



Piloting New Forms of Community-Administered (P150582)

LATIN AMERICA AND CARIBBEAN | Honduras | Education Global Practice |
Recipient Executed Activities | Investment Project Financing | FY 2009 | Seq No: 2 | ARCHIVED on 12-Nov-2015 | ISR20282 |

Implementing Agencies: Secretaria de Educacion

Key Dates

Key Project Dates

Bank Approval Date:26-Mar-2010

Effectiveness Date:25-Mar-2011

Original Closing Date:12-Apr-2014

Revised Closing Date:12-Jul-2015

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The Objectives of the Project are to pilot the expansion of PROHECO to lower secondary education and to pilot Learning Centers in Selected Communities.

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

No

Components

Name

Making PROHECO schools work for middle-aged children:(Cost \$0.52 M)

Applying PROHECO fundamentals to non-PROHECO communities via Community Learning Centers:(Cost \$0.86 M)

Implementation, Monitoring and Evaluation:(Cost \$0.33 M)

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	● Satisfactory	● Satisfactory
Overall Implementation Progress (IP)	● Moderately Satisfactory	● Moderately Satisfactory

Implementation Status and Key Decisions

The Project has achieved its Project Development Objective (PDO) of piloting the expansion of PROHECO to lower secondary education and



piloting Learning Centers in Selected Communities, after being restructured for a 3rd time on January 21, 2015 for extending the closing date for a period of three months, revising the Project Cost and Financing Plans, and reallocating Grant proceeds across disbursement categories.

In regards to the piloting the expansion of PROHECO to lower secondary education, the Project became the main vehicle by which the PROHECO model was finally tested to work for lower secondary education (grades 7 through 9). PROHECO (the Honduran Program for Community-Based Schools) is a school-based management model the Government of Honduras originally launched in 1999 in an effort to significantly expand access to primary education in rural areas. This model only grants primary school diplomas and, for those schools with enough space in their premises, they started offering lower secondary education with alternative programs. These alternative programs, however, are not aligned with the Basic National Curriculum (*Currículo Nacional Básico* or CNB). The Project piloted offering 7th-9th grade in four PROHECO schools, three in the Department of Bay Islands (*Joseph Bodden*, *Garby Nelson*, and *Elfrida Brooks*) and one in the Department of Comayagua (*Hipólito Marcía*). The official approval to start piloting the CNB suffered delays and was finally granted by the Ministry of Education (*Secretaría de Educación* or SEDUC) on January 22, 2013, subject to the fulfillment of some training requirements by these schools. By the start of school year 2013, only three of these schools fulfilled these requirements (*Hipólito Marcía*, *Garby Nelson*, and *Elfrida Brooks*) and started offering 7th-9th grade with the CNB to a total of 58 students. In comparison, up until school year 2012, only one of the four schools, the *Hipólito Marcía* school had actually been offering lower secondary education to a total of 82 students through an alternative program known as “*Educados*”. During 2013, that school still used “*Educados*” for a total of 50 8th- and 9th-graders. Ever since school year 2014, all four schools started to formally offer the CNB for 7th-9th grade, with the exception of the *Hipólito Marcía* school which decided to keep using the “*Educados*” alternative program only for its 29 9th graders, who had been taught under this modality during 7th and 8th grade, as explained above. The total enrollment for 7th-9th grade in the 4 PROHECO schools using the CNB was 154 for school year 2014. Finally, in school year 2015, the total enrollment for lower secondary education in all 4 PROHECO schools using the CNB was 204 students. Interestingly, this significant increase in enrollment was not only explained by the increase in the number of 6th-grade students from these very PROHECO schools which were now enticed to stay in those same schools until the end of lower secondary education (62 percent of them), but also from a large number of students who had graduated from primary education in other schools from neighboring communities and now decided to attend these schools (34 percent of them) and even a small percentage of students who had graduated from 6th grade in these same schools and had not continued into lower secondary education and now decided to go back to school (4 percent of them). Largely due to this flux of incoming new students, transition rates from 6th grade to 7th grade for these four PROHECO schools – one of the two PDO-level indicators for this 1st part of the PDO - were higher than 100%, exceeding the target set at the 2nd Restructuring of the Project (April 2014). It is worth noting though, that even with this significant jump in enrollment, the 250-student target for enrollment in 7th-9th grade for these four schools – the other PDO-level indicator for this 1st part of the PDO - could not be reached. Looking at the 2015 trends of 7th- and 8th-graders alone in these 4 schools, expectations are, however, that the 250-student target would be easily achieved at the start of school year 2016 (February 2016).

