Safeguard Policy Issues

REPUBLIC OF HONDURAS: EDUCATION QUALITY, GOVERNANCE AND INSTITUTIONAL STRENGTHENING

Social Safeguards

The proposed project will target the poorest strata of the population with a focus on interventions that would improve the quality of preschools and multi-grade schools, and the promotion of sector governance and accountability.

According to the 2001 census, 7.2 percent of the population are indigenous or Afro-descendants, speaking 7 languages. The presence of autochthonous peoples in the project area triggers the application of the Operational Policy 4.10. Based on the results of social assessments, and in consultation with the Indigenous and Afro-Honduran Federations, an Indigenous Peoples Plan (IPP) has been elaborated by the GOH to ensure the poor and isolated communities of the country, many of which are indigenous and Afro-descendant peoples, benefit from the project in a culturally-adequate manner.

1. Social Assessment

A social assessment of a sample of non-indigenous and indigenous school communities was carried out by an independent group of local consultants in schools inside and outside school networks, in three main regions of Honduras: (a) Western Region (Copan, Lempira and Intibuca), (b) Northern region, Bay Islands and Moskitia; and (c) Central and Southern Regions (Olancho, Comayagua and La Paz). The objective of the social assessment was to carry out free and informed consultations with potential stakeholders and beneficiaries of the proposed project at the central, department, district, municipal and community levels, on the main issues related to the proposed interventions. Some of the topics of consultation were:

- Data collection issues on teachers’ performance and students’ academic achievement, and information flow from the local to the central level and vice-versa; present capacity of systems users to input data;
- Capacity and preparedness of the school communities to partake in strategic planning and decision-making on administrative as well as on pedagogical issues; and
- Perceptions of the quality of education under different modalities, at preschools (formal and CEPENF) and multi-grade schools (traditional and PROHECO); opinions about the quality of instruction, teacher training, incentives and opportunities to grow. Special attention was paid to current teaching methods and materials used in non-IBE as well as IBE multi-grade schools.

The recurrent themes brought up by participants during the social assessment were: (i) quality and availability of information systems; (ii) community participation in the schools; (iii) school and education quality; and (iv) local language schools. The following are the key points raised by participants during the consultations.
Information Systems
- There is a lack of a national information technology network for the school networks.
- Equipment exists at the central and department levels but its condition is inadequate (lack of back-up hardware, insufficient RAM).
- The weakest point in the data collection system is at the school and district levels.

Community participation
- Although there are several community organizations (AECOs, parents associations, municipal commissions, NGOs, foundations, churches), they do not always know how to participate in the school life and/or what they are accountable for.
- With very few exceptions, participation of the school community in school planning does not exist.
- AECOs are the most active parents associations, but only in the administrative realm, not in academic issues.

School Quality
- Inadequate infrastructure, poor equipment and limited texts and materials affect the implementation of ‘active participatory’ teaching models, particularly in multi-grade settings.
- The creation of new PROHECO and CCEPREB schools has been very successful in terms of expansion of coverage, but not necessarily in terms of education quality.
- Preschool materials are sometimes under-utilized due to poor training of volunteer teachers.

Local Language Schools
- Teacher training in IBE and Spanish as second language are generally viewed as very useful.
- Student absenteeism has decreased in part thanks to the nutrition programs and the teaching of IBE.
- IBE training for teachers and IBE education for students is highly regarded in all IBE schools, particularly in first and second grades.
- Linguistic mismatches between the languages of the teacher and of the students are viewed as detrimental to both parties.

The main recommendations put forth by participants are:

1. Improve or create the info-technology school network at the central, department and school levels and train those collecting data.
2. Install solar panels in schools without electricity.
3. Train school staff and parents in monitoring results agreements.
4. Provide training and mechanisms for systematic parents, students and stakeholder participation tied to the Proyecto Educativo de Centro (PEC) and Proyecto Educativo de Red (PER), and social control of teachers and students performance.
5. Ensure a match of IBE teachers and bilingual students.
6. Strengthen and stimulate teachers’ encounters and forums on academic/developmental topics, with clear products.
7. Include volunteer teachers in the activities related to the networks.
9. Provide school libraries with more books and reference materials for self-training of teachers and students, including IBE materials.
10. Promote reading-writing of indigenous languages for indigenous as well as non-indigenous teachers.
11. Train parents in the elaboration of PECs and PERs.
12. Ensure job stability of district supervisors to allow for supervision of alternative education centers.
13. Continue to expand education through alternative centers (i.e. PROHECO), prior to turning them into conventional centers.

