

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

HONDURAS

PRIMARY EDUCATION AND TECHNOLOGY INTEGRATION PROGRAM

(HO-L1062)

LOAN PROPOSAL

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CONTENTS

PROJECT SUMMARY

I.	DESCRIPTION AND RESULTS MONITORING	1
A.	Background, problems addressed, and rationale	1
B.	Objectives, components, and cost.....	7
C.	Key results indicators	9
II.	FINANCING STRUCTURE AND RISKS.....	9
A.	Financing instruments	9
B.	Environmental and social safeguard risks	10
C.	Fiduciary risk.....	11
D.	Other risks.....	11
III.	IMPLEMENTATION AND ACTION PLAN	12
A.	Summary of implementation arrangements	12
B.	Procurement.....	13
C.	Auditing (supervision)	14
D.	Summary of monitoring and evaluation arrangements	14

Annexes	
Annex I	Summary development effectiveness matrix (DEM)
Annex II	Results matrix
Annex III	Summary procurement plan

Electronic links
REQUIRED <ol style="list-style-type: none"> 1. Annual work plan http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35686577 2. Monitoring and evaluation plan http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35686706 3. Detailed procurement plan http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35733116 OPTIONAL <ol style="list-style-type: none"> 1. Fiduciary contributions http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35734358 2. Institutional analysis report http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35728727 3. Follow-up report on Education for All in Honduras 2010 http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35730269 4. List of schools http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35730242 5. Community preschool centers (CCEPREBs) in Honduras http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35730600 6. Technical note on education sector strategy http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35287998 7. Project execution plan http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35686511 8. Implementation plan http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35728708 9. Report on the status of ICT in the Honduran education system http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35288054 10. Economic analysis http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35768933

ABBREVIATIONS

Bono 10,000	Programa Presidencial de Salud, Educación y Nutrición [Presidential Health, Education, and Nutrition Program]
CCEPREB	Centro Comunitario de Educación Pre-básica [community preschool center]
CCT	conditional cash transfer
FEREMA	Fundación para la Educación Ricardo Ernesto Maduro [Ricardo Ernesto Maduro Foundation for Education]
FSO	Fund for Special Operations
ICT	information and communication technology
J-PAL	Jameel Poverty Action Lab
LIBOR	London Interbank Offered Rate
OC	Ordinary Capital
SDP	Secretaría de Estado del Despacho Presidencial [Department of the Presidency]
SE	Secretaría de Estado en el Despacho Educación [Department of Education]
UAP/SDP	Unidad Administradora de Proyectos de la Secretaría de Estado del Despacho Presidencial [Department of the Presidency Project Administration Unit]
UCP/SE	Unidad Coordinadora de Proyectos de la Secretaría de Educación [Department of Education Coordination Unit for IDB Projects]
USAID	United States Agency for International Development

PROJECT SUMMARY

HONDURAS PRIMARY EDUCATION AND TECHNOLOGY INTEGRATION PROGRAM (HO-L1062)

Financial Terms and Conditions					
Borrower: Republic of Honduras Executing agencies: Department of Education (SE) and Department of the Presidency (SDP)				OC	FSO
			Amortization period:	30 years	40 years
			Grace period:	5.5 years	40 years
			Disbursement period:	30 months	30 months
Source	Amount (US\$)	%	Interest rate:	LIBOR*	0.25%
IDB (Ordinary Capital)	25,900,000	68%	Inspection and supervision fee:	**	N/A
IDB (Fund for Special Operations)	11,100,000	29%	Credit fee:	**	N/A
Local	1,260,000	3%	Currency:	U.S. dollars from the Single Currency Facility	U.S. dollars
Total	38,260,000	100%			
Project at a Glance					
Project objective: The general objective is to improve learning by children in primary schools that serve the very poor (paragraph 1.21).					
Special contractual conditions: Conditions precedent to the first disbursement: (i) presentation by the borrower of an institutional strengthening plan for each executing agency (paragraph 2.6); (ii) signature and entry into effect of an interagency agreement between the Department of Education and the SDP (paragraph 3.2); and (iii) approval and entry into effect of the Operating Regulations in each executing agency (paragraph 3.3).					
Exceptions to Bank policies: None.					
Project consistent with country strategy: Yes [X] No []					
Project qualifies as: SEQ [X] PTI [X] Sector [X] Geographic [] Headcount []					

* Mandatory interest rate setting policy.

** The credit fee and inspection and supervision fee will be established periodically by the Board of Executive Directors as part of its review of the Bank's lending charges, in accordance with the applicable provisions of the Bank's policy on lending rate methodology for Ordinary Capital loans. In no case will the credit fee exceed 0.75% or the inspection and supervision fee exceed, in a given six-month period, the amount that would result from applying 1% to the loan amount divided by the number of six-month periods included in the original disbursement period.

I. DESCRIPTION AND RESULTS MONITORING

A. Background, problems addressed, and rationale

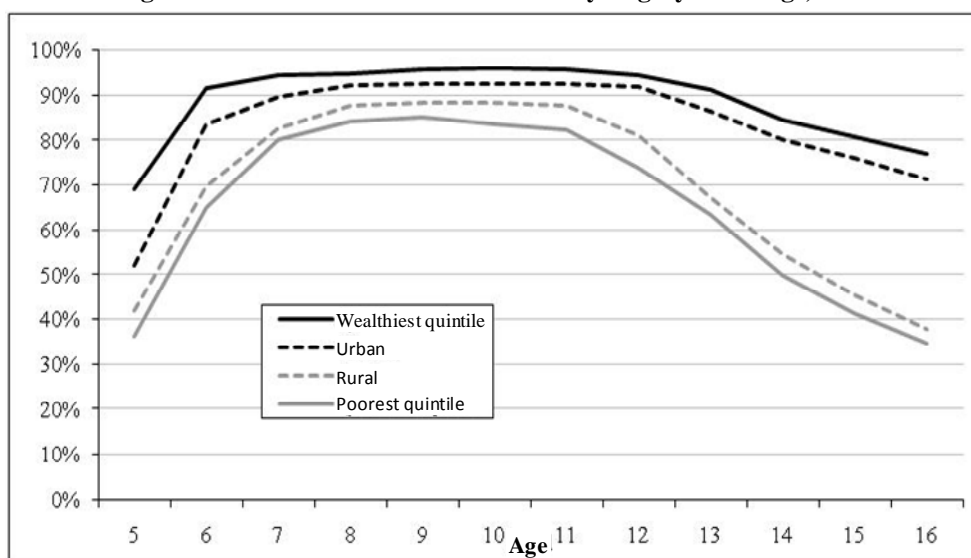
- 1.1 Honduras has made significant progress in expanding coverage of preschool and primary education (grades 1 to 6), and has taken promising actions to better address the challenges of the quality of education. However, gaps in coverage and problems with quality, internal efficiency, and equity in the system still remain.
- 1.2 **Challenges of education in Honduras.** Preschool coverage is less than 40%. Evidence links preschool education to better learning, better behavior throughout primary school, higher retention rates and, consequently, more years of education.¹ In turn, attending quality early childhood development programs will close the gaps in what children know and are capable of doing before entering primary school, which are predictors of their academic performance and their probability of success in life.² Children from poor families, for example, are much less well prepared to learn when they start school because their cognitive skills and vocabularies are poorer than those of children from higher-income families.³ Early childhood education programs are excellent tools for preventing and reducing failure in the early years of primary school and are more effective when integrated with activities in the first cycle of basic education (grades 1 to 3) in terms of shared educational objectives, coordinated activities programming, and interaction and coordination with teachers.
- 1.3 Repeater rates in Honduras are high, particularly in the first three grades: 20.3% in grade 1, 14.3% in grade 2, and 8.9% in grade 3. According to the Department of Education, in 2007 some 127,000 children (10%) in the first two cycles of basic education failed a year or left school before the end of the year. High failure rates in primary school lead to high over-age rates. For example, although virtually all 7-year-olds attend school, by the time they turn 10, just two out of every three are in the appropriate grade for their age, while the others are in lower grades because they failed or dropped out school in previous years. As a result, just 34% of children complete grade 6 without having repeated a grade.

