

**MINUTES OF MEETINGS  
BETWEEN  
THE JAPANESE FINAL EVALUATION TEAM  
AND  
THE AUTHORITIES CONCERNED OF THE GOVERNMENT OF HONDURAS  
ON  
THE JAPANESE TECHNICAL COOPERATION  
FOR  
THE PROJECT FOR THE IMPROVEMENT OF TEACHING METHOD IN  
MATHEMATICS IN THE REPUBLIC OF HONDURAS**

The Japanese Final Evaluation Team (hereinafter referred to as “the Team”) organized by the Japan International Cooperation Agency (hereinafter referred to as “JICA”), headed by Mr. Masazumi Ogawa visited the Republic of Honduras from September 18 to October 5, 2005, for the purpose of the joint final evaluation of the Improvement of Teaching Method in Mathematics in the Republic of Honduras (hereinafter referred to as “the Project”).

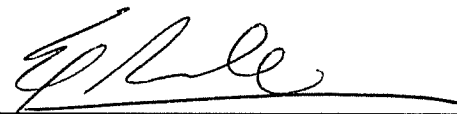
During its stay in Honduras, the Team had a series of discussions with the Honduran authorities concerned, jointly evaluated the achievements of the Project, and exchanged views of the Project.

As a result of the study and discussions, both sides agreed to report to their respective Governments the matters referred to in the document attached hereto.

Tegucigalpa, Honduras, October 5, 2005



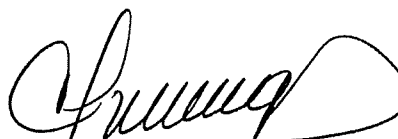
Mr. Masazumi Ogawa  
Leader,  
Japanese Final Evaluation Team,  
Japan International Cooperation Agency,  
Japan



Mr. Roberto Martínez Lozano  
Secretary  
Secretariat of Education  
The Republic of Honduras



Ms. Lea Azucena Cruz Cruz  
President,  
National Pedagogic University  
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Ms. Guadalupe Hung Pacheco  
Honorable Witness,  
Technical Secretariat of International Cooperation  
(SETCO)  
The Republic of Honduras

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## ATTACHED DOCUMENT

### 1. Introduction

#### 1.1. Background

The Republic of Honduras (hereinafter referred to as “Honduras”) has set itself the goal of attaining “full coverage and completion of six years of primary education for all children of school age of both sexes, by 2015” and has been tackling the problem with the support of many donor countries. The present state of primary education is that the rate of school attendance is high, at 95% (as of 2000), with hardly any difference between boys and girls. From this, it appears that children’s access to school education has improved and the spread of education has progressed.

However, the percentage of children completing their education is low, at 68.5% (as of 2000), and it can be surmised that there has not been a sufficient improvement in the quality of education. Furthermore, of those children completing primary education, only 31.9% have completed the education course in the regular six years. High dropout and repetition rates are the key issues to be addressed by a sector development in education of Honduras.

Majority of grade repeats is attributed to low proficiency in Spanish (the official language) and mathematics. Another critical issue is low quality of the teachers in primary education. The Honduran government is working on a reform of the teacher training and retraining system on the basis of the Plan for Educational Reform, which is one of the core policies of the National Reconstruction and Transformation Plan. The government started the Continuous Teacher Education Program (Programa de Formación Continua: PFC) in August 1998, which is under implementation by the Universidad Pedagógica Nacional (UPN)

Over the past thirteen years the Japanese government had supported the training of teachers through the dispatch of 60 Japan Overseas Cooperation Volunteers (hereinafter referred to as “JOCV”), who worked in the mathematics education in the country. After reviewing achievement of the activities in the mathematics education in the country, the Japanese government agreed to provide further technical assistance in the mathematics education, in order to improve continuous training of teachers in mathematics and to prepare the guidebooks for the government-designated workbook in mathematics (hereinafter referred to as the “guidebooks”), and workbooks for children (hereinafter referred to as the “workbooks”. The Honduran government defined as them for the use as workbooks.) and to reinforce educational evaluation methods with standard achievement tests for children.

The Record of Discussion (hereinafter referred to as “the R/D) was signed on 10 March 2003. The duration of the Project is three years from 1 April 2003.

#### 1.2. Objective of the Evaluation

- 1) To grasp the inputs of the Japanese / Honduran sides and summarize the achievements of the Implementation Plan of the Project.
- 2) To execute a comprehensive evaluation of the achievements at the completion of the Project from the viewpoint of five components of the evaluation (explained later in this document).
- 3) To make recommendations on the future perspective of the Project and to lessons learned from the Project to technical cooperation in the same field through data obtained by the evaluation process.

### 1.3. Major Activities of the Team

Date		Major Activities
September 18	Sunday	Arrival of consultant of the Japan Final Evaluation Team
September 19	Monday	Explanation on evaluation method and questionnaire to the Japanese experts and the Honduran counterparts
September 20	Tuesday	Interview to Japanese experts
September 21	Wednesday	Visit to Secretariat of Education EFA-FTI, Interview to Japanese experts
September 22	Thursday	Interview to Japanese experts
September 23	Friday	Visit to Secretariat of Education EFA-FTI , Interview to INICE director and the Japanese experts
September 24	Saturday	Analysis on achievement of the project and five evaluation criteria
September 25	Sunday	Arrival of the Japan Final Evaluation Team and internal meeting
September 26	Monday	Meeting at JICA Honduras office
September 27	Tuesday	Meeting with PFC director and regional coordinators, Interview to participants of training in Japan at UPN Lunch meeting (Vice-secretary of Secretariat of Education, PFC Director of UPN and Institute of National NICE director)
September 28	Wednesday	Visit to Schools in Danli (class observation and Interview to teachers)
September 29	Thursday	Visit to Schools in Danli, Meeting with Secretariat of Education
September 30	Friday	Visit to INICE local office in La Paz and FID in Intubuca (Interview to participants of training in Japan)
October 1	Saturday	Visit to PFC Training site in La Libertad
October 2	Sunday	Draft the Minutes of Meeting
October 3	Monday	Draft the Minutes of Meeting
October 4	Tuesday	Discussion on Minutes of Meeting
October 5	Wednesday	Signing of Minutes of Meeting, Report to JICA Honduras office and the Japanese Embassy, Leave Honduras

### 1.4 Major Interviewees by the Team

#### (1) Secretariat of Education

Ms. Elia del Cid Andrade, Vice Secretary  
 Mr. Pablo Pastor, EFA  
 Ms. Vilma Pagoada, EFA

#### (2) Instituto Nacional de Investigacion Capacitacion y Educacion (INICE)

Mr. José Marcial Méndez, Executive Director

#### (3) Universidad Pedagogica Nacional "Francisco Morazan" (UPN/FM)

Mr. Julio Navarro, Director, PFC  
 Mr. José Gerardo Fuentes, Department of Mathematics  
 Mr. José Hernán Montufar, Coordinator of INICE centers  
 Ms. Aldonza Palma, Coordinator, PFC Comayagua  
 Ms. Dinora Oyuela, Coordinator, PFC El Paraíso  
 Ms. Arely Melara Coordinator, PFC Nacaome  
 Mr. Miguel Ángel Cabrera, Coordinator PFC Ocotepeque  
 Ms. Lilibeth Lopez, Coordinator PFC Colón

#### (4) Secretariat of International Cooperation (SETCO)

Ms. Guadalupe Hung Pacheco, Secretary

(5) Counterparts in El Paraiso Department

Ms. Dilma Nufio, District Director of Danli

Ms. Zoila Herrera, PFC Coordinator, Guinope

(6) Participants in training in Japan

Ms. Rita Matiz, Director, INICE Associated Center in La Paz

Mr. Fredy Orellana, FID I Associated Center in Intibuca

Mr. Marden Del Cid Martinez, Director FID Associated Center in Intibuca

(7) Embassy of Japan

Mr. Hajime Naganuma, Counselor

(8) JICA Honduras Office

Mr. Tatsuo Suzuki, Resident representative

Mr. Seiji Tomiyasu, Deputy resident representative

Mr. Miura Junichi, Assistant resident representative

Mr. Yoshitomo Shimizu, Coordinator, Japan Overseas Cooperation Volunteers (JOCV)

(9) JICA Experts

Mr. Takeshi Sekiya, ex-chief advisor of the Project

Ms. Shiori Abe, Mathematics Pedagogy

Ms. Tamako Ago, Coordinator

Mr. Norihiro Nishikata, Expert in basic education

(10) JOCV

Mr. Toru Sato, Coordinator, Senior JOCV

Mr. Kyosuke Toya, Senior JOCV

Ms. Ayumi Shimoda, JOCV

Mr. Takayoshi Tada, JOCV

Ms. Tomomi Yoshimura, JOCV

Ms. Akiko Umeda, JOCV

**1.5. Joint Evaluation Team**

The final evaluation was jointly carried out by the both Japanese and Honduran evaluators.

**1.5.1. Japanese Evaluation Team**

Mr. Masazumi Ogawa, Team leader

Team Director, Basic Education Team II, Group I, Human Development Department, JICA

Mr. Masami Isoda, Evaluation on Training

Associate Professor, Mathematics Education  
Center for Research on International Cooperation in Education Development (CRICED), University of  
Tsukuba

Mr. Seiho Tanaka, Evaluation on JOCV activities  
Technical Advisor, Secretariat of Japan Overseas Cooperation Volunteers (JOCV), JICA

Ms. Takako Koizumi, Evaluation Planning  
Basic Education Team II, Group I, Human Development Department,  
JICA

Ms. Mitsue Mishima, Evaluation Analysis  
Consultant, Overseas Project Management Consultants, Ltd.

### 1.5.2 Honduran Evaluation Team

Ms. Elia del Cid Andrade, Vice Secretary of Secretariat of Education

Ms. Lea Azucena Cruz Cruz, President of National Pedagogic University

Mr. José Marcial Méndez Soto, Executive director of Instituto Nacional de Investigacion, Capacitacion, y  
Educacion (INICE)

Mr. Julio Cesar Navarro, Director, Programa de Fomacion Continua of Universidad Pedagogica Nacional

### 1.5. Method of Evaluation

The Project Design Matrix (PDM) jointly approved on September 7, 2004, is a guideline of the evaluation together with the plan of operation presented in the R/D of the Project. Achievement of the Project has been evaluated by the following five criteria through discussion between both sides.

#### a. Relevance

Relevance of the Project plan is reviewed by the validity of the Project purpose and the overall goal in connection with the development policy of the Government of Honduras and the needs of the beneficiaries as well as the logical consistency of the Project plan.

#### b. Effectiveness

Effectiveness is assessed by evaluating to what extent the Project has achieved its purpose and clarifying the relationship between the purpose and outputs.

#### c. Efficiency

Efficiency of the Project implementation is analyzed with an emphasis on the relationships between outputs and inputs in terms of timing, quality and quantity.