Other Assessments

Besides the aforementioned social assessment, other assessments include:

(a) A census/mapping of IBE schools, students and teachers was carried out prior to the distribution of bilingual and intercultural texts produced under the 3497-HO project. The census was carried out by independent consultants together with the Departmental Coordination and the Ethnic Federations. It aimed to providing a realistic picture of the present supply of trained teachers and resources, as well as an inventory data of existing demand of IBE.

(b) The World Bank carried out four consultation workshops on governance in the education sector in Tegucigalpa, La Paz and Olancho. Some of the topics included in the consultations were: reporting systems; accountability and transparency in planning and budgeting; administration of human resources; monitoring and evaluation; procurement; teachers’ performance; and information systems. The objective of the workshops was to understand the structural limitations of the sector and its needs. The subject of the consultations is consistent with the Country Assistance Strategy (CAS) recently formulated by the GOH, the Transparency Law (financed by the Institutional Development Fund), and the Policy and Human Resources Development for Aid Coordination which will support the strengthening of public information systems (SIAFI). Participants in the consultations included representatives from the Ministry of Education, the Education Committee in Congress, Education and Transparency Tables of the G-16, and civil society.

Some of the problems identified during the governance workshops were: (i) absence of accountability and commitment of public employees, teachers, unions and donors; (ii) lack of information which results in absenteeism of teachers; (iii) absence of coherent education legislation capable of transcending all forms of government, and resisting partisan interference and corruption; (iv) poor administration of human resources such as: inadequate teacher preparation, absence of teacher supervision and evaluation, and lack of accountability; (v) inadequate administration of educational materials, including negligence to distribute existing stock; (vi) lack of empowerment of civil society (particularly parents’ associations) and weak mechanisms to exercise social control, which results in distrust among stakeholders of public and private education sector; and (vii) low level of interest of academic sector and media to denounce problems.
Some recommendations include: (i) disseminate information on the mechanisms of the Poverty Reduction Strategy (ERP) and Transparency Law to enable the civil society to exercise social controls in the education sector; (ii) empower the parents’ councils with tools to participate beyond the school community in the social control of the ERP; (iii) create a common Governance Agenda for the education sector which clarifies the roles and responsibilities of all the actors of the sector; (iv) enforce massive dissemination of the right to education, the value of education and educators, the roles and responsibilities of the sector actors, as part of the proposed Governance Agenda to be created; and (v) Create a sub-committee of the Education and Transparency Committee to follow-up with the proposed Governance Agenda and proposed mechanisms for accountability in the sector.

(c) “A Participatory Evaluation of PROHECO” was carried out by ESA Consultants in 2004. It evaluated the program from 1999-2004. Some of the results were: (a) enrollment in PROHECO schools quadrupled between 1999 and 2004; by 2004 it had provided access to education to more than 45,000 children in rural areas who would otherwise not have been able to attend a school; (b) PROHECO students perform slightly better than those of traditional schools (UMCE, 2003); (c) training of AECOs and promoters is key to successful school administration; and (d) low educational level of AECO members is not a problem but ownership is directly proportional to their educational level. The evaluation recommended the institutionalization of PROHECO to ensure sustainability, and promoting a dynamic multi-grade teaching methodology in PROHECO schools.

(d) A Mid-term Evaluation of the Community-based Education project was carried out in February 2005.

3. Legal framework for Intercultural Bilingual Education

(a) Constitution of the Republic of Honduras, Art. 172, 173 and 346 support the protection and promotion of the use of the languages that are part of cultural heritage.

(b) The Law for the Protection of the National Cultural Heritage under Decree 81-84 (1994) states that the cultural traditions constitute national patrimony. The law promotes the organization and development of projects geared towards the defense of the cultural heritage, and the sanction of those that undermine indigenous culture. In 1997 the law was reformed by Decree 220, to describe what is included as cultural heritage: languages, historical traditions, knowledge, traditional skills, values, religious practices and sacred sites.