¹ Berlinski, Galiani and Gertler, 2009; Berlinski, Galiani and Manacorda, 2008; Duarte, Bos and Moreno, 2010.

² Cunha and Heckman, 2006.

³ Paxson and Schady, 2007; Schady, 2010.

Figure I-1. Honduras: School attendance by single years of age, 2007



Source: Data from the Multipurpose Household Survey (EPHPM) 2007 processed by EDU/SCL/IDB.

- 1.4 Learning evaluations have found that pupils failed to achieve the targets established in the [Education for All](#) program.⁴ A high percentage of children are not acquiring basic knowledge and skills in reading, writing, and mathematics in the early grades, which are the building blocks for success in school in later grades and levels.

Table I-1. Evaluation of learning by grade, 2008

Grade	Pupils who achieve the Education for All target (%)	
	Spanish	Mathematics
One	51.1	88.1
Two	43.2	49.7
Three	53.0	34.4
Four	64.9	23.3
Five	63.6	11.7
Six	66.9	7.7

Source: http://www.oei.es/pdf2/rendimiento_academico_espaol_matematica_2008.pdf.

- 1.5 Gaps in equity in primary education exist between socioeconomic groups and geographic zones. Although in urban groups and in the wealthiest population quintile, virtually all children ages 7 to 12 (the age range for the first two cycles of basic education) attend school, while school attendance for children who live in rural areas or belong to the poorest quintile drops quickly, with the rate falling to 38% and 35% respectively by the time they reach age 15 and 16, as illustrated in Figure I-1. Empirical evidence demonstrates the impact of conditional cash transfer

⁴ Education for All (EFA). Program of educational targets for 2015 agreed on with the United Nations Educational, Scientific, and Cultural Organization (UNESCO).

(CCT) programs on reducing the economic obstacles poorer families face in sending their children to school. In the case of education, CCTs have been demonstrated to increase coverage and enhance equity, by enabling the poorest children and young people in the country to attend and stay in school. However CCTs do not affect the quality of the education received.

- 1.6 Honduras faces a challenge in offering the number of days of classes established in the curriculum, mainly because of high teacher absenteeism. The percentage for days of class actually taught in the last five years averaged 84%.⁵ The lack of mechanisms for monitoring attendance by teachers and pupils and, in particular, for monitoring progress in keeping up with the curriculum in the classroom severely hampers the possibility of making the players in the school system accountable. Also, teacher training in Honduras poses a major challenge for improving the quality of education. Seventy-six percent of primary school teachers do not have a university degree or the equivalent and have only completed secondary school. These teachers receive just one week of in-service training a year, while training in developing educational strategies and using technologies is virtually nonexistent. Empirical evidence indicates that teachers are the most important educational input for better learning.⁶ Increasing actual classroom teaching time also improves school performance. A study of more than 50 countries shows that longer classroom teaching time has a significantly positive impact on learning,⁷ particularly for vulnerable groups, and improves student-focused education.⁸
- 1.7 To equip children and young people with the skills that are essential for success in school and for participating effectively and productively in society, teachers need to have educational inputs that enable them to provide a more personalized, flexible, and open education.
- 1.8 Use of technology in Honduras is limited and focuses on the development of classes on technology, since there are no strategies for training the school community, technical assistance, educational resources that are pertinent in this new context, or strategies for the educational use of the investments. More than half the secondary schools in the country have at least five computers, but just 10% of primary schools have them. In total, the rate is 102 students per computer. Sophistication in the use of technologies in education is low and the main challenge is to explicitly link investments in technology to improvements in learning and teaching practices.

⁵ Number of days of classes actually taught: 2006: 173; 2007: 190; 2008: 170; 2009: 137; 2010: 171.

⁶ Every successful school system has high-quality teachers, and a good teacher can close the gaps in academic performance between students from different socioeconomic backgrounds. McKinsey, 2007; Hanushek, 2002; Rockoff, 2004; Hanushek *et al.*, 2005; SIMCE, 2008.

⁷ Lavy 2010.

⁸ Bellei 2009; Reimers 1993; Tan, Lane and Coustère 1997; Verwimp 1999; Fuller and Clarke 1994; Suryadi, Green and Windman 1981.

- 1.9 Evaluations of initiatives for the use of technologies in education conducted in other countries, some of which have been supported by the Bank, have shown that merely distributing technological equipment does not translate into positive results for learning.⁹ The evaluations suggest that the cardinal challenge of such initiatives has been implementation, particularly as they are scaled up. However, where comprehensive education programs targeted to improving education practices and outcomes exist and are accompanied by the use of technology, the results are more promising.¹⁰ The impact is even greater on the most vulnerable students or those from low-income families.¹¹
- 1.10 **Recent developments in education in Honduras.** In recent years, Honduras has taken promising steps to address its challenges in education. Preschool coverage has increased significantly in the last five years, growing from 25% to 38%, mainly through the creation of the community preschool centers (CCEPREBs). In basic education, initiatives have been developed to improve the quality of the supply, especially in reading, writing, and mathematics, and in the use of new information and communication technologies (ICTs). More recently, the Honduran government has proposed a Presidential Health, Education, and Nutrition Program (Bono 10,000) aimed at enhancing equity in these three areas.
- 1.11 **Preschool education.** Expansion of preschool education was the result of efforts by the Department of Education to build on informal strategies that had been operating since the 1990s. One of the largest and most effective initiatives is the [CCEPREBs](#). These preschool centers are the result of a partnership between the Department of Education and Fundación para la Educación Ricardo Ernesto Maduro [Ricardo Ernesto Maduro Foundation for Education] (FEREMA). The centers grew in number from 52 in 2004 to close to 4,000 in 2010, and serve about 55,000 children, providing one third of the supply of preschool education. Geographically, the CCEPREBs have spread to all of the country's 18 departments. FEREMA, which has developed the intervention modality and the materials known as Juego y Aprendo [I play and learn], provides the preschools with furniture, teaching kits, and fungible materials for the children's educational activities, trains community educators, and ensures that the centers are properly using the proposed strategy.

