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UNIDOS DE AMERICA

Quality Basic Education Reform Support

**Eighth Quarterly Technical Report
FY 2011 Annual Report and PMP**

October 1, 2010 – September 30, 2011

Submitted by FHI 360

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ACRONYMS

AED-W	Academy for Educational Development Washington Office
AGP	Áreas de Gestión Pedagógica/Educational Management Areas
ALAC	Asociación los Andes de Cajamarca/The Andes Association of Cajamarca
ANGR	Asamblea Nacional de Gobiernos Regionales/National Assembly of Regional Governments
AT	Asistencia Técnica/Technical Assistance
CC	Comité Consultivo/Advisory Committee
CEPCO	Centro de Estudios y de Promoción Comunal del Oriente/Center for Studies and Promotion of the East Community
CETT (inglés)	El Programa de Centros de Excelencia para la Capacitación de Maestros/Program for Centers of Excellence for Teacher Training
CIA	Círculos de Aprendizaje/Learning Circles
CNE	Consejo Nacional de Educación/National Council of Education
CONEACES	Consejo de Evaluación, Acreditación y Certificación de la Calidad de la Educación Superior no Universitaria/Council for Evaluation, Accreditation and Certification of quality for Non-University Higher Education
CONEI	Consejo Educativo Institucional /Institutional Education Council
COPALE	Consejo Participativo Local de Educación/Participatory Council for Local Education
COPARE	Consejo Participativo Regional de Educación/Participatory Council for Regional Education
COPRED	Consejo de Preservación y Desarrollo/Preservation and Development Council
COTR	Contracting Officer's Technical Representative
CPM	Carrera Pública Magisterial/Public Educator
CRA	Centro de Recursos de Aprendizaje/ Learning Resources Center
CRESM	Comisión Regional de Educación de San Martín/Regional Education Commission
DCN	Diseño Curricular Nacional/National Curricular Design
DCR	Diseño Curricular Regional/Regional Curriculum Design
DEA	Dirección para Evaluación y Acreditación/Directorate of Evaluation and Accreditation
DEIB	Dirección de Educación Intercultural Bilingüe/Directorate of Intercultural Bilingual Education
DESCO	Centro de Estudios y Promoción del Desarrollo/ Center for Development Studies and Promotion

DESP	Departamento de Educación Superior Pedagógica/ Department of Higher Pedagogical Education
DGP	Director de Gestión Pedagógica/Director of Pedagogical Management
DRE	Dirección Regional de Educación/Regional Education Directorate
DREA	Dirección Regional de Educación de Amazonas/Regional Education Directorate of Amazonas
DRELP	Dirección Regional de Educación de Lima Provincia/Regional Education Directorate of Lima Province
DRELR	Dirección Regional de Educación de Lima Región/Regional Education Directorate of Lima Region
DRESM	Dirección Regional de Educación de San Martín/Regional Education Directorate of San Martín
DREU	Dirección Regional de Educación de Ucayali/ Regional Education Directorate of Ucayali
DSCG	Social Development Management Committee
EBR	Educación Básica Regular/Regular Basic Education
ECE	Evaluación Censal Estudiantil/ Student Census Evaluation
EIB	Educación Intercultural Bilingüe/Intercultural Bilingual Education
ET	Equipo Técnico/ Technical Team
ETL	Equipo Técnico Local/Local Technical Team
ETR	Equipo Técnico Regional/Regional Technical Team
ExE	Empresarios por la Educación/Businessmen for Education
FPE	Fondo Perú España/Peru Spain Fund
GDS	Gerencia de Desarrollo Social/Social Development Department
GLE	Gobierno Local para Educación/Local Government for Education
GR	Gobierno Regional/Regional Government
GYA	Gestiona y Aprende/Manage and Learn
ICT	Information Communication Technology
IE	Institución Educativa/Educational Institution
IIEE	Instituciones Educativas/Educational Institutions
IESP	Instituto y Escuela Superior Pedagógica/Higher Education Pedagogical Institute
IPAE	Instituto Peruano de Administración de Empresas/Peruvian Institute of Business Administration
IPEBA	Instituto Peruano de Evaluación, Acreditación y Certificación de la Calidad Educativa Básica/ Peruvian Institute for Evaluation, Accreditation and Certification of Quality Basic Education