(c) International Labor Organization (ILO) Agreement 169 on the Rights of Indigenous Peoples, ratified by Honduras in April 1994, Part VI, Art. 26: calls for the adoption of measures to guarantee education at all levels (preschool, primary, secondary, tertiary), at least equal to the rest of the country. Art 27 states that education delivered to indigenous peoples should be previously consulted with them in order to tailor it to their needs and social, economic and cultural requirements, and it should include their knowledge, skills, history and value system; moreover, indigenous leaders should be trained to participate in the formulation of educational
programs where the responsibility of managing those programs may be transferred gradually; governments should recognize the right of peoples to create their own institutions, making funds available for their maintenance. Art. 28 states that, whenever possible, children should be taught to read and write in their own language or the language most commonly spoken in the ethnic group. If that is not possible, the indigenous authorities should contact competent authorities to achieve this goal; efforts should be made to ensure indigenous peoples have the opportunity to become fluent in Spanish; at the same time, measures should be taken to preserve the indigenous languages of those interested, as well as promote the development and use of said languages.

(d) Code of the Child and Adolescent, Chapter 5, Art. 50, paragraph C which states the importance of the promotion of culture for children and youths through the media.

4. The National Education Program for the Autochthonous Ethnic Groups of Honduras (PRONEEEAH)

PRONEEEAH was created by Executive Agreement No. 0719-EP in 1994 to recognize the pluri-cultural and pluri-linguistic diversity of the Honduran society. Although Intercultural Bilingual Education was made official by Legislative Decree 93 in 1997, a linguistic policy for IBE has not yet been defined. The IBE program seeks to recover and develop indigenous languages and their cultures. It seeks to train students to master the official language (Spanish), while maintaining literacy in their native language as a way of preserving their identity.

PRONEEEAH is the technical pedagogical unit working closely with all the other departments of the Ministry. The agreed structure of PRONEEEAH includes: a General Coordinator, a Pedagogical Coordinator, a Teacher Training and Materials Development Coordinator, and an Administrator. The Technical Unit includes 9 representatives of all linguistic groups, nominated by the Indigenous and Afro-Honduran Federations. The Unit exists since 1998 but only in 2001 it was able to develop as a program, with financing of World Bank project 3497-HO (approximately US$7 million), Education for All (since 2004), and national funds. PRONEEEAH is not formally established and it is temporarily funded by external funds.

5. Ethnographic profile of Honduras

According to population projections based on the 2001 census, the total population of Honduras is 7.36 millions in 2006 considering a population growth of 2.3 percent per year. Table No. 1 below shows 2001 census which estimates that the Indigenous and Afro-Honduran peoples represent 7.2 percent of the population, compared to PRONEEEAH estimates at 12.7 percent of the total population.
Table A10.1: Honduras Ethnic population by Group

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Population Census 2001</th>
<th>Population projection 2006</th>
<th>Approx % of Total Ethnic Population</th>
<th>Name(s) of Federations¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lenca</td>
<td>279,507</td>
<td>313,047</td>
<td>63.2</td>
<td>ONILH, COPINH, MILH, FONDILH</td>
</tr>
<tr>
<td>Tolupán</td>
<td>9,617</td>
<td>10,771</td>
<td>2.2</td>
<td>FETRIXY</td>
</tr>
<tr>
<td>Pech</td>
<td>3,848</td>
<td>4,309</td>
<td>0.8</td>
<td>FETRIPH</td>
</tr>
<tr>
<td>Chorti</td>
<td>34,453</td>
<td>38,587</td>
<td>8.5</td>
<td>CONIMCH</td>
</tr>
<tr>
<td>Garífuna</td>
<td>46,448</td>
<td>52,021</td>
<td>10.4</td>
<td>OFRANEH</td>
</tr>
<tr>
<td>Creole English</td>
<td>12,370</td>
<td>13,854</td>
<td>2.8</td>
<td>NABIPLA</td>
</tr>
<tr>
<td>Miskito</td>
<td>51,607</td>
<td>57,799</td>
<td>11.5</td>
<td>MASTA (7 sub-federations)</td>
</tr>
<tr>
<td>Tawahka</td>
<td>2,463</td>
<td>2,758</td>
<td>0.6</td>
<td>FITH</td>
</tr>
<tr>
<td>Total</td>
<td>440,313</td>
<td>493,146</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

