# Implementation Status & Results

## Honduras Education Quality, Governance, & Institutional Strengthening (P101218)

<table>
<thead>
<tr>
<th>Operation Name</th>
<th>Implementation Status &amp; Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Honduras Education Quality, Governance, &amp; Institutional Strengthening (P101218)</strong></td>
<td><strong>Honduras</strong></td>
</tr>
</tbody>
</table>

**Country:** Honduras  
**Approval FY:** 2008  
**Region:** LATIN AMERICA AND CARIBBEAN  
**Lending Instrument:** Specific Investment Loan  
**Implementing Agency(ies):** Ministry of Education

### Key Dates

<table>
<thead>
<tr>
<th>Date Type</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Approval Date</td>
<td>24-Jan-2008</td>
</tr>
<tr>
<td>Original Closing Date</td>
<td>30-Jun-2013</td>
</tr>
<tr>
<td>Planned Mid Term Review Date</td>
<td>30-Nov-2011</td>
</tr>
<tr>
<td>Last Archived ISR Date</td>
<td>05-Jul-2011</td>
</tr>
<tr>
<td>Effectiveness Date</td>
<td>14-Nov-2008</td>
</tr>
<tr>
<td>Revised Closing Date</td>
<td>30-Jun-2013</td>
</tr>
<tr>
<td>Actual Mid Term Review Date</td>
<td>24-Nov-2011</td>
</tr>
</tbody>
</table>

### Project Development Objectives

**Project Development Objective (from Project Appraisal Document):**

The objective of the Project is to support the Government of Honduras to increase the coverage, quality, accountability and governance of its basic education system. Specifically, the Project's Development Objectives are to: (i) expand pre-school coverage in disadvantaged communities; (ii) improve completion rates in PROHECO schools; (iii) improve teacher accountability; and (iv) improve accountability of schools to citizens.

Has the Project Development Objective been changed since Board Approval of the Project?

- [ ] Yes  
- [x] No

### Component(s)

<table>
<thead>
<tr>
<th>Component Name</th>
<th>Component Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancing and Scaling-Up Interventions that Address the Education Needs of the Poor</td>
<td>6.21</td>
</tr>
<tr>
<td>Community Participation in School Management for Better Performance</td>
<td>3.50</td>
</tr>
<tr>
<td>Governance and Institutional Strengthening of the Ministry of Education</td>
<td>4.80</td>
</tr>
<tr>
<td>Project Administration</td>
<td>0.70</td>
</tr>
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</table>

### Overall Ratings

<table>
<thead>
<tr>
<th>Rating Area</th>
<th>Previous Rating</th>
<th>Current Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress towards achievement of PDO</td>
<td>Moderately Satisfactory</td>
<td>Moderately Satisfactory</td>
</tr>
<tr>
<td>Overall Implementation Progress (IP)</td>
<td>Moderately Unsatisfactory</td>
<td>Moderately Unsatisfactory</td>
</tr>
<tr>
<td>Overall Risk Rating</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Implementation Status Overview

The Project is progressing towards the achievement of the Project Development Objective (PDO) through the components currently under implementation (components 1 and 3).
Component 1 has contributed to: (i) increased preschool coverage through the opening of approximately 596 Community-Managed Preschool Institutions known as CCEPREBs (Centros Comunitarios de Educación Prebásica), including 129 Intercultural Bilingual Education (EIB) CCEPREBs; and (ii) increased support for the Honduran Program for Community-Managed Education known as PROHECO (Programa Hondureño de Educación Comunitaria) schools through the training of approximately 3,000 PROHECO teachers in the newly designed Multigrade Manual approved by the Ministry of Education in 2010.

Component 3 has contributed to: (i) supporting the Integrated System for the Management of the Teacher Payroll known as SIARHD (Sistema Integrado de Administración de Recursos Humanos Docentes) which has began its implementation following the March 22, 2011 restructuring; (ii) strengthening the different units within the Secretariat of Education (SEDUC) dealing with educational statistics; and (iii) supporting the participation of Honduras in standardized international student assessments, like the 2011 TIMSS (Trends in Mathematics and Science Study) and PIRLS (Program for International Reading Literacy) and the 2011-2013 LLECE (Latin American Lab for the Evaluation of the Quality of Education).