#### d. Impact

Impacts of the Project are assessed by either positive or negative influences caused by the Project.

#### e. Sustainability

Sustainability of the Project is assessed in organizational, financial and technical aspects by examining the extent to which the achievement of the Project will be sustained and expanded after the Project's

completion.

## 2. Project Achievement

### 2.1. Inputs

#### 2.1.1. Inputs from Japanese side

The following inputs have been provided by JICA for the Project.

##### (1) Dispatch of Experts

To date, three (4) long term experts and one (4) short-term experts were dispatched and assigned as shown in **Annex 5**.

##### (2) Dispatch of Japan Overseas Cooperation Volunteers (JOCV)

To date, Thirty seven (37) JOCV and two (2) senior JOCV have been dispatched as shown in table below.

Name	Number and Title of assignment	Period of Assignment
Japan Overseas Cooperation Volunteers (JOCV)	37 JOCV Teachers in the elementary school education, Mathematics Teacher	For details, please refer to Annex 6.
	2 Senior JOCV • JOCV Coordinator • Mathematic Teaching Method	

##### (3) Provision of Equipment

The Japanese side has procured equipment to develop teaching materials, and vehicles, e.t.c. amounting for 14,835, 500 yen as shown in the following table.

Unit: Japanese Yen (1US\$=110Japanese yen)

Japanese Fiscal Year	FY2003
Procurement from Japan	2,424,500
Local Procurement	12,410,000

##### (4) Local Cost Disbursement

The Japanese side has allocated and appropriated a necessary budget for the activities of the Japanese experts as shown in following table.

Unit: Japanese Yen

(1US\$=18.9 Lempira, 1US\$=114 Japanese yen, as of October, 2005)

Japanese Fiscal Year	FY2003	FY2004	FY2005 (Plan)
Cost for Project Implementation*	39,269,081	27,569,644	30,060,345

Note:\*including locally procured equipment and other

(4) Counterpart Training in Japan

Twenty persons (20) were trained in Japan. The subjects of the training courses were as follows:

Subject	Number	Training Period
Mathematics Education	3	3 February 2004 – 24 February 2004
	11	12 June 2004 – 6 July 2004
Teacher training	3	12 June 2004 – 6 July 2004
Education Administration	3	12 June 2004 – 6 July 2004

**2.1.2. Inputs from the Honduran Side**

The following inputs have been provided by the Honduran side.

(1) Assignment of Counterpart Personnel

For details, refer to **ANNEX 10**.

(2) Provision of Building and Facilities

Five rooms and two warehouses at INICE building and one room at Universidad Pedagogica Nacional.

(3) Disbursement for Running Expenses

The Honduran side has allocated a necessary budget for the Project as follows.

Unit: Lempira

	2003	2004	2005 (estimated as of September)
Cost for the Project Operation	624,785	627,983	579,950

**2.2. Outputs**

The achievement of the outputs through the corresponding activities is measured by the indicators of the PDM. The followings are summaries of the results. For details, please refer to **Annex 2**



**Output 1: To elaborate the teacher's guidebooks in mathematics for the teachers in the 1<sup>st</sup> and 2<sup>nd</sup> cycle of basic education**

**Indicator: To publish the teacher's guidebooks in mathematics**

The guidebooks for the 1<sup>st</sup> and 2<sup>nd</sup> cycle were already elaborated for nationwide distribution. The Project printed about 4,600 copies in total for the use of PFC course by JOCV and other. Currently, the final editing to feedback results of monitoring has been under process and will be finished until March 2006.

**Output 2: To elaborate the workbooks in mathematics for the children in the 1<sup>st</sup> and 2<sup>nd</sup> cycle of basic education**

**Indicator: To publish the workbooks in mathematics**

The workbooks in mathematics for the 1<sup>st</sup> and 2<sup>nd</sup> cycle were already elaborated for nationwide distribution. The Project printed about 9,100 copies in total for the use of PFC course by JOCV and other. Currently, the final editing to feedback results of monitoring has been under process and will be finished by March 2006

**Output 3: The teachers who receive the in-service teacher training in the five targeted departments can develop their classes according to the instruction of the teacher's guidebooks**

**Indicator: 1. The number of teachers who finish the in-service teacher training**

**2. The number of teachers who get the score more than 60% in the test of achievement and teaching method**

**3. The monitor of the classes by the teachers who are in the in-service teacher training**

Each course period of PFC, more than 200 teachers are trained and get the score more than 60% of the test of achievement. The monitoring of the class by the teachers in PFC has been conducted by JOCV.

**Output 4: To improve teaching capacities of the counterparts through those three processes from (1) to (3) above**

**Indicator: Not determined**

There were some changes in the attitude and teaching method of teachers trained at PFC supported by JOCVs.

As of September 2005, total 54 core trainers (trainers for teachers) participated in training by the Project, 9 times from July 2003 to February 2005. In this activity, improvement of teaching capacities of the teachers was also reported in transmitting their knowledge acquired by the training to their students who are future teachers or in-service teachers.

### 2.3. Project Purpose

**“To improve the teaching method in mathematics in the 1<sup>st</sup> and 2<sup>nd</sup> cycle of basic education in five targeted departments namely El Paraiso, Ocotepeque, Colón, Valle and Comayagua applying the teacher’s guidebooks and the workbooks.**

**Indicator: To improve the results of analysis of mathematics classes carried by the teachers who receive the in-service teacher training.**

Based on pilot survey conducted in March 2005 on teaching in the 1<sup>st</sup> and 2<sup>nd</sup> cycle of basic education, the difference in teaching skills between the teachers with the PROMETAM trainings and the ones without the trainings are significant: The former have been improved considerably than the latter. Improvement of teaching skills will be further verified by the results of analysis of mathematic classes by December, 2005.

### 2.4. Overall Goal

**Overall Goal: To improve the teaching method in mathematics in the 1<sup>st</sup> and 2<sup>nd</sup> cycle of basic education, in other departments than five targeted departments namely El Paraiso, Ocotepeque, Colón, Valle and Comayagua through disseminating the project results**

**Indicator: To improve the results of analysis of mathematics classes**

The overall goal is expected to be attained if the effect of the project continues. At this stage, it is difficult to state to what extent the achievement of the overall goal could be attributed to the project activities, because no data is available to analyze situations in other areas. However, the teaching methods of PROMETAM have been outreached.

**Super Goal: 1. To decrease the number of repeaters for low academic achievement in mathematics in the 1<sup>st</sup> and 2<sup>nd</sup> cycle of basic education, especially in the rural area.**

**Indicator: 1. To reduce the number of repeaters**

**2. Reference : to improve the achievement test for the children in mathematics in the 1<sup>st</sup> and 2<sup>nd</sup> cycle of basic education**

The super goal is expected to be attained if the effect of the project continues. At this stage, it is difficult to state to what extent the achievement of the super goal could be attributed to the project activities. However, there are some favorable cases, which are expected to decrease repetition rates, in particular in rural areas. According to the reports of JOCV, there are some cases that PFC training by PROMETAM reinforced teaching skills of teachers in the rural areas and contributed to improvement of learning performance.

### 3. Evaluation by Five Criteria(Annex 3)

#### 3.1 Relevance

Since the mid-term evaluation, basic education has been prioritized in the country development plan of Honduras and the donors’ aid policy, Education for All – First Track Initiative(EFA-FTI). The project purpose is highly relevant to the development priorities of the country.

The project, which aimed to elaborate the guidebooks and workbooks, is consistent with the needs

of teachers, that is improvement of teaching method and effective tool for teaching mathematics.

Also, the project is appropriate for the Japan's aid policy for Honduras prioritizing basic education as well as the Japan's aid competency based on the experience in technical transfer for mathematic education.

### 3.2 Effectiveness

According to results of the class analysis, the teaching method implemented by the teachers with PROMETAM training is better than others. In addition, JOCV, who directly advised the teachers in the target departments, reported some cases that the teaching skills of the targeted teachers were improved since the guidebooks and workbooks are significant tools for coursework planning and promotion of children's voluntary self-learning, the project outputs effectively contributed to the achievement of the Project Purpose. Considering the project implementation period, inputs, and external conditions which impeded the project implementation, the achievement of the project purpose was remarkable.

### 3.3 Efficiency

Comparing to other similar project, the project produced significant outputs by the relatively small inputs of the Japanese experts and the project period. Despite of external factors such as the policy change in Honduras and strikes by teachers and also internal factor such as absence of technical staff in mathematic for some period, the outputs of the Project attained the target through the activities according to the schedule. It is owing to considerable efforts by the Japanese experts and JOCV to overcome the problems in the project implementation.

### 3.4 Impact

Impact of the project was evident during the project implementation. The Honduran government determined nationwide distribution of the guidebooks and workbooks which is defined as textbooks in line with new national curriculum for basic education. The effect of the project has expanded to other departments in through the implementation of nationwide distribution of the guidebooks and workbooks. Through training for core trainers from other departments than five target departments, the impact of the project is envisaged.

The experience through development of the guidebooks and workbooks in the Project significantly helped elaboration of guidebooks and workbooks for 7-9<sup>th</sup> grades, which newly established in the basic education curriculum of Honduras. The guidebooks and workbooks published by PROMETAM are also helpful for development of workbooks for national language.

Other countries in Central America (Nicaragua, El Salvador, and other) are interested the guidebooks and workbooks and requested to utilize them. Therefore region-wide cooperation is currently being discussed and prepared. It is expected that the project impact will outreach to other countries beyond Honduras.

**Sustainability:**

***Policy and Institutional Aspects***

In the government policies and plan, it is expected that Honduras is willing to continue self-sustained activities.

The guidebooks and workbooks developed by the Project are government-designated and according to the new curriculum. The Honduras government is promoting nationwide distribution of those books. The Ministry of Education has already started the nationwide teacher training in year 2005.

It is, however, uncertain how the presidential election in the coming November affect the education policies. There is no clear statement on the education policy from the two powerful candidates from the two major political party, the National Party and the Liberal Party.

The donor group is approaching the both parties in order to ensure the continuity of the educational policy. Therefore, no drastic change in the educational policy is anticipated.

On the other hand, regarding the institutional arrangement for the activities after the Project, there are uncertain factors, such as replacement of key positions, human resources in INICE, and the insufficient budgetary system. The commitment of the National Pedagogic University is a key element for sustainability of the achievement of the Project.

***Financial Aspects***

The nationwide distribution of the guidebooks and workbooks, which was implemented by the Swedish assistance for printing, has not been completed yet. Currently, the Secretariat of Education is investigating the number of schools which are not covered. Canada is planning to provide fund for printing of the workbooks in 2006, but it could be done in this year depending on conditions.

It is reported that the nationwide teacher training programs have not been implemented according the schedule. In addition, the contents of the training programs were not unified. Some training programs were not according the newly-developed guidebooks.

