



PISA FOR DEVELOPMENT  
CAPACITY BUILDING PLAN:  
HONDURAS



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FOR DEVELOPMENT

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## **PISA FOR DEVELOPMENT**

### **CAPACITY BUILDING PLAN: HONDURAS**

#### **1. Introduction and background**

Since being launched in 2000, the Programme for International Student Assessment, or PISA, has assessed the skills of 15-year-old students in the areas of reading, mathematics and science. The results have provided reliable evidence for the purposes of decision-making in the field of educational policies in member countries of the Organisation for Economic Co-operation and Development (OECD) and, to an ever greater extent, in the OECD's partner countries. In conjunction with a number of development partners, the OECD has embarked on the PISA for Development (PISA-D) initiative, the aim of which is to facilitate the participation of a wider range of countries in the assessment using instruments enhanced to provide a more informative description of student performance at the lower levels of proficiency as measured by PISA and a more relevant set of contextual data for middle-income and low-income countries.

The initial stage of the initiative in each participating country – including Honduras – was to complete a Capacity Needs Analysis (CNA). For Honduras this stage began in March 2016 and extended until May of that year. The overall benchmark for the CNA is the capacity needed in a country in the context of the PISA-D project, defined as follows:

- The ability of the individuals and institutions responsible for the project in each country to perform the necessary functions, as set out in the roles and responsibilities for the National Centre (NC) and the National Project Manager (NPM), to solve the problems that will arise during implementation and set and achieve project objectives in a sustainable manner.

PISA-D includes a capacity building programme for participating countries which is intended to ensure success in participation. Indeed, training shall be given to the participating countries by the PISA-D contractors on all processes involved in implementing the PISA assessment to achieve this aim. In addition, capacity building activities will be included in the project by OECD to cover certain other aspects of large-scale assessment that are of interest to participating countries and are useful for national assessments, such as:

- Frameworks and item development, especially understanding the design and implementation of large scale assessments, using the PISA assessment framework as an example.
- Technical methods for analysis of cognitive items and scaling (Item Response Theory), especially the preparation of cognitive assessment instruments, particular in the elaboration of items for the assessment of knowledge and skills in reading, mathematics and science, with the aim of enhancing their own national assessments.
- In depth secondary analysis of data collected with large scale assessments, particularly for policy analysis and impact.
- Communication and engagement with stakeholders on the use and potential for large scale assessments as a tool for improvement in quality and equity in education.



Prior to implementing the project, development partners and the OECD hired the services of consultants to determine the capacity building needs of the participating countries and, on the basis of such findings, to develop Capacity Building Plans (CBP) and, subsequently, project implementation plans. It is important to note that greater capacity for learning assessment and analysis of results will be useful for making evidence-based decisions founded on evidence and for developing and achieving educational goals subsequent to PISA-D.

Honduras embarked on the processes of capacity diagnosis and planning for capacity development subsequent to most countries involved in PISA-D which had initiated the processes in 2014 and 2015. Consequently, this preparation process for Honduras has occurred at the same time as the NC has been engaged in project implementation.

The prior document, *PISA for Development Capacity Needs Analysis: Honduras*, lays the foundations for the preparation of this CBP. It sets out the reference framework for PISA-D and the use of this framework within the context of Honduras.

The reference framework stems from the original version of the PISA requirements set out in the PISA NPM Manual (OECD, 2012a), the NPM Roles and Responsibilities (OECD, 2012b) and the project outputs in PISA-D (OECD, 2013). The PISA requirements are linked to three dimensions: 1) enabling environment, 2) organisation and 3) individual.

The framework is designed to assess the capacity of participating countries to achieve the five programme outputs of PISA-D, which are:

- Enhanced contextual questionnaires and data collection instruments;
- Enhanced descriptive power of cognitive assessments in reading, mathematics and sciences, at appropriate skill levels within the PISA cognitive framework;
- An approach, including a methodology and analytical framework, for including out-of-school 15-year-olds in the assessments;
- Increased country capacity in assessment, analysis and use of results for monitoring and improvement;
- Engagement with the OECD and other similar countries for developing and identifying learning opportunities to enable them to contribute to the UN-led implementation of the Education Sustainable Development Goal.

The analysis of needs for Honduras showed that the country and, in particular, the Directorate-General for the Curriculum and Assessment (DGCE) – the NC designated for implementing PISA-D in Honduras – are well placed to implement PISA-D. Nonetheless, the analysis also identified the need for capacity building in several aspects of the three dimensions assessed: enabling environment, organisational capacity and individual skills.

The second stage of PISA-D preparation in each participating country, including Honduras, was to complete the CBP based on the CNA. For Honduras the CBP was prepared between May and June 2016. The programme covers the four years of the project, from 2016 to 2019, and includes the costs of the capacity building activities relating to the project implementation timescale. PISA-D is technically complex, operatively demanding and statistically advanced; hence, it calls for certain basic conditions in respect of survey implementation. The CBP also focuses on the areas of capacity that make it possible to

analyse results that would encourage them to be used to improve educational policies and the practices of the stakeholders involved.

## **2. Context**

### ***2.1. Country context***

Honduras is a country with a population of a little over eight million people (8 303 771) according to the 2013 census.<sup>1</sup> The country has a large rural population with about 46% of people living in rural areas (UIS, 2014). Nevertheless, the share of gross domestic product (GDP) contributed by the agricultural sector has fallen from 22% to 17%, while industry accounts for a contribution of 40%. It is necessary to note that agricultural exports (coffee, beef and dairy products, among others) account for 50% of all the country's exports (FAO, 2004).

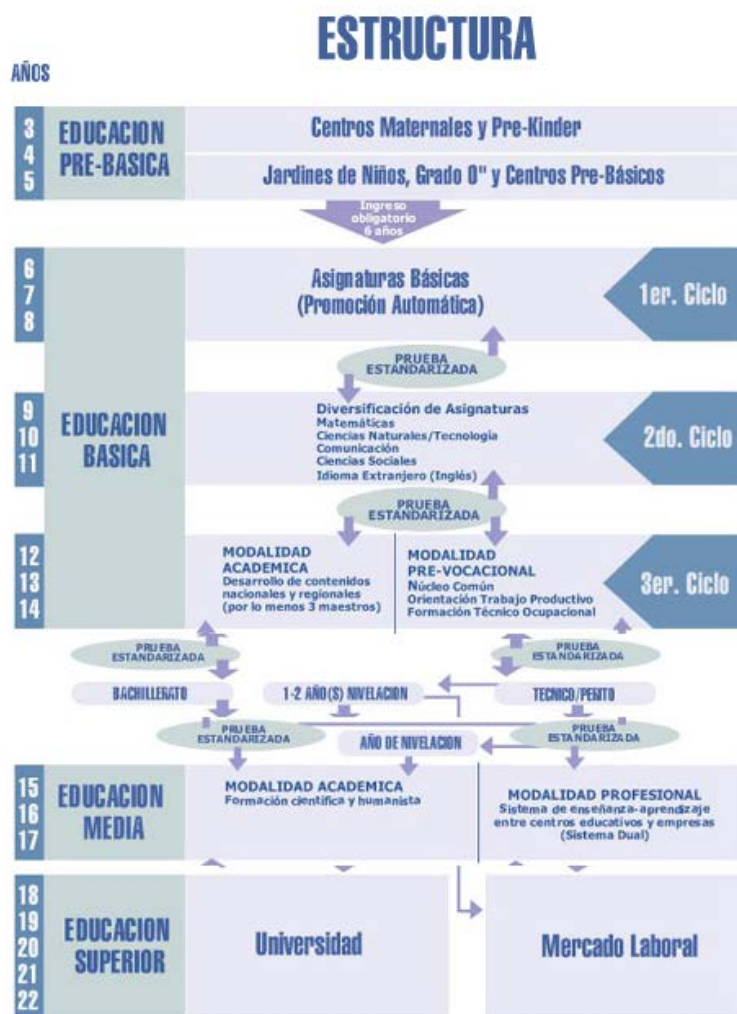
Honduras is a lower-middle-income country with a GDP that stands at USD 20.15 billion with GDP per capita at USD 2 496 (World Bank, 2016). The rate of poverty in Honduras is among the highest in the Americas: 18.9% in 2013 (World Bank, 2016). This circumstance is made worse by income inequality as shown by the GINI index measurement of 53.7 in 2013, down from 57.4 in 2012 (World Bank, 2016).

The Human Development Index for the country reported in 2015 stood at 0.606, placing Honduras at a position of 131st among 188 countries (UNDP, 2015). Corruption is relatively high in the country with this index reaching 29 on a scale where the least corrupt country has an index of 92, placing Honduras in position 126 of 174 countries.<sup>2</sup> Since 2010 Honduras has had one of the highest murder rates in the world, though it has shown a decrease in 2014 and 2015.<sup>3</sup>

### ***2.2. Educational context***

The education system of Honduras is organised into pre-basic, basic and middle education. By law, pre-basic lasts three years, but owing to a shortfall in supply only one year – for children aged 5 – is mandatory. At present, efforts are being made by the Government of the country to broaden coverage at this level. Basic education is divided into three cycles – 1st to 3rd grade, 4th to 6th grade and 7th to 9th grade – corresponding to ages 6 to 8, 9 to 11 and 12 to 14 respectively. According to the Fundamental Education Law of the country put in place in 2012, mandatory education lasts 12 years, whereby it is understood that this encompasses the completion of middle education. However, at present efforts are underway to extend coverage at the third basic cycle (7th to 9th grade) and pre-basic levels. The structure of education is shown in the following chart.

Figure1. The structure of the education system in Honduras



Source: Portal Educativo de Honduras (2016), "Estructura del Sistema Educativo", [www.portaleducativo.hn/profesores/estructura\\_sistema\\_educativo.htm](http://www.portaleducativo.hn/profesores/estructura_sistema_educativo.htm).

It is necessary to point out that the academic branch of middle education runs for two years, while the technical and normal<sup>4</sup> branch lasts three years. Upon completion of either branch of middle education, students enter higher education.

The net rate of coverage at middle level (comprising students aged 12 to 16) was 49% in 2014 with huge gender differences in favour of girls. Coverage among girls was 53%, while among boys it was 46% (UIS, 2014).

In 2014, the average schooling of Honduras' population was 6.2 years. 26.3% of the population aged 15 years or over had had some years of basic education but had not completed the second cycle of basic schooling; 26% had followed the first and second cycle of basic education; 9.4% had completed the third cycle of basic schooling; 13.2% had completed middle education; and 9.7% had completed one of the branches of higher education. In addition to this, 15% of the population had not attended school at any grade (UIS, 2014).

This 15% of the population that are non-schooled corresponds with an illiteracy rate of 14.5% in 2013 according to the 2014-2018 Strategic Plan of the Ministry of Education. In this Plan the target of the

Government was to reduce illiteracy to 8.2%, for which a major literacy campaign has been set up with many volunteers taking part.

We can see that the net rate of students attending pre-basic rose from 40.3% in 2010 to 45.3% in 2014, in line with one of the priorities of the current national education policy. The net rate of students participating in the first and second cycles of basic education did not rise over the same period according to the Strategic Plan document mentioned above. In 2014, the figure stood at 94%, whereas in 2010 it was 96.1%. In the third cycle of basic education, the net coverage rate increased slightly between 2012 and 2014. In 2012 it stood at 46.9%, in 2013 it was 47% and in 2014 it had risen to 49.36%. In middle education, coverage was low at 25.2% in 2013 and dropped further still in 2014 to below 25% (UIS, 2014).

In line with the Strategic Plan,<sup>5</sup> by 2018 Honduras seeks to reach a net coverage rate of 100% among 5-year-olds at pre-basic; 82% in the first and second cycle of basic schooling, 49% in the third cycle of basic education; and 29% in middle education. These targets appear to be somewhat ambitious, although it is necessary to note that there are differences between the data compiled by UNESCO and those set out in the Strategic Plan for 2013 on the grounds of which the baselines were set. According to the latter instrument, coverage rates in 2013 would have been as follows: 63.5% in pre-basic, 79.8% in first and second cycle of basic, 42.7% in the third cycle and 25.5% in middle education.