In regards to the piloting of Learning Centers in Selected Communities, the Project also made substantial progress and reached good results. Three communities, two in the Department of Bay Islands and one in the Department of Comayagua, were originally selected to pilot Learning Centers. The Learning Centers were going to be piloted in: (i) one PROHECO school (*Joseph Bodden*) and one regular public school (*Dale Jackson*) in the Municipality of Roatán (Department of Bay Islands); and (ii) one Municipality-owned Center for Youth (*Escuela Taller*) in the Municipality of Comayagua (Department of Comayagua). At approval, only the *Escuela Taller* was offering a few courses for 20 at-risk youth and adolescents. By the 2015 school year, enrollment in the three Learning Centers grew to 475 students (85 in the *Escuela Taller*, 55 in the *Joseph Bodden* school and 335 in the *Dale Jackson* school). Target for this PDO-level indicator, which had been revised upwards at the April 2014 Restructuring, was surpassed significantly.



Risks

Overall Risk Rating

Risk Category	Rating at Approval	Previous Rating	Current Rating
Overall	● Substantial	--	● Substantial

Results

Project Development Objective Indicators

► Lower secondary education (grades 7 through 9) enrollment in pilot PROHECO schools (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	44.00	183.00	204.00	250.00
Date	30-Mar-2010	17-Oct-2014	12-Jul-2015	12-Jul-2015

► Transition rate to 7th grade in pilot PROHECO schools (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	70.00	102.00	120.99	90.00
Date	30-Mar-2010	17-Oct-2014	30-Jun-2015	12-Jul-2015

Comments

As previously explained, the transition rates from 6th grade to 7th grade in the four PROHECO schools targeted by the Project can be explained by:

1. the increase in lower secondary education enrollment as a result of 6th grade students from these same schools who have decided to continue their lower secondary education there (62 percent of them);
2. an influx of new students enrolling from other schools in neighboring communities (38 percent);
3. along with a small percentage of students who at one point graduated 6th grade at these same schools and had not continued into lower secondary education and have now decided to return to school (3 percent).



► Youth and adults aged 15-40 attending classes in pilot Learning Centers (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	20.00	320.00	475.00	250.00
Date	30-Mar-2010	17-Oct-2014	30-Jun-2015	12-Jul-2015

Overall Comments

Intermediate Results Indicators

► PROHECO schools rehabilitated or structurally expanded (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1.00	4.00	4.00
Date	30-Mar-2010	17-Oct-2014	30-Apr-2015	12-Jul-2015

► Learning Centers Operating (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1.00	3.00	3.00	3.00
Date	30-Mar-2010	17-Oct-2014	30-Apr-2015	12-Jul-2015

► Communities where Learning Centers are located with operational plans prepared (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1.00	3.00	3.00	3.00
Date	30-Mar-2010	17-Oct-2014	30-Apr-2015	12-Jul-2015



► Advisory committees organized in each of the cities of intervention (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	2.00	2.00	2.00
Date	30-Mar-2010	17-Oct-2014	30-Apr-2015	12-Jul-2015

► Communities where PROHECO schools are located with operational plans prepared (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1.00	4.00	4.00	4.00
Date	30-Mar-2010	17-Oct-2014	30-Apr-2015	12-Jul-2015

► Baseline survey and end-of-Project survey for the pilots completed (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1.00	2.00	2.00
Date	30-Mar-2010	17-Oct-2014	30-Apr-2015	12-Jul-2015

► Increased management capacity of communities receiving sub-grants (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	91.42	100.00
Date	30-Mar-2010	17-Oct-2014	30-Jun-2015	12-Jul-2015

Comments

This indicator is measured by the implementation of sub-grants transferred to the Community Organizations (AECOs). In the final year of implementation of the Project, the sub-grants were not able to be executed fully, as a result 8.58% of the funds were returned to the Project due to the AECOs' need to liquidate funds before the end of each fiscal year. Although, the goal of full sub-grant implementation was not reached, the fact that communities have been able to execute up to 91.42 % of total transfers received indicates that they have been able to manage funds for the PROHECO schools or Learning Centers in their communities.