⁹ Although referring to very short-term effects, the evaluation in Peru conducted by the IDB (Cristia, *et al.* 2010) shows that the simple distribution of equipment has no impact on learning results or on the internal efficiency of schools. See also: Angrist and Lavy (2002), Barrera-Orsorio and Linden (2009), Goolsbee and Guyryan (2006), Machin *et al.* (2007), Leuven *et al.* (2007), Rouse and Krueger (2004).

¹⁰ The evaluations of the 1:1 Learning Technology Initiatives found that comprehensive programs in Maine, USA (Lane, D. M. M., (2003) and Mitchell Institute (2004)) and in the Eastern Townships, Canada (Karsenti, T., & Collin, S. (2011)) had positive impacts. The evaluations of Caacupé in Paraguay (Villarán, 2010) and Fundación Pies Descalzos in Colombia (Merani, 2010) found positive impacts, as have the evaluations of similar programs conducted by J-PAL in India (Banerjee, Duflo and Linden (2005)) and Madagascar (Duflo *et al.* (2008)). See also: NCES2001a, NCES2001b, Banerjee *et al.* (2007), Barrow *et al.* (2009), Fang He and Linden (2008), Cox *et al.* (2003), Harrison *et al.* (2002), Kulik (2003), Linden *et al.* (2003), Machin *et al.* (2007), Wenglinsky (1998).

¹¹ Banerjee (2010).

The Department of Education determines the location of the centers and selects the community educators, pays them a monthly stipend, and monitors, both operationally and pedagogically, the centers that are part of its preschool education system.

- 1.12 The impact of the CCEPREBs was evaluated in 2007, and the children who participated in the program were found to have significantly better results in primary school and stay in school longer (the first grade pass rate was 90.8% versus 84.1% for children who did not attend the centers); the dropout rate was lower (1.5% versus 5.1% in grade 1); and the graduates of the centers had better fine and gross motor skills, vocabulary, and socialization than children who had not attended.¹²
- 1.13 **Basic education: Reading, writing, and mathematics.** In recent years, specific initiatives have been developed in Honduras such as the Centers of Excellence for Teacher Training (CETT) promoted by the United States Agency for International Development (USAID); the Program to Improve Technical Teaching in Mathematics (PROMETAM) financed by Japan; the agreement with the National Free Texts Commission of Mexico to adapt and provide textbooks and guides in Spanish to primary schools; and the training activities of the National Educational Research and Training Institute (INICE). These interventions all focus on improving education in the early grades to lay the groundwork for subsequent learning, contain procedures for evaluating the individual progress of the children, and are intensive in teacher training in the classroom, assisting teachers in putting into practice what they learn during their training. They provide support in the form of materials and textbooks and perform individual, ongoing monitoring of the academic progress of the children. Similar experiences have been evaluated positively in other Central American countries¹³ and are being promoted in other Bank programs.
- 1.14 **Basic education: Technologies for education.** The Honduran government has proposed to improve the supply of education through [initiatives related to the use of technologies in education](#). Although the impact of these initiatives has not been measured and they have not been fully developed as yet, overall they have helped to sensitize and train teachers and students in basic aspects of the use of technology in education. The main programs are: (i) Ampliando Horizontes, which teaches students to use new technologies, has financed the installation of computer laboratories in 420 high schools since 2004 (22 computers per school); (ii) Programa @prende, which started in 2007 and seeks to provide students with

¹² Estudio de Impacto del Programa Juego y Aprendo [Impact study on the Juego y Aprendo program], Renán Rapalo and Claudia Aguilar, 2007. [See the annex containing a summary of the evaluation.]

¹³ Chesterfield, R., K. Culver, B. Hunt, S. Linan-Thompson, 2004. A Reflective Study of Teacher Professional Development in the Latin American and Caribbean Regional Centers of Excellence for Teacher Training. April to November 2004. Final Report. Washington, DC: Aguirre International for USAID. http://pdf.usaid.gov/pdf_docs/PNADF179.pdf.

access to ICTs by establishing computer laboratories in 1,657 schools (covers 10% of primary schools and 40% of high schools); and (iii) Proyecto Eurosolar, financed by the European Community, which began in 2007 and is intended to provide solar energy for 68 poor communities, provide between two and five computers for the schools (mostly multigrade) and one computer for the community center in each of the target communities. The project will end in 2011. Equipment distribution efforts have focused on high schools.

- 1.15 **Equity: Presidential Health, Education and Nutrition Program.** As part of the National Plan 2010, the Honduran government has created Bono 10,000, the conditional cash transfers from which provide funds for eligible families to encourage them to use public health, education, and nutrition services, in order to build the human and social capital of the country's poorest households. Bono 10,000 is complemented by an increased supply of education, health, and nutrition services and is financed by the IDB (loan 2371/BL-HO), the World Bank, and the Central American Bank for Economic Integration (CABEI).
- 1.16 **Bank strategy with Honduras.** This program is consistent with the Bank's strategy with Honduras (document GN-2475) in target area 3, the aim of which is to "promote the development of human capital," proposing "to improve education spending quality and productivity [and] expand coverage." "In addition, the introduction of computer technology in the classroom will be promoted as a tool to enhance teacher performance and encourage students to connect with their environment" (paragraph 4.27). The program is also consistent with the [Technical Note on Education](#) and with the objectives and indicators of the [Country Program Documents for 2010](#) and [2011](#). The program complements the Second Operation for the Integrated Support for the Social Safety Net Program (loan 2371/BL-HO), which is aimed at reducing the intergenerational transmission of poverty in Honduras. The program also complements the efforts to strengthen social services in health and nutrition promoted by the Program to Strengthen Decentralized Management of Health Services (loan 2418/BL-HO), which is also targeted under Bono 10,000.
- 1.17 **Program strategy.** The program will target its efforts on supporting the Honduran government in increasing the coverage of preschool education for five-year-olds and improving the quality of the education supply in primary education, through an innovative strategy that includes interventions in: (i) teacher training, in-classroom teacher monitoring, and distribution of teaching materials intended to improve the core areas of language and mathematics; (ii) installation of servers and connectivity in schools and distribution of computers to teachers and students, complemented with digital educational materials (including books, software, and methodological guides); and (iii) installation of information systems to monitor teacher and student attendance and timely coverage of the curriculum.
- 1.18 Lessons learned from programs aimed at improving the quality of basic education in Honduras and in similar countries in the region and from recent evaluations of

education programs that use new technologies have been taken into account in designing the proposed program (see paragraph 1.9).

- 1.19 The main innovation in the present program is the combination of interventions, where the development of the educational activities described and the use of technologies act together and are implemented on a broad scale, to enhance learning and improve reading, writing, and mathematics skills and course completion rates for pupils in the first two cycles of basic education. Implementation of the proposed intervention as a whole within the schools is a necessary condition for attaining the expected results.
- 1.20 Evaluation of the program's impact is a basic component of the operation. The results will provide information for the Honduran government, which has proposed a long-term policy to boost the quality of basic education, including the intensive use of technology for learning. It will also be useful for other countries in the region considering similar interventions.

