence, and collect contact information of all participants. Proofs of accomplishment will be shared with the Education Donors Group, government stakeholders and the LEG 5 days in advance prior to releasing the funds.

Dimension:

Use the drop down below to select a dimension

Efficiency

Indicator Name / Definition:

Preschool Education Model (PEM) implemented at school level nationwide.

Definition of targets:

Provide definition of target, baseline if applicable, exact target(s) with deadline(s) to achieve and amount(s) to be disbursed. For example, if the target for learning outcomes indicator is to increase nationwide the proportion of students in grade 2 who are achieving proficiency in reading as measured by ability to read 40 words per minute; provide baseline if applicable (e.g., 50% of students in grade 2 can read an average of 40 words per minutes in November 2020), exact targets (e.g., increase to 70% the number of students in grade 2 that can read an average of 40 words per minute in grade 2 in November 2021 which triggers a disbursement of US\$XY million and 90% of students in grade 2 reading an average of 40 words per minute in November 2022 which triggers a disbursement of US\$XYZ million). Where applicable, indicate if there is a "grace" period for target attainment.

This indicator tracks progress in the design, approval and breath of implementation of the Preschool Education Model (PEM) nationwide. Breadth of implementation of the Preschool Education Model (PEM) refers to how widespread around the country the dimensions of the PEM have been implemented by assessing progress in the 4 geographic regions in Honduras. PEM dimensions could include inter alia: 1) management and school norms; 2) personnel; 3) infrastructure and physical environment; 4) equipment and materials; 5) curriculum; 6) pedagogical practices; 7) assessment of child development and learning; 8) parental and community participation.

To achieve this stretch indicator's target SE will design, adopt and implement a Preschool Education Model (PEM), which will extend to preschool providers nationwide. The PEM will include quality standards, guidelines and procedures for the management and administration of the subsector. The PEM will also comprise the necessary standards to provide quality education in preschool classrooms. Activities under this indicator include: the piloting the PEM in selected departments, municipalities and schools; and, implementing the PEM, both at centralized and decentralized levels, as well as in preschool education centers nationwide. To support the PEM's adoption, the revision of key inputs to inform the design of the PEM, the actual design of the PEM in coordination with relevant stakeholders, and the distribution of the PEM manual nationwide will be financed with IDA resources under the Project.

Milestone 1: Design and approval of the PEM by SE. The Sub directorate of Preschool Education, (SDGEPB) will design the PEM specifying each of its dimensions, the rational for including each dimension and the standards to measure improvements in each dimension, based on a diagnostic of the subsector (including an analysis of the three service delivery modalities) and consultations with local stakeholders (by conducting focus groups with (teachers, school directors, parents and community representatives, Sub directorate of Preschool Education staff at municipal, departmental and central levels). The PEM will include quality standards, guidelines and procedures for the management and administration of the subsector and the coordination among relevant actors. The PEM will also comprise the necessary standards to provide quality education in preschool classrooms. Once the PEM is finalized, SE, through the Office of the Minister of Education, will approve the PEM with an official written statement from the Minister of Education. Projected disbursement and Verification month and year: Y2: 19 months after project effectiveness.

Milestone 2: PEM implemented in public preschools nationwide. Before scaling up the PEM, it should be piloted in 6 targeted Departments. For the PEM to be considered implemented across the country at least 25% of the public preschools in each of the 4 regions have implemented at least 50% of the PEM dimensions. Projected disbursement and Verification month and year: Y4: 37 months after project effectiveness.

Disbursement Rule:

State the conditions which must be met for funding to be disbursed against this target. Include whether the target is scalable.

On year 2: 18 months after project effectiveness the PEM should be officially approved by SE, on the same year by month 24 the PEM will be piloted in selected preschool center in at least 3 target departments. On year 3: 36 months after project effectiveness the PEM will be implemented in public preschools across the country (at least 25% of preschools in each of the 4 regions are implementing at least 50% of the PEM dimensions). ----Scalability: US\$ 88,500 for every 2.5% of preschools in each of the 4 regions that have implemented at least 50% of the PEM dimensions up to US\$ 885,000. However, at least 5% of public preschools in each of the 4 regions need to have implemented at least 50% of the PEM dimensions to start disbursements (i.e. US\$177,000.00 for 5% of public preschools implementing at least 50% of the PEM dimensions). Upon verification of evidence and confirmation that the stretch indicator has been achieved, the World Bank team (involved in the supervision of the Project) would inform SE so that the funds tranche is released and available for utilization under the proposed Project.