In 2014, 27.3% of adolescents were out-of-school (UIS, 2014), 67% of which were enrolled on alternative programmes (2014-2018 Strategic Plan). In 2018 it is expected that this figure will rise to 82%. Students enrolled on special programmes can be identified in the database.

**Table 1. Education progression and completion rates**

	Total	Male	Female
School life expectancy upon enrolment	11.24	10.87	11.61
Percentage of repeaters in basic	1.64	1.91	1.35
Survival to last grade of basic	75.45	74.26	76.69
Gross enrolment rate in the last grade of basic	90.72	88.84	92.67
Transition from basic to middle	72.07	71.31	72.82

Source: UIS (2014), Country Profile: Honduras, [www.uis.unesco.org/DataCentre/Pages/country-profile.aspx?code=HND](http://www.uis.unesco.org/DataCentre/Pages/country-profile.aspx?code=HND).

According to the fundamental law, education centres are split between governmental and non-governmental, otherwise known as public and private. Schools previously classified as official, municipal, semi-official or community centres all fall under the category of governmental. The Department of Education in Honduras has an excellent system of statistics entitled the *Sistema de Administración de la Calidad Educativa* (SACE) (School Administration System) which may be beneficial for the purposes of sampling. The system has provided the statistic included below.

**Table 2. Number of schools according to category and education level in 2016**

	Governmental		Non-governmental		Total <sup>(1)</sup>	
Basic education	11 689	92.7%	1 332	50.8%	13 021	85.5%
		89.8%		10.2%		100%
Middle education	924	7.3%	1 289	49.2%	2 213	14.5%
		41.8%		58.2%		100%
<b>Total</b>	<b>12 613</b>	<b>100%</b>	<b>2 621</b>	<b>100%</b>	<b>15 234</b>	<b>100%</b>

Note: (1) This excludes 11 073 pre-basic schools.

Source: SACE (2016), Department of Education, Honduras.

Most basic education schools are governmental, while most middle education schools are non-governmental.

In addition to the above classification, there are many types of schools according to their origin or purpose. The conditions of the school context and the students' backgrounds vary depending on the school type and, as a result, school performance may also vary. The largest share of 15-year-old students can be found in schools named *Común* (common schools), followed by basic education schools. It should be pointed out that in middle education, 20% of 15-year-old students are in technical schools. Although there are few students in alternative education branches or schools, or in intercultural bilingual education (EIB) in relative terms, it would be important to take these aspects into consideration when analysing the results of assessments. For the purposes of conciseness, no details on these statistics are included.

The table below shows the situation for 15-year-old students that comprise the PISA-D target population for the in-school component of the project.

**Table 3. 15-year-old students in the third cycle of basic and in middle education**

	Total number of students in the grade	15-year-old students	Percentage of 15-year-old students in each grade	Distribution of 15-year-old students by grade
Seventh grade	142 663	10 555	7.4%	10.9%
Eighth grade	124 067	16 474	13.3%	17.1%
Ninth grade	113 367	31 664	27.9%	32.8%
Tenth grade	100 766	34 396	34.1%	35.6%
Eleventh grade	77 317	3 355	4.3%	3.5%
Twelfth grade	52 748	147	0.3%	0.2%
Thirteenth grade	254 073	1	0%	0%
<b>Total</b>	<b>865 001</b>	<b>96 592</b>	<b>11.2%</b>	<b>100%</b>

Source: SACE (2016), Department of Education, Honduras.

The greatest density and proportion of students can be found in 10th grade, i.e. the first year of middle education. This is followed by the final grade of the third cycle of basic, where 27% of students in 9th grade are average.<sup>6</sup> Nevertheless, it is important not to overlook the fact that 28% of 15-year-old students are in 7th and 8th grade. As a result of this distribution, it is necessary to give due consideration to both basic education and middle education institutions when drawing the sample for the survey.

Table 4. 15-year-old students according to level and school attended

School type	Basic education		Basic education - third cycle					Middle education		Total	
	1st to 6th	%	7th	8th	9 <sup>th</sup>	7th, 8th and 9th	%	I - II-III	%	Abs.	%
Common	3461	50.1%	2256	4387	11060	17703	31.1%	23239	61.3%	44403	43.6%
			12.7%	24.8%	62.5%	100%					
Basic education school (C.E.B)	1556	22.5%	3753	6554	10308	20615	36.2%			22171	21.8%
			18.2%	31.8%	50%	100%					
Community education school (PROHECO)	743	10.8%								743	0.7%
Bilingual	8	0.1%						813	2.1%	821	0.8%
Technical			808	1386	3656	5850	10.3%	7630	20.1%	13480	13.2%
			13.8%	23.7%	62.5%	100%					
Normal schools			8	42	50		0.1%	210	0.6%	260	0.3%
			0%	16%	84%	100%					
Agricultural schools			10	13	29	52	0.1%	180	0.5%	232	0.2%
			19.2%	25%	55.8%	100%					
Common – EIB	274	4%								274	0.3%
CEB - EIB	320	4.6%	308	332	501	1141	2%			1461	1.4%
			13.8%	23.7%	62.5%	100%					
PROHECO - EIB	34	0.5%								34	0%
CEB PROHECO	5	0.1%								5	0%
CEB - PROHECO - EIB	6	0.1%	7	18	10	35	0.1%			41	0%
			13.8%	23.7%	62.5%	100%					
CEB for young people and adults	11	0.2%								11	0%
CEB for young people and adults			11	25	13	49				49	0%
			13.8%	23.7%	62.5%	100%	0.0%				
Application	9	0.1%	21	90	631	742	1.3%			751	0.7%
			13.8%	23.7%	62.5%	100%					
Experimental	1	0%								1	0%
Vocational			1	8	17	26	0.0%	85	0.2%	111	0.1%
			13.8%	23.7%	62.5%	100%					
Special education	8	0.1%								8	0%
ISEMED			1194	1154	1209	3557	6.2%	1621	4.3%	5178	5.1%
			13.8%	23.7%	62.5%	100%					
Adult education	448	6.5%									0.4%
IHER			872	1035	1059	2966	5.2%	866	2.3%	3832	3.8%
			13.8%	23.7%	62.5%	100%					
SAT			215	322	464	1001	1.8%	202	0.5%	1203	1.2%
			13.8%	23.7%	62.5%	100%					
POLIVALENTE			539	834	1768	3141	5.5%	3063	8.1%	6204	6.1%
			13.8%	23.7%	62.5%	100%					
EDUCATODOS								20	0.1%	20	0%
Others	19	0.3%								19	0%
<b>Total</b>	6903	100%	9995	16166	30767	56928	100%	37929	100%	101760	100%
			18%	28%	54%	100%					

Source: SACE (2016), Department of Education, Honduras.

### 2.3. Education policy challenges for Honduras

In 2012, the Fundamental Education Law was enacted enshrining the vital role education plays in the development of Honduras. With this law and the determined efforts of the Ministry of Education, good

governance has been achieved in the education system, and a minimum number of school days per year of 200 have been accomplished. In previous years, a combination of teaching demonstrations and strikes reduced this total to not more than 100 days of teaching and this had an adverse effect on the quality of education, particularly among the most disadvantaged students. Aside from fulfilling the school calendar, a key aim of achieving good formal education governance is to make the fullest use of the human and financial resources available to the sector. In this respect, a teaching statute has been established regulating recruitment. Nevertheless, in recent months a call for applicants administered by the Government was not ultimately established for school head teachers because the process was declared to be flawed.

With regard to broader resource management, the SACE data system was set up in the last two years, making it possible for Honduras to benefit from information concerning schools, teachers and students, as well as the infrastructure available. There is now a “strategic infrastructure master plan” in place in the Ministry of Education allowing construction to unfold in accordance with needs and resources.

The *Institutional Strategic Plan* of the Ministry of Education highlights the foremost issues in education the period up to 2013, pointing to low schooling levels and coverage, high levels of repeaters and dropouts, in addition to a low pass rate. It also focuses on eradicating illiteracy which, as noted above, stands at 14.5% of 15-year-olds and over with a huge difference between urban areas (7.5%) and rural areas (21.5%). As a result, students of the Baccalaureate have been required to teach literacy to at least two persons.

On the basis of the foregoing analysis, the Government’s plan for education sets out the following eight strategic goals:

1. Increasing access for children aged five years to pre-basic.
2. Increasing access for children to basic education.
3. Increasing access for students to middle education at the appropriate age.
4. Increasing access for young people and adults to literacy, basic and middle education.
5. Improving the quality of education at all levels and in all branches.
6. Raising school life expectancy and approval ratios in the third cycle of basic education and middle education.
7. Improving the administrative and financial management of the education system.
8. Securing active and harmonious participation from all stakeholders involved in education.

The last of these goals addresses industrial relations issues that have been a feature of the sector in the last few years with on-going dialogues and disputes between the Ministry of Education and teaching unions regarding the loss of the unions’ power to decide on appointments and to call demonstrations that cause the loss of teaching time. On the teachers’ side, the unions complain that they have legitimate grievances, including inadequate terms and conditions: for example, teachers’ salaries have not been raised since 2008, while teaching hours have increased due to the extended school day. This increase in teaching hours makes it difficult for teachers to work more than one shift, which many of them did previously in order to increase their income.

As noted above, Government policy places significant emphasis on improving education quality, particularly through an extended school day and guaranteeing 200 teaching days per year. As part of this,

teacher training will no longer be offered in Normal Schools, but only in tertiary institutions. The last generation of teachers prepared in Normal Schools will graduate in 2016.

A further key aspect of the seventh goal (quality) is the recent amendment of the internal assessment regulations to raise the bar for students to pass the different levels assessed. Another related area of Government reform is a review of the teachers' payroll, guaranteeing to only retain those who effectively teach, this has coincided with the introduction of a teacher assessment by the Government. This assessment does not entail penalties for poor performance; rather, it is intended to build the capacities of teachers. The teacher assessment uses an electronic delivery system.

The Government's recent efforts to improve the quality of education have also included curriculum reforms at the basic and middle level. The syllabus for basic education dates from 2005, and the responsible sub-directorate of the Ministry is endeavouring to provide supporting materials for teachers to facilitate its implementation. An accompanying aspect of the curriculum change has been the promotion of EIB (intercultural bilingual) centres. These centres implement bilingual education, involving teaching for the development of skills using native languages and maintaining the profile of these languages. The EIB programmes of learning are based on the basic national syllabus, but they have been adapted to suit basic and pre-basic education. These schools currently cover the 1st and 2nd cycle of basic and also pre-basic education. The aim of the Government is to increase the coverage of bilingual education to the 3rd cycle of basic education.

In 2003 training was launched for EIB teachers at several normal schools and in 2014 the team at the Ministry in charge of this was transformed into a sub-directorate reporting to the Technical Teaching Sub-Directorate, indicating the importance of this type of teaching for the sector. In the seven cultures that still speak their native languages an external assessment was conducted by the Ministry in the 2nd grade. This revealed low levels of learning in the native languages and is considered to be caused by inadequate materials and teaching. The Technical Teaching Sub-Directorate is now providing more direct support to EIB teachers and schools to boost learning levels in native languages.

The syllabus for middle education has also been renewed in recent years. The reforms at this level were aimed at making middle education more skills-oriented. However, the implementation of the curriculum reform has been problematic. In particular, the new Professional Technical Baccalaureate (BTP) that begins in the 2nd grade of middle education has increased the complexity of the distribution of teachers' hours. This is because while only general subjects are taught, by and large, in the first grade of middle on a per-semester basis, there are 26 courses offered in the BTP with new syllabi designed according to the curriculum reform. Standardising these courses and reducing their number has consumed much effort and time.