The implementation has been deviated from the planned schedule. Both the nationwide distribution of the guidebooks and workbooks and teacher training have not thoroughly implemented. Thus, outreach of the outputs and outcomes of the Project in wider areas requires a certain period of time. Also, securing of financing for the activities is the key issue for sustainability.

***Technical Aspects***

While human resource development for development of guidebooks and workbooks has been behind schedule due to the assignment of the counterparts by the Honduran side, the Japanese experts implemented technical transfer to the local staff hired by the Project, who became counterparts assigned by the Ministry of Education in May 2005 and are now in the process of

*[Handwritten signatures and initials]*

contract. In terms of teacher training, technical transfer to them through the counterparts in the National Pedagogic University has been smoothly implemented.

#### 4. Conclusion

Based upon the above evaluation results, the Honduran and the Japanese evaluation team acknowledge that the Project was successfully implemented. The project contributed to improvement of teaching skills of teachers in basic education in Honduras with high relevance and efficiency. The necessary assistance implemented within relatively short time lead the Project to attain the Project Purpose and some favorable impacts mentioned above.

#### 5. Recommendations

Based on the findings of the evaluation of the Project, the Honduran and Japanese sides recommend to take the following measures.

##### *Short-term*

##### (1) Distribution and utilization of the guidebooks and workbooks

Currently, it is reported that there are many schools have not yet received none or sufficient number of the guidebooks and workbooks. The Secretariat of education should complete the analysis on the distribution of the teaching materials and ensure these materials are distributed and utilized by teachers and students.

##### (2) Review on implementation of current teacher training

It is necessary to review the implementation on training for the teacher (i.e. Plan Integral 2005) which entails the use of the guidebooks and workbooks, conducted by the Honduran government with support of donors. Since some areas reported that the training was not conducted as planned, it is critical to review the situation and to take countermeasures to promote the use of the teaching materials.

##### (3) Necessity of analytical report on the Project experience

In view of preparation already progressed for the second phase of PROMETAM, it is indispensable to compile the report which describes approaches planned and implemented as well as impact on mathematic classes. As a model case, the report will be a very important reference to similar projects in other countries.

##### *Long-term*

##### (4) Further inclusion and continuous efforts by the Honduran key personnel

As the Project counterparts, trainers of the teachers, technical staff in mathematics (for drafting the guidebook and workbooks) were key personnel who learned the teaching method of the Project and contributed to project implementation. The number of the trainers supported by the Project is still limited and there was absence of technical staff of mathematics in the Project for some period.

In order to ensure the sustainability of the project and to enhance effectiveness and impact of the project, it is essential that these key personnel keep their position and make efforts to disseminate

their experiences to teachers and develop the teaching methodology.

(5)Compilation of teacher training manual

It is important to compile teacher training manual based on the Project experience in collaboration with Honduran counterparts, in order to share the experience nationwide as well as with other countries.

(6) Promotion of monitoring system to improve the teaching method

To improve the teaching ability of the teachers, it is critical to implement more effective monitoring system, which is direct inter-action of monitoring their class and give them feedbacks. In this context, the objective of monitoring should be clearly defined to improve monitoring methodology for teachers. Then the feasible monitoring system to meet the objective should be established and appropriately conducted.

(7)Continuous budgetary support for guidebooks and workbooks

It is essential to assure annual budget of the Secretariat of Education to provide appropriate number of guidebooks and work books to replace deteriorated ones amid increasing the number of student population at schools.

(8)Training of core trainers

It is important to provide training for core trainers in each department who will be supporting teachers at schools, outlining the role of teacher training institution

**6.Lessons Learnt**

(1)Effectiveness of the Project approach

Through evaluation analysis, the strength and weakness of the Project approach was identified in the following points:

(i) Development of teaching materials as main approach

To draft the guide books and workbooks was a main project component. Considering the situation in education sector in Honduras, the Project period, accumulated experience of JOCV activities prior to the Project, this appears to be effective and efficient approach. In case that limited teaching ability of teachers are serious where there are many multi-grade schools in a country, first-hand guide for teachers and workbooks for students can be effective tool for any teachers to conduct the class more systematically and for students to learn by themselves.

(ii)Support for teacher training through PFC

In terms of sustainability of the project, training support through PFC conducted by UPN was important since PFC is a program that provides the graduates higher academic degree than high school. This promotes the incentive by the teacher to study at PFC courses. PFC was also conducted at regional level therefore it has institutionalized within the country and supported by the university where the political intervention is expected to be relatively minimum. When supporting the training courses, it is significant to consider the qualified course in nationwide, the motivation

of teachers for study, and continuity of the courses.

(iii) Coordination with JOCV

The inputs and role of JOCV in the project were critical in supporting the PFC and monitoring the class of teachers to feedback from teachers for training and revising teachers' guide books and workbooks. On the other hand, the objective of JOCV is not necessarily identical to the project objective, therefore, this caused the difficulty in management in coordinating with JOCV.

(iv) Counterpart training in Japan

Counterpart training in Japan provided a significant opportunity of better understanding of the target lessons on PROMETAM and gave great motivation for enhancing the commitment of the project activities. After they came back to Honduras, some of them conducted lesson study, a Japanese method of professional development.

(v) Monitoring activity of teachers

While monitoring activity by JOCV was very important for improvement of teaching method, the extent of activities depends on the JOCV own initiative. They made efforts to conduct the monitoring of teachers in PFC in spite of being not an obligatory work. The activity is, however, a critical component which should be incorporate into the project, therefore, it is important to plan and implement monitoring activities for the sustainability of the project.

(2) Coordination with other donors

Donor coordination can increase outcomes and impacts of the Project through outreach of the activities supported by the Project. In the case of the Project, from the outset of project formation, the project has close relationship with MERECE (a round table of external donors in education sector: Mesa Redonda de Cooperaciones Externas en Educación). It was incorporated in the Honduran FTI strategic plan. At project implementation thus effectively collaborated with other donors such as Canada, Spain, Sweden, and the World Bank.

(3) Copyrights of the produced teaching materials

Upon the planning of the project, the guidebooks and workbooks are core project components; however, copyrights on the outputs were not set up with the Honduran side. Later in August 2005, an agreement regarding the copy right of teaching materials was signed among Secretariat of Education, UPN, and JICA. It should be discussed and arranged on the agreement of both sides at the outset of Project.

*Full*

*E*

*of*

PDM 2<sup>nd</sup> Version: THE IMPROVEMENT OF TEACHING METHOD IN MATHEMATICS IN THE REPUBLIC OF HONDURAS

Date: 2004.9.7

Term of Cooperation: April 1, 2003 – March 31, 2005 (3 years)

Prepared by: S.E., UPN FM, JICA Experts

Japanese implementing agency: JICA

Counterpart agency: M.E., UPNFM

Project area: Dept. of El Paraiso, Ocotepeque, Colón, Valle and Comayagua The Republic of Honduras Target group: Teachers in the 1<sup>st</sup> and 2<sup>nd</sup> cycles of basic education

Narrative Summary	Objectively Verifiable Indicators	Means of Verifications	Important Assumptions
<p><b>[Super Goal]</b> To decrease the number of repeaters for low academic achievement in mathematics in the 1<sup>st</sup> and 2<sup>nd</sup> cycles of basic education, especially in the rural area</p>	<p>1. To reduce the number of repeaters</p> <p>2. Reference: To improve the achievement test for the children in mathematics in the 1<sup>st</sup> and 2<sup>nd</sup> cycles of basic education</p>	<p>1. Statistical data of Secretariat of Education</p> <p>2. Results of the achievement test for the children in mathematics in the 1<sup>st</sup> and 2<sup>nd</sup> cycles of basic education (UMCE)</p>	
<p><b>[Overall Goal]</b> To improve the teaching method in mathematics in the 1<sup>st</sup> and 2<sup>nd</sup> cycles of basic education, in other departments than five targeted departments namely El Paraiso, Ocotepeque, Colón, Valle and Comayagua through disseminating the project results</p>	<p>To improve the results of analysis of mathematics classes</p>	<p>Analysis of mathematics classes</p>	<p>Children's absence in class does not increase.</p>
<p><b>[Project Purpose]</b> To improve the teaching method in mathematics in the 1<sup>st</sup> and 2<sup>nd</sup> cycles of basic education in five targeted departments namely El Paraiso, Ocotepeque, Colón, Valle and Comayagua applying the teacher's guidebooks and the workbooks</p>	<p>To improve the results of analysis of mathematics classes carried by the teachers who receive the in-service teacher training</p>	<p>Analysis of mathematics classes</p>	<p>The plan of Honduran Government about the in-service teacher training is implemented successfully.</p>
<p><b>[Output]</b></p> <p>1. To elaborate the teacher's guidebooks in mathematics for the teachers in the 1<sup>st</sup> and 2<sup>nd</sup> cycles of basic education</p> <p>2. To elaborate the workbooks in mathematics for the children in the 1<sup>st</sup> and 2<sup>nd</sup> cycles of basic education</p> <p>3. The teachers who receive the in-service teacher training in the five targeted departments can develop their classes according to the instruction of the teacher's guidebooks</p> <p>4. To improve teaching capacities of the counterparts through those three processes from (1) to (3) above</p>	<p>1. To publish the teacher's guidebooks in mathematics</p> <p>2. To publish the workbooks in mathematics</p> <p>3-1. The number of teachers who finish the in-service teacher training</p> <p>3-2. The number of teachers who get the score more than 60% in the test of achievement and teaching method</p> <p>3-3. The monitor of the classes by the teachers who are in the in-service teacher training.</p>	<p>1. Dictation by Secretariat of Education</p> <p>2. Dictation by Secretariat of Education</p> <p>3-1. The mark of the in-service teacher training</p> <p>3-2. Results of the test of achievement and teaching method</p> <p>3-3. The monitor of the classes</p>	<p>1. There is no strike or meeting to disturb the in-service teacher training by teachers.</p> <p>2. The counterparts keep their position during the Project.</p>