6. The Intercultural Bilingual Program to-date

Intercultural Bilingual Education seeks to recognize the bilingual background and cultural identity of the students. Bilingualism is factored in as an asset, not a liability. It is conceived as a bridge between the native language (other than Spanish) and Spanish. Its goal is to ensure good command of Spanish while the native cultural identity is preserved. IBE is emphasized for bilingual peoples, while intercultural education is emphasized for the Lenca group, which lost its original language a century ago.

The inclusion of native languages and cultures in the classroom started in the 1950s, on initiative of NGOs and churches throughout the country. Adult literacy training was done in the 1990s in Pech, Tol and Tawahka with materials provided by the Summer Institute of Linguistics. In the Moskitia, the Miskito Moskitia Pawisa (MOPAWI) provided preschool and primary school teacher training in Miskito in 1992. In the Bay Islands, teachers made the transition from Bay English towards standard English in the classroom.

The first official teacher training in IBE was launched by the Universidad Nacional Autónoma de Honduras (UNAH) in 1993.

¹ The groups are represented by Federations, recognized as legal entities by Gobernación. The Lencas are represented by 4 federations: Organización Nacional Indígena Lenca de Honduras (ONILH), Consejo Popular Indígena de Honduras (COPINH), Movimiento Indígena Lenca de Honduras (MILH), and (FONDIL). The Miskitos are represented by the Moskitia Asla Tawanka I.L.C. (MASTA), which is subdivided into 7 sub-federations. The Garífuna by the Organización Fraternal Negra de Honduras (OFRANEH). The English-speaking Bay Islanders by the Native Islanders Professionals and Laborers Association (NABIPLA). The Tolupan by the Federación de Tribus Xicagues de Yoro (FETRIXY) representing 30 tribes in Montaña de la Flor and Yoro. The Pech by Federación de Tribus Pech de Honduras (FETRIPH). The Chortí by the Concejo Nacional Indígena Chortí de Honduras (CONICCH). The Tawahka by the Federación Indígena Tawahka de Honduras (FITH). Despite multiple federations within a group, only one representation of each group integrates de Technical Unit of PRONEEAH.
IDA credit 3497-HO has been the backbone of the IBE Program in Honduras from 2001 to-date. In 2005 the success of the program attracted other donors. Some of the achievements under IDA financing are:

- Strengthening of the institutional structure of the IBE Program. Accreditation of 42 PRONEEAAH staff in IBE administration at the central, departmental, and district levels.
- Secondary education to 780 teachers (the goal was 700) who only had completed 6th grade, through an accelerated program. Then, it financed education and accreditation as Primary School Teachers with IBE Orientation in 6 Normales San Pedro Sula (Garifuna), Puerto Lempira (Miskito), Intibucá (Lenca), Roatán (Bay English), Montaña de la Flor and Yoro (Tol). Some 800 more Teachers are expected to finish accreditation in 2007.
- Training of IBE Technical Staff, 6 Directors of Normales, 90 program tutors, and 500 teachers on IBE in teaching techniques of IBE, Spanish as a Second Language (SSL), and in the use of teachers’ guides and texts.
- Desk review for mapping of IBE school facilities, teachers, students (2004).
- Adaptation of the National Curriculum to the local needs of linguistic groups, for preschool and primary school levels, with assistance of international and national experts. Design of textbooks and teachers’ guides, including validation in the classroom.
- Creation of 264 PROHECO-IBE schools (goal was 200), and training of their corresponding AECOs in financial management (including Bay Islands and Moskitia).
- Creation of 3,740 ADELs (goal was 2,800) with support of parents associations.
- Support to 252 School Education Projects (PEC).
- 172 preschool CEPREB-IBE centers were created, with the respective volunteer teachers hired and trained.
- Preschool materials designed, printed and distributed. Reading-writing textbooks in SSL, and bilingual in Garifuna, Pech, Tawahka, Miskito, Bay English, Chorti and Tolupan, Teachers’ guides for SSL and bilingual texts. Also, other didactic materials distributed to 500 IBE schools in 15 departments.
- Primary school materials designed, printed and distributed. Reading-writing textbooks in SSL and bilingual in seven languages, for first, second and third grades, as well as Teachers’ guides for SSL and bilingual texts. Also, textbooks of Lenca literature.
- Assessment of IBE programs: PEBIT Program (Tawahka), Garifuna Program, CEBIMH (Moskitia), and Montaña de la Flor Program (Tolupan). Lessons learned taken into account for present IBE program.
Table A10.2 Inventory of materials for Grades 0, 1, 2 and 3 in 7 languages and SSL