INCCA	Instrumento de Cálculo del Costo por Alumno /Instrument Cost per Student Calculation
ISP	Instituto Superior Pedagógico/ Pedagogical Institute
JCC	Comité Consultivo/Joint Consultative Committee
LOF	Ley de Organizaciones y Funciones/Organizations and Functions Law
M&E	Monitoreo y Evaluación/Monitoring and Evaluation
MEF	Ministerio de Economía y Finanzas/Ministry of Economy and Finance
MCLCP	Mesa de Concertación para la Lucha contra la Pobreza/Roundtable for the Fight Against Poverty
MIDD	Mesa Interinstitucional de Desempeño Docente/ Roundtable Inter-Institutional Teacher Performance
MIGD	Mesa Interinstitucional de Gestión y Descentralización/ Roundtable Inter-Institutional of Management and Decentralization
MINEDU	Ministerio de Educación / Ministry of Education
MGER	Modelo de Gestión Educativa Regional/Model for Educational Management
OAAE	Oficina de Apoyo a la Administración de la Educación/Office of Support for the Administration of Education
OPI	Oficina de Programa de Inversiones/Investment Program Office
PAT	Plan Anual de Trabajo/Annual Work Plan
PBI	Presupuesto Interno Bruto/Gross Domestic Product
PCD	Plan de Desarrollo de Capacidades/Capacity Development Plan
PCF	Partnership Challenge Fund
PCM	Presidencia del Consejo de Ministros/Council of Ministers
PEAR	Proyecto de Educación en Áreas Rurales/Rural Areas Education Project
PEI	Proyecto Educativo Institucional/ Institutional Educational Project
PELA	Programa Presupuestal Estratégico Logros de Aprendizaje/Strategic Learning Achievement Budgetary Program
PER	Proyecto Educativo Regional/Regional Education Project
PGME	Plan del Gobierno Multi-anual de Educación/The Government's Multi-annual Education Plan
PIP	Proyecto de Inversión Pública/Public Investment Project
PIRA/DEVIDA	Plan de Impacto Rápido de la Lucha Contra las Drogas/Plan for Rapid Impact in the Fight Against Drugs
POA	Plan Operativo Anual/ Annual Operational Plan
POI	Plan Operacional Institucional/Institutional Operations Plan

PPR	Presupuesto por Resultados/Budget Results
PROMEB	Programa de Mejoramiento de la Educación Básica/Program for the Improvement of Basic Education
PRONAFCAP	Programa Nacional de Formación y Capacitación Permanente/National Program for Lifelong Education and Training
RECEA	Red por la Calidad Educativa de Ayacucho/ Network for educational quality of Ayacucho
REDES	Redes Locales/Local Networks
REMURPE	Red de Municipalidades Urbanas y Rurales del Perú/Network of Urban and Rural Municipalities of Peru
ROF	Reglamento de Organización y Funciones /Regulation on Organization and Function
RTI	Research Triangle Institute
SIGMA	Sistema de Información y Monitoreo del Acompañamiento/ Integrated Management and Monitoring Tracking System
SM	San Martin
SINEACE	Sistema Nacional de Evaluación, Acreditación y Certificación de la Calidad de la Educación/National System for Evaluation, Accreditation and Certification of the Quality of Education
SNIP	Sistema Nacional de Inversión Pública/National System of Public Investment
SPE	Secretaría de Planificación Estratégica/Secretariat of Strategic Planning
SSII	Sistema de Seguimiento e Información/Monitoring and Information System
SSII-PER	Sistema de Seguimiento e Información- Proyecto Educativo Regional /Monitoring and Information System-Regional Education Project
SUTEP	Sindicato Unico de Trabajadores del Perú/Trade Union of Workers of Peru
TDR	Términos de Referencia/Terms of Reference
TICs	Tecnología de Información y Comunicación/ Technology of Information and Communication
UARM	Universidad Antonio Ruiz de Montoya/ Antonio Ruiz de Montoya University
UDECE	Unidad de Descentralización de Centros Educativos/Unit for Decentralization of Educational Centers
UGEL	Unidades de Gestión Educativa Local/Units for Local Education Management
UNICEF	Fondo de las Naciones Unidas para la Infancia/United Nations Children Fund
UPCH	Universidad Peruana Cayetano Heredia / Cayetano Heredia Peruvian University
USAID	United States Agency for International Development
VM	Vice Ministro/Vice Minister