[Activities]	[Input]		
<p>1-1 To elaborate a draft of the teacher's guidebooks in mathematics for the teachers in the 1<sup>st</sup> and 2<sup>nd</sup> cycles of basic education</p> <p>1-2 To apply and prove the draft of the teacher's guidebooks in mathematics classes</p> <p>1-3 To monitor how the draft of the teacher's guidebooks is used</p> <p>1-4 To feed back monitoring results to the teacher's guidebooks</p> <p>1-5 To complete the teacher's guidebooks</p> <p>2-1 To elaborate a draft of the workbooks in mathematics for the children in the 1<sup>st</sup> and 2<sup>nd</sup> cycles of basic education</p> <p>2-2 To apply and prove the draft of the workbooks in mathematics classes</p> <p>2-3 To monitor how the draft of the workbooks is used</p> <p>2-4 To feed back monitoring results to the workbooks</p> <p>2-5 To complete the workbooks</p> <p>3-1 To plan the in-service teacher training of mathematics for teachers in the 1<sup>st</sup> and 2<sup>nd</sup> cycles of basic education</p> <p>3-2 With the help of the workbooks and the teacher's guidebooks, the in-service teacher training in mathematics will be carried in the "Programa de Formación Continua"</p> <p>3-3 To elaborate and apply the test of achievement and teaching method in mathematics for the teachers</p> <p>3-4 To elaborate a format for the analysis of mathematics classes</p> <p>3-5 To implement the evaluation of mathematics classes</p> <p>3-6 To elaborate and apply the achievement test in mathematics for the pupils in the 1<sup>st</sup> and 2<sup>nd</sup> cycles of basic education</p> <p>4-1 To transfer know how to the counterparts through those activities from (1) to (3) above mentioned</p> <p>4-2 To share the experiences about the in-service teacher training to the person concerned through seminars</p>	<p>Japan:</p> <p>1-a Long-term Experts 1) Chief Advisor 2) Mathematics Pedagogy</p> <p>1-b Short-term Experts</p> <p>1-c Japan Overseas Cooperation Volunteers 1) Teachers in the elementary school education 2) Superior JOCVs</p> <p>2 Provision of Machinery and Equipment</p> <p>3 Training of Honduran Personnel in Japan</p> <p>4 Budget for the teacher's guidebooks and the workbooks necessary in the project</p> <p>5 Budget for local consultants</p>	<p>Honduras:</p> <p>1 Counterpart Personnel 1) INICE 2) Department of Curriculum Design 3) Department of Educational Evaluation 4) "Programa de Formación Continua" (UPN"FM") 5) Department Directions (El Paraiso, Ocotepeque, Colón, Valle and Comayagua) 6) District Directions (Danlí, Guinope, Nueva Ocotepeque, Sonaguera, Nacaome, and La Libertad) 7) Local base of "Programa de Formación Continua" 8) Other related fields mutually agreed upon as necessary</p> <p>2 Building and Facilities</p> <p>3 Adequate Budget for Running of the Project</p> <p>4 Privileges, Exemptions and Benefits for Japanese Experts and Volunteers</p>	<p><b>Preconditions</b> Secretariat of Education has a plan to distribute the teacher's guidebooks and workbooks all over the country from 2005, and also to implement in-service teacher training at national level using them.</p>

**ANNEX2: Table of Achievement**

**Achievement and Process**

Evaluation Criteria	Evaluation Items	Confirmation Items (or Indicators)	Results
<p><b>Achievement</b></p>	<p><b>Super Goal:</b> To decrease the number of repeaters for low academic achievement in mathematics in the 1st and 2nd cycles of basic education, especially in the rural area</p>	<p>To reduce the number of repeaters</p> <p>Reference: To improve the achievement test for the children in mathematics in the 1<sup>st</sup> and 2<sup>nd</sup> cycles of basic education</p>	<p>It is difficult and too early to evaluate how the project contributed to reducing the number of repetition percentage.</p> <p>Target group in PFC supported by JOCV is including teachers from rural area, and according to interview to teachers and JOCV reports, in some cases that the improvement of teaching method of teachers by the Project If similar cases are observed more in rural areas, there may be a possibility that effects of the PROMETAM ultimately contributes to reducing the number of repeaters in the future.</p>
	<p><b>Overall Goal</b> To improve the teaching method in mathematics in the 1st and 2nd cycles of basic education, in other departments than five targeted departments namely El Paraiso, Ocotepeque, Colón, Valle and Comayagua through disseminating the project results</p>	<p>To improve the results of analysis of mathematics classes</p>	<p>The improvement of teaching method cannot be evaluated due to the lack of analysis of mathematics classes in other departments.</p> <p>The outputs of PROMETAM, namely teachers' guidebooks and workbooks are already disseminated to other departments in the following channels:</p> <ul style="list-style-type: none"> <li>- Nationwide distribution by the Honduran government: As confirmed at the time of mid-term evaluation, the nationwide distribution of the teachers' guide and textbook has already done with logistics assistance by the Honduran military and with financial source by Swedish fund for printing materials for the year 2005.</li> <li>- Core trainers trained by the Project : for example, the Spanish project ("Luis Landa" project ) who participated in training course of the Project and coordinates the nation wide training for core trainer services, there are some teachers from Intial education for teachers by UPN (i.e. Formacion Inicial de Docentes (FID) , this is a pre-service teacher training)</li> </ul> <p>Based upon these evidences, the outputs of the Project are further penetrated to other departments but still a lot of efforts are required in distributing the guidebooks and workbooks and in utilizing them properly by the teachers.</p>
	<p><b>Project Purpose</b> To improve the teaching method in mathematics in the 1<sup>st</sup> and 2<sup>nd</sup> cycles of basic education, in Five targeted departments namely El Paraiso Ocotepeque and Colón,</p>	<p>To improve the results of analysis of mathematics classes carried by the teachers who receive the in-service teacher training.</p>	<p>As of September, 2005, the result of preliminary qualitative analysis shows the improvement of the teaching method in mathematics in the 1<sup>st</sup> and 2<sup>nd</sup> cycles of basic education in five targeted departments. Further analysis is being conducted with regards to the analysis of the test result of teacher and students, which is planned to be completed by December, 2005.</p> <p>The quantitative class analysis by "Academic Learning Time Method" in year 2004 revealed that time of use of teachers' guides and workbooks are increased among the teachers under the PROMETAM compared to others under non PROMETAM. Given this fact, the qualitative analysis is conducted by</p>

Evaluation Criteria	Evaluation Items	Confirmation Items (or Indicators)	Results																																							
	Colón, Valle and Comayagua applying the teacher's guidebooks and the workbooks.		sampling in schools in five departments,  According to the opinion of JOCV and teachers themselves, the improvement of teaching method is reported in some cases among the teachers supported directly by the Project.																																							
	<p><b>Outputs</b></p> <p>1.To elaborate the teacher's guidebooks in mathematics for the teachers in the 1<sup>st</sup> and 2<sup>nd</sup> cycles of basic education</p>	1.To publish the teacher's guidebooks in mathematics	<p>All teacher's guidebooks and workbooks for 1<sup>st</sup> and 2<sup>nd</sup> cycles of basic education were elaborated in accordance with the current national curriculum. The table1 and 2 in the below shows number of the teacher's guidebooks published by the PROMETAM (For details, refer to ANNEX9). This version of the teacher's guidebooks were printed and distributed nationwide by the Secretariat of Education in May 2004.</p> <p>Final revision on the teachers' guidebooks and workbooks are still conducted for 1<sup>st</sup> to 6<sup>th</sup> grade, in respect of editing matters and necessary revision based on feedback from teachers' use, and it is expected to complete by March 2006.</p> <p>Table 1: Number of publications of teachers' guidebooks (including exercise books)</p> <table border="1"> <thead> <tr> <th>grade</th> <th>Date</th> <th>Printed number</th> <th>Main use</th> </tr> </thead> <tbody> <tr> <td>1<sup>st</sup></td> <td>Dec. 2004</td> <td>200</td> <td>Sample</td> </tr> <tr> <td>2<sup>nd</sup></td> <td>Dec. 2004</td> <td>200</td> <td>Sample</td> </tr> <tr> <td rowspan="2">3<sup>rd</sup></td> <td>Sep 2003</td> <td>600</td> <td>In-service training (PFC)</td> </tr> <tr> <td>Dec. 2004(second version)</td> <td>200</td> <td>Sample</td> </tr> <tr> <td rowspan="2">4<sup>th</sup></td> <td>Mar. 2004</td> <td>500</td> <td rowspan="2">In-service training (PFC)</td> </tr> <tr> <td>May. 2005 (exercise book)</td> <td>600</td> </tr> <tr> <td rowspan="2">5<sup>th</sup></td> <td>Aug. 2004</td> <td>500</td> <td rowspan="2">In-service training (PFC)</td> </tr> <tr> <td>Jun. 2005 (exercise book)</td> <td>400</td> </tr> <tr> <td rowspan="3">6<sup>th</sup></td> <td>Sep. 2004</td> <td>500</td> <td rowspan="3">In-service training (PFC)</td> </tr> <tr> <td>Dec. 2004(additional )</td> <td>500</td> </tr> <tr> <td>Oct 2005 (exercise book) (plan)</td> <td>400</td> </tr> </tbody> </table>	grade	Date	Printed number	Main use	1 <sup>st</sup>	Dec. 2004	200	Sample	2 <sup>nd</sup>	Dec. 2004	200	Sample	3 <sup>rd</sup>	Sep 2003	600	In-service training (PFC)	Dec. 2004(second version)	200	Sample	4 <sup>th</sup>	Mar. 2004	500	In-service training (PFC)	May. 2005 (exercise book)	600	5 <sup>th</sup>	Aug. 2004	500	In-service training (PFC)	Jun. 2005 (exercise book)	400	6 <sup>th</sup>	Sep. 2004	500	In-service training (PFC)	Dec. 2004(additional )	500	Oct 2005 (exercise book) (plan)	400
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	2. To elaborate the workbooks in mathematics for the children in the 1st and 2nd cycles of basic education	2. To publish the workbooks in mathematics	<p>Table 2: : Number of publications of workbooks (including some additional exercise books)</p> <table border="1"> <thead> <tr> <th>grade</th> <th>Date</th> <th>Printed number</th> <th>Main Use</th> </tr> </thead> <tbody> <tr> <td>1<sup>st</sup></td> <td>Dec. 2004</td> <td>200</td> <td>Sample</td> </tr> <tr> <td>2<sup>nd</sup></td> <td>Dec. 2004</td> <td>200</td> <td>Sample</td> </tr> <tr> <td rowspan="2">3<sup>rd</sup></td> <td>Sep 2003</td> <td>4,000</td> <td rowspan="2">In-service training (PFC)</td> </tr> <tr> <td>Dec 2004</td> <td>200</td> </tr> </tbody> </table>	grade	Date	Printed number	Main Use	1 <sup>st</sup>	Dec. 2004	200	Sample	2 <sup>nd</sup>	Dec. 2004	200	Sample	3 <sup>rd</sup>	Sep 2003	4,000	In-service training (PFC)	Dec 2004	200																					
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	3. The teachers who receive the in-service teacher training in the five targeted departments can develop their classes according to the instruction of the teacher's guidebooks	<p>3-1. The number of teachers who finish the in-service teacher training</p> <p>3-2 The number of teachers who get the score more than 60% in the test of achievement and teaching method.</p> <p>3-3 The monitor of the classes by the teachers who are in the in-service teacher training.</p>	<p><b>Achievement of the item 3.1 &amp; 3.2</b>            Number of teachers completed the each course is shown in Table 3. Each time, approx. 200 teachers completed the courses. As of September 2005, a course for 6<sup>th</sup> grade is conducted and will be completed by October 2005.</p> <p>Table 3: Number of teachers who completed in-service teacher training and got the score more than 60 %</p> <table border="1"> <thead> <tr> <th>Period</th> <th>Number</th> <th>Course for:</th> <th>Location</th> </tr> </thead> <tbody> <tr> <td>Sep. to Nov. 2003</td> <td>213</td> <td>3<sup>rd</sup></td> <td>El Paraiso Ocoatepeque Colón</td> </tr> <tr> <td>July to October 2004</td> <td>236</td> <td>1<sup>st</sup>-3<sup>rd</sup></td> <td>El Paraiso Ocoatepeque Colón Valle Comayagua</td> </tr> <tr> <td>December 2004 to January 2005</td> <td>226</td> <td>4<sup>th</sup></td> <td>ditto</td> </tr> <tr> <td>February to June 2004</td> <td>226</td> <td>5<sup>th</sup></td> <td>ditto</td> </tr> <tr> <td>July to October 2005</td> <td>226*</td> <td>6<sup>th</sup></td> <td>ditto</td> </tr> </tbody> </table> <p>* As of September, this is on-going training course and has not yet finished.</p> <p><b>Achievement of the item 3.3</b>            As for the development of class by teachers, there was some positive changes reported by the JOCV,</p>				Period	Number	Course for:	Location	Sep. to Nov. 2003	213	3 <sup>rd</sup>	El Paraiso Ocoatepeque Colón	July to October 2004	236	1 <sup>st</sup> -3 <sup>rd</sup>	El Paraiso Ocoatepeque Colón Valle Comayagua	December 2004 to January 2005	226	4 <sup>th</sup>	ditto	February to June 2004	226	5 <sup>th</sup>	ditto	July to October 2005	226*	6 <sup>th</sup>	ditto
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*RD* *VA* *Dina*