<table>
<thead>
<tr>
<th>Language</th>
<th>Grammar</th>
<th>Dictionaries</th>
<th>Reading-Writing Texts</th>
<th>Other Texts</th>
<th>SSL: Text of Spanish as L2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garifuna</td>
<td>Grammar</td>
<td>Garifuna-Spanish</td>
<td>Afansehani aban; Grades 0, 1, 2, 3; Oral tradition. Dances-Songs; Wañeñe; Short Stories</td>
<td>Math, Calculus 1</td>
<td>Grades 0, 1, 2, 3</td>
</tr>
<tr>
<td>Miskito</td>
<td>Grammar</td>
<td>Miskito-Spanish</td>
<td>Yabal Raya; Grades 0, 1, 2, 3; Miskitu for Grades 0, 1, 2, 3</td>
<td>Yabal Raya Baikanka; Text for grade 2</td>
<td>Grades 0, 1, 2, 3</td>
</tr>
<tr>
<td>Tol</td>
<td>In process</td>
<td>Tol-Spanish</td>
<td>Aprendamos Tol; Grades 0, 1, 2, 3</td>
<td>Preschool text</td>
<td>Grades 0, 1, 2, 3</td>
</tr>
<tr>
<td>Pech</td>
<td>In process</td>
<td>In process</td>
<td>Kakorska; Grade 0, 1, 2, 3</td>
<td>History of the Pech</td>
<td>Grades 0, 1, 2, 3</td>
</tr>
<tr>
<td>Bay English</td>
<td>Grammar; work-book</td>
<td>English-Spanish</td>
<td>Texts for grades 0, 1, 2, 3</td>
<td>History of the Negros de Habla Inglesa</td>
<td>Grades 0, 1, 2, 3</td>
</tr>
<tr>
<td>Tawahka</td>
<td>In process</td>
<td>-</td>
<td>Texts for grades 0, 1, 2, 3</td>
<td>Oral Tradition of the Tawahka</td>
<td>Grades 0, 1, 2, 3</td>
</tr>
<tr>
<td>Chorti</td>
<td>Grammar</td>
<td>-</td>
<td>Texts for grades 0, 1, 2, 3</td>
<td>Math for preschool in Chorti</td>
<td>Grades 0, 1, 2, 3</td>
</tr>
<tr>
<td>Lenca</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Oral Tradition of the Lenca</td>
<td>-</td>
</tr>
</tbody>
</table>

* Texts include: (language, Math, Social Sciences, Natural Sciences)

8. Intercultural Bilingual Education Strategy

The main elements of the PRONEEAH strategy\(^2\) for IBE are:

- PRONEEAH aspires to become a General Intercultural Bilingual Education Directorate (DIGEBI) of the Ministry of Education, in order to ensure the institutional permanence and financing of the IBE program.

- Institutional Strengthening of the Technical Team at the Central and the Departmental levels through specialized tertiary education, to obtain degrees in Bilingual Education or Education Administration. Framework agreements of PRONEEAH with universities in Honduras and overseas are needed for the specialized training of human resources.

- Specialized teacher training particularly for official IBE preschool and primary school teachers. Also, teacher training for preschool volunteers in Indigenous and Afro-Honduran communities.

- Promotion of IBE, its goals, objectives, mechanisms and instruments at the central, departmental, district and local levels, particularly in the isolated regions to ensure bilingual communities are included.