Challenges in terms of increasing access and participation are being addressed through increasing the number of middle schools and the number of grades taught in each school. Given that until recently 47 municipalities (out of a total of 298) did not have a centre teaching the third cycle of basic and middle education, it has been necessary to build a network of schools in these under-served towns with headquarter schools at the centre of these. A particular challenge for these networks in a financially constrained environment is ensuring each school has the necessary resources to ensure quality education, including qualified teachers that are professionally supported, adequate materials, classrooms and furniture and other essential facilities. Alternative education programmes (such as ISCEMED and EDUCATODOS) are also being used to increase the participation rates.



### 3. Summary of capacity building needs

The report of Honduras' CNA pointed out: “that the strengths of Honduras include an unwavering desire to take part in PISA-D and the firm backing of the Ministry and even the President of the Republic, in addition to various large-scale assessment experiences enabling them to understand their shortcomings and reaffirm their interest in PISA-D.” The document also specified that the key shortcomings were to be found in the individual and organisational dimensions. In relation to organisation, we should note that a change in the structure of the DGCE is underway and a commitment was made by the responsible authorities to improve the infrastructure and facilities for this Directorate.

Aside from the need to improve the organisation of the DGCE, which operates as the NC for PISA-D, it was also observed in the CNA report that adequate infrastructure for the DGCE is also essential for the NC to adequately conduct the work involved in national and international assessments. The assessment of the individual dimension of capacities indicated the need to develop the capacity of the staff of DGCE in preparing cognitive and contextual items and in all manner of analyses and in quality control mechanisms. Another area identified for strengthening was the capacity to improve the construction of cognitive and contextual instruments using item response theory (IRT) parameters. A further area for strengthening is the need to build capacities to process assessment data, analyse this, interpret results and report on assessment findings. These areas for strengthening are described in more detail in the following sections.

#### 3.1. Capacity to improve contextual questionnaires and data collection instruments and implement them

The DGCE has no experience in preparing contextual questionnaires. The Directorate only has experience of implementing background questionnaires from UNESCO's TERCE (*Tercer Estudio Regional Comparativo y Explicativo*) (Third Regional Comparative and Explanatory Study). Accordingly, it is of great interest to the Directorate to learn about theoretical frameworks, how to design these instruments and how to perform analysis of associated factors.

#### 3.2. Capacity to improve cognitive assessment instruments

The DGCE is responsible for preparing pre-university or end of middle education tests, as well as teaching assessments. In the preparation of these tests, items have never been selected on the basis of IRT parameters; instead, only expert opinions have been taken into consideration prior to administration. DGCE officials consulted as part of this planning process expressed concerns about the quality of the tests they have prepared and it is apparent that teachers are also critical of certain questions used in these tests.

#### 3.3. Capacities to assess out-of-school 15-year-olds

In Honduras the excellent SACE information system – supplemented with census information – will prove highly useful in order to extract the sample. However, the DGCE expects to learn more about specific types of complex sampling and survey design and implementation though its experience in PISA-D.

#### 3.4. Capacities in assessment, analysis and use of results

This area is the one most highlighted as in need of strengthening by DGCE representatives. Currently, the reports on end-of-year assessments are prepared on the context of MIDEH (*Mejorando el Impacto al Desempeño Estudiantil de Honduras*) (Project for Improving the Impact of Educational Performance in Honduras) without the involvement of the DGCE. These essentially descriptive reports are simple and based on a percentage of correct answers. The reports also describe distribution according to achievement levels. In the 2015 report, results are broken down by gender, school type, rural or urban area and department. There is a lack of references to the importance of associations and their coefficients. Thus, it

would also be interesting to enhance these reports with multivariate and multi-level analyses. The DGCE expects the experience it gains in PISA-D to directly benefit its administration of the end of year assessments and the analysis and reporting of these.

#### 4. Methodology

The CNA made it possible to divide Honduras’s capacity building needs into two types: those needed to implement PISA and those needed for large-scale assessments in general, including national assessments. These are each in turn classified into a range of categories as set forth below:

For implementation of PISA the categories are:

- Capacity building elements for developing the commitment of stakeholders
- Capacity building elements for gaining an acquaintance of progress with new quality procedures and those established for the implementation of PISA-D
- Progress elements for sampling schools, students and out-of-school young people
- Development elements for products, communication and dissemination.

For capacities for improving the management of large-scale assessments in general, including national assessments the categories are:

- Development area for improving infrastructure
- Development area for psychometric methods
- Development area for preparation and storage of items
- Development area for research methodologies.

The framework for the CNA benchmarked Honduras against 112 required capacity conditions –in each of the three dimensions referred to above the 122 capacities in the country were rated as either “latent”, “emerging”, “established” or “advanced”. For each of these ratings there is a rubric that describes the status of those capacity conditions. The final two categories of “established” and “advanced” constitute the levels needed for effective implementation of PISA-D. Each requirement that did not make it into the highest category was assigned a target to be reached over the course of the project.

Through the application of the [www.polymetrika.org/PISAD](http://www.polymetrika.org/PISAD) tool, a general and an annual capacity building goal was assigned to each area identified for capacity building in Honduras over the course of the project. The capacity building programme for Honduras has been designed taking into consideration the already planned ten international NPM meetings included in the project for all PISA-D countries, together with four Inter-American Development Bank (IDB) supported capacity building workshops for Latin American countries, determined on the basis of the diagnoses of countries that began taking part in 2014.<sup>7</sup> Moreover, the peer-to-peer learning support offered by Brazil was also taken into account in the capacity building programme. When designing this programme, the limitations of most DGCE staff in English were taken into consideration; accordingly, capacity building elements in Spanish are emphasised in order to broaden the number of individuals that are able to benefit from the capacity building.

This CBP has been developed according to the timeframe for PISA-D and includes activities that are related to each phase of the PISA-D cycle. The following elements were elaborated for each capacity building activity: a description of the activity, the documents related to the activity, the required reports on the activity, the responsibility of the country for the activity, administrative details, and the costs of each activity. The cost can be broken down into international and national dimensions. In the case of the latter, it is possible to determine the amount that needs to be covered by a loan or contributions from development partners. At the time of preparing this plan there were some doubts concerning the source of funds for several of the international capacity building activities. Project expenses incurred thus far by Honduras have been funded in part through international co-operation and it is most probable that the country will continue to require external support for some of the capacity building activities included in this plan during the remainder of the project. However, it is expected that Honduras will be able to incorporate most of the costs of its participation in the project into its standard annual budget.

No international costs were identified in this plan as these will be covered by the project managed by OECD. The national costs include expenses for institutional strengthening and the plan includes expenditure on infrastructure as this is an essential aspect of capacity building in the Honduras context.

The work on this CBP was conducted in conjunction with the Director General and the Deputy Director and Assessment Assistant in the Ministry of Education and the OECD and its consultant during the period from March to October 2016. The work included visits to Honduras by representatives of OECD and its consultant.

In order to calculate the CBP budget it was necessary to determine the number of people who would attend training events without specifying names or positions at this stage.

## **5. The capacity building plan**

The CBP was drawn up for the four-year PISA-D cycle (2015-2019) and incorporates Honduras' participation in the ten international NPM meetings of the project, the four capacity building workshops planned by the project with the support of the IDB for the Latin American countries covering psychometric analysis, item development, data analysis and dissemination of results and the peer-to-peer learning activities planned with Honduras's partner country, Brazil. The CBP also incorporates the capacity building support already programmed by the OECD for data analysis, interpretation of results and the preparation of a national PISA-D report.

It should be noted that some of the planned activities will meet several of the capacity building goals that have been identified for Honduras and, by extension, will contribute to the achievement of multiple developmental areas. When this is the case, the activity is included in all the relevant developmental areas but is only budgeted for in relation to one of these. Accordingly, the extent to which each developmental target will be met is shown and the costs are controlled. The table below details the planned international NPM meetings alongside the capacity building areas to which they contribute together with the participants envisaged and the costs.

**Table 5. International meetings with the capacity building areas proposed and envisaged attendees**

NPM meeting (date and topics to address)	Capacity building area	Attendees (position and/or specialist area)
<b>September 2015 – 1st meeting</b> PISA-D contextual and cognitive reference frameworks Contextual and cognitive items Characteristics of the bank of items available Capacity building for preparation of items Strand C draft design National work on contextual questionnaires	5.1.8. Development area for preparation and storage of items	One person: NPM also serving as national director of the DGCE
<b>January 2016 – 2nd meeting</b> Capacity building for adaptation, translation and verification of all study materials Sampling Strand C: cognitive instruments and questionnaires Sampling and field operations for Strand C National work on contextual questionnaires	5.1.6. School, student and out-of-school 15-year-olds sampling 5.1.8 Development area for preparation and storage of items	Attended by the NPM and director of the DGCE, the deputy director and assessment assistant, an administrative assistant and an advisor from the Ministry in charge of budgetary affairs. Four persons
<b>April 2016 – 3rd meeting</b> Sampling of students and Strand C Field operations Test administrator training Changes to the technical standards of Strand C National adaptation of contextual questionnaires	5.1.6. School, student and out-of-school 15-year-old sampling	Attended by the NPM and director of the DGCE, the deputy director and assessment assistant, and the person in charge of sampling for PISA-D. Three persons
<b>July 2016 – 4th meeting</b> Strand C field operations Contextual and cognitive coder training Data handling Computing co-ordination	5.1.5. Upgrading established procedures and new quality procedures for implementing PISA-D	Attended by the NPM and director of the DGCE, the deputy director and assessment assistant, and two assessment assistants. Four persons
<b>November 2016 – Meeting 4A</b> Strand C field operations Quality assurance Strand C data processing via computer	5.1.5. Upgrading established procedures and new quality procedures for implementing PISA-D	Attended by two assessment assistants. Two persons
<b>May 2017 – 5th meeting</b> Analysis and interpretation of pilot results Preparation for main application Sampling Progress stock take on data collection in Strand C	5.1.2. Development area for psychometric methods 5.1.3. Development of communication and dissemination products 5.1.6 School, student and out-of-school 15-year-old youth sampling	To be attended by the NPM and director of the DGCE, the deputy director and assessment assistant and two other people. Four persons
<b>July 2017 – 6th meeting</b> Field operations for final application Sampling of main application Test administrator training 1 Open-ended question coding Data handling Preliminary results of Strand C pilot Instrument selection for main Strand C study Main Strand C sampling	5.1.2. Development area for psychometric methods 5.1.5. Upgrading established procedures and new quality procedures for implementing PISA-D 5.1.6. School, student and out-of-school 15-year-olds sampling 5.1.8. Development area for preparation and storage of items	To be attended by the NPM and director of the DGCE, the deputy director and assessment assistant and two other people. Four persons
<b>January 2018 – Meeting 6 A</b> Test administration for Strand C main study Data management training	5.1.5. Upgrading established procedures and new quality procedures for implementing PISA-D 5.1.6. School, student and out-of-school 15-year-old sampling	

**Table 6. International meetings with the capacity building areas proposed and envisaged attendees (continued)**

<b>NPM meeting (date and topics to address)</b>	<b>Capacity building area</b>	<b>Attendees (position and/or specialist area)</b>
<b>May 2018 – 7th meeting</b> Scaling methodology Data analysis Mediation of reports for various audiences Progress stock take on data collection in Strand C	5.1.2. Development area for psychometric methods 5.1.3. Development of communication and dissemination products	To be attended by the NPM and director of the DGCE, the deputy director and assessment assistant and two other people. Four persons
<b>Stay at OECD-Paris: April-June 2018</b>	5.1.2. Development area for psychometric methods 5.1.3. Development of communication and dissemination products	To be undertaken by a senior analyst
<b>July 2018 – 8th meeting</b> Part 1: scaling, analysis and interpretation of definitive test results Preparation for reporting and disseminating results Part 2: plans for the national report	5.1.2. Development area for psychometric methods 5.1.3. Development of communication and dissemination products	To be attended by the NPM and director of the DGCE, the deputy director and assessment assistant and two other people. Four persons
<b>March 2016 – IAG meeting</b>	5.1.2. Development area for psychometric methods	To be attended by the NPM and director of the DGCE, the deputy director and assessment assistant
<b>May 2017 – IAG meeting</b>	5.1.5. Upgrading established procedures and new quality procedures for implementing PISA-D	To be attended by the NPM and director of the DGCE, the deputy director and assessment assistant
<b>March 2018 – IAG meeting</b>	5.1.3. Development of communication and dissemination products	To be attended by the NPM and director of the DGCE, the deputy director and assessment assistant