Evaluation Criteria	Evaluation Items	Confirmation Items (or Indicators)	Results																																																		
	4. To improve teaching capacities of the counterparts through those three processes form (1) to (3) above	4. The number of core-trainers trained by the project	<p>In total 54 core trainers(counterpart was defined here as core trainers of the teachers in ME, INICE, and UPN, who will be in charge of training for in-service and pre-service teachers ): those who are working as trainers for in-service training including PFC.</p> <table border="1" data-bbox="1104 424 2029 1046"> <thead> <tr> <th>Period</th> <th>Title</th> <th>Number of Participants</th> <th>Course for</th> <th>Target C/P(trainers)</th> </tr> </thead> <tbody> <tr> <td>July 2003 (15hours)</td> <td>PROMETAM Methodology I</td> <td>26</td> <td>1<sup>st</sup></td> <td>PFC trainers and other</td> </tr> <tr> <td>November .2003 (15hours)</td> <td>PROMETAM Methodology II</td> <td>35</td> <td>2<sup>nd</sup></td> <td>ditto</td> </tr> <tr> <td>January 2004 (16 hours)</td> <td>PROMETAM Methodology III</td> <td>27</td> <td>3<sup>rd</sup></td> <td>ditto</td> </tr> <tr> <td>May 2004 (16 hours)</td> <td>PROMETAM Methodology I,II,III</td> <td>12</td> <td>1<sup>st</sup>-3<sup>rd</sup></td> <td>Trainers from the Spanish Project "Luis Landa (LL)"</td> </tr> <tr> <td>June 2004 (16 hours)</td> <td>PROMETAM Methodology IV</td> <td>48</td> <td>4<sup>th</sup></td> <td>PFC trainers and other</td> </tr> <tr> <td>July 2004 (16 hours)</td> <td>PROMETAM Methodology I</td> <td>47</td> <td>1<sup>st</sup></td> <td>PFC &amp; LL trainers and other</td> </tr> <tr> <td>September 2004 (16 hours)</td> <td>PROMETAM Methodology IV</td> <td>33</td> <td>4<sup>th</sup></td> <td>PFC &amp; LL trainers and other</td> </tr> <tr> <td>February 2005 (16 hours)</td> <td>PROMETAM Methodology V</td> <td>10</td> <td>5<sup>th</sup></td> <td>PFC and LL trainers</td> </tr> <tr> <td>February 2005 (16 hours)</td> <td>PROMETAM Methodology VI</td> <td>50</td> <td>6<sup>th</sup></td> <td>PFC trainers and other</td> </tr> </tbody> </table>	Period	Title	Number of Participants	Course for	Target C/P(trainers)	July 2003 (15hours)	PROMETAM Methodology I	26	1 <sup>st</sup>	PFC trainers and other	November .2003 (15hours)	PROMETAM Methodology II	35	2 <sup>nd</sup>	ditto	January 2004 (16 hours)	PROMETAM Methodology III	27	3 <sup>rd</sup>	ditto	May 2004 (16 hours)	PROMETAM Methodology I,II,III	12	1 <sup>st</sup> -3 <sup>rd</sup>	Trainers from the Spanish Project "Luis Landa (LL)"	June 2004 (16 hours)	PROMETAM Methodology IV	48	4 <sup>th</sup>	PFC trainers and other	July 2004 (16 hours)	PROMETAM Methodology I	47	1 <sup>st</sup>	PFC & LL trainers and other	September 2004 (16 hours)	PROMETAM Methodology IV	33	4 <sup>th</sup>	PFC & LL trainers and other	February 2005 (16 hours)	PROMETAM Methodology V	10	5 <sup>th</sup>	PFC and LL trainers	February 2005 (16 hours)	PROMETAM Methodology VI	50	6 <sup>th</sup>	PFC trainers and other
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	4. Input (Japan)	1-a Long-term Experts 1-b Short-term Experts 1-c JOCVs  2 Provision of Equipment	Dispatched as planned. For detail, please refer to ANNEX 5  The Japanese side has procured equipment to develop teaching materials, and vehicles, etc., amounting for 14.8 million yen as shown n the following table.																																																		

*RD*      *NA*      *Dms*

Evaluation Criteria	Evaluation Items	Confirmation Items (or Indicators)	Results								
			<p style="text-align: center;">Unit: Japanese Yen (1US\$=110 Japanese Yen)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Japanese Fiscal Year</td> <td>2003</td> </tr> <tr> <td>Procurement from Japan</td> <td>2,424,500</td> </tr> <tr> <td>Local Procurement</td> <td>12,410,000</td> </tr> </table>	Japanese Fiscal Year	2003	Procurement from Japan	2,424,500	Local Procurement	12,410,000		
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		3 Local Cost Disbursement	<p>The Japanese side has allocated and appropriated necessary budget for the activities of the Japanese experts as shown in the following table.</p> <p style="text-align: center;">Unit: Japanese Yen (1US\$=18.9 Lempira, 1US\$=114 Japanese yen, as of October, 2005)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Japanese Fiscal Year</th> <th>2003</th> <th>2004</th> <th>2005</th> </tr> </thead> <tbody> <tr> <td>Cost for Project Implementation</td> <td>39,269,081</td> <td>27,569,644</td> <td>30,060,345</td> </tr> </tbody> </table>	Japanese Fiscal Year	2003	2004	2005	Cost for Project Implementation	39,269,081	27,569,644	30,060,345
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	<b>(Honduras)</b>	1 Counterpart Personnel	In total, twenty four(24) persons were trained in Japan. Please refer to ANNEX 8, List of counterparts.								
		2 Building and Facilities	No change after the mid-term evaluation: Five rooms and two warehouses at INICE building and one room at Universidad Pedagogica Nacional.								
		3 Budget for Running the Project	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2003</th> <th>2004</th> <th>2005</th> </tr> </thead> <tbody> <tr> <td>Cost for Project Operation</td> <td>624,785</td> <td>627,983</td> <td>579,950</td> </tr> </tbody> </table>		2003	2004	2005	Cost for Project Operation	624,785	627,983	579,950
		2003	2004	2005							
Cost for Project Operation	624,785	627,983	579,950								
	4 Privileges, Exemptions and Benefits for Japanese Experts and JOCVs	No problem was reported in particular									
<b>Implementation process</b>	<b>Progress of activities</b> <small>(For detail, please refer to ANNEX 4, the Plan and actual of operation)</small>	1-1 To elaborate a draft of the teacher's guidebooks in mathematics for the teachers in the 1 <sup>st</sup> and 2 <sup>nd</sup> cycles of basic education	All the draft of the teacher's guidebooks for 1 <sup>st</sup> and 2 <sup>nd</sup> cycle of basic education was elaborated.								

Evaluation Criteria	Evaluation Items	Confirmation Items (or Indicators)	Results
		1-2 To apply and prove the draft of the teacher's guidebooks in mathematics classes	The draft of the teacher's guidebooks of the 1st and 2nd cycles (the 1st to 6th grades) were applied and proved in mathematics classes in PFC conducted by JOCV..
		1-3 To monitor how the draft of the teacher's guidebooks is used	JOVCV monitored how the guidebooks is used and collected the information data through the class observation.
		1-4 To feed back monitoring results to the teacher's guidebooks	Monitoring results were reported to the Project at the end of PFC training and at any other time by JOCV's own initiative. This is important source of revision made for final edition of guidebooks.
		1-5 To complete the teacher's guidebooks	Final version of the teacher's guidebooks for the 1st to 6th grades were conducted and expected to finish all works by March 2006..
		2-1 To elaborate a draft of the workbooks in mathematics for the children in the 1 <sup>st</sup> and 2 <sup>nd</sup> cycles of basic education	All the draft of the workbooks for 1 <sup>st</sup> and 2 <sup>nd</sup> cycle of basic education was elaborated.
		2-2 To apply and prove the draft of the workbooks in mathematics classes	The draft of the workbooks of the 1st and 2nd cycles (the 1st to 6th grades) were applied and proved in mathematics classes in PFC conducted by JOCV..
		2-3 To monitor how the draft of the workbooks is used	JOVCV monitored how the workbooks is used and collected the information data through the class observation.
		2-4 To feed back monitoring results to the workbooks.	Monitoring results were reported to the Project at the end of PFC training and at any other time by JOCV's own initiative. This is important source of revision made for final edition of workbooks.
		2-5 To complete the workbooks	Final version of the teacher's workbooks for the 1st to 6th grades were conducted and expected to finish all works by March 2006.