Verification Process:

Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.

Indicator Verification Process: To accomplish milestone 1: (i) SE will share with the WB the officially approved PEM document and evidence that it was consulted with relevant stakeholders including school actors, relevant directorates at SE, NGOs, aid partners and the private sector, the LEG (i.e. through focus groups reports), and a WB technical committee will assess the quality of the PEM; and (ii) an Official Written Statement from the Minister of Education will be issued approving the PEM.

To accomplish milestone 2 SE will provide evidence of at least 25% of schools in each of the 4 regions implementing at least 50% of the dimensions of the PEM. To measure progress on PEM's implementation, SE will conduct a survey to collect data in a representative sample (stratified by region) in preschool centers. An Independent Verification Agent will be hired to: a) verify that data collection protocols to assess PEM implementation are carried out appropriately by SE by accompanying data collection teams; and b) review the implementation status results produced by SE and the achievement of the targets for this indicator. Proof of accomplishment will be shared with the Education Donors Group, government stakeholders and the LEG 5 days in advance prior to releasing the funds.

Dimension:

Use the drop down below to select a dimension

Learning Outcomes

Indicator Name / Definition:

Certified preschool teachers and educators with improvements in their customized professional development plan and educators receiving certification bonuses

Definition of targets:

Provide definition of target, baseline if applicable, exact target(s) with deadline(s) to achieve and amount(s) to be disbursed. For example, if the target for learning outcomes indicator is to increase nationwide the proportion of students in grade 2 who are achieving proficiency in reading as measured by ability to read 40 words per minute; provide baseline if applicable (e.g., 50% of students in grade 2 can read an average of 40 words per minutes in November 2020), exact targets (e.g., increase to 70% the number of students in grade 2 that can read an average of 40 words per minute in grade 2 in November 2021 which triggers a disbursement of US\$XY million and 90% of students in grade 2 reading an average of 40 words per minute in November 2022 which triggers a disbursement of US\$XYZ million). Where applicable, indicate if there is a "grace" period for target attainment.

This indicator tracks progress the improvement of certified preschool teachers and educators in their customized professional development plans. Certification means that teachers have successfully completed all of the requirements of the In-service Training Program -Diploma Capacidades Pedagógicas para Docentes y Educadoras en Educación Prebásica. A customized professional development plan will be developed jointly between the teacher or educator and her trainers at the end of the Diploma. An assessment of progress in the implementation of that plan will be conducted within 4

months of certification by the teacher or educator's trainers. This indicator will help enhance in-service training for preschool teachers, educators and other relevant personnel focused on the updated curricular design and learning materials. The supported in-service training will entail frequent follow-up pedagogical support visits and tailored coaching to ensure the implementation of good pedagogical practices including: (i) the design of the new face-to-face in-service Preschool Teacher and Educator Training Program focused on key pedagogical practices and core curriculum content and including topics on gender, violence prevention, adaptation to climate change, as well as the use and construction of learning materials. The in-service training program will be a Diploma named Capacidades Pedagógicas para Docentes y Educadoras en Educación Prebásica (Pedagogical Capacities for Teachers and Educators in Preschool Education). The Diploma will last about 6 months and entail 5 modules and approximately 200 hours of training (FP financed); (ii) implementation of the Diploma Capacidades Pedagógicas para Docentes y Educadoras en Educación Prebásica for 2,000 teachers and educators (roughly 20% of the total number of preschool teachers) prioritizing teachers in targeted communities. Teachers and educators that comply with all the training requirements will be certified. Teachers in the program will also receive pedagogical coaching support following every module of the above-mentioned Diploma. At the certification stage, trainers and teachers will jointly develop individualized professional development plans lasting four months so the teachers and educators are able to master in their classrooms what they have learned in the Diploma. Trainers will conduct monthly classroom visits with the teachers and educators in the class to monitor progress on their professional development plans. On their fourth visit, trainers will be able to assess which teachers and educators have made improvements on their professional development plans. Additionally, under this indicator, educators who were certified previously should see increases in their payment because of the certification bonuses.

Milestone 1. Development and official approval by SE of an In-service Preschool Teacher and Educator Training Program (Diplomado). The in-service program will be a Diplomado designed by SE through SDGEPB and DGDP. The Diploma should the design as a face-to-face in-service Preschool Teacher and Educator Training Program focused on key pedagogical practices and core curriculum content and including topics on gender, violence prevention, adaptation to climate change, as well as the use and construction of learning materials. The Diploma should be designed to last about 6 months, entail 5 modules and approximately 200 hours of training. Verification month and year: Y2: 19 months after project effectiveness.