**Table 7. Regional workshops in Spanish and peer co-operation**

<b>NPM meeting (date and topics to address)</b>	<b>Capacity building area</b>	<b>Attendees (position and/or specialist area)</b>
Regional workshop 1: PISA-D item preparation, 2016	5.1.8. Development area for preparation and storage of items	Three persons
Regional workshop 2: Item response theory capacity building, September 2016	5.1.2. Development area for psychometric methods	Three persons
Regional workshop 3: Secondary factor analysis, April 2017	5.1.3. Development of communication and dissemination products	Since this will be organised in Honduras, it may be attended by more people without affecting costs. No limit has been established as of yet
Regional workshop 4: Relations between PISA and the media and stakeholders. Experiences in the region, presentation of plans and discussion on dissemination, to be defined 2017-2018	5.1.3. Development of communication and dissemination products	Three persons
Replicating IRT parameter calculation for pilot data in conjunction with partners for PISA-D, 2017	5.1.2. Development area for psychometric methods	This will be conducted in Honduras with the attendance of a Brazilian expert
Simulating analyses for the final report with pilot data, with the backing of Brazil partners, 2017	5.1.3. Development of communication and dissemination products	This will be conducted in Honduras with the attendance of a Brazilian expert
Calculating IRT parameters of results from the PISA-D main study, 2018	5.1.2. Development area for psychometric methods	This will be a long-distance task. Data, syntax files and results will be sent to a Brazilian technician to ratify the analysis quality

## 5.1. Capacity building for PISA implementation

### 5.1.1. Capacity building element: Regular funding for national and international assessment

Ultimate goal for this capacity element:

- For at least 50% of funding to be in the assigned budget.

Specific programme capacity targets:

- Clear statement of purpose for participation in national large-scale assessment (NLSA)
  - Legal documents are not sufficient if there is no recognition of them. Laws must be more broadly disseminated and the law must be linked in with the budget and implemented.
- Funding for NPM/NC for international training and meetings – **established**: Institutional participation is formally committed, with funding from a variety of sources.
  - Full funding must be found.
- Stability of NLSA programme
  - Assurance needed of funding and human resources for assessments to be sustainable.
- Having regular funding for NLSA – **established**: There is regular funding allocated to the NLSA.
  - National funding secured. A law states that the national budget should incorporate USD 2.5 million for teacher and student assessment (Law on assessment, certification and accreditation of education quality). To date, the budget item has been assigned to the Ministry of Education overall. The Ministry invests around USD 220, which is drawn on according to needs. Then, international assistance must be sought.
- Adequacy of NLSA funding – **established**: Funding covers all core NLSA activities: design, administration, analysis and reporting.
  - 100% funding for assessments.
- Having regular funding for international large-scale assessment (ILSA) – **advanced**: There is regular funding approved by law, decree or norm.
  - Achieve at least 50% secure funding for ILSA (for PISA and the fourth LLECE [*Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación* / Latin American Laboratory for Assessment of the Quality of Education] study).
- Adequacy of ILSA funding – **emerging**: Funding covers some core activities of the ILSA.
  - Counting on at least 50% of the budget coming from the State.
- NLSA research and development funding – **established**: Funding covers some professional development activities.
  - To have availability of funds to build capacities and research. To deepen in factors affecting education quality. Teaching effectiveness.

- ILSA research and development funding – **established**: Funding covers some professional development activities.
  - It is expected that 50% of funds required will be provided for secondary research and to build the capacities that make it possible to take part in international studies.

**Year 2: 2016**

<b>Activity 1</b>	The DGCE will manage donations in conjunction with co-operation agencies and the Ministry will secure government funds.
Deliverables	Regular reporting to MERECE (association of aid agencies) and to Transformemos Honduras (NGO association).
Country responsibilities	To prepare a budget for submission in the pertinent instances. To process the management of donations and resources. For 2017 this will be included in the national budget to be drawn up in 2016. Monitoring will ensure funds are not cut or stopped. The main difficulty is in 2016 because no established budget was in place. <sup>1</sup>

Note: 1. To date, trips have been funded through co-operation. The trip to Zambia was hindered due to it being more expensive and because no further funds can be sought from co-operation, although this aspect has been addressed thanks to the balance from the payment to the OECD.

Total Cost Year 2: USD 0

**Year 3: 2017**

<b>Activity 1</b>	The DGCE will manage donations in conjunction with co-operation agencies and the Ministry will secure government funds.
Deliverables	Regular reporting to MERECE (association of aid agencies) and to Transformemos Honduras (NGO association) concerning expenses and needs.
Country responsibilities	To adjust the available budget for the year's expenses. To process the management of donations and resources. To budget expenses for 2018 in order to supplement the funds in the national budget for said year. Monitoring will ensure funds are not cut or stopped.
Relevant documentation	Budget

Total Cost Year 3: USD 0

**Year 4: 2018**

<b>Activity 1</b>	The DGCE will manage donations in conjunction with co-operation agencies and the Ministry will secure government funds.
Deliverables	Regular reporting to MERECE (association of partners) and to Transformemos Honduras (NGO association).
Country responsibilities	To adjust the budget for the year. To process the management of donations and resources. To prepare the budget for 2019, to be drawn up in 2018.
Relevant documentation	Budget

Total Cost Year 4: USD 0

**Year 5: 2019**

<b>Activity 1</b>	The DGCE will manage donations in conjunction with co-operation agencies and the Ministry will secure government funds.
Deliverables	Regular reporting to MERECE (association of aid agencies) and to Transformemos Honduras (NGO association).
Country responsibilities	To adjust the budget for the year, contemplating dissemination outputs and dissemination activities intended to be carried out. To process the management of donations and resources.
Relevant documentation	Budgets

Total Cost Year 5 = USD 0

Summary: Total capacity-building element cost: USD 0

### 5.1.2. Capacity building element: Development area for psychometric methods

Ultimate goal for this capacity element:

- To possess capacities within the Department of Education to process data without relying on external assistance.

Specific programme capacity targets:

- Relevance of NC expertise – **advanced:** The NLSA office is adequately staffed to carry out the NLSA effectively, with no issues.
- To manage to perform assessments in full without depending on other bodies.
- Adherence to protocol – **advanced:** Data processing staff have experience operating with a variety of protocols in different contexts.
- To count with staff qualified to process data involving IRT.
- NC’s understanding of IRT – **advanced:** NC staff have experience with multiple item response models (e.g., polytomous, Rasch, 2PL, 3PL).
- To count on staff working on assessments involving IRT. It is expected that capacities will be built for all assessment processes.
- NC’s test development skills – **advanced:** NC staff use multivariate statistics to examine test dimensionality, item bias or differential item functioning, and test information and increase the accuracy and relevance of tests.
- The assessment needs more complex analyses.

#### Year 2: Preparing to be able to calculate and interpret the pilot data involving IRT

<b>Activity 1</b>	Meeting of the IAG from 28 March to 1 April 2016 in Paraguay over three days during which forthcoming tasks were planned and specific topics were discussed. Attended by two persons.
Deliverables	Documents and presentations from the meeting.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.
Country responsibilities	Attendees: to prepare the meeting, studying and sharing the documents to be sent beforehand. To share the information with a presentation to build capacities among the remaining colleagues. Administration: to secure travel permits.
Administrative details	To secure specific permits. Processing tickets, allowances, visas and travel insurance.
International costs	USD 4 200 paid by IDB only includes allowances. Tickets accounted for in PISA-D NPM budget.
<b>Activity 2</b>	Regional Workshop 2, September 2016 in Guatemala. Three persons will attend a course in Spanish on “Methods and techniques for analysing and scaling cognitive items using IRT, especially for preparing cognitive assessment instruments and, in particular, for preparing items for the assessment of knowledge and skills in reading comprehension, mathematics and sciences, in order to improve their national assessments”. This course lasts one week and will be given in Guatemala. It will be attended by three persons who have yet to be appointed.
Deliverables	Manuals for using the required software. Agendas, notes and presentations from the course.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.



Country responsibilities	To provide attendees with notebooks incorporating the required programmes. Attendees: to prepare the meeting, studying and sharing the documents to be sent beforehand. To share the information with a presentation to build capacities among the remaining colleagues. Administration: to secure travel permits.
Administrative details	Tickets, allowances, visas and travel insurance
In-country costs	USD 4 430
<b>Activity 3</b>	September 2016. Sharing what has been learnt by the three persons who attended the course in Spanish on "Methods and techniques for analysing and scaling cognitive items using IRT.
Deliverables	Manuals for using the required software. Agendas, notes and presentations from the course.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.
Country responsibilities	Organising the meeting to share the information with a presentation to build capacities among the remaining colleagues.
Administrative details	To benefit from a room with the equipment needed.
In-country costs	USD 424

Total Cost Year 2: USD 9 054

**Year 3: To analyse data from the pilot test and provide interpretations**

<b>Activity 1</b>	May 2017, 5th NPM meeting about analysis and interpretation of pilot results, to be organised in Cambodia. Four persons shall attend this meeting. 5 days.
Deliverables	Notes, presentations and manuals about what is on the course. Documents with the parameters for each item for the country specifically and overall.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.
Country responsibilities	To provide attendees with laptops incorporating the required programmes. Attendees: to prepare the meeting, studying and sharing the documents to be sent beforehand. To share the information with a presentation to build capacities among the remaining colleagues. Administration: to secure travel permits.
Administrative details	Tickets, allowances, visas and travel insurance.
In-country costs	USD 12 519.50
<b>Activity 2</b>	Sharing the 5th NPM meeting in relation to analysis and interpretation of pilot results, to be organised in Cambodia.
Deliverables	Notes and presentations from the meeting.
Country responsibilities	To benefit from a room with the equipment needed.
Administrative details	To organise the venue for the meeting.
In-country costs	USD 424
<b>Activity 3</b>	To replicate IRT parameter calculation with the co-operation of partners for PISA-D.
Deliverables	Agenda, notes and demonstrations.
Country responsibilities	Attendees: to prepare the meeting, studying and sharing the documents to be sent beforehand. To share the information with a presentation to build capacities among the remaining colleagues. Administration: to process tickets and stay for the Brazilian partner. Visas and travel insurance.
Administrative details	This will be a task carried out in Honduras and all staff who are interested may attend.
In-country costs	USD 4 780.50

Total Cost Year 3: USD 17 724

**Year 4: To calculate the IRT parameters of the results from the final PISA-D test**

<b>Activity 1</b>	To replicate data calculation in co-operation with partners for PISA-D.
Deliverables	Syntax files and description of processes. Results.
Country responsibilities	To send the results and other documents.
Administrative details	This will be a task performed in Honduras under the distance consultancy of experts from Brazil.