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Evaluation Criteria	Evaluation Items	Confirmation Items (or Indicators)	Results
		3-1 To plan the in-service teacher training of mathematics for teachers in the 1 <sup>st</sup> and 2 <sup>nd</sup> cycles of basic education	The in-service teacher training of mathematics as PFC training for the 1st and 2nd cycles (the 1st to 6th grades) was planned.
		3-2 With the help of the workbooks and the teacher's guidebooks, the in-service teacher training in mathematics will be carried in the "Programa de Formación Continua"	The in-service teacher training in mathematics as PFC was carried out for the 1st to 6th grades based on the teacher's guidebooks and workbooks of PROMETAM.
		3-3 To elaborate and apply the test of achievement and teaching method on mathematics for the teachers	The test of achievement and teaching method on mathematics for the teachers who attended to the PFC training of the Project was completed until the 5 <sup>th</sup> grade. PFC for 6 <sup>th</sup> grade is on-going and the achievement test will be done in October, 2005.
		3-4 To elaborate a format for the analysis of mathematics classes	The quantitative analysis method of class evaluation called "Academic Learning Time Method" had been used for the first half year. Format was already revised in view of qualitative aspect.
		3-5 To implement the evaluation of mathematics classes	More than 500 data were collected through JOCVs' monitoring based on "Academic Learning Time Method". The analysis result showed that the teaching materials were used more in the group of the teachers who attended the PFC supported by the Project, compared to those teachers who didn't attend the PFC training of the Project.  Currently, qualitative analysis is being conducted and preliminary result indicated that teachers under the Project showed better teaching skills in comparison to other.
		3-6 To elaborate and apply the achievement test in mathematics for the pupils in the 1 <sup>st</sup> and 2 <sup>nd</sup> cycles of basic education	For evaluation purpose, the achievement test was carried out from October to November in year 2003 and it will be carried in October year 2005.

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Evaluation Criteria	Evaluation Items	Confirmation Items (or Indicators)	Results
		4-1 To transfer know-how to the counterparts through those activities from (1) to (3) above mentioned	<p>-Through PFC training supported by JOCV, teaching method was transferred to teachers.</p> <p>-The Project has made the teaching materials in cooperation with C/P. For certain period, counterpart of technical staff in Mathematics was absence, however, the Project utilize the local person who become the counterpart from the Secretariat of Education in the final year. Change in status Contract is under the process.</p> <p>- The Project has also trained 54 core trainers at department and district level. Furthermore the training in Japan was carried out timely for those who are expected to be the core persons of the Project.</p>
		4-2 To share the experiences about the in-service teacher training to the person concerned through seminars	At the end of respective PFC, the Project conducted rap-up meeting to share the experience. In training for teachers.
	Adequacy of project implementation structure	<ul style="list-style-type: none"> <li>• Organization chart of project implementation</li> <li>• Decision making, planning and monitoring system</li> </ul>	Structure of implementation is established based on the current situation in Honduras, and all key institutions are involved. (Refer to ANNEX 11)
	Adequacy of the scope and selection criteria of teachers for training	<ul style="list-style-type: none"> <li>• Reasons for selection criteria</li> <li>• Opinions of Japanese experts and C/P</li> </ul>	The Project selected PFC training courses as important channel to support teachers among other trainings as it is already existing institutions which has regional operations and provide higher qualification (degree) to the teachers. It was expected that motivated teachers would participate in the course.
	Cooperation among Japanese experts ,Japan Overseas Cooperation Volunteer(JOCV) and Counterpart	<ul style="list-style-type: none"> <li>• Opinions of Japanese experts, JOCV, and C/P</li> </ul>	Information exchange with C/P has been done through periodic meetings such as Commission for the Development of Teaching Materials, Commission of in-service Teachers Training and the Implementing Committee. Joint Coordinating Committee is held more than once a year. In this occasion, the Project had discussion to developed the teaching materials with C/P.
	Cooperation of Japanese Experts and JOCV	<ul style="list-style-type: none"> <li>• Opinions of Japanese experts and JOCV</li> </ul>	Information exchange between experts and JOCV was done through the preparation and lap-up meeting for PFC training to have the common understanding on the method of training.
	Ownership of the Honduran counterpart organizations	<ul style="list-style-type: none"> <li>• PROMETAM in education policy in Honduras</li> <li>• Commitment of personnel assignment and budget</li> </ul>	Ownership of the Honduran counterpart is evident. The Secretary of Education utilized the Project's outputs, guidebooks and workbooks, for nationwide distribution, implementation of teacher training based on teaching method of the Project all over the country, and development of teaching materials for the 7th to 9th grades by their initiative in reference to the Project experience..

Evaluation Criteria	Evaluation Items	Confirmation Items (or Indicators)	Results
	Constraining and promoting factors during project implementation	<ul style="list-style-type: none"> <li>Opinions of Japanese experts, JOCV, and C/P</li> </ul>	The strike of teachers happened all over the country, since June to July 2004 about one month and some enforcement of the training was delayed.

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**ANNEX 3: Result of Evaluation**

Evaluation Grid (Five Evaluation Criteria)

Five Evaluation	Evaluation Questions		Sources of Information	Results
	Item	Sub-Item		
Relevancy	Necessity	Consistency between project purpose and the needs of Honduras (target group)	<ul style="list-style-type: none"> <li>Needs in the education development policy of Honduras</li> <li>Opinions of Japanese experts, JOCV, and C/P</li> </ul>	As confirmed at the time of mid-term evaluation, the project purpose is highly relevant to the education policy in Honduras. The Project purpose matches the needs of the target group; The main cause of grade repeats in Honduras is poor achievement in mathematics. Another need is to improve the quality of the teachers.
	Priority	Consistency between the overall goal and the national development policy of Honduras	<ul style="list-style-type: none"> <li>Development policy or plan of Honduras</li> </ul>	The Honduran Government has placed high priority on human resource development in mathematics education for the children in a National Plan ("full coverage and completion of six years of primary education for all children of school age of both sexes, by 2015) and Honduran PRSP with the donor aid policy "Education for all-First Track Initiative (EFA-FTI)..
		Consistency with Japan's ODA policy	<ul style="list-style-type: none"> <li>Official development assistance policy of Japan</li> </ul>	Support for Basic Education is consistent with Japan's ODA policy to Honduras.
	Appropriateness of Method	Appropriateness of project approach as activities to solve the problem of mathematic education in Honduras	<ul style="list-style-type: none"> <li>Opinions of Japanese experts, JOCV, and C/P</li> <li>PRSP</li> <li>Coordination with development assistance policy of other major donors</li> </ul>	<p>The guidebooks and workbooks would be supportive for the class because, there had not been such materials before as an effective tool for conducting the class.</p> <p>Upon formulation of the Project, project sites were selected based on a detailed analysis by field survey in terms of geographical and social environment, and the capacity for acceptance of the project. In the middle of the Project implementation, two departments (Valle and Comayagua.) were included in target department to adjust the number of participants of the PFC training. The direct target group is the approximately 200 to 300 participants of PFC for one term period.</p> <p>Prior to the Project, over the past thirteen years the Japanese government had supported the training of teachers through the dispatch of a total of 60 JOCVs in mathematics before the Project. As result of their activities, some specific problems on education of Honduras were</p>
Appropriateness of selection of project sites (5 departments) and diffusion of experiences to other departments				

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Five Evaluation	Evaluation Questions		Sources of Information	Results
	Item	Sub-Item		
		Advantage of Japanese experience		
		Cooperation with other donors		determined and teaching materials for considering those problems were developed.  Donors in EFA-FTI coordinated for teacher trainings and financing for printing the guidebooks and workbooks.
Effectiveness	Achievement of outputs	Current status of the indicators of the outputs	(Record of achievement of outputs )	As for the guidebooks and workbook were elaborated despite some revisions made according to changes in National curriculum. The reputation of participant teachers is very good and the number of teachers using the teaching materials increased according to the result of the monitoring by the JOCV.  The Project has trained 54 core trainers, those who working as trainers for in-service training including PFC.
	Achievement of the project purpose	Improvement of teaching method of teachers in project area by the teacher's guide and workbook	<ul style="list-style-type: none"> <li>Opinions of Japanese experts, JOCV, and C/P</li> <li>Result of data analysis of class evaluation</li> </ul>	Achievement of the project purpose was verified based on qualitative and quantitative analysis on teaching. Teachers under the project shows better ability of teaching than those who do not receive the training by the project. Further analysis on the achievement test of teachers and students will be completed by December 2005.
		Promoting and constraining factors to the achievement of project purpose	<ul style="list-style-type: none"> <li>Opinions of Japanese experts, JOCV, and C/P</li> </ul>	Project approach to draft guidebooks and workbooks was effective, supported by the Honduran government's decision to distribute to a whole country .  The strike of teacher happened all over the country scale, since June to July 2004 about one month and some enforcement of the training was delayed.  On the other hand, teachers' guides and workbooks are not yet applied by all the teachers in five departments. Nationwide distribution and use of the guidebooks and workbooks are not yet achieved thoroughly. The research of missing teacher's guide and workbooks is now conducted by the Secretariat of Education.
	Contribution of Project outputs to achieve project purpose (or any constraining factors)		<ul style="list-style-type: none"> <li>Opinions of Japanese experts, JOCV, and C/P</li> </ul>	The Project outputs, i.e. guidebooks, workbooks, and teacher training contributed to achieve the Project purpose effectively.
Efficiency	Adequacy of inputs in terms of	Number, expertise,	<ul style="list-style-type: none"> <li>Opinions of Japanese experts, JOCV, and C/P</li> </ul>	Both Japanese and Honduran sides have been made efforts to implement the project efficiently.