JSDF Grant No. TF094670 ("Piloting New Forms of Community-administered Education for Socially Vulnerable Communities Project"), in the amount of US$1,714,300 was approved by Japan on June 9, 2009 and signed on April 12, 2010. The objectives of this Grant, which is coterminous to the ongoing Education Project, are to pilot the expansion of the community-based education model (PROHECO) to lower secondary education and to pilot Learning Centers in Selected Communities.

Locations
No Location data has been entered

Results

<table>
<thead>
<tr>
<th>Project Development Objective Indicators</th>
<th>Core</th>
<th>Unit of Measure</th>
<th>Baseline</th>
<th>Current</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased preschool enrollment in targeted areas</td>
<td>☐</td>
<td>Percentage</td>
<td>Value 45.00</td>
<td>49.00</td>
<td>53.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Date 18-Dec-2008</td>
<td>19-Nov-2010</td>
<td>30-Jun-2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Comments 50% of the agreed incremental target has been reached</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased 6th grade Gross Completion Rates in PROHECO schools</td>
<td>☐</td>
<td>Percentage</td>
<td>Value 37.00</td>
<td>39.00</td>
<td>45.00</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Date 18-Dec-2008</td>
<td>04-Mar-2012</td>
<td>30-Jun-2013</td>
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<tr>
<td></td>
<td></td>
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<td>Comments 25% of the agreed incremental target has been reached</td>
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</tr>
<tr>
<td>Compliance with the official school calendar in targeted regions</td>
<td>☐</td>
<td>Number</td>
<td>Value 135.00</td>
<td>173.00</td>
<td>180.00</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Date 18-Dec-2008</td>
<td>04-Mar-2012</td>
<td>30-Jun-2013</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Comments Information provided corresponds to a national average. This means that 96% of the incremental target has been reached.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator Name</td>
<td>Core</td>
<td>Unit of Measure</td>
<td>Baseline</td>
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<td>End Target</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>------</td>
<td>----------------</td>
<td>----------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>Reduction in teacher absenteeism in targeted regions</td>
<td></td>
<td>Percentage</td>
<td>Value</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>20.00</td>
<td></td>
<td>9.50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>18-Dec-2008</td>
<td></td>
<td>04-Mar-2012</td>
</tr>
<tr>
<td>Increased proportion of schools who involve parents in social audits of the</td>
<td></td>
<td></td>
<td>Value</td>
<td></td>
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<tr>
<td>schools using the 60 words per minute fluency test in 2nd grade in targeted</td>
<td></td>
<td></td>
<td>0.00</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>areas</td>
<td></td>
<td></td>
<td>18-Dec-2008</td>
<td></td>
<td>04-Mar-2012</td>
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<tr>
<td>Development of a balanced scorecard for the national, departmental and the</td>
<td></td>
<td>Text</td>
<td>Value</td>
<td></td>
<td></td>
</tr>
<tr>
<td>school level and its distribution to all departments and schools</td>
<td></td>
<td></td>
<td>No Balanced Scorecard currently available</td>
<td></td>
<td>No Balanced Scorecard currently available</td>
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<td></td>
<td></td>
<td></td>
<td>18-Dec-2008</td>
<td></td>
<td>04-Mar-2012</td>
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**Intermediate Results Indicators**