<b>Activity 2</b>	March 2018. 7th NPM meeting over 5 days to look at the data analysis and preparation of reports for various audiences, to be organised in Senegal and attended by 2 team persons, in addition to the two who will be travelling for the IAG meeting.
Deliverables	Agenda, notes and presentations from the course.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.
Country responsibilities	Attendees: to prepare the meeting, studying and sharing the documents to be sent beforehand. To prepare the report structure for its presentation in the international meeting. To share the information with a presentation to build capacities among the remaining colleagues. To prepare the data analysis structure in the light of the analysis techniques that will be used. Administration: to secure travel permits, to process tickets, allowances, visas and travel insurance.
Administrative details	Tickets, allowances, visas, permits and travel insurance.
In-country costs	COST ESTABLISHED IN POINT 5.1.3
<b>Activity 3</b>	All staff of the DGCE to be informed as to the learning outcomes in the IAG meeting and the 7th NPM meeting.
Deliverables	To distribute documents on the course. Presentation.
Country responsibilities	Attendees should prepare a presentation.
Administrative details	To prepare and organise the event.
In-country costs	COST ESTABLISHED IN POINT 5.1.3
<b>Activity 4</b>	July 2018. 8th NPM meeting, to be organised in Guatemala over 8 to 10 days, addressing the following issues, among others: preparation for reporting and disseminating results; and, plans for the national report. To be attended by 4 persons.
Deliverables	Summaries or instructions from manuals of the software to be used. Agendas, notes and presentations from the course.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.
Country responsibilities	Progress in analyses in order to place queries. Attendees: to prepare the meeting, studying and sharing the documents to be sent beforehand. To share the information with a presentation to build capacities among the remaining colleagues. Administration: to secure travel permits, to process tickets and allowances, along with visas and travel insurance.
Administrative details	Tickets, allowances, visas, permits and travel insurance.
International costs	COST ESTABLISHED IN POINT 5.1.3
<b>Activity 5</b>	All staff of the DGCE to be informed as to the learning outcomes in the 8th NPM meeting.
Deliverables	To distribute documents on the course. Presentation.
Country responsibilities	Attendees should prepare a presentation.
Administrative details	To prepare and organise the event.
In-country costs	COST ESTABLISHED IN POINT 5.1.3
<b>Activity 6</b>	April-May 2018. Three months workshop at the OECD for the senior analysts to be trained on psychometric and analysis methods and to develop the analysis required for the national report.
Deliverables	First draft of the national report.
Reporting requirements	During and after the workshop, constant contact with NPM. During and after the workshop, to train all appropriate staff concerning what has been learnt.
Country responsibilities	Attendees: to prepare the workshop, reading all the documents that will be sent beforehand, doing the required previous analysis and participating in all previous activities. To prepare the structure of the national report. To share the information with a presentation to build capacities among the remaining colleagues. Administration: to secure travel permits, to process tickets, allowances, visas and travel insurance.
Administrative details	Tickets, allowances, visas, permits and travel insurance.
International costs	Travel costs will be financed by the OECD.

Total Cost Year 4: USD 0

Summary: Total capacity-building element cost: USD 26 778

### 5.1.3. Capacity building element: Development of communication and dissemination products

Ultimate goal for this capacity element:

- To ensure communication-based outputs have an impact on policy making and teaching practices.

Specific programme capacity targets:

- Transparent policy for NLSA
  - Greater involvement of society in disseminating the law mandating the assessment of learning.
- Experience in planning, organising and conducting large-scale surveys – **advanced**: The country/system offers a wide range of opportunities to prepare persons for work on the NLSA.
  - To count with staff qualified to manage the entire assessment process. To emphasise opportunities for learning through action.
- Dissemination of ILSA results – **advanced**: Country/system-specific results and information are regularly and widely disseminated in the country/system.
  - To reach smaller-scale levels, including schools themselves.
- Feedback from ILSA – **established**: Products to provide feedback to schools and educators about the ILSA results are sometimes made available.
  - To capitalise on results jointly with teachers in the most effective manner.
- Local capacity building for ILSA
  - To make a strategy for the results to reach schools.
- Media coverage of ILSA
  - To achieve better quality in delivery of results.
- Positive washback of ILSA – **established**: ILSA results have influenced decision-making intended to improve students' achievement levels.
  - To improve strategies in order to deliver results in schools.
- Engagement of data collection agency or network with collection sites (e.g. schools)
  - It is estimated that this contact does not currently suffice; hence, work is expected to be carried out in closer liaison with schools, providing more information on the assessment.
- NPM experience with dissemination of results from large-scale assessment – **advanced**: large scale assessment (LSA) reporting uses multiple narratives to multiple audiences, referencing relevant data where appropriate.
  - They want to reach the advanced level for this goal.
- Perceptions of external survey-based large-scale assessment (LSA) of lower-level stakeholders

- To make sure the information reaches all schools. Greater investment in the use and dissemination of results.

**Year 2: 2016. To heighten efforts and focus on PISA-D the frequent, regular meetings with stakeholders so they may assist in disseminating PISA and contribute to the PISA-D analysis plan**

<b>Activity 1</b>	The NPM and director general regularly meet with MERECE and Transformemos Honduras. In these meetings he will strive to disseminate PISA-D developments and gather the opinions of these major stakeholders.
Deliverables	To distribute documents incorporating the PISA-D developments.
Reporting requirements	To keep a record of all meetings and the respective minutes.
Country responsibilities	To prepare information to be delivered in each meeting and, ultimately, to give a presentation on what has been progressed and concerns that have arisen.
Administrative details	To set the dates of regular meetings.

Total Cost Year 2: USD 0

**Year 3: 2017. To prepare the analysis plan for PISA-D results and for out-of-school 15-year-olds**

<b>Activity 1</b>	Periodic meetings with a group formed by a representative of the universities, two from international co-operation, one from the civil society, and an assessment specialist.
Deliverables	Proposals of research questions that will guide the analysis for the National report. Description and justification of the methodology that will be used.
Reporting requirements	Monthly reports to DGCE's directorate about progress and questions about the national report.
Country responsibilities	It is responsibility of the PISA-D team and of the Directorate to progress in the draft of the national report that they would like.
<b>Activity 2</b>	Regional workshop 3. Course in Spanish, likely to be in Honduras, for four persons concerning in-depth secondary analyses of the data from LSAs, especially for analysing policies and impact. The event will take place over 5 days, including theory, practical tasks and general discussions. Since it will be in Honduras, the number of participants may be increased. April 2017.
Deliverables	Agenda, notes and presentations from the course.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.
Country responsibilities	Attendees: to prepare the meeting, studying and sharing the documents to be sent beforehand. As Honduras is the host country, it will be incumbent upon it to ensure the entire event unfolds smoothly.
Administrative details	To reserve the hotel and, if possible, obtain a discount. To ensure all participants needing a visa are issued with one. To simplify the arrival at and departure from the hotel. To prepare the workshop hall with all necessary requirements (data, flipchart, etc.). To ensure there is a photocopier and printer, in case they are needed.
In-country costs	USD 10 000
<b>Activity 3</b>	All staff of the DGCE will be informed about the workshop, the unfolding of it shall be assessed and plans in relation to the Honduras report plan will be discussed.
Deliverables	To distribute documents on the course.
Country responsibilities	To seek the involvement of the various sub-directorates of the DGCE and other authorities from the Secretariat.
Administrative details	To prepare and organise the event.
In-country costs	USD 424
<b>Activity 4</b>	To inform the discussion group previously described about potential PISA-D analyses in order for them to be included in a discussion on the likely national report structure. This will be done gradually as the various drafts are produced.
Deliverables	To distribute documents concerning the PISA developments.
Reporting requirements	To keep a record of all meetings and the respective minutes.
Country responsibilities	To seek the involvement of the various stakeholders in the preparation of the national report. To prepare information to be distributed. At times, to give a presentation on what has been progressed and concerns that have arisen.
Administrative details	To set the dates of regular meetings.

<b>Activity 5</b>	5th NPM meeting, May 2017, to be organised in Cambodia. Plan of analysis for contextual questionnaires. COSTS ARE ALREADY INCLUDED IN point 2.
Deliverables	Theoretical framework of the questionnaires. Agendas, notes and presentations on the course.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.
Country responsibilities	Attendees: to prepare the meeting, studying and sharing the documents to be sent beforehand. To share the information with a presentation to build capacities among the remaining colleagues. Administration: to secure travel permits, to process tickets and allowances, along with visas and travel insurance.
Administrative details	Tickets, allowances, visas and travel insurance.
Relevant documentation	Theoretical framework of the questionnaires.
In-country costs	ALREADY BUDGETED FOR.
<b>Activity 6</b>	If the budget allows it, simulations will be carried out on analyses of the final report using data from the pilot test. This will be done with the support of the partners from Brazil.
Deliverables	Syntax files and process outputs with data and analyses.
Reporting requirements	These preliminary results are merely an exercise. They will not be valid and shall not be disclosed. They may be used as input in the discussion on the structure of the national report.
Country responsibilities	To benefit from the space, equipment and software needed for technicians of the DGCE and the expert from Brazil to work jointly.
Administrative details	Tickets, allowances, visas and travel insurance for the expert from Brazil. To manage his hotel reservation and allowance.
In-country costs	USD 4 780.50
<b>Activity 7</b>	Regional Workshop 4, 2017 or 2018: 3-day course in Spanish in Paraguay on relations between PISA and the media and stakeholders. Experiences in the region, presentation of plans and discussion. To prepare the country's national report.
Deliverables	Agendas, notes and presentations on the course.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.
Country responsibilities	Attendees: to prepare dissemination plans and share them with the team. To prepare a presentation to be discussed with the remaining colleagues and present it in the meeting. Administration: to secure travel permits, to process tickets and allowances, along with visas and travel insurance.
Administrative details	Tickets, allowances, visas, permits and travel insurance
In-country costs	USD 9 200
<b>Activity 8</b>	All staff of the DGCE will be informed about the course on relations between PISA-D and the media and stakeholders.
Deliverables	To distribute documents on the course. Presentation
Country responsibilities	To seek the involvement of the various sub-directorates of the DGCE in the preparation of the report.
Administrative details	To prepare and organise the event.
In-country costs	USD 424

Total Cost Year 3: USD 24 818.50

#### Year 4: 2018. To develop the national report

<b>Activity 1</b>	Meeting of the IAG, March 2018, in Senegal. The principal objective is to review the definitive PISA-D application procedures and the plans for reporting results. The meeting will be attended by two persons.
Deliverables	Agendas, notes and presentations on the course.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.
Country responsibilities	Attendees: to prepare the meeting, studying and sharing the documents to be sent beforehand. To prepare a report on issues arising in the definitive application and how they were addressed. To share the information with a presentation to build capacities among the remaining colleagues. Administration: to secure travel permits, to process tickets and allowances, along with visas and travel insurance.
Administrative details	Tickets, allowances, visas, permits and travel insurance.
In-country costs	USD 17 039 (includes expenses for the two persons to attend the NPM meeting)

<b>Activity 2</b>	March 2018. 7th NPM meeting over 5 days to look at the data analysis and preparation of reports for various audiences, to be organised in Senegal and attended by 2 team persons, in addition to the two who will be travelling for the IAG meeting.
Deliverables	Agendas, notes and presentations on the course.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.
Country responsibilities	Attendees: to prepare the meeting, studying and sharing the documents to be sent beforehand. To prepare the report structure for its presentation in the international meeting. To share the information with a presentation to build capacities among the remaining colleagues. To prepare the data analysis structure in the light of the analysis techniques that will be used. Administration: to secure travel permits, to process tickets and allowances, along with visas and travel insurance.
Administrative details	Tickets, allowances, visas, permits and travel insurance.
In-country costs	USD 14 026
<b>Activity 3</b>	All staff of the DGCE to be informed as to the learning outcomes in the IAG meeting and the 7th NPM meeting.
Deliverables	To distribute documents on the course. Presentation.
Country responsibilities	Attendees should prepare a presentation.
Administrative details	To prepare and organise the event.
In-country costs	USD 424
<b>Activity 4</b>	Staff of the DGCE will progress with the analyses needed for the national report, after the 8 <sup>th</sup> meeting and during the second semester. The expert from Brazil will give support by engaging in the same task simultaneously.
Deliverables	Analysis structure. Syntax files used. Main conclusions. Draft report.
Reporting requirements	To report to and receive feedback from the DGCE and ministerial authorities, and from certain stakeholders.
Country responsibilities	To prepare and clear databases. To benefit from staff with suitable statistical experience in order to process and analyse the data, and staff to interpret the analyses and draft the reports.
Administrative details	To ensure the hardware and software needed to conduct the analyses is available. To manage the tickets and stay for the expert from Brazil.
In-country costs	USD 4 780.50
<b>Activity 5</b>	July 2018. 8th NPM meeting, to be organised in Guatemala over 8 to 10 days, addressing the following issues, among others: preparation for reporting and disseminating results; and, plans for the national report. To be attended by 4 persons.
Deliverables	Summaries or instructions from manuals of the software to be used. Agendas, notes and presentations on the course.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.
Country responsibilities	Progress in analyses in order to place queries. Attendees: to prepare the meeting, studying and sharing the documents to be sent beforehand. To share the information with a presentation to build capacities among the remaining colleagues. Administration: to secure travel permits, to process tickets and allowances, along with visas and travel insurance.
Administrative details	Tickets, allowances, visas, permits and travel insurance.
International costs	USD 6 892.50
<b>Activity 6</b>	All staff of the DGCE to be informed as to the learning outcomes in the 8th NPM meeting.
Deliverables	To distribute documents on the course. Presentation
Country responsibilities	Attendees should prepare a presentation.
Administrative details	To prepare and organise the event.
In-country costs	USD 424
Administrative details	Tickets, allowances, visas, permits and travel insurance.
<b>Activity 7</b>	April-May 2018. Three months workshop at the OECD for the senior analysts to be trained on psychometric and analysis methods and to develop the analysis required for the national report.
Deliverables	First draft of the national report.
Reporting requirements	During and after the workshop, constant contact with NPM. After the workshop, to train all appropriate staff concerning what has been learnt.