Five Evaluation	Evaluation Questions		Sources of Information	Results
	Item	Sub-Item		
	quality, quantity, timing as for the achievement of outputs	and timing of dispatched Japanese experts	<ul style="list-style-type: none"> <li>Record of project office</li> <li>Record of Ministry of education</li> <li>Report of similar projects of other international organizations</li> </ul>	<p>Numbers of experts, however, was in short in terms of work volume. There was an increase in number of personnel assigned to the project.</p> <p>To reduce the Project cost and transfer the know-how, local resources are utilized effectively to achieve the outputs.</p> <p>As for the assignment of counterpart personnel, there was an absence of technical staff in mathematics for some period.</p>
		Number, expertise, and timing of dispatched JOCV		
Item, quantity, timing of supplied equipment				
Amount of project operation cost by the Japanese side				
C/P assignment, budget allocation and facility and equipment supply by the Honduran side				
	Factors which affects efficiency of project implementation		<ul style="list-style-type: none"> <li>Opinions of Japanese experts, JOCV, and C/P</li> <li>Record of project office</li> </ul>	<p>Due to unexpected additional revise of the materials from the 1st to 3rd grades was required to the Project, one short-term expert and some local consultants were placed. In order to coordinate JOCV activities efficiently and effectively, one volunteer were dispatched additionally. .</p> <p>Coordination and evaluation work is enormous for one expert therefore one local staff for the coordination job has been hired additionally.</p>
Impact	Prospects of achievement of overall goals as a result of attaining project purpose		ditto	The Honduran government determined nationwide distribution of the guidebooks and workbooks which is defined as textbooks in line with new national curriculum for basic education. The effect of the project has expanded to other departments in through the implementation of nationwide distribution of the guidebooks and workbooks. Through training for core trainers from other departments than five target department, the impact of the project is expected.
	Factors which affects the achievement of overall goals		ditto	There was a progress of implementation of nationwide distribution of guidebooks and workbooks; however, it is reported that there is a delay in distribution in some distance areas and missing the number of the books during distribution. Also, although the guide and textbook were already distributed, in some cases that teachers do not use them yet due to the timing (in the middle of the term) and lack of knowledge e some cases reported that coverage of use of textbook seems to be limited

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Five Evaluation	Evaluation Questions		Sources of Information	Results
	Item	Sub-Item		
	Other indirect impacts ( or other unexpected positive and negative impacts)		ditto	<p>The Honduran side will elaborate the teacher's guidebooks and workbooks for the 7th to 9th grades by their own initiative.</p> <p>Second phase of the project is being prepared to spread the outputs of the Project to the several countries of Central America.</p>
Sustainability	Sustainability of project effect after project completion	Political and institutional aspect	<ul style="list-style-type: none"> <li>• Opinions of Japanese experts, JOCV, and C/P</li> <li>• Policy of the Honduran government</li> </ul>	<p>In the government policies and plan, it is expected that Honduras is willing to continue self-sustained activities.</p> <p>The teacher's guidebooks and workbooks developed by the Project are government-designated ones according to the new curriculum. The Honduras government is promoting nationwide distribution of those books. The Secretariat of Education has already started the nationwide teacher's training in year 2005.</p>
		Financial aspect	ditto	<p>The nationwide distribution of the teacher's guidebooks and workbooks, which was implemented by the Swedish assistance for printing, has not been completed yet. Canada is planning to provide fund for printing workbooks in 2006.</p> <p>Outreach of the outputs and outcomes of the Project in wider areas requires a certain period of time. To ensure financing source for the activities is the key issue for sustainability.</p>
		Technical aspect (teaching method, use of teacher's guide and textbook)	<ul style="list-style-type: none"> <li>• Opinions of Japanese experts, JOCV, and C/P</li> </ul>	<p>While human resource development for development of guidebooks and workbooks has been behind schedule due to the assignment of the counterparts by the Honduran side, the Japanese experts implemented technical transfer to the local staff hired by the Project, who became counterparts assigned by the Ministry of Education in May 2005 and are now in the process of contract. In terms of teacher training, technical transfer to the teachers through the counterparts in the University of Education has been smoothly implemented.</p>
	Prospect of overall goal achievement after project completion		ditto	<p>The overall goals are expected to be achieved if the effect of the project continues.</p>

Five Evaluation	Evaluation Questions		Sources of Information	Results
	Item	Sub-Item		
	Factors which possibly affect project sustainability		• Opinions of Japanese experts, JOCV, and C/P	Due to the presidential election for this year, it will affect the progress of project implementation.





Annex 4: Plan of Operation for PROMETAM

Activities	Plan	2003												2004												2005												2006		
		Actual	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3		
<b>(1)</b>																																								
(1)-1 To elaborate a draft of the teacher's guidebooks in mathematics for the teachers in the 1st and 2nd cycles of basic education	Plan																																							
	Actual																																							
(1)-2 To apply and prove the draft of the teacher's guidebooks in mathematics classes	Plan																																							
	Actual																																							
(1)-3 To monitor how the draft of the teacher's guidebooks is used	Plan																																							
	Actual																																							
(1)-4 To feedback monitoring results to the teacher's guidebooks	Plan																																							
	Actual																																							
(1)-5 To complete the teacher's guidebooks	Plan																																							
	Actual																																							
<b>(2)</b>																																								
(2)-1 To elaborate a draft of the workbooks in mathematics for the children in the 1st and 2nd cycles of basic education	Plan																																							
	Actual																																							
(2)-2 To apply and prove the draft of the workbooks in mathematics classes	Plan																																							
	Actual																																							
(2)-3 To monitor how the draft of the workbooks is used	Plan																																							
	Actual																																							
(2)-4 To feedback monitoring results to the workbooks	Plan																																							
	Actual																																							
(2)-5 To complete the workbooks	Plan																																							
	Actual																																							
<b>(3)</b>																																								
(3)-1 To plan the in-service teacher training of mathematics for teachers in the 1st and 2nd cycles of basic education	Plan																																							
	Actual																																							
(3)-2 With the help of the workbooks and the teacher's guidebooks, the in-service teacher training in mathematics will be carried in the "Programa de Formación Continua"	Plan																																							
	Actual																																							
(3)-3 To elaborate and apply the test of achievement and teaching method in mathematics for the teachers	Plan																																							
	Actual																																							
(3)-4 To elaborate a format for the analysis of mathematics classes	Plan																																							
	Actual																																							
(3)-5 To implement the evaluation of mathematics classes	Plan																																							
	Actual																																							
(3)-6 To elaborate and apply the achievement test in mathematics for the pupils in the 1st and 2nd cycles of basic education	Plan																																							
	Actual																																							
<b>(4)</b>																																								
(4)-1 To transfer know-how to the counterparts through those activities from (1) to (3) above mentioned	Plan																																							
	Actual																																							
(4)-2 To share the experiences about the in-service teacher training to the person concerned through seminars	Plan																																							
	Actual																																							

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## List of Japanese Experts

## Dispatch of Experts

Name	Title of Assignment	Period of Assignment
Long-term Experts 1.Mr. Takeshi Sekiya 2.Mr. Eiichi Kimura 3.Ms. Shiori Abe 4.Ms. Tamako Agou	Chief Advisor Mathematics Pedagogy Mathematics Pedagogy Coordinator	1 April 2003 -30 June 2005 19 May 2003 - 26 March 2005 29 November 2004 - 31 March 2006 13 June 2005 – 7 April 2007
Short-term Experts 1.Mr. Masami Isoda 2.Mr. Kozo Tsubota 3.Mr. Tadao Konishi 4.Ms. Shiori Abe	Training Improvement Teaching Materials Development Evaluation Analysis Teaching Materials Development	8 November 2003 – 23 November 2003 8 November 2003 – 23 November 2003 6 March 2004 – 17 March 2004 20 April 2004 – 19 October 2004







**Annex 7: Major Equipments Provided by JICA**

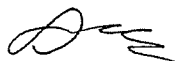
Item	Main Specifications	Unit	Unit Price	Amount
<b>Procurement from Japan</b>				
1. Equipment of PC concerned				
PC	Windows XP, Japanese, Notebook	5	250,000	1,250,000
Printer	Valve jet, color	8	50,000	400,000
Printer	Laser Printer, Black and White	1	100,000	100,000
Scanner	A4	2	50,000	100,000
UPS		8	30,000	240,000
PC Card	256MB	3	60,000	180,000
PC Card Adapter		3	1,500	4,500
2. Equipment of PC concerned (soft)				
Microsoft Word, Excel	Microsoft Office in Japanese	5	30,000	150,000
<b>Sub-Total</b>				<b>2,420,000</b>
<b>Local Procurement</b>				
1. Vehicle				
Four-wheel drive car	4x4, Diesel, 3000cc, Air bag	2	3,800,000	7,600,000
2. Equipment of PC concerned				
PC	Windows XP, Spanish, 17 inch	3	250,000	750,000
3. Equipment of PC concerned (soft)				
Editor	Page Maker in Spanish	3	150,000	450,000
Editor	Photshop Elemento in Spansih	3	150,000	450,000
Soft (Microsoft PowerPoint)	PowerPoint in Spanish	3	20,000	60,000
4. Presentation				
Projector	Sorter, Reduction and Expansion	1	600,000	600,000
5. Office Supplies				
Copy machine		2	700,000	1,400,000
FAX		7	100,000	700,000
6. Others				
Dynamo		1	400,000	400,000
<b>Sub-Total</b>				<b>12,410,000</b>
<b>Total</b>				<b>14,834,500</b>

**Annex 8: List of Participants of the Training in Japan**

<b>Name</b>	<b>School Name</b>	<b>Post</b>	<b>Period</b>
<b>Mathematics Education</b>			
1. Alvarado Di Donato, Roberto	Universidad Pedagógica Nacional Francisco Morazán	Coord. Area de Matemática del PFC	3 Feb.2004-24 Feb. 2004
2. Ramon Rosa Ramirez San Martin	Secretaría de Educación	Técnico Matemático de la S.E.	3 Feb.2004-24 Feb. 2004
3. Carmen Yessenia Reyes Corea	Escuela Normal de Gracias, Lempira	Matemática	3 Feb.2004-24 Feb. 2004
<b>Mathematics Education</b>			
1. Rafael Eduardo Pacheco Cano	Universidad Pedagógica Nacional FM SPS	Docente de matemáticas	14 Jun 2004-6 July 2004
2. Angélica María Suazo S.	Universidad Pedagógica Nacional FM Tegcigalpa	Docente de matemáticas	14 Jun 2004-6 July 2004
3. José Gerardo Fuentes Z	Universidad Pedagógica Nacional FM Tegcigalpa	Docente de matemáticas	14 Jun 2004-6 July 2004
4. José Israel Enamorado	Escuela Normal Mixta Miguel Ángel Chinchilla	Docente de matemáticas	14 Jun 2004-6 July 2004
5. Manuel Rosales Andino	Escuela Normal Mixta Matilde Suazo Córdova	Docente de matemáticas	14 Jun 2004-6 July 2004
6. Sara Lorena Jiménez	Escuela Normal Mixta España	Docente de matemáticas	14 Jun 2004-6 July 2004
7. Fredy Orellana Martínez	Escuela Normal de Occidente, Esperanza Intibucá	Docente de matemáticas	14 Jun 2004-6 July 2004
8. Elvia G. Murillo	Escuela Normal Mixta Litoral Atlántico, Tela	Docente de matemáticas	14 Jun 2004-6 July 2004
9. Manuel Antonio Dominguez Tróchez	Escuela Normal Mixta de Olancho, Juticalpa	Docente de matemáticas	14 Jun 2004-6 July 2004
10. Dioselina Serrano Bentiez	Escuela Normal Mixta de Justicia y Libertadk, GL	Docente de matemáticas	14 Jun 2004-6 July 2004
11. Rita Matilde Martínez	Escuela Normal Mixta Guillermo Suazo Córdova	Docente de matemáticas	14 Jun 2004-6 July 2004
<b>Teachers' Training</b>			
1. Julio César Navarro Pozo	Universidad Pedagógica Nacional FM	Coordinador de PFC	14 Jun 2004-6 July 2004
2. José Hernán Montúfar Chinchilla	INICE- Secretaría de Educación	Director Ejecutivo del INICE	14 Jun 2004-6 July 2004
3. Marden Mauricio Delcid Martínez	Centro Asociado de FID, La Esperanza, Intibucá	Director Centro Asoc. La Esperanza	14 Jun 2004-6 July 2004
<b>Education Administration</b>			