Milestone 2. 640 teachers (1st cohort) enrolled and attending the first face-to-face training session of the Diplomado. SE will be responsible for promoting the in-service training among teachers and providing the necessary resources (training sites, teachers, learning resources and materials, etc.) to ensure that at least 640 are enrolled and attend the first face-to-face session. The number of teachers and educators enrolled and attending will be calculated based on the official enrollment roster and the database with minimum attendance requirements against official attendance roster. Projected disbursement and Verification month and year: Y3: 25 months after project effectiveness.

Milestone 3. 50% of certified teachers and educators (1st cohort) with improvements in their customized professional development plan. Certification will be granted by SE upon successful completion of all in-service training program requirements. Coaches or trainers will conduct follow-up visits to the schools and classrooms of the certified teachers and educators and, using a standardized follow-up protocol, will assess whether there are improvements in their customized professional development plan 4 months after certification. The customized professional development plan will have a common format and include actions and goals for each teacher that will partly depend on his or her experience during the in-service training program. Projected disbursement and Verification month and year: Y4: 37 months after project effectiveness.

Milestone 4. 50% of certified teachers and educators (2nd cohort) with improvements in their customized professional development plan. Certification will be granted by SE upon successful completion of all in-service training program requirements. Coaches or trainers will conduct follow-up visits to the schools and classrooms of the certified teachers and educators and, using a standardized follow-up protocol, will assess whether there are improvements in their customized

professional development plan 4 months after certification. The customized professional development plan will have a common format and include actions and goals for each teacher that will partly depend on his or her experience during the in-service training program. Additionally, educators who were certified previously should see increases in their payment because of the certification bonuses. Projected disbursement and Verification month and year: Y5: 49 months after project effectiveness.

Milestone 5. 100% of the certified educators of the First Cohort have received the Bonus Payment associated to the Diplomado certification. Educators who were certified in the 1st cohort should receive an increase in their payment at least 8 months after completing the Diplomado. Projected disbursement and Verification month and year: Y5: 49 months after project effectiveness.

Definitions:

For Teachers' Certification: Enrollment will be measured by data on official registration of teachers in the In-service Training Program. Certification means successful completion of all in-service training program requirements, including passing the 5 modules and the final examination.

For the improvements in teachers' customized professional development plans: At least 2 follow-up visits after the Diplomado by the coach or trainer to the teacher or educator using a standardized follow-up protocol to assess improvement in their customized professional development plan.

Disbursement Rule:

State the conditions which must be met for funding to be disbursed against this target. Include whether the target is scalable.

On Year 2: 18 months after Project effectiveness, the Development and official approval by SE of an In-service Preschool Teacher and Educator Training Program has to be already achieved.

On Year 2: 24 months after effectiveness --640 teachers and educators (1st cohort) must be enrolled and attending 1st face-to-face training session of in-service training program. ---Scalability: US\$ 60,000 for every 64 preschool teachers and educators enrolled and attending 1st face-to-face training session of the Diploma up to US\$600,000. However, at least 128 teachers or educators (1st cohort) enrolled and attending 1st face-to-face training session of in-service training program to start disbursements (US\$120,000 for 128 preschool teachers and educators). By Year 3: 36 months after project effectiveness---50% of the certified teachers and educators (1st cohort) must have improvements in their customized professional development plan. ----Scalability: US\$ 60,000 for every 5 percent of certified teachers and educators with improvements in their customized professional development plan up to US\$600,000. However, it will be necessary to have at least 20% of certified teachers or educators (1st cohort) with improvements in their customized professional development plan to start disbursements (US\$240,000 for 20% of certified teachers or educators of the 1st cohort). On Year 4: 48 months after effectiveness --50% of the certified teachers and educators (2nd cohort) must show improvements in their customized professional development plan. ----Scalability: US\$ 40,000 for every 5% of certified teachers and educators with improvements in their customized professional development plan up to US\$400,000.