Country responsibilities	Attendees: to prepare the workshop, reading all the documents that will be sent beforehand, doing the required previous analysis and participating in all previous activities. To prepare the structure of the national report. To share the information with a presentation to build capacities among the remaining colleagues. Administration: to secure travel permits, to process tickets, allowances, visas and travel insurance.
Administrative details	Tickets, allowances, visas, permits and travel insurance.
International costs	Travel costs will be financed by the OECD.

Total Cost Year 4: USD 43 586

Summary: Total capacity-building element cost: USD 68 414.50

#### 5.1.4. Capacity building element: Institutional strengthening

Ultimate goal for this capacity element:

- To achieve the levels of qualified staff needed within the Department of Education to conduct learning assessments.

Specific programme capacity targets:

- National co-ordinator for ILSA – **established**: There is a team and national/system co-ordinator to carry out the ILSA activities.
  - To perform assessments under the auspices of a national assessment system through a body set up by the central government. The National Assessment Board (CONEVAL) has been set up according to a law as a superior authority to the Department of Education and the Universities, although it has not been appointed and no specific actions have been defined.
- Effectiveness of human resources for ILSA – **advanced**: The ILSA office is adequately staffed and trained to carry out the ILSA effectively, with no issues.
  - To improve data processing and analysis of results.
- Availability of ILSA training – **advanced**: Opportunities to learn about ILSA are available to a wide audience, in addition to the country's/system's ILSA team members.
  - Staff could become more involved in assessment processes.
- Availability of NPM/NC for international training and meetings – **advanced**: Time is specifically allocated to participation in and preparation for international activities.
  - To have sufficient levels of qualified staff to conduct the PISA project.
- Having strong organisational structures for NLSA
  - To complete the structure of the assessment unit for it to operate effectively and to benefit from suitable facilities for the operation of the unit.
- Management of linked data files – **established**: Data processing staff have experience performing data merges using primary and foreign keys.
  - It is expected that the DGCE will have the expertise needed to perform all assessment processes.

- Data manipulation skill: manipulating data structures – **advanced**: Staff have experience constructing or parsing proprietary formatted data files and text-based data files with defined formats.
  - It is expected that the DGCE will have the expertise needed to perform all assessment processes.
- Data manipulation skill: fluency with statistical software (e.g., SPSS, SAS) – **advanced**: Data management is performed using syntax files.
  - It is expected that the DGCE will have the expertise needed to perform all assessment processes.
- English proficiency of NPM – **established**: NPM has mastery of English as a second language but operates professionally primarily in another language.
  - NPM plans to study English.
- NPM’s level of oral and written communication skills in English for meetings and communications with the OECD Secretariat and with the International Contractor – **advanced**: NPM is sufficiently fluent in English to argue a specific perspective or position and represent complex or novel issues.
  - This is a personal challenge for the NPM.
- NPM’s and NC’s Familiarity with PISA skill ontology / framework – **advanced**: A common framework is used by NC staff for identifying skill determinants and dependencies for different learning objectives.
  - The aim is to make it possible to assess skills and abilities.
- Engagement of clerical/administrative support – **established**: Clerical support distributes outgoing correspondence from NC.
  - To delegate a large number of duties.
- NC co-ordination – **established**: Staff meetings are scheduled and attended regularly.
  - To improve organisation by incorporating other persons in the administrative and computing aspects with a specific profiles. Organisation of the Directorate is dependent on the General Regulation governing the formation of the Department.



**Year 2: 2016. Initial familiarity with the project and weighing up its requirements**

<b>Activity 1</b>	The following staff have already been hired: a) Jorge Armando Carías Velásquez, Master in Human Security, specialising in human rights and gender equality and a Degree in Police Sciences; b) Kevin Alberto Zúniga Girón, Degree in Graphic Design; c) Vilma Esperanza Reyes Matute, Degree in Mathematics; d) Nóbilda Yadira Rodríguez, Degree in Social Sciences; e) Bernardo José Coello Laínez, Degree in Teaching; f) Miguel Salgado, Degree in Teaching; and g) Maxbell Urbina, Degree in Accounting Teaching. A statistician still needs to be recruited in order to be gradually trained in psychometrics and to become the leading, hopefully the senior analyst, whose capacities shall be developed in Paris in 2018.
Country responsibilities	To manage contracts and assure the budget is met in order to write off salaries. A contract is entered into for temporary services or special contracts. In any event, they are direct.
Administrative details	To describe the profiles of the staff needed and draft the terms of reference. To issue a call for applicants. To select staff.
<b>Activity 2</b>	To adjust the new facilities and install them with the computer and electronic equipment needed, along with air-conditioning and Internet connection.
Country responsibilities	To manage purchases and assure that the required budget is available.
Administrative details	To prepare a listing and issue an invitation to tender.
In-country costs	USD 93 871.53
<b>Activity 3</b>	To build the capacities of staff overall by sharing the content of Latin American and international meetings.
Deliverables	Materials from each meeting.
Country responsibilities	To grant staff the time and provide the areas needed for capacity building. To oversee that the meetings for sharing information are organised.
Administrative details	To manage the meeting venue and photocopy materials to be handed out. To provide audio-visual and computer resources, if needed.
In-country costs	ALREADY BUDGETED FOR.

Total Cost Year 2: USD 93 871.53

**Year 3: 2017. Installation in offices conducive to performing all tasks. To build the capacities of all staff**

<b>Activity 1</b>	Transfer and set-up in a new venue with the pertinent furniture.
In-country costs	USD 53 400 (including a vehicle for 40 000)
<b>Activity 2</b>	To regularly build the capacities of staff overall by sharing the content of Latin American and international meetings.
Deliverables	Materials from each meeting.
Country responsibilities	To grant staff the time and provide the areas needed for capacity building. To oversee that the meetings for sharing information are organised.
Administrative details	To manage the meeting venue and photocopy materials to be handed out. To provide audio-visual and computer resources, if needed.
In-country costs	ALREADY BUDGETED FOR.

Total Cost Year 3: USD 53 400

**Year 4: 2018. To continue to build the capacities of all staff**

<b>Activity 1</b>	To build the capacities of staff overall by sharing the content of Latin American and international meetings.
Deliverables	Materials from each meeting.
Country responsibilities	To grant timeframes and provide the areas needed for capacity building. To oversee meetings, making sure that they are organised for sharing information.
Administrative details	To manage the meeting venue and photocopy materials to be handed out. To provide audio-visual and computer resources, if needed.
In-country costs	ALREADY BUDGETED FOR.

Total Cost Year 4: USD 0

Summary: Total capacity-building element cost: USD 147 271.53

*5.1.5. Capacity building element: Upgrading established procedures and new quality procedures for implementing PISA-D*

Ultimate goal for this capacity element:

- To comply with security and quality standards.

Specific programme capacity targets:

- Geography and climate obstacles
  - Although all regions are accessible, it would be preferable to improve the conditions for enabling access to certain areas for staff and materials by improving co-ordination of methods of transport and enhancing security.
- Security issues with data collection
  - To secure greater support from the people living in these colonies and, thus, reduce insecurity.
- Booklet distribution infrastructure – **advanced:** Existing infrastructure can be used to transport testing materials using pre-existing security protocols.
  - To supervise distribution processes.
- Quality of training for data collection – **advanced:** Data collection staff have been monitored during previous or mock data collection and have received feedback on their adherence to protocols during previous data collection.
  - It is hoped that a standardised monitoring system will be set up.
- Integrity of coding – **established:** Coders are selected from nominated applicants using transparent criteria.
  - To rely solely on area specialists at the master’s level.
- Avoidance of conflicting interests
  - To have an applicator qualification recording system.
- Accountability for security – **advanced:** Where uncontrolled access is possible, legally binding confidentiality agreements enforce the data access restrictions and apply to all staff.
  - To use security protocols applicable to international assessments in national ones.
- Sufficiency of data collection staff
  - To certify the test administrators who are already known.
- Fidelity of instrument translation and adaptation to local contexts – **advanced:** Translators or staff responsible for instrument adaption are knowledgeable about the constructs measured by PISA-D questionnaires (e.g., SES, school climate, engagement with learning, etc.).
  - To build the capacities of staff in translation and adaptation to comply with PISA-D.

- Availability of document formatting and print specifications – **established**: All document print and specifications are maintained in manuals accessible to all NC staff.
  - To establish a format and guidelines to ensure that nothing will be lacking.
- Quality of document proofing – **advanced**: Clear protocols exist for the identification of potential typographic errors and/or the NC has an official dictionary and manual of style.
  - To prepare a manual for systematic reviewing of tests.
- Response coding expertise – **advanced**: Response coders are recalibrated periodically based on results of reliability analysis (see Standard 11.3)
  - To introduce open-ended questions in graduate and teacher tests. To do so, experienced coders that may be calibrated will be needed.
- Fidelity of response coding.
  - To train staff in scoring open-ended questions.
- Participation in previous international ILSA training – **established**: The ILSA team attended all international workshops or meetings.
  - To attend all meetings and training sessions possible, ensuring 4 participants attend each training event.
- Secure storage of completed materials following data collection – **advanced**: NC facilities have a specific security infrastructure for storing data collection materials (i.e. it is not physically possible for persons to access secure material without it being granted by NPM).
  - A specific space will be set aside in recently designated facilities.
- Adherence to security protocols – **advanced**: All staff receives training in security protocols.
  - To structure enhanced security measures, applying a culture of protocol. Protocols are in place, but they are not structured for the entire process.
- Security auditing – **established**: The NPM can invoke or revoke access for any individual on the permitted list at any time.
  - To prepare and implement a format to record access to confidential information.
- Secure space for conducting the coding operations – **established**: Multi-purpose facilities within the NC may be secured for coding.
  - To benefit from specific premises exclusively for assessments.
- Software resources – **advanced**: The NC administration maintains software licenses and manages acquisition and installation of necessary software.
  - To benefit from at least two specific types of software for data processing.
- Monitoring of collection procedures – **advanced**: Monitored sites are randomly sampled and the rationale for any exclusion from site monitoring is agreed upon prior to sampling.