EXECUTIVE SUMMARY

Major highlights of SUMA's activities in the fiscal year (FY) 2011 include:

- **Prepared an assessment of the status of decentralization and teacher professional development over the period 2010-July 2011.** These reports will be presented and discussed with the Vice Minister of Institutional Management, Ministry of Education (MINEDU), regional and local government and civil society representatives, and civil society.
- **Supported the transition committee by providing policy recommendations and cost estimates that helped the new government develop its plan for the first 100 days and set priorities.**
- **Pushed regional governments to work on restructuring regional education system institutions with limited success.** Unfortunately the change in government officials did not result in greater interest in working on restructuring regional education systems. There has been limited political will to promote new approaches to decentralized management in the education sector. SUMA developed a strategy to identify processes that have been bottlenecks in regional systems as a means of stimulating work on changing processes in the regions. SUMA believes this approach of looking at management processes rather than starting with a focus on organizational structures is a more effective means of improving management at the regional level.]
- **Further developed the decentralization laboratory in 2 districts in San Martin.** SUMA is working in both districts to implement the regional new educational model at the local level. The work has been focused on developing Local Management Committees for Social Development in both districts, which the regional government has officially recognized, developed annual goals for education and plans to achieve them, mobilized stakeholders to improve learning, assumed priority education functions in the two districts, and secured funds to support capacity building and Learning Resources Centers.
- **Secured final approval for Strengthening Teaching and Management Skills in the Education System in the Ayacucho region (PIP 1) in Ayacucho and continued to push for the approval of 4 additional PIPs that have yet to be finally approved.** The process of developing and securing approval of all PIP documents has been significantly slower than expected. The primary reason for the delays is greater reluctance within the SNIP to approve PIPs for capacity building programs and the fact that many regional governments have higher priorities for PIP funding. The delays in PIP approval is of great concern to the project, particularly as it affects Outcome 3.
- **Continued to support the administration and management of results-based budgeting programs.** Project support to help regional governments implement the budgeting by results framework has expanded significantly due to the expansion of the PELA program. SUMA's work includes support to governments to develop and manage PELA budgets, and monitor and track progress through the Sistema Integrado de Gestión y Monitoreo del Acompañamiento del PELA (SIGMA) system. SUMA collaborates at the national and regional level on the administration of the *Programa Estratégica de Logros de Aprendizaje* (PELA). PELA's budget has increased in these regions more than predicted. As result, SUMA has exceeded the PMP target in this area.
- **Completed a systematization of the MINEDU's pilot teacher performance evaluation program, a study to identify good teaching practices and another study on international best practices in in-service teacher professional development.** The studies will serve as an input to the MINEDU as it reviews teacher education and performance policies.
- **Completed training of 45 IESP quality committees and developed two training programs, a guide and several tools to support the accreditation process.** Despite progress in providing

tools, technical assistance and training for the CONEACES accreditation process, SUMA is concerned that the conditions are not present for a successful accreditation process.