However, it will be necessary to have at least 20% of certified teachers or educators (2nd cohort) with improvements in their customized professional development plan to start disbursements (US\$160,000 for 20% of certified teachers or educators of the 2nd cohort). By Year 4: 48 months after project effectiveness---100% of the certified educators of the first cohort must have received certification bonuses. ----Scalability: US\$ 10,000 for every 5% of certified educators of the 1st cohort receiving bonus payment associated to certification up to US\$200,000. However, it will be necessary to have at least 20% of certified educators of the 1st cohort receiving certification bonuses to start disbursements (US\$40,000 for 20% of certified educators of the first cohort receiving certification bonuses).

Upon verification of evidence and confirmation that the stretch indicator has been achieved, the World Bank team (involved in the supervision of the Project) would inform SE so that the funds tranche is released and available for utilization under the proposed Project.

Verification Process:

Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.

Indicator Verification Process: The milestones will be accomplished when respective targets are met and described as such in the Independent Verification Reports: Verification Report on Certification of teachers and educators in the Diploma and Report on results of improvement in customized professional development plans.

An independent Verification Agent will be hired to: (a) review and verify official enrollment, attendance, passing/grades, certificates and onsite visits to training centers when training is taking place; (b) verify that data collection protocols are carried out appropriately by SE and trainers by accompanying a randomly a representative sample of trainers on their visits to teacher and educator classrooms; and (c) review the implementation status results of the results reports produced by SE; as well as the overall achievement of the indicator targets. Proofs of accomplishment will be shared with the Education Donors Group, government stakeholders and the LEG 5 days in advance prior to releasing the funds.

V.3 Disbursement Mechanism: Briefly state the disbursement mechanism.

Into what mechanism will variable part financing be disbursed?

The variable part will finance (US \$3 million) as per GPE requirement for the Multiplier Fund and will be disbursed against results on three indicators.

The variable part for the stretch indicators would finance the implementation of sub-component 1.2 in tune with the ESP strategic goal 1 of institutionalization, decentralization, and democratization of the system, and partly finance the implementation of sub-components 1.1. and 2.3 in tune with the PESE goal 1 of institutionalization, decentralization, and democratization of the system, and goal 2 of ensuring pertinent, relevant, and effective learning, all of which, as part of the PESE, have been allocated financing support from SE.

Activities financed under the variable funding for the three stretch indicators will include:

- Efficiency Indicator. The funds disbursed after the achievement of milestones in this indicator will be used to implement the PEM in preschools across the country, and will include the following activities: printing of manuals

and documents and their nationwide distribution; as well as the Design and implementation of the communication strategy to raise awareness, promote and integrate the community for preschool education.

- **Equity Indicator.** The funds disbursed after the achievement of milestones in this indicator will be used to carry out the Strengthening of the Program (i.e. training of COMDEs in targeted departments); supporting follow-up activities with the COMDEs to ensure they are planning and implementing activities that improve the quality of preschool education.
- **Learning outcomes Indicator.** The funds disbursed after the achievement of milestones in this indicator will fund the implementation of the In-service Training Program (i.e. training 3 cohorts of teachers and educators); supporting the certification of teachers and educators; providing individualized classroom coaching visits to teachers and educators to reinforce what was learned in the Training Program, tracking improvements in Professional Development Plans and bonus payment associated to the certification.

The timing and amount of disbursements under each of the stretch indicators, is shown in the table below.

Disbursement-Linked Indicator (DLI)	Timeline for Accomplishment of DLI Results						GPE's Variable Part	Total Amount
	Y1 (6 months after effectiveness)	Y1 (12 months after effectiveness)	Y2 (18 months after effectiveness)	Y2 (24 months after effectiveness)	Y3 (36 months after effectiveness)	Y4 (48 months after effectiveness)		
Component 1: Strengthen SE's institutional capacity for preschool management								
DLI 1: Preschool Education Management Model (PEM) approved and implemented in schools across the country (Breadth Indicator)			PEM officially approved by the SE US\$500,000 (GPE)		PEM implemented in preschools across the country Scalable US\$885,000 (GPE)		Efficiency Indicator	US\$1,385,000
DLI 2: Strengthened and Active Municipal Education Councils (COMDEs) in Targeted Departments (the 6 most disadvantaged based on equity criteria)	Design and official approval by the SE of the Program to Strengthen the COMDEs for the improvement of the quality of preschool education (Strengthening Program) US\$330,000 (GPE)				55% of accredited COMDEs carrying out activities to improve the quality of preschool education Scalable US\$250,000.00 (GPE)		Equity Indicator	US\$580,000
Component 2: Update Curricular Design and Improve Teaching Practices in Preschool Service Modalities								