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\(^2\) The strategy below has not been officially adopted by the Ministry of Education.
• Seeking an official definition of a linguistic policy for bilingual education (texts and materials, teacher training, student/teachers evaluation).

• Continue the production of bilingual and SSL textbooks for 4th, 5th and 6th grades.

• Certify 350 more IBE teachers of the 9 ethnic groups.

• Design a Secondary Education Model for bilingual students.

• Design assessment tools to evaluate IBE students and teachers’ performance.

• Ex-post evaluations of IBE and of the teachers’ training program are needed.

9. The Indigenous Peoples Plan (IPP)

The Government of Honduras has submitted to the Bank an Indigenous Peoples Plan which includes a strategy to ensure that Indigenous and Afro-Honduran peoples have access to project benefits, and that benefits are targeted to them in a culturally-adequate manner. The IPP will be disseminated in Spanish on the web page of the Ministry of Education. The IPP includes:

Activities affecting the entire project:

(a) Assistance to the Government of Honduras in defining a linguistic policy for intercultural bilingual education by means of a study (including consultations in-and outside the MOE, and at international level).

(b) Specifications for IBE in key publications (i.e. AECO, ADEL, PEC & PER and Manuals) issued for administration and management of school networks.

(c) Social Auditing and Accountability through participation of civil society. Training of Indigenous Federations for the social auditing and accountability of IBE schools in school networks.

(d) Evaluation. A sample of EBI schools will be included in the preschool and multi-grade impact evaluations of the Project.

Component 1: Enhancing and Scaling-up Interventions that Address the Needs of the Poor (Preschool and multi-grade schools)

1.1 Support for the preschool level in rural areas by increasing student coverage.

(a) Training of at least 300 volunteer preschool teachers in IBE pedagogy and use of IBE materials.

(b) Production of materials (posters) to accompany existing IBE preschool texts.

(c) Procurement and distribution of fungible preschool materials (Valijas didácticas) and teacher support materials, to complement existing IBE preschool texts (which exist in 7 languages), and teachers’ guides.
1.2 Teacher training and materials for education in a multi-grade setting.

(ii) Procurement and distribution of didactic materials for multi-grade IBE schools.
(iii) Training of multi-grade IBE school teachers in the use of multi-grade “Escuela Nueva” methodology in the classroom.

Component 2: Community participation in School Management for Better Performance.

2.1 Creating a system of key performance indicators at the school level (AECOs, ADELs, parents’ councils).

(a) Strengthening the participation of AECOs, student governments and teachers councils in IBE and indigenous multi-grade schools in school networks.
(b) Training of 15 IBE promoters for the organizational and administrative accompaniment of IBE and Indigenous schools.

2.2 Fostering local participation in strategic planning and school management through the School Education Projects (PEC).

(a) Training of 500 school principals, 500 parents councils, the PRONEAAH Technical Team, 16 Department Coordinators and IBE Promoters on the techniques for elaboration and monitoring of PEC and PER in school networks.

Component 3: Governance and Institutional Strengthening of the MOE

3.1. Information for improved performance and greater accountability.

Add the ‘ethnicity’ and “native language” variables to the SIARHD information system, to be able to know automatically which vulnerable groups are being served, the teachers’ level of instruction and training opportunities offered to them, the language of instruction and students’ achievement in standard tests (Math and Spanish, 3rd and 6th grades) compared to mainstream students.

3.2 National System of Assessment of Learning Outcomes.

Ensure a sample of IBE schools is included. Sensitivity training of testers, IBE teachers and IBE students on national Standardized Testing.