- **Revised the teacher training approach for PELA, PIPs and Active School programs and hired content area specialists to sharpen the focus in communication and math.** Results from 2010 showed strong results in the PIP Amazonas program and the 55 schools in San Martin. The Ucayali region had poor results in the PIP and the PELA programs. SUMA believes that weak government capacity was a factor in the markedly different results in programs that had similar technical assistance and similar methodologies. Management challenges in all the regions, except for San Martin, created obstacles to effective implementation of both PIP and PELA programs. SUMA is preparing new learning materials to supplement the PIP and PELA programs.
- **Completed the project design for the alliance with ALAC in the Cajamarca region.** Unfortunately, ALAC has decided to reduce the amount of its contribution from \$1 million to \$500,000 although it believes the amount could increase over time.
- **Completed work in the Alternative Development schools in the San Martin and Ucayali regions.** Learning results in the 55 schools in San Martin were significant with the percentage of students reaching mastery increasing from 4.8% to 16.9%, and in math from 6% to 10.3% between 2009 and 2010. Learning results in Ucayali fell during the same time period. As mentioned above, SUMA believes this decrease resulted when management of these schools shifted from the project in 2009 (AprenDes supported these schools for most of the year) to the regional government.
- **Carried out policy dialogue between civil society and the government resulting in the signature of the National-Regional Common Educational Policy Agenda 2011-2016.** This agenda will serve as the road map for the MINEDU under the Humala government.
- **Continued implementing the PER-SSII tracking system and working to rebuild the COPAREs to increase civil society oversight of education policies and practices.**

With these accomplishments and highlights, SUMA has several conclusions at the end of the second year of the project:

- ***SUMA is poised to have much greater impact at the national level than in the past and may well have more requests and opportunities at the national level than the project can manage¹.*** The project has already been overstretched with a large agenda in the priority regions and with supporting both PIPS and PELA in many of the regions. SUMA will need guidance from USAID to manage these various requests for support.
- ***Unlike the first two years of the project when there was greater potential at the regional level, SUMA predicts that there will be greater potential working at the national level in coordination with those regional governments that have demonstrated political will.***
- ***The PELA program is a significant opportunity to have an impact at the national and regional levels in a manner consistent with the new USAID education strategy.*** The MINEDU is requesting additional support to develop the pedagogical proposal and a training program for

¹ To date the Vice Minister for Pedagogical Management has requested technical assistance in 10 areas. At this point in time, the Vice Minister for Institutional Development has requested short term held on medium term planning for the MINEDU and the regions.

PELA facilitators. This kind of support would have that can have a multiplier effect on the implementation of PELA across the country, providing an opportunity to increase mastery in reading comprehension beyond the priority regions.

- ***The MINEDU has requested SUMA assistance to develop a PIP prototype for capacity development which can be used to secure 1,300,000,000 million soles (\$480 million) in additional funding for PIPs that should be executive in 2012.*** This is an example of an opportunity for the project to have a significant impact but could require the project to go beyond its contractual commitments and impact its ability to meet other project requirements.

BACKGROUND

The Quality Basic Education Reform Support Project began on September 1, 2009. This is the eighth quarterly report and covers the period of July 1 – September 30, 2011 and the second annual report covering FY 2011. The project is implemented by FHI 360 and its partner, Research Triangle International (RTI).

This four year four month USAID contract will provide high-level technical assistance to the Ministry of Education (MINEDU), five regional governments and the National Education Council (CNE) to carry out the following project components:

- **Outcome 1** will improve decentralization *policy* and *practice* through participatory dialogue, research and technical assistance. Support will help *restructure* government functions at the regional, provincial and municipal levels, build *management capacity* at national and regional levels, improve the ability to use *data* for decision-making and the availability and access to education *finance*.
- **Outcome 2** will improve teacher professional development *policy* and *practice*. The project will work at the national and regional levels building on *evidence-based best practices* as the foundation for developing their own strategies and plans for teacher professional development.
- **Outcome 3** will support public-private partnerships to implement innovative education methodologies and best practices through the creation of a *Partnership Challenge Fund (PCF)*.
- **Outcome 4** supports 135 schools to implement the *active school methodology* to introduce innovations in pedagogy and management.
- **Outcome 5** will tie together all aspects of the project with enhanced *policy dialogue*, particularly by supporting the National Education Council in its role as a broker to facilitate national–regional dialogue, strengthened civil society oversight, and expanded *communication* strategies.