B. Objectives, components, and cost

- 1.21 The general objective of the program is to improve learning by children in primary schools that serve the very poor. The specific objectives are to: (i) increase access by underprivileged children to preschool to improve their readiness for the first two cycles of basic education; (ii) improve learning in basic education, particularly in reading, writing, and mathematics, in the schools benefitting from the program; (iii) increase grade promotion rates and improve the rates for completion of grade 6 in the schools benefitting from the program; and (iv) transfer a strategy for the educational use of technology to the primary schools benefitting from the program.
- 1.22 **Component 1. Expansion of preschool coverage (US\$5,079,785).** This component proposes to increase access to preschool by children from low-income families using the eligibility criteria for the Bono 10,000 program, to improve their readiness for grade one. With the funds allocated to this component, the Department of Education will contract training and support services for community educators at the CCEPREBs; purchase furniture for the centers, teaching kits, and fungible materials for preschool activities; pay a stipend to the community educators; and contract services to support a joint team from the Department of Education and FEREMA in permanent monitoring of the centers. As a result of this component, 645 new CCEPREBs will be established and another 1,500 that have been operating since 2009 will be strengthened. Close to 6,500 new slots in preschools will be created and conditions will be improved in the existing 15,000 slots.
- 1.23 **Component 2. Improvement in the quality of education in the first two cycles of basic education (US\$8,377,004).** This component proposes to improve the quality of education with special emphasis on the development of basic reading, writing, and mathematics skills in students in grades 1 to 6. This component will target its actions to 545 schools. It will help to improve teaching conditions for close to 100,000 pupils (from grades 1 to 6) and for 2,000 teachers in basic

education. With the funds allocated to this component, the Department of Education will: (i) purchase textbooks and educational materials for pupils and teachers; (ii) contract services to train teachers to teach reading, writing, and mathematics, and in the use of technology; (iii) contract monitoring, coaching, and technical assistance services for teachers in the classroom and pay travel and per diem expenses for the Department's technical personnel, to boost teaching practices that employ the knowledge they acquire during training; (iv) contract services to adapt the physical infrastructure of the schools (electrical and security facilities associated with the program); (v) procure digital educational materials for teachers and students in the first two cycles of basic education and contract services to improve the Department of Education's education portal; and (vi) contract technical assistance services to build the operating capacity of the Department of Education's Technical Unit. It will also contract services to develop and implement a system in the schools benefitting from the program to evaluate individual learning by pupils throughout the year and report on their progress, so that timely remedial action can be taken to reduce failures.

- 1.24 **Component 3. Introduction of technology to improve basic education (US\$18,457,428).** This component will provide hardware and software for 545 schools benefitting from the program, following a 1:1 model.¹⁴ It will furnish instrumental support for Component 2 by providing digital educational resources. Also, the funds allocated to this component will be used to finance the provision of educational and administrative management tools that will improve the monitoring of efficiency indicators (actual number of days of class, coverage of the curriculum). With the funds allocated to this component, the SDP will procure approximately: (i) 54,500 notebooks, especially designed for use by pupils (resistance, durability, size) to be distributed to all students in grades 3 to 6; (ii) 2,571 notebooks with higher capacity but with at least the same operating system as the students, to be distributed to all teachers from grades 1 to 6 in the participating schools, and to supervisors and technicians who participate in the technical assistance programs; and (iii) 545 servers and network and connectivity equipment with capacity for local access to digital education resources, applications for collaborative work in the schools, and to support the administrative management of the program's beneficiary schools. The SDP will contract Internet access for the participating schools and permanent access for all the beneficiary teachers, together with services to boost the technical and managerial capacity of its executing unit.
- 1.25 **Selection criteria for the beneficiary schools.** Out of a total of 10,906 public schools offering basic education, schools with electricity that had two or more teachers and pupils in grades 3, 4, 5, and 6 were selected. This gave a total of 3,695 schools. The schools were then ranked in descending order using the poverty index based on Bono 10,000 allocation criteria, establishing the percentage of poor

¹⁴ Distribution of a technological device (laptop) to each pupil and teacher in the beneficiary schools.

families in the towns where the schools are located. The first 1,200 schools on the list were selected as potential program beneficiaries. A diagnostic survey of the final list of potentially eligible schools was contracted to confirm that they met the above conditions and to provide more specific information on each school. The results were used to select 545 schools at random that will benefit from the actions financed by the program. The other schools on the list will be used as a control group for evaluating the program's impact.

C. Key results indicators

- 1.26 The main program outcome indicators are: (i) increase in coverage of preschool education through informal programs; (ii) repeater rate in grade 1 among students benefitting from the program compared to those who did not; (iii) actual number of days of class; (iv) learning results in Spanish and mathematics tests administered to pupils in grades 3 and 6; (v) grade 6 completion rate; (vi) levels of service and technologies available in the beneficiary schools; and (vii) net coverage in the third cycle of basic education. With regard to program impact, the main indicator will be the improvement in the learning results of students attributable to the program.

II. FINANCING STRUCTURE AND RISKS

A. Financing instruments

- 2.1 The program will cost an estimated total of US\$38.26 million, of which US\$25.9 million will be financed from the Single Currency Facility of the Bank's Ordinary Capital and US\$11.1 million from the Fund for Special Operations. The program also has a local counterpart contribution estimated to be US\$1.26 million equivalent, which corresponds to the stipends paid to the community preschool educators for two years.

Table II-1. Program cost and financing (in US\$ thousands)

Description	IDB	Local	Total	Percentage
Component 1. Expansion of preschool coverage	5,080	1,260	6,340	17
1.1 Strengthening of the CCEPREBs created in 2008/2009	1,602	1,260	2,862	
1.2 Preschool education in the new CCEPREBs	3,226	-	3,226	
1.3 Strengthening of the management of the CCEPREBs by the Department of Education and at the decentralized level	252	-	252	
Component 2. Improvement in the quality of education in the first two cycles of basic education	8,337	-	8,337	22
2.1 Textbooks and educational materials	1,602	-	1,602	
2.2 Training for teachers in Spanish and mathematics	2,338	-	2,338	
2.3 Support and technical assistance for teachers in Spanish and mathematics instruction	564	-	564	
2.4 Adaptation of the physical infrastructure in schools	2,725	-	2,725	
2.5 Digital educational resources	455	-	455	
2.6 Technical assistance to build the operating capacity of the Department of Education's Technical Unit	653	-	653	
Component 3. Introduction of technology to improve basic education	18,457	-	18,457	48
3.1 Technological equipment	16,767	-	16,767	
3.2 Connectivity	1,182	-	1,182	
3.3 Strengthening of the technical capacity of the SDP's Technical Unit	508	-	508	
Administration, auditing, and evaluation	5,126	-	5,125	13
Administration, supervision, and coordination	3,740	-	3,740	
Evaluation	1,000	-	1,000	
External auditing	386	-	386	
TOTAL	37,000	1,260	38,260	100

- 2.2 The program will be financed through an investment loan. The loan proceeds will be disbursed over a period of 30 months counting from the date the loan contract becomes effective, in accordance with the following schedule:

Table II-2. Disbursement schedule

Source	2011	2012	2013	TOTAL
IDB	10,699,697	19,387,148	6,913,155	37,000,000
Local	-	630,000	630,000	1,260,000
Total	10,699,697	20,017,148	7,543,155	38,260,000

B. Environmental and social safeguard risks

- 2.3 Since this program is designed to improve the quality of education and does not include physical works except for minor upgrades in the schools, it will not have adverse environmental or social impacts. Under the Bank's Environment and

Safeguards Compliance Policy (OP-703), this operation has been classified as category “C.”