Overall Comments

Data on Financial Performance

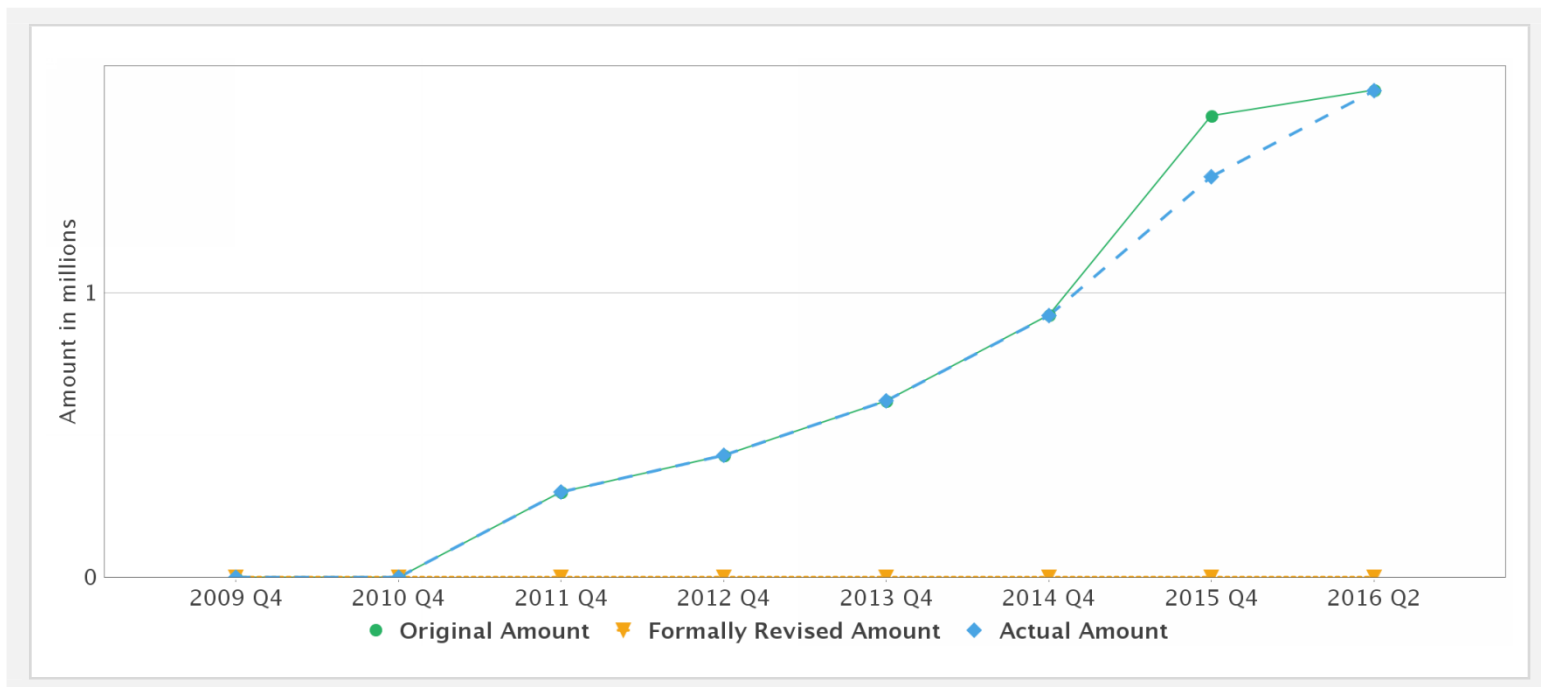
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	Disbursed
P150582	TF-94670	Closed	USD	1.71	1.71	0.00	1.71	0.00	100%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P150582	TF-94670	Closed	26-Mar-2010	12-Apr-2010	25-Mar-2011	12-Apr-2014	12-Jul-2015

Cumulative Disbursements



Restructuring History

There has been no restructuring to date.



Related Project(s)

There are no related projects.