This report reviews the activities completed throughout the year as well as activities during the last quarter of the fiscal year (July-September 2011) and provides an analysis of current challenges and next steps. This report includes a separate annex to review each of the 5 priority regions, discusses all technical assistance to the MINEDU (see Outcomes 1 and 2), reports on teacher training (see Outcomes 1 and 3) and reviews recommendations to increase education funding (see Outcomes 1 and 5) as required under the Contract reporting requirements under F.2 B. items 10, 13 and 14. The PMP is also included as an annex along with other annexes on learning outcomes from the ECE and a list of regulations or norms that the project has affected.

CONTEXT

The pace of technical assistance activities to the regional governments fell at the beginning of the fiscal year as regional election campaigns intensified between October and December 2010. In contrast, collaboration with the MINEDU was facilitated by the interest of some officials to complete actions under their responsibility to be able to transfer completed products to the new national government. This facilitated completion of the cost per student study and the systematization report of the Pilot Plan for teaching performance evaluation.

Regionally, the election campaigns ended November 11 in San Martín and Ucayali with the re-election of regional presidents, and in Junín, with the election of a new political movement. In Amazonas, Ayacucho and Lima, the campaigns lasted until December 5, 2010, when three new Regional Presidents were elected in the second round. In all the five priority regions and in Amazonas, leaders of regional movements were elected over traditional party leaders.

The change of administration in four of the six regions working with the project forced the project team to begin a process of informing and building new working relationships with the newly elected authorities. Between January and March 2011, agreements were reached on Technical Assistance Plans with the Social Development Managers and Regional Directors of Education in all the regions except for Junín. In May, USAID decided to suspend the operation of the project in Junín since the educational priorities of the Regional Government did not coincide with those established in the agreement between the Peruvian Government and the Government of the United States (see the Regional Annex on Junín for more information on this region).

In late November, the national government approved the public sector budget for 2011. For the Education Sector², 14.9% of the total budget was allocated for education. Compared to 2010, the budget re-centralized funding as there was a 15.8% increase in the national budget and only a 5.1% increase for regional governments. One of the main activities of SUMA during the year was, therefore, to ensure that the regional governments complied with the budgets for PELA and the education PIPs. In the financial sector, the MEF introduced a new methodology for budgeting for results to be used in 2012 which will require greater use of logical frameworks for educational programs. Given the similarity with the methodology used in the PIPs, the project has the expertise to provide the regions with technical assistance in this area.

Despite objections, the MINEDU announced in October 2010 the gradual addition of 606 municipalities to the Pilot Municipalization Plan for Educational Management (PPMGE). In response to a request from MINEDU and UNESCO, USAID supported the implementation of an international seminar, during the second round of the presidential elections, which presented the results of the systematization of PPMGE. *Gana Perú*, the alliance of political parties that won the presidency, announced during the elections that it opposed continuation of municipalization. In August, the Chairman of the Council of Ministers of the new government, Salomon Lerner Ghitis, announced that it would end the current municipalization program and will reorganize the MINEDU to become an organization focused on setting policy guidance for the sector. The new administration has indicated that it intends to strengthen the decentralized management of education at regional and local levels.

² The role of education was separated from the role of culture in the Public Budget Law for 2010.

Policy decisions relating to teachers focused on the implementation of the new public teacher career program (*Carrera Pública Magisterial-CPM*) through the evaluation process for admission to the CPM for new teachers and those appointed under the old Law of Teaching Faculty. The only new provision issued in the field of teacher professional development during FY 2011 was the Teacher Recruitment Rules (Supreme Decree 001-2011-ED).