- 2.4 In the distribution of computers and selection of beneficiary students, the program will not discriminate against indigenous peoples and Afro-Hondurans or based on gender. In addition, the program will use the same resource allocation criteria as the Bono 10,000 program, which contains a plan for the inclusion of indigenous and Afro-Honduran groups and targets households, which therefore has a positive impact on the mothers.

C. Fiduciary risk

- 2.5 An assessment of the institutional capacity of the executing agencies and identification of the risk factors associated with execution has been provided for as part of an integrated management process, with the intent of preparing a risk mitigation plan. The level of risk for program execution identified for both institutions is ‘medium.’

D. Other risks

- 2.6 **Institutional management.** The program includes a highly complex action plan that requires coordination and technical, administrative, and fiduciary capacity on the part of the executing agencies. According to the institutional capacity assessment of the executing agencies, certain technical capabilities required to implement an education program that makes intensive use of technology need to be strengthened. Specifically, the Department of Education’s Technical and Infotechnology Unit requires personnel who specialize in managing technology, producing and adapting digital resources, and developing educational materials. The SDP needs to bolster its team with personnel specializing in procurement, engineering and development, and logistics support and management. **Presentation by the borrower of an institutional strengthening plan for each of the executing agencies will be a condition precedent to the first disbursement of the loan** (see [Institutional capacity assessment](#)). The program also provides for an [Implementation plan](#) that describes the actions to be carried out in detail, to guide the work of the executing agencies.
- 2.7 **Sustainability and monitoring.** The program includes financing for activities that are part of a long-term initiative by the Honduran government to improve the quality of education systemwide through a comprehensive education strategy that incorporates the use of technology. Since this is a new experience, the program will have to develop permanent local capacity to ensure that it contributes to the achievement of better educational results, which will make it sustainable. To mitigate the risk of a possible lack of sustainability, the program provides for an impact evaluation and for the development of mechanisms to fortify permanent monitoring and evaluation of its activities. The program will propose and finance the development of a series of key progress and impact indicators that will be part of the monitoring system developed by the SDP.

- 2.8 **Technology.** Fewer than 10% of Hondurans connect regularly to the Internet.¹⁵ The country has one of the lowest rankings in Latin America with respect to the density of Internet users and in the number of servers per inhabitant. The technological component of the program associated with the country's technical and financial capacity to substantially improve connectivity involves a risk. To mitigate it, the program will consider the supply offered by the entire set of operators in the country. Also the SDP will present a bill to the National Congress on the creation of a fund for universal telecommunications access as one way of providing long-term resources for general investments in telecommunications infrastructure and connectivity in schools.

III. IMPLEMENTATION AND ACTION PLAN

A. Summary of implementation arrangements

- 3.1 **Borrower and executing agency.** The borrower will be the Republic of Honduras, which will also serve as the executing agency through the Department of Education for Components 1 and 2 and the Department of the Presidency (SDP) for Component 3.
- 3.2 **Project executing units.** The program will be executed through two units. Components 1 and 2 will be the responsibility of the Department of Education's Coordination Unit for IDB Projects (UCP/SE). Component 3 will be executed by the Department of the Presidency's Project Administration Unit (UAP/SDP). Consolidation of accounts and communications regarding fiduciary and administrative aspects of the program will be carried out through the UCP/SE, which will append decisions and communications that, on account of the nature of the actions involved, require participation by the SDP. The Department of Education and the SDP will sign an interagency agreement establishing their responsibilities for program execution, the operating mechanisms, and forms of coordination. **Signature and entry into effect of the interagency agreement between the Department of Education and the SDP will be a condition precedent to the first disbursement of the loan.**
- 3.3 **Operating Regulations.** The program Operating Regulations, which will govern all stakeholders participating in the program, will include: (i) the program's organizational chart; (ii) the technical and operating arrangements for its execution; and (iii) the plan for programming, monitoring, and evaluation of the results. The Bank's auditing, disbursement, and procurement policies will be appended to the Operating Regulations. **Approval and entry into effect of the Operating Regulations in each of the executing agencies will be a condition precedent to the first disbursement of the loan.**

¹⁵ Economic Commission for Latin America and the Caribbean (ECLAC), 2010.

B. Procurement

- 3.4 Goods and services will be procured in accordance with Bank policies (documents GN-2349-7 and GN-2350-7, both of July 2006). The program does not plan to finance works except to upgrade electric and security facilities for the equipment. International competitive bidding will be used when the cost of goods and nonconsulting services is US\$350,000 and over. National competitive bidding will be used when the cost of goods and nonconsulting services is over US\$50,000 but under US\$350,000. Price comparison will be used when the cost of goods and nonconsulting services is below US\$50,000. For consulting services, the shortlist of consulting firms may comprise entirely national consultants when the cost of their fees is US\$200,000 equivalent or less. Loan proceeds can be used to partially finance the technical personnel of the Department of Education and the SDP to enable them to work full time on the program. The Bank will review, ex ante, all contracts for works over US\$1.5 million, for goods and nonconsulting services over US\$350,000, for consulting firms for US\$200,000 or more, and for individual consultants for US\$50,000 or more (see detailed information in the Procurement Plan).
- 3.5 **Direct contracting.** The Honduran government has requested to directly contract FEREMA for US\$4,286,555 equivalent to carry out the training activities, provide educational materials, and monitor and ensure the quality of service in Component 1, given that the impact of its involvement has been evaluated¹⁶ and shown to produce consistent, positive results. Also, FEREMA owns the educational model and the teaching materials that have been used previously by the Honduran government for the same purpose. Lastly, the cost per student of the intervention is lower than an intervention made through the formal education system. The Honduran government has also asked to directly contract Universidad Católica de Chile, where the Regional Office for Latin America of the Jameel Poverty Action Lab (J-PAL) operates, for up to US\$200,000 to monitor and analyze the program impact evaluation process, given the role that J-PAL has played in preparing the operation which has given it in-depth knowledge of the nature of the program, its limitations, and the main stakeholders. The government's request is based on the fact that J-PAL has experience in designing and conducting more than 250 evaluations in 40 countries, including the use of technologies for education. It charges only the direct costs of its research associates (travel, per diems, and professional hours), who guarantee that an evaluation designed, monitored, and analyzed externally will generate objective inputs for future decisions related to the initiative (see [Fiduciary contributions](#) for further details).
- 3.6 **Disbursements.** The program will have two special accounts opened in the central bank of Honduras (one for each executing agency) to disburse the loan proceeds, which will be managed independently, but records and supervision will be

¹⁶ Estudio de Impacto del Programa Juego y Aprendo [Impact study of the Juego and Aprendo program], Renán Rapalo and Claudia Aguilar, 2007 (see [Report](#) with a summary of the evaluation).

consolidated in the UCP/SE. The funds will be transferred to the Master Treasury Account (CUT) and used to feed the operating accounts from which payments will be made to the suppliers of goods and services contracted for the program. The Bank will disburse the proceeds as advances, based on program liquidity requirements. For the rendering of accounts, the borrower will use the Integrated Financial Administration System (SIAFI UEPX) to issue reports and will maintain invoices and other documents supporting the expenditures incurred to execute the program for inspection by the Bank and the program auditors.