- To implement a monitoring that is more suited to the collection; even if not carried out randomly, it should be more heterogeneous in relation to school type.
- Data collection monitoring – **advanced**: All monitors are trained as data collectors.
  - To arrange strategies for conducting more effective external supervision, using a structured instrument.
- Adequacy of transportation for data collectors – **advanced**: Data collectors use dedicated institutional vehicles.
  - To benefit from more state vehicles for the administration.
- Commitment of data collectors to training – **advanced**: Training time is compensated and is integrated with regular duties (or staff are hired exclusively for data collection).
  - Data collection could be better co-ordinated with regular duties.

**Year 2: 2016. To gain an acquaintance of the PISA-D standards in each individual's area of responsibility and prepare quality control methods in each process, especially in the pilot application**

<b>Activity 1</b>	To appoint a responsible person for each area and require them to draw up a standard achievement plan. To share these plans with all staff and receive feedback.
Deliverables	To prepare the following manuals: 1) Operations manual specifying the procedure for transferring and receiving materials. This manual should be accompanied by the formats for recording quality controls. 2) Manual for monitoring the quality of data collection with the forms to be filled in. 3) Coding and format manual for recording quality controls. Each process should have a manual detailing how the process should unfold, how its fulfilment should be monitored and how this evidence should be recorded and stored. To use these manual during administration of the PISA-D pilot.
Reporting requirements	To report to the Directorate-General on the state of play in various processes.
Country responsibilities	To provide material resources and staff to develop these standards and records of them. To oversee and review the preparation of these manuals.
In-country costs	ALREADY BUDGETED FOR.
<b>Activity 2</b>	To begin recording activities and quality indicators.
Deliverables	Types of records and method of storage. Results of quality indicators.
Reporting requirements	To formally report to the Directorate-General on the situation concerning records.
Country responsibilities	To require staff to record activities carried out and supervise them in doing so, and to set up a system for storing these records. To provide material resources and staff to develop these standards and records of them.
Administrative details	To manage the resources needed.
In-country costs	ALREADY BUDGETED FOR.
<b>Activity 3</b>	4th NPM meeting, July 2016 in Zambia. To study field operations, coding of open-ended questions and handling of data for incorporation into databases, organised in Zambia over 5 days. To be attended by 3 persons.
Deliverables	Summaries or instructions from manuals and of the software to be used. Agendas, notes and presentations on the course.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.
Country responsibilities	To share the information with a presentation to build capacities among the remaining colleagues.
Administrative details	Tickets, allowances, visas, permits and travel insurance.
In-country costs	USD 20 878
<b>Activity 4</b>	All staff of the DGCE to be informed as to the learning outcomes in the 4th NPM meeting.
Deliverables	To distribute documents on the course. Presentation.
Country responsibilities	Attendees should prepare a presentation.

Administrative details	To prepare and organise the event.
In-country costs	USD 424
<b>Activity 5</b>	Meeting 4A for the NPM, to review procedures for application of the pilot and computer handling of data from Strand C, to be organised in Madrid in November 2016. To be attended by 4 persons.
Deliverables	Strand C application manual, database handling manual, software use manual.
Reporting requirements	This information should be shared with all national staff.
Country responsibilities	To prepare for the meeting, reading all documentation.
Administrative details	Tickets, allowances, visas, permits and travel insurance.
In-country costs	USD 15 197.50
<b>Activity 6</b>	All staff of the DGCE to be informed as to the learning outcomes in the NPM 4A meeting.
Deliverables	To distribute documents on the course. Presentation.
Country responsibilities	Attendees should prepare a presentation.
Administrative details	To prepare and organise the event.
In-country costs	USD 424

Total Cost Year 2: USD 36 923.50

**Year 3: 2017. To assess the fulfilment of standards in the field trial and to prepare the changes needed for the main study. To improve the fulfilment of the PISA-D standards**

<b>Activity 1</b>	To critically analyse process records from the pilot and establish aspects with scope for improvement.
Deliverables	Manuals and protocols adjusted in line with the conclusions of this assessment.
Reporting requirements	To report to the Directorate-General and contractors in relation to changes intended to be made.
Country responsibilities	To agree on changes with contractors.
Relevant documentation	Adjusted manuals.
In-country costs	SOLELY REQUIRES WORK ON THE PART OF STAFF.
<b>Activity 2</b>	Meeting of the IAG. May 2017, to be organised in Cambodia to review processes and procedures carried out within the framework of PISA-D. To be attended by 2 persons.
Deliverables	Agendas, notes and presentations on the course.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.
Country responsibilities	Attendees: to prepare the meeting, studying and sharing the documents to be sent beforehand. To prepare a report on issues arising in the pilot and how they were addressed and to give a presentation on these aspects in the meeting. To share the information with a presentation to build capacities among the remaining colleagues. Administration: to secure travel permits, to process tickets and allowances, along with visas and travel insurance.
Administrative details	Tickets, allowances, visas, permits and travel insurance.
In-country costs	USD 12 519.50
<b>Activity 3</b>	All staff of the DGCE to be informed as to the learning outcomes in the meeting of the IAG.
Deliverables	To distribute documents on the course. Presentation
Country responsibilities	Attendees should prepare a presentation.
Administrative details	To prepare and organise the event.
In-country costs	USD 424
<b>Activity 4</b>	July 2017. 6th NPM meeting, to be organised in the United States. This meeting will address the following issues: field operations for the final application; applicator training; correction of open questions; and, data handling. To be attended by 4 persons.
Deliverables	Agendas, notes and presentations on the course.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.

Country responsibilities	Attendees: to prepare the meeting, studying and sharing the documents to be sent beforehand. To prepare a report on issues arising in the pilot and how they were addressed and to give a presentation on these aspects in the meeting. To share the information with a presentation to build capacities among the remaining colleagues. Administration: to secure travel permits, to process tickets and allowances, along with visas and travel insurance.
Administrative details	Tickets, allowances, visas, permits and travel insurance.
In-country costs	USD 12 416.75
<b>Activity 5</b>	All staff of the DGCE to be informed as to the learning outcomes in the 6th international NPM meeting.
Deliverables	To distribute documents on the course. Presentation.
Country responsibilities	Attendees should prepare a presentation.
Administrative details	To prepare and organise the event.
In-country costs	USD 424

Total Cost Year 3 = USD 25 784.25

**Year 4: 2018. To strengthen the methodology for assessing out-of-school young people and transferring best practices to national assessments**

<b>Activity 1</b>	Meeting 6A for the NPM, to be organised in Panama, January 2018. To review procedures for main application and computer handling of data from Strand .To be attended by 4 persons.
Deliverables	Strand C application manual, database handling manual, software use manual.
Reporting requirements	This information should be shared with all national staff.
Country responsibilities	To prepare for the meeting, reading all documentation.
Administrative details	Tickets, allowances, visas, permits and travel insurance.
In-country costs	USD 8 371
<b>Activity 2</b>	All staff of the DGCE to be informed as to the learning outcomes in NPM meeting 6A.
Deliverables	To distribute documents on the course. Presentation.
Country responsibilities	Attendees should prepare a presentation.
Administrative details	To prepare and organise the event.
In-country costs	USD 424
<b>Activity 3</b>	The person responsible for each area shall analyse the international standards and determine which ones will be implemented for national assessments, drawing up a plan for standard achievement. To share these plans with all staff and receive feedback.
Deliverables	To prepare the following manuals: 1) Operations manual specifying the procedure for transferring and receiving materials. This manual should be accompanied by the formats for recording quality controls. 2) Manual for monitoring the quality of data collection using the forms to be filled in. 3) Coding and format manual for recording quality controls. Each process should have a manual detailing how the process should unfold, how its fulfilment should be monitored and how this evidence should be recorded and stored. To use these manual during application of the PISA-D pilot.
Reporting requirements	To report to the Directorate-General on the state of play in various processes.
Country responsibilities	To provide material resources and staff to develop these standards and records of them. To oversee and review the preparation of these manuals.
In-country costs	ALREADY BUDGETED FOR.

Total Cost Year 4: USD 8 795

Summary: Total capacity-building element cost: USD 71 502.75

*5.1.6. Capacity building element: School, student and out-of-school 15-year-old sampling*

Ultimate goal of this capacity element:

- To increase the accuracy of samples.

Specific programme capacity targets:

- 15-year-old census – **established**: Information about out-of-school 15-year-olds is available from data sources updated with two- to five-year frequency.
  - To achieve a sample framework in relation to out-of-school individuals, comparing the statistics of the Department (SACE) and the National Institute for Statistics that benefits from forecasts from the census.
- Location of 15-year-olds – **advanced**: Information about location includes household addresses of 15-year-olds.
  - Institutional alliances are being set up with organisations that work with out-of-school young people and which would provide databases.
- Quality of school sample frame
  - In any event, the aim is to reduce margins of error, which are currently between 8 and 10%.
- Specialised skill for scientific probability sampling – **established**: Survey design staff have experience designing self-weighting or unweighted complex samples (multi-stage clusters and stratification).
  - Qualified staff are needed to follow instructions on the desired samples.
- Quality of replacement sample – **advanced**: The replacement sample provides random assignment of matched replacement(s) for each school.
  - The aim is to have a replacement sample.

**Year 2: 2016. To prepare the sample frameworks as accurately as possible. To perform thorough sampling of 15-year-old students in the schools chosen and of those that are out-of-school or those that are behind**

<b>Activity 1</b>	2nd NPM meeting, January 2016 in the United States. The meeting held in Washington –was attended by the NPM, the project leader, an administrative assistant and an advisor from the Ministry in charge of budgetary affairs – the issue of sampling was addressed for the first time.
Deliverables	Sampling forms. Agendas, notes and presentations on the course.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.
Country responsibilities	This trip was made thanks to financial support from the IDB. Attendees: to prepare the meeting, studying and sharing the documents to be sent beforehand. To share the information with a presentation to build capacities among the remaining colleagues. Administration: to secure travel permits, to process tickets and allowances, along with visas and travel insurance.
Administrative details	Tickets, allowances, visas, permits and travel insurance.
Expected additional funding	USD 11 600 (funded by the IDB).
<b>Activity 2</b>	3rd NPM meeting, April 2016, in Paraguay. The NPM, the project leader and the person in charge of the sampling attended it. This meeting addressed the issue of student sampling and survey operations for the field trial.
Deliverables	Sampling manuals. Agendas, notes and presentations on the course.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.
Country responsibilities	Attendees: to prepare the meeting, studying and sharing the documents to be sent beforehand. To share the information with a presentation to build capacities among the remaining colleagues. Administration: to secure travel permits, to process tickets and allowances, along with visas and travel insurance.

Administrative details	Tickets, allowances, visas, permits and travel insurance.
International costs	USD 6 555 (funded by the IDB).

Total Cost Year 2: USD 18 155

**Year 3: 2017. To ensure an accurate sample**

<b>Activity 1</b>	May 2017. 5th NPM meeting, to be organised in Cambodia, addressing the issue of sampling, among others.
Deliverables	Manuals, agendas, notes and presentations on the course.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.
Country responsibilities	Attendees: to prepare the meeting, studying and sharing the documents to be sent beforehand. To share the information with a presentation to build capacities among the remaining colleagues. Administration: to secure travel permits, to process tickets and allowances, along with visas and travel insurance.
Administrative details	Tickets, allowances, visas, permits and travel insurance.
In-country costs	COSTS ESTABLISHED in point 5.
<b>Activity 2</b>	July 2017. 6th NPM meeting, to be organised in Antigua, Guatemala. To be attended by 4 persons. To address sampling for the main study administration.
Deliverables	Manuals, agendas, notes and presentations on the course.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.
Country responsibilities	ALREADY BUDGETED FOR in point 5. Attendees: to prepare the meeting, studying and sharing the documents to be sent beforehand. To share the information with a presentation to build capacities among the remaining colleagues. Administration: to secure travel permits, to process tickets and allowances, along with visas and travel insurance.
Administrative details	Tickets, allowances, visas, permits and travel insurance.