In May, the MINEDU issued a resolution which allows applicants to the IESPs that want to pursue bilingual intercultural education and that did not meet the minimum score of 14 on the entrance examination to participate in remedial programs. Students that complete the remedial program and score 14 are allowed to enter the IESPs. The rule makes an exception in the admissions process for applicants in rural areas that completed basic education in, and are applying to IESP in rural areas. In these cases, the minimum passing grade of 14 would be implemented gradually. The minimum passing grade for entrance into IESPs was a controversial issue during the Garcia government. The National Council of Education noted in 2010 that the IESPs were doomed to close because of this entrance requirement rather than by evaluating whether they met high standards of operation. The CNE proposed eliminating this requirement for IESPs with intercultural bilingual teachers and that serve rural community's need and to accelerate the accreditation of IESPs and faculties of education. The resolution responded to many of the CNE's requests.

The end of the electoral period created new opportunities for the project to collaborate with the transition committees for the new government in the education sector. The transition committee was chaired by Fernando Bolaños, SUMA's former COTR, who requested information and evidence from SUMA as part of the development of a plan for the first 100 days in office and the medium term plan. For example, the project had developed a proposed costing plan for rural education and for intercultural bilingual education that the transition committee used to support recommendations it made to *Gana Peru*, the political alliance of President Humala.

Upon taking office, SUMA has witnessed a different style in the way the MINEDU relates to international donor projects and civil society. The relations are now much more open and fluid and project staff members believe there is the potential for much greater impact with the MINEDU. During the first two months of government the Ministry of Education established and widely publicized seven priority policies for the 2012-2016 five-year period:

1. Greater student learning results focusing on communication, mathematics, citizenship and productive scientific and technical capabilities
2. Children under 5 have access to quality educational services
3. Children in rural areas overcome learning gaps
4. Children who speak Quechua, Aymara and other dialects in the Amazonian regions learn in their own language and in Spanish, and based on their own culture to overcome current learning gaps
5. Teachers are trained and perform according to criteria that have been agreed upon within a framework for a renewed teaching career
6. Schools are strengthened within a decentralized framework and are participatory, effective and transparent

7. Students aspiring to become teachers are trained in accredited institutions of higher education and have access through scholarships

The MINEDU has also initiated: a program of meetings with regional government officials, teachers and students that culminated in the signing of a Covenant of Commitment for Education; a strategic planning process for 2012-2016 and consultation on different roles in education with regional and local governments; and the establishment of technical teams to begin a change process. The formation of a network of like-minded civil society organizations and international donor agencies has been a priority for the MINEDU. This is being carried out through technical round table groups or through consultative committees (see Outcome 5) to build consensus and cooperation with multilateral organizations and civil society.

During the first two months of the new government, SUMA has supported short-term planning and design activities for both Vice Ministries as explained in Results 1 and 2. SUMA has yet to define the medium-term plan for technical assistance to the MINEDU when this report was prepared. Meetings were planned in October with directors like OAAE Office, OCR and the Vice Ministry of Institutional Management, the DESP, the DIGEIBR, the Research Division in the Vice Ministry of Educational Management and with the Secretariat of Strategic Planning and Quality Measurement to reach agreement on technical support activities that can be continued from the previous administration and to identify new areas of support to the MINEDU within the context of the contract.

Another change that affected the project was the departure of Fernando Bolaños from USAID, the project COTR. SUMA had developed a good working relationship with the COTR, with constant communication and collaboration to resolve issues and develop project strategies. The project has lacked this level of support and collaboration since Mr. Bolaños joined the transition team followed by his appointment as Vice Minister. A new COTR was not appointed until early October.

An additional challenge has been the MINEDU's recruitment of key project staff members and consultants and competition for staff with the ministry. Several key consultants in education decentralization, teacher performance development and IESP accreditation and the project's regional coordinator in Ucayali were hired by the MINEDU in August and September. This was followed by the loss of the PCF coordinator who was hired by the Lima government in January. SUMA has also found that salaries have risen in the public and private sectors, making the project less competitive. While the departure of SUMA staff and consultants to work in the MINEDU will increase project access, its ability to provide high level technical assistance is being challenged.