<table>
<thead>
<tr>
<th>Indicator Name</th>
<th>Core</th>
<th>Unit of Measure</th>
<th>Baseline</th>
<th>Current</th>
<th>End Target</th>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of new CCEPREBs opened</td>
<td></td>
<td>Number</td>
<td>Value</td>
<td></td>
<td></td>
<td>Date</td>
<td>Comments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>596.00</td>
<td>800.00</td>
<td>04-Mar-2012</td>
<td>75% of the agreed incremental target has been already reached</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>18-Dec-2008</td>
<td></td>
<td>04-Mar-2012</td>
<td>30-Jun-2013</td>
<td></td>
</tr>
<tr>
<td>Number of new CCEPREB volunteers trained</td>
<td></td>
<td>Number</td>
<td>Value</td>
<td></td>
<td></td>
<td>Date</td>
<td>Comments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>596.00</td>
<td>1200.00</td>
<td>04-Mar-2012</td>
<td>75% of the agreed incremental target has been already reached (since the end target of 1,200 assumes a 50% turnover rate for CCEPREB volunteers)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>18-Dec-2008</td>
<td></td>
<td>04-Mar-2012</td>
<td>30-Jun-2013</td>
<td></td>
</tr>
<tr>
<td>Number of CCEPREBs equipped with fungible materials per year</td>
<td></td>
<td>Number</td>
<td>Value</td>
<td></td>
<td></td>
<td>Date</td>
<td>Comments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>596.00</td>
<td>800.00</td>
<td>04-Mar-2012</td>
<td>75% of the agreed incremental target has been already reached.</td>
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<tr>
<td></td>
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<td>18-Dec-2008</td>
<td></td>
<td>04-Mar-2012</td>
<td>30-Jun-2013</td>
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</tr>
<tr>
<td>Number of PROHECO schools receiving the packages of didactic materials</td>
<td></td>
<td>Number</td>
<td>Value</td>
<td></td>
<td></td>
<td>Date</td>
<td>Comments</td>
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<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>3000.00</td>
<td>2099.00</td>
<td>04-Mar-2012</td>
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<td></td>
<td></td>
<td></td>
<td>18-Dec-2008</td>
<td></td>
<td>04-Mar-2012</td>
<td>30-Jun-2013</td>
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</tr>
<tr>
<td>Comments</td>
<td>Target accomplished. All PROHECO schools created up to date received their package of didactic materials.</td>
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<tr>
<td><strong>Number of PROHECO teachers trained in active-participatory methodologies and in the usage of multi-grade didactic materials</strong></td>
<td>Number</td>
<td>Value</td>
<td>Date</td>
<td>Value</td>
<td>Comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.00</td>
<td>18-Dec-2008</td>
<td>3000.00</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>72% of the agreed incremental target has been already reached</td>
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<tr>
<td><strong>Package of didactic materials adapted to the National Curriculum (first 2 cycles of basic education in Math, Spanish, Social Sciences &amp; Natural Sciences)</strong></td>
<td>Text</td>
<td>Value</td>
<td>Date</td>
<td>Value</td>
<td>Comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No package of didactic materials currently in place</td>
<td>18-Dec-2008</td>
<td>Didactic materials adapted</td>
<td>Didactic materials adapted</td>
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<td>04-Mar-2012</td>
<td>30-Jun-2013</td>
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<td></td>
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<td></td>
<td></td>
<td>Target accomplished. The pedagogical package was validated and adapted.</td>
<td></td>
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<tr>
<td><strong>Teacher manual / toolkit for the usage of the package of didactic materials designed</strong></td>
<td>Text</td>
<td>Value</td>
<td>Date</td>
<td>Value</td>
<td>Comments</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>No toolkit currently in place</td>
<td>18-Dec-2008</td>
<td>Toolkit designed</td>
<td>Toolkit designed</td>
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<td></td>
<td>04-Mar-2012</td>
<td>30-Jun-2013</td>
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<td></td>
<td></td>
<td>Target accomplished. The Multigrade Manual's (teacher manual and toolkit) design was completed.</td>
<td></td>
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</tr>
<tr>
<td><strong>Operational Manual on community school management revised and distributed to all Community-based Educational Associations (AECOs)</strong></td>
<td>Number</td>
<td>Value</td>
<td>Date</td>
<td>Value</td>
<td>Comments</td>
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<tr>
<td></td>
<td></td>
<td>0.00</td>
<td>18-Dec-2008</td>
<td>0.33</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>04-Mar-2012</td>
<td>30-Jun-2013</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The Operational Manual was revised and distributed ONLY to those AECOs that fall within the scope of the German Cooperation (GIZ) interventions (6 departments of the country). As a result, this target was partially accomplished, but not through the Project's intervention.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Educational Project (PEC) templates consolidated into a single official template applicable to all schools</strong></td>
<td>Number</td>
<td>Value</td>
<td>Date</td>
<td>Value</td>
<td>Comments</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>0.00</td>
<td>18-Dec-2008</td>
<td>1.00</td>
<td>1.00</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>04-Mar-2012</td>
<td>30-Jun-2013</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Target accomplished although not through interventions with the Project's proceeds.</td>
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<td>Objective Description</td>
<td>Number</td>
<td>Value 1</td>
<td>Value 2</td>
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<td>---------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
<td></td>
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<tr>
<td>AECO members trained in the preparation of the PEC and the School Network Educational Project (PER)</td>
<td></td>
<td>0.00</td>
<td>120.00</td>
<td>Target accomplished although not through interventions with the Project's proceeds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managerial information systems developed and implemented in targeted schools and networks</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>Target accomplished although not through interventions with the Project's proceeds.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Participatory school management M&amp;E system to monitor school, teacher and student performance developed and implemented in targeted schools and networks</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>Target accomplished although not through interventions with the Project's proceeds.</td>
<td></td>
<td></td>
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<tr>
<td>Promoters and coordinators of PROHECO program trained in financial management and recording capabilities at the AECO level</td>
<td></td>
<td>0.00</td>
<td>220.00</td>
<td>Target accomplished although not through interventions with the Project's proceeds.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Availability of information in a web-based technological platform for monitoring performance</td>
<td></td>
<td>No system currently in place</td>
<td>System designed completed and with updated information from 50% of the departments</td>
<td>System fully operational and with updated information from 100% of the departments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SINECE personnel trained in using information from learning assessment to monitor performance, feedback into policy making and results dissemination</td>
<td></td>
<td>Weak capacity at SINECE</td>
<td>SINECE upgraded and fully functional</td>
<td>SINECE upgraded and fully functional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRM system strengthened and SIARHD decentralized to departments</td>
<td></td>
<td>Undifferentiated lines of authority, responsibility, information and execution across the central level and between central and departmental levels.</td>
<td>100% of departments integrated in SIARHD.</td>
<td>Valid system of payroll integrity, SIARHD fully operational.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Data on Financial Performance (as of 03-Jan-2012)