C. Auditing (supervision)

- 3.7 Loan proceeds will be used to contract an independent firm of public accountants to provide program financial and operations auditing services, in accordance with Bank policies. The firm of auditors will issue annual reports on the borrower's financial statements for the program and its procurements and service contracts.

D. Summary of monitoring and evaluation arrangements

- 3.8 At the request of the Honduran government, the program impact evaluation was designed by J-PAL to ensure its quality.¹⁷ This pilot evaluation will measure the impact of the interventions on student learning and the internal efficiency of the participating schools. Aware that the evaluation depends on sound implementation and given the complexity of programs of this kind, the government and the Bank have established a [detailed implementation plan](#) developed at the same time as the [evaluation plan](#), both with a detailed critical path and assigned responsibilities. The evaluation's findings will provide the government with information for its proposed long-term policy to improve the quality of basic education by incorporating the intensive use of technologies for learning. The evaluation can also be used as information by other countries of the region considering similar interventions.

¹⁷ Jameel Poverty Action Lab (J-PAL) has received international recognition for its contributions and innovations executing and promoting the use of pilot evaluations to rigorously test the effectiveness of social programs and policies. In 2009 it was given the BBVA Foundation Frontiers of Knowledge Award in the "development cooperation" category, <http://www.povertyactionlab.org/>. Some examples include computer-assisted learning (2005); improving teacher attendance through the use of technology (2007); use of teacher supervision and training systems to improve primary education (2008); and incentives for students and teachers to improve attendance and academic achievement (2008).

Development Effectiveness Matrix			
Summary			
I. Strategic Alignment			
1. IDB Strategic Development Objectives	Aligned		
Lending Program	Lending to small and vulnerable countries and for poverty reduction and equity enhancement		
Regional Development Goals	Share of youth ages 15 to 19 who complete ninth grade		
Bank Output Contribution (as defined in Results Framework of IDB-9)	Students benefited by education projects, teachers trained		
2. Country Strategy Development Objectives	Aligned		
Country Strategy Results Matrix	GN-2475	The program will contribute to improve the quality and coverage of public education	
Country Program Results Matrix	IDBDocs: 35466811	The program is included in the 2011 Country Program Document	
Relevance of this project to country development challenges (If not aligned to country strategy or country program)			
II. Development Outcomes - Evaluability	Highly Evaluable	Weight	Maximum Score
	8.0		10
3. Evidence-based Assessment & Solution	9.0	25%	10
4. Ex ante Economic Analysis	5.5	25%	10
5. Monitoring and Evaluation	10.0	25%	10
6. Risks & Mitigation Monitoring Matrix	7.5	25%	10
Overall risks rate = magnitude of risks*likelihood	Not Available		
Environmental & social risk classification	C		
III. IDB's Role - Additionality			
The project relies on the use of country systems (VPC/PDP criteria)	No		
The project uses another country system different from the ones above for implementing the program	No		
The IDB's involvement promotes improvements of the intended beneficiaries and/or public sector entity in the following dimensions:			
Gender Equality	Yes	The program benefits girls and boys equally to stay in school	
Labor			
Environment			
Additional (to project preparation) technical assistance was provided to the public sector entity prior to approval to increase the likelihood of success of the project	Yes	HO-T1149	
The ex-post impact evaluation of the project will produce evidence to close knowledge gaps in the sector that were identified in the project document and/or in the evaluation plan.	Yes	(Evaluation Plan) Since there is little empirical evidence of the effectiveness of interventions applied to education technology, the ex-post evaluation (based on experimental design) the impact of the program will provide knowledge to close the knowledge gap. This information will be useful for other Bank interventions in the region, so as to contribute to the current literature of the subject.	

This is an investment loan funded with ordinary capital and with the special operations fund for the benefit of Honduras, which contributes to meeting the goal of lending to small and vulnerable countries. By its nature, it seeks to contribute to reducing poverty and promoting equity in access to quality education. It is designed to help increase the number of young people completing primary education and therefore they can finish high school. It also benefits teachers with training to improve the quality of education in Honduras.

In its diagnosis the document recognizes the progress of Honduras in terms of educational coverage and provide evidence of the challenges, both coverage and quality preschool education to improve learning outcomes and the internal efficiency of education system. It proposes solutions based on existing evidence, in the case of preschool, a successful model implemented and evaluated in Honduras will be expanded and used; for primary; a one to one computing model, whose effectiveness has not been fully demonstrated, but the project incorporates lessons learned in other countries and includes a rigorous evaluation of impact experimental design to measure precisely the results of the project in terms of repetition rates, graduation and learning. Economic analysis was performed to quantify the benefits, which are defined by the number of years the education system will save to produce a primary graduate. If all children entering first grade completed the six years without repeating, it would take six years of education to produce a primary graduate. Due to the dropout and repetition, this figure is close to 8.17 years, and the program interventions seek to decrease by about 0.5 years, which generates significant savings in the cost. Also the project has indicators that are specific, measurable, achievable, realistic and time-bound (SMART). There is a detailed implementation plan and all elements are defined for monitoring implementation. The project has a risk matrix that identifies possible difficulties in implementation, as well as mitigation measures and indicators to get an idea of whether the risk is being effectively mitigated.

RESULTS MATRIX

Program objective:	The general objective of the program is to improve learning by children in primary schools that serve the very poor. The specific objectives are to: (i) increase access by underprivileged children to preschool to improve their readiness for the first cycle of basic education; (ii) improve learning in basic education, particularly in reading, writing, and mathematics, in the schools benefitting from the program; (iii) increase grade promotion rates and improve the rates for completion of grade 6 in the schools benefitting from the program; and (iv) transfer a strategy for the educational use of technology to the primary schools benefitting from the program.
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	Base	Year 1 (2011)	Year 2 (2012)	Year 3 (2013)	Final target	Comments
Component 1. Expansion of preschool coverage						
Output indicators						
Number of slots created with the new CCEPREBs	0	0	6,500	6,500	6,500	645 centers, with approximately 10 slots each, sustained for two years.
Number of teachers trained in the CCEPREB methodology	0	2,145			2,145	Cumulative figures. Includes teachers at the 1,500 CCEPREBs already in operation plus the 645 new centers.
Number of teachers at the centers being monitored in the CCEPREB methodology	0	0	645	645	645	Includes 645 CCEPREB teachers who will be monitored during years 2 and 3. The figures are not cumulative.
Number of centers that received the methodological kit and the Juego y Aprendo materials	0	0	2,145		2,145	Includes the methodological kit, reading materials, guides for the children, and classroom materials distributed to the 1,500 existing centers and the 645 new ones.
Number of annual stipends paid to the new volunteer teachers	0	0	2,145	2,145	2,145	Each year, 645 stipends are financed from the loan and 1,500 are financed from the local counterpart.
Outcome indicators						
Number of CCEPREB preschools fully operational	1,500	1,500	2,000	2,000	2,000	Identifies the number of centers that received educational materials, teacher training, and the teacher stipend which continue operating to the end of the respective school year.
Impact indicators						
Repeater rates in grade 1 for children who attended the program compared to those who did not	20.3		16	12	12	The grade 1 repeater rate has grown in Honduras in the last three measurements (17.5% in 2004, 14.7% in 2006, 20.3% in 2008). The program proposes to reverse this trend by 40% among the participating children, which is equivalent to the rate found in the 2007 program impact assessment (CEPPREB Impact Assessment, Rapallo 2007).