Total Cost Year 3: USD 0

Summary: Total capacity-building element cost: USD 18 155

*5.1.7. Capacity building element: Stakeholder and civil society engagement*

Ultimate goal of this capacity element:

- To raise awareness of the need to effectively implement existing laws.

Specific programme capacity targets:

- Clear statement of purpose for participation in ILSA
  - Greater involvement of society in disseminating the law.
- Having strong public engagement for NLSA
  - To get a greater number of stakeholders involved in national assessments.
- Providing teachers with opportunities to learn about the NLSA – **established**: There are some courses or workshops on the NLSA offered on a regular basis.
  - To familiarise teachers more with assessment processes. To build the capacities of permanent training centres for them to include assessment in their permanent training plans.
- Breadth of stakeholder engagement



- To secure the commitment of universities.

Activities during 2016, 2017 and 2018: The NPM prefers not to plan specific activities within this area, as previous experience advises against it. Nevertheless, he meets regularly with two highly important stakeholder groups: the association of co-operation agencies named MERECE and a representative from the civil society organisation Transformemos Honduras. Furthermore, a group will be formed with a representative of the universities, two from international co-operation, one from the civil society, and an assessment specialist.

Throughout the entire project the team commits to record the various activities related to this goal as a way of assessing various strategies.

These activities will have no extra cost.

Summary: Total capacity-building element cost: USD 0

#### 5.1.8. Capacity building element: Development area for preparation and storage of items

Ultimate goal of this capacity element:

- The aim is to have qualified staff to interpret psychometric item data.

Specific program capacity targets:

- Adequacy of translator assessment background – **advanced**: Translators or staff responsible for adaptation are also professional item writers.
  - They are required to possess the skills needed to interpret psychometric data.
- Translator knowledge of PISA framework – **advanced**: Translators or staff responsible for adaptation can reliably predict the difficulty of PISA test items.
  - They are expected to build an adequate command of the adaptation of PISA items.

#### Year 1: 2015. To get acquainted with PISA items

Activity 1	1st NPM meeting, September 2015, held in Ecuador and attended by the NPM, in which the following issues were addressed: PISA-D contextual and cognitive frameworks of reference; contextual and cognitive items; characteristics of the bank of items available; and capacity building for development of items.
Deliverables	Reference frameworks, agendas, notes and presentations on the course.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.
Country responsibilities	Attendees: to prepare the meeting, studying and sharing the documents to be sent beforehand. To share the information with a presentation to build capacities among the remaining colleagues. Administration: to secure travel permits, to process tickets and allowances, along with visas and travel insurance.
Administrative details	Tickets, allowances, visas, permits and travel insurance
Relevant documentation	Reference frameworks
International costs	USD 2 300 (funded by the World Bank)

Total Cost Year 1: USD 2 300

**Year 2: Understanding of the relationship between the frameworks and items. To improve the development of items and the capacity in order to recognise their quality**

<b>Activity 1</b>	2nd NPM meeting, January 2016, held in the United States. Capacity building for adaptation, translation and verification of all study materials.
Deliverables	Agendas, notes and presentations on the course.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.
Country responsibilities	Attendees: to prepare the meeting, studying and sharing the documents to be sent beforehand. To share the information with a presentation to build capacities among the remaining colleagues. Administration: to secure travel permits, to process tickets and allowances, along with visas and travel insurance.
Administrative details	Tickets, allowances, visas, permits and travel insurance.
In-country costs	ALREADY BUDGETED FOR in a different section.
<b>Activity 2</b>	Regional workshop, June 2016 in Quito. Course in Spanish on reference frameworks and item preparation, centred on the understanding of the design and implementation of LSAs, using the PISA reference framework as an example. It was organised in Ecuador and three persons from Honduras took part.
Deliverables	Reference frameworks in Spanish, agendas, notes and presentations on the course.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.
Country responsibilities	Attendees: to prepare the meeting, studying and sharing the documents to be sent beforehand. To share the information with a presentation to build capacities among the remaining colleagues. Administration: to secure travel permits, to process tickets and allowances, along with visas and travel insurance.
Administrative details	Tickets, allowances, visas, permits and travel insurance.
In-country costs	USD 12 547.50
<b>Activity 3</b>	A sharing workshop seminar was held over three days on the course in Spanish dealing with reference frameworks and item preparation.
Deliverables	To distribute documents on the course. Presentation.
Country responsibilities	Attendees should prepare a presentation.
Administrative details	To prepare and organise the event.
In-country costs	USD 424

Total Cost Year 2: USD 12 971.50

**Year 3: To enhance judgments on items using IRT parameters**

<b>Activity</b>	5th NPM meeting, May 2017 in Cambodia: analysis and interpretation of pilot results.
Deliverables	List of items with the respective parameters. Agendas, notes and presentations on the course.
Reporting requirements	After the course, reporting to/building the capacities of all staff concerning what has been learnt.
Country responsibilities	Attendees: to prepare the meeting, studying and sharing the documents to be sent beforehand. To share the information with a presentation to build capacities among the remaining colleagues. Administration: to secure travel permits, to process tickets and allowances, along with visas and travel insurance.
Administrative details	Tickets, allowances, visas, permits and travel insurance.
In-country costs	BUDGETED FOR IN POINT 2.

Total Cost Year 3: USD 0

Summary: Total capacity-building element cost: USD 15 271.50

## ***5.2. Increased capacity for PISA-D and for national assessments***

### *5.2.1 Capacity building element: Development area for improving infrastructure.*

Ultimate goal of this capacity element:

- To have working computers for each member of staff with an Internet connection.

Specific programme capacity targets:

- Computing security – **established**: Staff follow institutional policies regarding regular software and antivirus definition updates.
  - The development of a computing system with a security system installed.
- NPM regularity of communication
  - The DGCE seeks to benefit from its own Internet network.
- Access to a reliable, high bandwidth Internet connection and e-mail facilities – **established**: Reliable, high bandwidth. Internet is available onsite at selected terminals within the NC.
  - An application has been processed for the enhancement of logistics and infrastructure conditions.
- Computing environment – **advanced**: NC has dedicated workplace computers for all staff with standard software and network access.
  - The purchase of about 30 computers is being managed to form a computer network inside the Directorate.

Activities have already been planned in order to reach this milestone as part of institutional strengthening.

Summary: Total capacity-building element cost: USD 0

## 6. Overall cost summaries

Table 7. Total costs by element (in USD)

	Capacity building element	Year 1	Year 2	Year 3	Year 4	Total
PISA-D implementation	Regular funding for national and international assessment	--	--	--	--	--
	Development area for psychometric methods		9 054	17 724	--	26 778
	Development of communication and dissemination products	--	--	24 828.50	43 586	68 414.50
	Institutional strengthening	--	93 871.53	53 400	--	147 271.53
	Upgrading established procedures and new quality procedures for implementing PISA-D	--	36 923.50	25 784.25	8 795	71 502.75
	School, student and out-of-school 15-year-old sampling	--	18 155	--	--	18 155
	Stakeholder and civil society engagement	--	--	--	--	--
	Development area for preparation and storage of items	2 300	12 971.50	--	--	15 271.50
Increased capacity for large-scale assessments	Development area for improving infrastructure	(1)	(1)	(1)	(1)	(1)
<b>Total</b>		2 300	170 975.53	121 736.75	52 381	347 393.28

Note: (1) Included in institutional strengthening.

## 7. Monitoring and evaluation

**Table 8. Indicators for monitoring and evaluation based on the ultimate goals for each area of development**

	Area for development	Ultimate goal	Indicators
1	Regular funding for national and international assessment	For at least 50% of funding to be in the assigned budget.	To attend all meetings and carry out all PISA-D processes without restrictions owing to a lack of resources.
2	Development area for psychometric methods	To have capacities within the Department of Education to process data without relying on external assistance.	To conduct psychometric analyses of the pilot and main PISA application.
3	Development of communication and dissemination products	To achieve that the communicational products have an impact on policy making and teaching practices.	In a small sample of certain target groups, uses of the reports are reported and recorded.
4	Institutional strengthening	To achieve the levels of qualified staff needed within the Department of Education to conduct learning assessments.	To complete a minimally established organisational chart.
5	Upgrading established procedures and new quality procedures for implementing PISA-D	To comply with security and quality standards.	To benefit from records of quality controls in the various processes.
6	School, student and out-of-school 15-year-old sampling	To increase the accuracy of the samples.	To meet the PISA standards.
7	Stakeholder and civil society engagement	To raise awareness of the need to effectively implement existing laws in relation to the budget and to reach out to a greater number of stakeholders.	To get parliament to grant specific funding and to meet the PISA-D commitments.
8	Development area for preparation and storage of items	The aim is to have qualified staff to interpret psychometric item data.	To include psychometric analyses in pre-university tests.
9	Development area for improving infrastructure	To have working computers with an Internet connection for each member of staff.	Sufficient numbers of computers and a suitable Internet connection. Equipped offices.

## 8. Next steps

Honduras formally began taking part in PISA-D in late 2015 and so far the country has adhered to the timetable and standards established, attending all meetings and meeting all contractor demands.

A key issue for Honduras is the financing of its participation in the project. At the time of finalising this report the project budget for Honduras for the remainder of 2016 has been guaranteed and the budget for 2017 is expected to be approved within the national budget.

In relation to the financing, one pressing matter is for the DGCE to set itself up in new equipped offices according to the needs of the NC and a national assessment system.

Honduras is committed to continue to perform the duties required by PISA-D and build capacities appropriately, as it has to date with respect to staff recruited hitherto. In addition to the current staff of DGCE it would be appropriate, and, indeed, vital to hire a statistician or engineer interested in specialising in assessment that can carry out the duties of a lead analyst.

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## NOTES

1. For more information, [www.ine.gob.hn](http://www.ine.gob.hn).
2. For more information, [www.datosmacro.com/](http://www.datosmacro.com/).
3. See [www.osac.gov/pages/ContentReportDetails.aspx?cid=19281](http://www.osac.gov/pages/ContentReportDetails.aspx?cid=19281) and [www.iudpas.org/pdf/Boletines/Nacional/NEd40EneDic2015.pdf](http://www.iudpas.org/pdf/Boletines/Nacional/NEd40EneDic2015.pdf)
4. Normal schools prepare high school graduates for teaching in primary school.
5. Office of the President of the Republic of Honduras, Department of Education: 2014-2018 Strategic Plan.
6. Government of the Republic of Honduras, Department of Education: 2015 National Report on Academic Performance: Spanish and Mathematics 1st to 9th grades, 2016.
7. Capacity building in Spanish for Latin American countries shall be funded by the IDB, although travel and per diem expenses shall be covered by national funds.

## PISA FOR DEVELOPMENT

# Capacity Building Plan: Honduras

PISA for Development is an initiative of the OECD and its partners that aims to identify how its Programme for International Student Assessment (PISA) can best support evidence-based policy making in emerging and developing economies – and contribute to the UN-led definition of global learning goals for the post-2015 agenda. In addition the project will help to build country capacity in assessment, analysis and use of results for monitoring and improvement among participating countries. Honduras is one of eight countries participating in the project, and the Ministry of Education, through the Directorate-General for the Curriculum and Assessment (DGCE), is responsible for the project in the country. This plan covers the four-year PISA for Development cycle (2015-2018) and includes costed learning activities related to the implementation schedule of the project in Honduras. PISA for Development is technically complex, operationally demanding and statistically advanced, and the capacity building plan therefore focuses on PISA components that will allow Honduras to benefit from international benchmarking and from evidence on student performance derived from multivariate analyses, while also gaining capacity and competencies to raise the quality of its own national assessments through the use of item response theory methodology, rigorous international standards of implementation and increased analysis to provide explanations for the results.

The results from the Capacity Needs Analysis: Honduras report have been used to design this capacity building plan for Honduras that will be implemented by the OECD, its contractors, the Ministry of Education, and the Directorate-General for the Curriculum and Assessment (DGCE), through the PISA for Development project.

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