Finally, the suspension of AED, announced in December 2010, significantly impacted the project's ability to carry out long-term planning. The 2011 annual work plan was not approved prior to the suspension. USAID initially asked SUMA to submit a plan for three months and to limit staff and other contracts for the same period. After the first three months, project planning was limited by the amount of obligated funding. In March, the AED Board of Directors announced its decision to sell the assets of the organization to ensure continuity and stability of AED programs and staff. In late June, programs, experience and assets of AED were acquired by Family Health International (FHI360). The acquisition was structured specifically to maintain the continuity of AED programs, with minimal disruption. SUMA has since been operating as planned, but now under FHI 360.

OUTCOME 1: SUPPORT FOR PARTICIPATORY AND DECENTRALIZED MANAGEMENT OF EDUCATION

National policy dialogue on decentralization of education

The COTR requested extension of the review period for the annual review of policies and practices in decentralization and for teacher professional development (Output 2) from 12 to 18 months (January 2010 - July 2011) to allow the review to cover the final 18 months of the Garcia government. This decision was made because SUMA and the COTR believed that issuing a report during the last months of the Garcia government would have minimal impact on an outgoing government. The review was completed and submitted to USAID and will be posted on the project website once copyediting is complete. The project will organize meetings to present the findings and discuss them with senior officials of MINEDU, representatives of regional governments and civil society organizations. The first report on the status of educational decentralization that was prepared in November of 2009 has been posted on the project website and reviews of international best practice of decentralized management of education have been published.

Policy dialogue on decentralization focused on regional and national elections. **At the regional level**, SUMA supported the development of policy dialogues on education, in the Regions of Ayacucho, Lima, Junin and San Martin. These dialogues served their purpose of proposing and signing Governance Agreements between regional movements participating in the regional elections and civil society organizations in these regions. More details on these dialogues are reported in the regional annexes.

At the national level, SUMA participated in drafting the National-Regional Common Educational Policy Agenda 2011-2016 through participation in the Inter-Institutional Round Table on Management and Decentralization (MIGD) sponsored by the CNE (See Result 5 for more information). Our contribution to the common agenda focused on the areas of decentralized management policy and rural education (see Result 2). It was agreed by the MIGD that the strategy for implementing decentralization was to initiate a process to reach consensus among different levels of government to clearly define roles, responsibilities and resources to allow for the transfer of economic resources associated with these responsibilities and then to allow each region to define and develop, in concert with the municipalities, results-oriented management models centered on schools. The Common Agenda, a product of dialogue and joint work of the MIGD and Regional Governments, is published in the SUMA website and has been widely disseminated at the national level in print version by the CNE and members of the group. Because several members of MIGD were chosen by *Gana Peru* to take on management roles within the MINEDU, the Common Agenda has become the road map and the main input for the prioritization of educational policies within the MINEDU.

After the first round of presidential elections in April, SUMA was involved in the preparation for the transfer of government in the education sector. SUMA developed a Proposal for Policy Measures for 2011-2016 and provided costing estimates of some of the policies requested by the Committee on Transfer of Government of *Gana Peru*. SUMA's policy recommendations relating to Outcome 1 were focused on improving public expenditure (budget and PIPs), improving decentralized management and increasing the level of funding, issues that complemented the policies recommended for rural education relating to Outcome 2. The team also prepared a short study on rural service costs and public education programs in elementary bilingual intercultural education at the request of the coordinator of transition committee for Gana Peru, Fernando Bolaños.

SUMA issued Policy Notes to provide information to the transition team on issues prioritized in the Gana Perú's Government Plan for education, such as rural education and EIB, to serve as inputs for the government's first 100 day plan and to guide government medium-term planning.

Dialogue on the proposed Law on Organization and Functions (LOF) of MINEDU, a law that would clarify the intergovernmental roles in education, was put on hold since late 2010. After SUMA worked with the MINEDU on the LOF for seven months, the project prepared a document in October 2010 that reviewed the bottlenecks that had emerged out of this dialogue on the LOF and proposed topics for discussion among the MINEDU and regional governments to focus future discussions. The MINEDU did not take any further action on the proposed LOF in the remaining 9 months of the Garcia government.

