



<b>1. Project Data:</b>		<b>Date Posted :</b> 08/12/2002	
<b>PROJ ID:</b> P007399		<b>Appraisal</b>	<b>Actual</b>
<b>Project Name:</b> Hn- Basic Education	<b>Project Costs (US\$M)</b>	53.10	50.52
<b>Country:</b> Honduras	<b>Loan/Credit (US\$M)</b>	30.0	28.9
<b>Sector(s):</b> Board: ED - Primary education (59%), Central government administration (31%), Pre-primary education (5%), Tertiary education (5%)	<b>Cofinancing (US\$M)</b>	13.3	13.3
<b>L/C Number:</b> C2694			
	<b>Board Approval (FY)</b>		96
<b>Partners involved :</b> KFW/GTZ	<b>Closing Date</b>	12/31/2000	12/31/2001
<b>Prepared by :</b>	<b>Reviewed by :</b>	<b>Group Manager :</b>	<b>Group:</b>
William Darnell	Helen Abadzi	Alain A. Barbu	OEDST
<b>2. Project Objectives and Components</b>			
<b>a. Objectives</b>			
The project was to (a) improve the quality of learning and student performance, inspire better teaching, increase school, attendance and create more effective learning conditions, thereby reducing student dropout and repetition rates and raising students' academic achievement, and (b) strengthen the institutional capacity of the Ministry of Education (MOE) to deliver basic education services at higher levels of efficiency and fiscal accountability, leading to reduction in administrative costs			
<b>b. Components</b>			
Components at appraisal were: (i) improving the Quality of Basic Education through teacher training, textbooks and learning materials, bilingual education, national evaluation of student achievement, and school infrastructure improvement(US\$35.3M at appraisal and US\$24.82M actual), and (ii) institutional strengthening through reorganization and decentralization, teacher performance incentives, and project administration (US\$13.9M and US\$24.6M actual). The components were modified in response to new national policies and the emergency created by hurricane Mitch. In the institutional strengthening component, the teacher incentive sub-component was deleted and replaced with a community-based approach for attracting teachers in rural communities. A new component was added to finance emergency provision of textbooks and school materials as well as food supplements for students (US\$1.1 M). The credit agreement was amended to reflect the changes.			
<b>c. Comments on Project Cost, Financing and Dates</b>			
The project closing date was extended for one year to December 31, 2001. Total project costs are estimated as US\$50.52M or 95% of the Appraisal estimate of US\$53.1M. US\$1.10 million of IDA Credit (P026490) was canceled.			
<b>3. Achievement of Relevant Objectives:</b>			
Achievement of the development objectives was satisfactory.			
<b>Quality improvement</b> component. Improvement was demonstrated by small but measurable gains in student achievement (1997-2000) and retention. Spanish achievement scores for grade 3 increased approximately by 20% and math scores increased by 19%. Preschool gross enrollment rates increased from 29.7% in 1995 to 38.9% in 1999. Gross enrollment for primary level was essentially unchanged at 97.4 in 1995 and 97.2 in 1999. Repetition rates declined from 9.8% in 1996 to 8.0% in 2000 and dropouts declined from 8.95% to 3.0%.			
<b>Institutional strengthening</b> component. Ministry of Education efficiency was strengthened by the decentralization of some authority to the newly established 14 Departmental levels and increased community participation as demonstrated by increase in number of registered parent organizations from 345 in 1999 to 1284 in 2001. Parent participation helped resolve the problem of providing teachers and learning materials to rural areas as parent groups participated in selection and support of teachers and assisted with distribution of learning materials. The new administrative structure was a positive factor in the component (iii) response to the need to reestablish education services following Hurricane Mitch.			
<b>4. Significant Outcomes/Impacts:</b>			
<b>Component (i) Quality:</b> Training was provided for more than 74,408 primary and multi-grade teachers, 2933 school administrators and 120 professors through the teacher training subcomponent. About 12.7 million textbooks were produced and distributed; 500 preschool libraries were established and 1,923 packages of educational toys for preschool were distributed. Standardized tests of student achievement in mathematics and Spanish were developed for grades 2-6, and a sample-based evaluation system for education was established.			

**Component (ii) Institutional strengthening** : Outcomes were directly related to the decentralization and community participation initiative. It resulted in 1020 new primary schools in rural areas, 7100 parents becoming active in school affairs, and expansion of primary school capacity by 40,000 students. Component (iii), emergency assistance, rehabilitated 18 schools.

**5. Significant Shortcomings (including non-compliance with safeguard policies):**

The bilingual program developed dictionaries and orthography for some indigenous languages but was not implemented in the classes of poor indigenous minorities. Institutional leadership was at times weak; counterpart funds were limited in the early years of the project, coordinators changed often, and the project implementation unit was isolated from the Ministry of Education. World Bank mission recommendations were followed sporadically. Delays occurred in textbook distribution.

6. Ratings :	ICR	OED Review	Reason for Disagreement /Comments
<b>Outcome :</b>	Satisfactory	Satisfactory	
<b>Institutional Dev .:</b>	Substantial	Substantial	
<b>Sustainability :</b>	Likely	Likely	
<b>Bank Performance :</b>	Satisfactory	Satisfactory	
<b>Borrower Perf .:</b>	Satisfactory	Satisfactory	
<b>Quality of ICR :</b>		Satisfactory	

**NOTE:** ICR rating values flagged with '\*' don't comply with OP/BP 13.55, but are listed for completeness.

**7. Lessons of Broad Applicability:**

- Community based approaches can lead to rapid expansion of educational services in rural areas.
- An evaluative system that includes measures of student achievement and broad dissemination of results is essential for improving education quality.
- Production of textbooks and other educational materials must be supported by an efficient distribution system.

**8. Assessment Recommended?**  Yes  No

**9. Comments on Quality of ICR:**

ICR was comprehensive and satisfactory. It provided sufficient detail and acknowledged shortcomings of the project.