Financial Agreement(s) Key Dates

<table>
<thead>
<tr>
<th>Project</th>
<th>Loan No.</th>
<th>Status</th>
<th>Approval Date</th>
<th>Signing Date</th>
<th>Effectiveness Date</th>
<th>Closing Date</th>
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<tbody>
<tr>
<td>P101218</td>
<td>IDA-43810</td>
<td>Effective</td>
<td>24-Jan-2008</td>
<td>02-Jul-2008</td>
<td>14-Nov-2008</td>
<td>30-Jun-2013</td>
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</tbody>
</table>

Disbursements (in Millions)

<table>
<thead>
<tr>
<th>Project</th>
<th>Loan No.</th>
<th>Status</th>
<th>Currency</th>
<th>Original</th>
<th>Revised</th>
<th>Cancelled</th>
<th>Disbursed</th>
<th>Undisbursed</th>
<th>% Disbursed</th>
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<tbody>
<tr>
<td>P101218</td>
<td>IDA-43810</td>
<td>Effective</td>
<td>USD</td>
<td>15.37</td>
<td>15.37</td>
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<td>7.97</td>
<td>7.21</td>
<td>52.00</td>
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<tr>
<td>P101218</td>
<td>TF-94670</td>
<td>Effective</td>
<td>USD</td>
<td>1.71</td>
<td>1.71</td>
<td>0.00</td>
<td>0.36</td>
<td>1.35</td>
<td>21.00</td>
</tr>
</tbody>
</table>

Disbursement Graph

Key Decisions Regarding Implementation

The Government of Honduras has recently approved two laws that directly impact the Project in a positive way.

The first law was the new Law for the INPREMA (Instituto Nacional de Previsión del Magisterio or Teachers' Pensions' Fund National Institute), which was passed by Congress on December 13, 2011, ratified in its article 120 that PROHECO teachers are equivalent to all other public school teachers, both in their pension obligations and benefits/_rights, also sustaining that the outstanding historical debt that PROHECO teachers held with the INPREMA would be honored by the National Government. This approval provided the legal guarantee to the validity of the Agreement for the Affiliation of PROHECO teachers into the INPREMA signed between SEDUC, INPREMA, and the Secretariat of Finance (SEFIN) on October 27th, 2011.

The second law approved by Congress was the Fundamental Law of Education, published in La Gaceta on February 22nd, 2012. This law further ratifies the principles of the Law for
the Strengthening of Public Education and Community Participation, approved in May 2011, by which community participation in school management, a core component of this Project, is made a mandatory part of the organization/structure of the education system.

**Restructuring History**
Level two Approved on 12-Apr-2011

**Related Projects**
There are no related projects.