DLI 4: Certified preschool teachers and educators with improvements in their professional development plan, and educators receiving certification bonuses			Development and official approval by the SE of the In-service Preschool Teacher and Educator Training Program US\$500,000 (IDA)	640 teachers and educators (1st cohort) enrolled and attending 1st face-to-face training session of in-service training program Scalable US\$600,000 (IDA)	50% of certified teachers and educators (1st cohort) with improvements in their professional development plan Scalable US\$600,000 (GPE)	50% of certified teachers and educators (2nd cohort) with improvements in their professional development plan Scalable (US\$235,000) (GPE) US\$165,000 (IDA) 100% of the certified educators (1st Cohort) have received the Bonus Payment associated to the certification. Scalable (US\$200,000) (GPE)	Learning Outcomes Indicator	US\$1,035,000 GPE funding amount only (it does not include milestones being financed by IDA)
Estimated Total Yearly Disbursement	US\$330,000		US\$ 500,000		US\$1,735,000	US\$ 435,000		US\$3,000,000

VI. INCLUSIVE APPROACH

VI.1 Development Partners

Please include as an annex to this application a list of the development partners in the local education group (LEG) that were consulted in the development of this application.

A list is included as annex II.

Annex I:

DEFINITIONS	
The definitions below explain how certain terms used in the template should be understood within the context of the ESPIG:	
Relating to funding modalities	
Sector Pooled	This refers to a scenario of diverse group of grant or credit modalities with varying instruments and mechanisms. The specificity for sector pooled funds is that multiple contributing partners deliver funds in a coordinated fashion to support implementation of the national education plan, or specific parts thereof. Under this modality, country systems are normally used for procurement, financial management, M&E and reporting.
Project pooled / Co-financed	This refers to a scenario where the funding mechanism is made up of different source agency funds to support a common project.
Project/ Stand-alone	This refers to a scenario where the funding mechanism is unilateral, or in other words, not pooled with any other sources of financing.
Relating to key indicators	
Number of textbooks purchased and distributed	This indicator tracks the number of school textbooks that were purchased and distributed through the Program during the reporting period. Textbooks are books designed for instructing pupils in specific subject areas. The requested data should include textbooks that have been distributed to schools and have either been distributed to pupils on loan or kept in schools for use in the classroom. The data on textbooks should exclude books in school libraries as well as novels and books for use by teachers (such as curriculum guides, syllabi and teacher guides). The data of textbooks can include textbooks in stock but not currently in use by pupils and should include all languages of instruction.
Number of teachers trained	This indicator tracks the number of teachers who received and completed formal training, according to national standards, through the Program during the reporting period. The requested data refers to formal teacher training (pre- or in-service) designed to equip teachers with the knowledge, attitude, behavior, and skills required for teaching at the relevant level and perform their tasks effectively. Teachers are comprised of professional teaching/instructional personnel who are directly involved in teaching students. They include classroom teachers; special education teachers; and other teachers who work with students as a class in a classroom, in small groups in a resource room, or in one-to-one teaching inside or outside a regular classroom. Teaching/ instructional staff excludes non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel.
Number of classrooms built or rehabilitated	This indicator tracks the number of classrooms that were built and/or rehabilitated through the Program during this reporting period. Data on classrooms should be reported upon completion of the building or rehabilitation during the reporting period. Classrooms comprise rooms in which teaching or learning activities can take place. They are semi-permanent or permanent physical structures and may be located in a school.

Annex II: INCLUSIVE APPROACH ANNEX**Local Group of Education (LEG)**

1. Ministry of Education (Secretaría de Educación)
2. General Government Coordination Ministry (Secretaría de Coordinación General de Gobierno)
3. National Council of Education (Consejo Nacional de Educación)
4. Ministry of Finance (Secretaría de Finanzas)
5. Donor Group for Education (MERECE)
 - (a) UNICEF
 - (b) GIZ
 - (c) KFW
 - (d) JICA
 - (e) UNFPA
 - (f) OEI
 - (g) WFP
 - (h) IADB
 - (i) UNESCO
 - (j) France
 - (k) USAID
 - (l) GLOBAL AFFAIRS CANADA
 - (m) WORLD BANK
6. Coordinating Committee of Education Networks (COMCORDE)
 - (a) Ayuda en Acción Foundation
 - (b) Ficohsa Foundation
 - (c) Ricardo Ernesto Maduro Andreu Education Foundation (FEREMA)
 - (d) Child Fund International
7. Foro Dakar Honduras