Training of IBE Technical Teams at central and departmental levels, schools and community levels on management and monitoring of data systems. The training should include (i) a sensitivity module to teach awareness of importance of data des-aggregation; and (ii) a technical module to ensure data collection and monitoring is done properly.
## INDIGENOUS PEOPLES PLAN (IPP) 2008-2012

<table>
<thead>
<tr>
<th>Components</th>
<th>Sub-components</th>
<th>Activities</th>
<th>Modality</th>
<th>Responsible</th>
<th>Costs US$</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general</td>
<td>Linguistic Policy for IBE</td>
<td>Study (including consultations) to assist GoH in defining a linguistic policy for IBE in the country</td>
<td>Consultancy</td>
<td>Ministry of Education</td>
<td>20,000</td>
<td>2008-2009</td>
</tr>
<tr>
<td></td>
<td>Include specifications for IBE in publications</td>
<td>Modules for Manuals AECO, ADEL, PEC &amp; PER. Include specifications for IBE in all manuals issued for administration and management of school networks</td>
<td>Consultancy</td>
<td>PROHECO PRONEEAAH</td>
<td>40,000</td>
<td>2008</td>
</tr>
<tr>
<td></td>
<td>Social Auditing and accountability</td>
<td>Participation of civil society. Training of indigenous federations for the social auditing and accountability of IBE schools in school networks, @ $25,000/yr.</td>
<td>Training</td>
<td>PRONEEAAH</td>
<td>100,000</td>
<td>2008-2012</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td>A sample of EBI schools included in the preschool and multi-grade impact evaluations of the Project</td>
<td>Consultancy</td>
<td>Ministry of Education</td>
<td>Included in the cost of the Project impact evaluation</td>
<td>2008-2012</td>
</tr>
<tr>
<td></td>
<td>1. Enhancing and scaling-up interventions that address the needs of the poor</td>
<td>(i) Training of at least 300 volunteer preschool teachers in IBE pedagogy and use of IBE materials.</td>
<td>Training workshops</td>
<td>PRONEEAAH, PROHECO</td>
<td>100,000</td>
<td>2008-2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(ii) Production of materials (posters) to accompany existing IBE preschool texts.</td>
<td>Consultancies, Procurement of goods</td>
<td>PRONEEAAH, Preschool Dept</td>
<td>80,000</td>
<td>2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(iii) Procurement and distribution of fungible preschool materials (valijas didácticas) and teachers support materials, to complement existing IBE preschool texts (which exist in 7 languages), and teachers’ guides.</td>
<td>Procurement of goods</td>
<td>PRONEEAAH, Preschool Dept</td>
<td>210,000</td>
<td>2009</td>
</tr>
<tr>
<td>2. Community Participation in School Management for Better Performance</td>
<td>(i) Strengthening the participation of AECOs, ADELs, student governments, and teacher’s councils in IBE schools and indigenous multi-grade schools in school networks in the country.</td>
<td>Training workshops</td>
<td>PRONEEAAH</td>
<td>240,000</td>
<td>2008-2012</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(ii) Training of 15 IBE promoters for the organizational and administrative accompaniment of IBE and indigenous schools.</td>
<td>Training</td>
<td>PRONEEAAH</td>
<td>40,000</td>
<td>2008-2012</td>
<td></td>
</tr>
<tr>
<td>2.1 Creating a system of key performance indicators at the school level (AECOs, ADELs, parents’ councils).</td>
<td>Training of 500 school principals, 500 parent councils, the PRONEEAAH team, 16 Dept Coordinators and IBE promoters, on the elaboration of PEC and PER in multicultural schools networks.</td>
<td>Training workshops</td>
<td>PRONEEAAH</td>
<td>100,000</td>
<td>2008-2012</td>
<td></td>
</tr>
<tr>
<td>2.2 Fostering local participation in strategic planning and school mgt through School Education Projects (PEC).</td>
<td>Add the “ethnic group” and “language” variables to the SIARHD information systems affected by the Project</td>
<td>Info-technology - PRONEEAAH</td>
<td>20,000</td>
<td>2008-2012</td>
<td></td>
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</tr>
<tr>
<td>3.1 Information for improved performance and greater accountability</td>
<td>Training of IBE Technical Teams at central, departmental, district, and IBE school levels to use the SIARHD and other information systems</td>
<td>Training workshops</td>
<td>Info-technology-PRONEEAAH</td>
<td>80,000</td>
<td>2008-2012</td>
<td></td>
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<tr>
<td>3.2 National System of Assessment of Learning Outcomes</td>
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<tr>
<td>3.3 Human Resource Mgt and Evaluation</td>
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<tr>
<td>TOTAL</td>
<td></td>
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<td></td>
<td>1,360,000</td>
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</tbody>
</table>