	Base	Year 1 (2011)	Year 2 (2012)	Year 3 (2013)	Final target	Comments
Component 2. Improvement in the quality of education in the first two cycles of basic education						
Output indicators						
Number of schools that received Spanish and mathematics texts for pupils in grades 1 to 6			150	530	530	Cumulative figures.
Number of teachers trained in teaching reading, writing, and mathematics, and in the use of technology for education	0	626	2,208	1,583	2,208	
Number of principals trained in education management			150	530	530	Cumulative figures.
Number of centers benefitting from technical assistance			150	530	530	Cumulative figures.
Schools applying the teaching guides for Spanish and mathematics with the use of technology in grades 1 to 6	0		150	530	530	Cumulative figures.
Education portal operating	0	1	1	1	1	
Outcome indicators						
Number of children benefitting from reinforcement in Spanish and mathematics	0	-	28,500	100,000	100,000	Cumulative figures
Skills in the educational use of ICTs by teachers (percentage of teachers with medium-high and very high skills).	0	-	50	50	50	A test will be administered to measure teacher skills in the educational use of technologies, defined as how good teachers are at developing classroom activities supported by technology.
Average number of days per week in which teachers use technological resources in their teaching practices	0	-	1	2-3	2-3	Development of classroom experiences that use technology and digital educational resources (frequency: days per week).
Average number of days per week in which pupils use technological resources to support their learning outside school	0	-	1	2-3	2-3	Development of educational experiences outside the classroom by pupils who use technology and digital education resources (frequency: days per week).

	Base	Year 1 (2011)	Year 2 (2012)	Year 3 (2013)	Final target	Comments
Impact indicators						
Results of the Spanish and mathematics tests of students in grades 3 to 6 (difference in standard deviation compared to the control group)	n/a	-	0.1	0.2	0.2	There is not a great deal of background information for measuring changes in learning brought about by interventions that simultaneously include teaching strategies, printed and digital educational resources, teacher training, and computers for pupils. The pilot evaluation that the Bank carried out in Peru for the One Laptop per Child program, which was limited to distributing computers, did not find significant differences. Pilot implementation in Chile of a more comprehensive program found positive results in language (+8%), although the evaluation was not experimental in nature (before/after). The 1:1 project carried out by Fundación Pies Descalzos in Colombia found positive although moderate results in language and mathematics after 18 months of execution. Because of the short time between implementation and measurement in the present program, it is expected that the differences will be smaller but positive and that they can be measured in subsequent stages to verify whether they continue to increase. The baseline will be established in year 1.
Grade 6 completion	69.48	70	71	72	75.48	The grade 6 completion rate has held steady at around 70% in the last four years according to administrative data from Honduras. Several studies have maintained that the development of 1:1 initiatives has repercussions on student and family expectations and commitment that should translate into remaining in school longer and lower repeater rates. Experiences in Uruguay, Peru, Paraguay, and Colombia have reported this in the perception of all the stakeholders. The present program proposes to increase the completion rate by 6 percentage points for participating children within six years (2016).
Number of days of class	168	173	185	200	200	In schools participating in the program.
Component 3. Introduction of technology to improve basic education						
Output indicators						
Laptop computers distributed to students	0	15,000	39,500		54,500	
Laptop computers distributed to teachers	0	500	1,333		1,833	
Schools equipped and connected to the Internet	0	150	400		550	

	Base	Year 1 (2011)	Year 2 (2012)	Year 3 (2013)	Final target	Comments
Number of laptop computers distributed to technicians and facilitators	0	0	500		500	
Number of inhabitants with Internet access	425,000	440,000	480,000	480,000	480,000	The Millennium Development Goals propose to increase Internet access for the population. This initiative alone proposes to increase this indicator for Honduras by 13%.
Outcome indicators						
Total average time for equipment repairs (working days)	-	-	5	5	5	Indicator based on the experience of Plan Ceibal in Uruguay (Source: http://www.olpcnews.com/countries/uruguay/xo_breakage_rates_in_uruguay.html)
Impact indicators						
Percentage of children's computers available 90% of the time during school	0	0	90	80	80	Indicator based on the experience of Plan Ceibal in Uruguay (Source: Primer Informe Nacional de Monitoreo y Evaluación de Impacto Social del Plan Ceibal [First National Monitoring and Evaluation Report on the Social Impact of Plan Ceibal], 2009, p. 97.)

SUMMARY PROCUREMENT PLAN
PERIOD: FROM JULY 2011 TO DECEMBER 2013

Ref. No.	Description and type of the procurement contract	Estimated contract cost (US\$)	Procurement method ¹	Review (ex ante or ex post)	Source of financing and percentage		Pre-qualification (Yes/No)	Estimated dates		Status (pending, in process, awarded, cancelled)	Comments
					IDB %	Local/ Other %		Publication of specific procurement notice	Completion of contract		
1	GOODS					-					
	Good 1										
	Technology upgrades, procurement of technological equipment to enhance the education portal (hardware and software)	110,000	NCB	Ex ante	100%		No	Sept. 2011	Jan. 2012	Pending	Component 2
	Good 2										
	Procurement of computer equipment for the multimedia production laboratory	25,000	PC	Ex post	100%		No	Sept. 2011	Nov. 2011	Pending	Component 2
	Good 3										
	(i) Laptop computers for students (54,500); (ii) laptop computers for teachers (2,271); (iii) laptop computers for facilitators and technicians (300); (iv) servers and complementary equipment (545); (v) local wireless networks (545); and (vi) storage, distribution, and technical support	16,767,992	ICB/ NCB	Ex ante	100%		No	Sept. 2011	(i), (ii), (iii), and (iv) March 2013. (v) and (vi) December 2013	Pending	Component 3

¹ **Goods and works:** **ICB:** International competitive bidding; **LIB:** Limited international bidding; **NCB:** National competitive bidding; **PC:** Price comparison; **DC:** Direct contracting; **FA:** Force account; **PSA:** Procurement through specialized agencies; **PA:** Procurement agents; **IA:** Inspection agents; **PLFI:** Procurement in loans to financial intermediaries; **BOO/BOT/BOOT:** Build, own, operate/build, operate, transfer/build, own, operate, transfer; **PBP:** Performance-based procurement; **PLGB:** Procurement under loans guaranteed by the Bank; **PCP:** Community participation procurement.

Consulting firms: **QCBS:** Quality- and cost-based selection; **QBS:** Quality-based selection; **FBS:** Selection under a fixed budget; **LCS:** Least-cost selection; **CQS:** Selection based on the consultants' qualifications; **SSS:** Single-source selection.

Individual consultants: **NICQ:** National individual consultant selection based on qualifications; **IICQ:** International individual consultant selection based on qualifications.