1. Rosa Margarita Pinto	Secretaría de Educación	Directora Deptal. Ocotepeque	14 Jun 2004-6 July 2004
2. Dilma Nufio	Secretaría de Educación	Directora Distrital Danlí	14 Jun 2004-6 July 2004
3. Zoila Herrera	Programa de Formación Continua	Coord Local PFC en Guinope	14 Jun 2004-6 July 2004





Annex 9

Guidebooks for Teachers

Date	Title	Printed Number	Main Use	Remark
Sep 2003	Guía para Maestros:3o Grado, (Primeiro ver.) (Guide book for teachers : 3rd Grade, First Edition)	600	In-service training (PFC)	Printed matter only
Mar 2004	Guía para Maestros para Maestro: 4o Grado, (Primeiro ver.) (Guidebook for teachers: 4th grade, First Edition)	500	In-service training (PFC)	CD & Printed matter Version for nationwide distribution for year 2005
Ago 2004	Guía para Maestros para Maestro: 5o Grado, (Primeiro ver.) (Guidebooks for teachers: 5th Grade , First Edition)	500	In-service training (PFC)	ditto
Sep 2004	Guía para Maestros para Maestro: 6o Grado, (Primeiro ver.) (Guidebooks for teachers: 6th grade, First Edition)	500	In-service training (PFC)	ditto
Dec 2004	Guía para Maestros para Maestro: 0o Grado, (Primeiro ver.) (Guidebooks for teachers: Complementary content 6th grade, First Edition)	500	In-service training (PFC)	CD & Printed matter
Dec 2004	Guía para Maestros para Maestro :1o Grado, (Segundo ver.) (Guidebookd for teachers : 1st Grade, Second Edition)	200	Sample distribution to other donors e.t.c.	CD & Printed matter *Version for nationwide distribution for year
Dec 2004	Guía para Maestros para Maestro :2o Grado, (Segundo ver.) (Guidebooks for teachers : 2nd grade, Second edition)	200	Sample distribution to other donors e.t.c.	ditto
Dec 2004	Guía para Maestros para Maestro: 3o Grado, (Segundo ver.) (Guidebooks for teachers : 3rd grade, Second Edition)	200	Sample distribution to other donors e.t.c.	ditto
May 2004	Ejercicios Complementarios del Cuaderno de Trabajo: 4o Grado (Exercise 4th Grade)	600	In-service training (PFC)	CD & Printed matter
Jun 2005	Ejercicios Complementarios del Cuaderno de Trabajo: 5o Grado (Exercise 5th grade)	400	In-service training (PFC)	CD & Printed matter
Oct 2005 (plan)	Ejercicios Complementarios del Cuaderno de Trabajo: 6o Grado (Exercise 6th Grade)	400		CD & Printed matter

Workbooks

Date	Title	Printed Number	Main Use	Remark
Sep 2003	Caderno de Trabajo:3o grado, (Primeiro ver.) (Workbook : 3rd Grade, First Edition)	4,000	In-service training (PFC)	Printed matter only
Mar 2004	Caderno de Trabajo:4o grado, (Primeiro ver.) (Workbooks: 4th Grade, First Edition)	3,000	In-service training (PFC)	CD & Printed matter Version for nationwide distribution for year 2005
Ago 2004	Caderno de Trabajo:5o grado, (Primeiro ver.) (Workbooks: 5th Grade, First Edition)	500	In-service training (PFC)	ditto
Sep 2004	Caderno de Trabajo:6o grado, (Primeiro ver.) (Workbooks 6th Grade, First Edition)	500	In-service training (PFC)	ditto
Dec 2004	Caderno de Trabajo:6o grado Contenidos de Complemento, (Primeiro ver.) (Workbooks 6th Grade, complementary content, First Edition)	500	In-service training (PFC)	ditto
Dec 2004	Caderno de Trabajo:1o grado, (Tercero ver.) (Workbooks: 1st Grade, 3rd edition)	200	Sample distribution to other donors e.t.c.	ditto
Dec 2004	Caderno de Trabajo:2o grado, (Tercero ver.) (Workbooks: 2nd Grade, 3rd edition)	200	Sample distribution to other donors e.t.c.	ditto
Dec 2004	Caderno de Trabajo: 3o grado, (Tercero ver.) (Workbooks: 3rd Grade, 3rd edition)	200	Sample distribution to other donors e.t.c.	ditto

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**Annex 10: List of Honduran Counterpart Personnel and Administrative Personnel**

As of September,2005

Counterpart Personnel			
Role	Position	Name	
Project Director	Vice Secretary for Pedagogy of the Secretariat of Education	Claudia Torres (until Feb. 2004) Elia del Cid de Andrade (since Feb.2004)	
Project Sub-director	Rector of Univerisidad Pedagógica Nacional	Ramón Ulises Salgado Peña (until June 30 <sup>th</sup> , 2005)	
		Lea Azucena Cruz Cruz (since July 1 <sup>st</sup> , 2005)	
Project Manager	The Executive Director of INICE	José Hernán Montúfar Chinchilla (until December 31 <sup>st</sup> , 2004)	
		José Marcial Méndez Soto (since January 1 <sup>st</sup> , 2005)	
	President of Universidad Pedagógica Nacional Francisco Morazán	Lea Azucena Cruz Cruz	
	Department of Curriculum Design	Daysi Coello de Morales	
	Department of Educational Evaluation	Esmilda Montoya (until May 14 <sup>th</sup> , 2005) Miriam Mendoza de Inestroza (since May 15 <sup>th</sup> , 2005)	
	"Programa de Formación Continua" (UPN"FM")	Julio César Navarro Pozo	
	Department Directions (El Paraíso, Ocotepeque, Colón, Valle and Comayagua)	El Paraíso Ocotepeque Colón Valle Comayagua	Santos Eligio Alemán Rosa Margarita Pinto David Maravilla Jones Francisco Reyes Posa José A. Aguilar Mejía
	District Directions (Danlí, Guinope, Songaguera, Nueva Ocotepeque, Nacome and La Libertad)	Danlí Guinope Songaguera N.Ocotep. Nacaome La Libertad	Dilma Nufio Henry Rodríguez Luany Ramona Ulloa Ma. Dolores Mejía Coto Pedro Jacinto Toscano Pedro Armando Machado
	Regional Coordinator of "Programa de Formación Continua" (UPN/FM)	El Paraíso Ocotepeque Colón Valle Comayagua	Dinora Oyuela Miguel Angel Cabrera Lilibeth Carolina López Arelly Melara Aldonza Leonela Palma

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	Local Coordinator of "Programa de Formación Continua"	Danlí Guinope Sonaguera N.Ocotep. Nacaome La Libertad	Nimia Suyapa Ardón Zoila Aurora Herrera O. Agustín Murillo Rosa Margarita Pinto Laura Margarita Campos Justo Pastor Orellana
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Administrative personnel	
Secretary	1 secretary
Driver	1 driver
Other supporting staff	as necessary

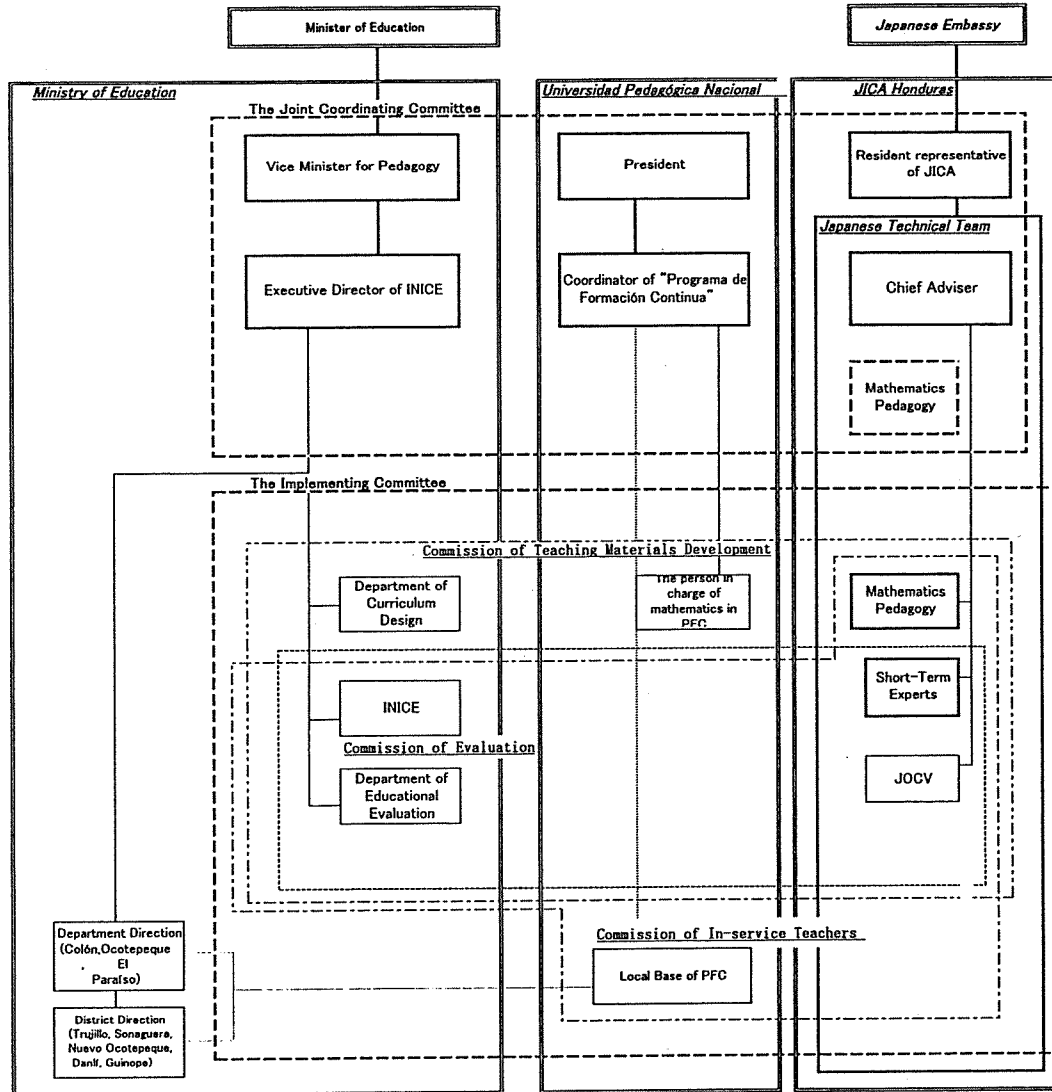
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CHART OF PROJECT IMPLEMENTATION FOR PROMETAM

ANNEX 11

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Handwritten signature or initials at the bottom center.