Ref. No.	Description and type of the procurement contract	Estimated contract cost (US\$)	Procurement method ¹	Review (ex ante or ex post)	Source of financing and percentage		Pre-qualification (Yes/No)	Estimated dates		Status (pending, in process, awarded, cancelled)	Comments
					IDB %	Local/ Other %		Publication of specific procurement notice	Completion of contract		
	Good 4										
	Procurement of equipment for videoconferencing for the technical unit, includes remodeling the physical space to accommodate the equipment	110,000	NCB	Ex post	100%		No	Jan. 2012	March 2012	Pending	Administrative costs
	Good 5										
	Procurement of technological goods for the technological initiatives competition	10,000	PC	Ex ante	100%		No	May 2013	July 2013	Pending	Component 2
	Good 6										
	Procurement of teaching kits	49,050	PC	Ex post	100%		No	Sept. 2011	Nov. 2011	Pending	Component 2
2	WORKS										
	Work 1										
	Rehabilitation of physical space in selected schools	2,725,000	PC/ NCB	Ex post	100%		No	Sept. 2011	March 2013	Pending	Component 2
3	NONCONSULTING SERVICES										
	Service 1										
	Contracting of 1,500 community educators to expand preschool coverage through flexible modalities	1,260,000	DC	Ex ante		100%	No	Sept. 2011	Dec. 2013	Pending	Component 1
	Service 2										
	Internet connectivity for the education portal	54,000	NCB	Ex ante	100%		No	Sept. 2011	Dec. 2013	Pending	Component 2
	Service 3										
	Technical training for six employees responsible for the education portal	15,000	PC	Ex post	100%		No	Sept. 2011	Dec. 2011	Pending	Component 2
	Service 4										
	Internet connectivity for schools and teachers	1,181,500	ICB	Ex ante	100%		No	Oct. 2011	Dec. 2013	Pending	Component 3
	Service 5										
	Program impact assessment	200,000	DC	Ex ante	100%		No	Sept. 2011	Dec. 2013	Pending	Other

Ref. No.	Description and type of the procurement contract	Estimated contract cost (US\$)	Procurement method ¹	Review (ex ante or ex post)	Source of financing and percentage		Pre-qualification (Yes/No)	Estimated dates		Status (pending, in process, awarded, cancelled)	Comments
					IDB %	Local/ Other %		Publication of specific procurement notice	Completion of contract		
	Service 6										
	Program impact assessment, compilation of data for 2011	200,000	NCB	Ex ante	100%		No	Oct. 2011	Dec. 2011	Pending	Other
	Service 7										
	Program impact assessment, compilation of data for 2012	200,000	NCB	Ex ante	100%		No	Jan. 2012	Dec. 2012	Pending	Other
	Service 8										
	Program impact assessment, compilation of data for 2013	400,000	NCB	Ex ante	100%		No	Jan. 2013	Dec. 2013	Pending	Other
	Service 9										
	Cataloging digital education resources	35,000	NICQ	Ex ante	100%		No	Sept. 2011	July 2013	Pending	Component 2 (average cost US\$1,000)
	Service 10										
	Technical training for seven employees in digital animation design and production	5,600	PC	Ex post	100%		No	Jan. 2012	March 2012	Pending	Component 2
	Service 11										
	Design of teacher guides	7,904	PC	Ex post	100%		No	Sept. 2011	Oct. 2011	Pending	Component 2
	Service 12										
	Reproduction of educational materials (textbooks, guides, etc), includes packaging and distribution	1,515,540	PC/ NCB	Ex post	100%		No	Jan. 2012	June 2011	Pending	Component 2
	Service 13										
	Graphic arts and reproduction of materials for training in Spanish and mathematics and school management	112,180	NCB	Ex post	100%		No	Sept. 2011	Nov. 2011	Pending	Component 2
	Service 14										
	On-line training (e-learning) for principals, facilitators, technicians, and teachers	326,800	ICB	Ex ante	100%		No	Feb. 2012	Dec. 2012	Pending	Component 2

Ref. No.	Description and type of the procurement contract	Estimated contract cost (US\$)	Procurement method ¹	Review (ex ante or ex post)	Source of financing and percentage		Pre-qualification (Yes/No)	Estimated dates		Status (pending, in process, awarded, cancelled)	Comments
					IDB %	Local/ Other %		Publication of specific procurement notice	Completion of contract		
	Service 15										
	Administrative costs (different services) SDP Technical Unit	228,000	PC/ NCB	Ex post	100%		No	Sept. 2011	Dec. 2013	Pending	Administrative costs
	Service 16										
	Administrative costs (different services) Department of Education Technical Unit	795,450	PC/ NCB	Ex post	100%		No	Sept. 2011	Dec. 2013	Pending	Administrative costs
4	CONSULTING SERVICES										
	Consulting service 1										
	Strengthening for CCEPREBs – FEREMA	4,286,555	DC	Ex ante	100%		No	Sept. 2011	Sept. 2011	Pending	Component 1
	Consulting service 2										
	Creation of digital education resources and training	200,000	QCBS	Ex ante	100%		No	Sept. 2011	Dec. 2013	Pending	Component 2
	Consulting service 4										
	Auditing of financial statements	385,324	QCBS	Ex ante	100%		No	Sept. 2011	Dec. 2013	Pending	Other
	Consulting service 5										
	Design and administration of tests to evaluate learning in the CCEPREBs	30,000	NICQ	Ex post	100%		No	May 2012	Nov. 2012	Pending	Component 1. Two six-month contracts
	Consulting service 6										
	Technical assistance to strengthen the operating capacity of the Department of Education's Technical Unit	653,968	NICQ	Ex post	100%		No	Sept. 2011	Apr. 2013	Pending	Component 2. 10 contracts averaging 30 months in length at an average annual cost of US\$26,158

Ref. No.	Description and type of the procurement contract	Estimated contract cost (US\$)	Procurement method ¹	Review (ex ante or ex post)	Source of financing and percentage		Pre-qualification (Yes/No)	Estimated dates		Status (pending, in process, awarded, cancelled)	Comments
					IDB %	Local/ Other %		Publication of specific procurement notice	Completion of contract		
	Consulting service 7										
	Strengthening the operating capacity of the SDP's Technical Unit	507,937	NICQ	Ex post	100%		No	Sept. 2011	Apr. 2013	Pending	Component 3. Two contracts averaging 30 months in length at an average annual cost of US\$40,000 and four contracts averaging 30 months in length at an average annual cost of US\$65,000
	Consulting service 8										
	UAP/SDP personnel	428,571	NICQ	Ex ante	100%		No	Sept. 2011	Dec. 2013	Pending	Administrative costs. Five contracts averaging 30 months in length at an average cost of US\$37,200
	Consulting service 9										
	UCP/SE personnel	1,160,433	NICQ	Ex ante	100%		No	Sept. 2011	Dec. 2013	Pending	Administrative costs. 20 contracts averaging 30 months in length at an average cost ranging from US\$8,800 to US\$66,000
	Consulting service 10										
	Redesign of educational materials	78,432	NICQ	Ex post	100%		No	Sept. 2011	Oct. 2011	Pending	Component 2. Seven contracts averaging three months in length at an average cost of US\$11,204