Strengthening Education Management systems and processes

Restructuring of regional governments

SUMA's technical assistance to design regional ROFs and new structures for the DRE and UGEL suffered several setbacks. Regional government restructuring is a sensitive topic that is not a priority for the regional governments. Generating interest in this issue was an even greater challenge during the regional elections. In terms of political challenges, regional governments wanted to avoid creating new internal conflicts that could occur among DRE and UGEL officials and who fear losing power. The technical capacity of the regional technical staff was another limiting factor that slowed the process of developing PIP profiles and *expediente tecnicos*³ that would finance the design of new management models in the regions. Additionally, some of the priority regions included work on restructuring as part of public investment projects so that as PIPs were delayed, work on restructuring was also delayed.

The PMP shows that the work in restructuring has proceeded at a much slower pace than expected. While the target was to reach 40% of four phases of restructuring, the project only reached 20% on average. The four phases include: 1) generation of conditions favorable to restructuring the DRE and UGELs; 2) identification of key processes; 3) development of improvement plans; and 4) implementation of improvement plans. San Martin has reached 35% of the process whereas Ayacucho has reached 25% through work on the first two processes while Lima and Ucayali are at earlier stages.

SUMA decided to adopt a new strategy to overcome these limitations. SUMA, in consultation with USAID, agreed to focus on promoting reforms by seeking to improve management processes rather than focusing on structural changes. SUMA therefore began with an analysis of two fundamental processes in the DRE and UGELs: human resource management and management of educational materials, both critical inputs for management focused on improving learning outcomes. The research methodology used reconstructs both processes from school level through regional level to central level (MINEDU and MEF).

This work will continue in October with visits to the DRE and UGEL in San Martin and Ucayali to review the procurement and distribution processes of MINEDU textbooks. SUMA has been invited by the Head of the OAAE to present the methodology for the study to members of the Organization and Methods Unit of this office. The Chief of the OAAE office has also indicated an interest in focusing on

³ *Expediente Tecnico* is the term used for the second phase of PIP project development. Since there is not a good translation for this term, it has been left in Spanish to avoid confusion.

management processes, focusing first on the hiring of teachers and educational coaches followed by focusing on procurement of educational materials.

SUMA provided technical assistance to the Regional Government of San Martin for the preparation of the Rules of Organization and Functions (ROF) of the DRE, a tool for the restructuring of the agency. The regulation was completed in March 2011 but required by the Social Development Division (GDS). This approval was delayed for reasons discussed in the regional annex on San Martin. The project assisted in the evaluation of the regulation before its submission to the Regional Office of Social Development. SUMA also contributed to the reactivation of the Regional Education Commission (CRE), which managed to reduce the DRE's opposition to financing three PIPs in 2011 (PIP 3, 5 and 6).

Project challenges in San Martin are: i) strengthening the DRE to progressively to shift from an executive role to one of guiding institutional change; ii) making the GDS spend more time on the institutional reform of its decentralized bodies; and iii) implementing the redesign of the DRE through a phased capacity building program with participation of employees and educational actors.

Activities developed in the Ucayali region in the last quarter of FY 2011 were aimed at consulting with the GDS and the Regional Technical Team (ETR) on the proposed organizational redesign led by OAEE of MINEDU. The regional government has shown little interest in the MINEDU's proposal prepared under the Garcia government management and wanted the proposal validated by the regional team. SUMA participated in workshops with MINEDU and supported the development of matrices that identified processes, sub-processes and procedures of the DRE and UGEL.

In Ayacucho, technical assistance to improve their management models has focused on developing the Operational Plan and a directive that formalizes the constitution of the ETR for each component of the PIP "Strengthening teaching and management skills in the educational system." One component of this PIP is intended to build a regional educational management model. SUMA also provided support in the design, organization and implementation of a study tour for 21 members of the ETR for the Model Management component of the PIP to observe and talk to actors in San Martin on its experience developing the Management Model San Martin (see the Annexes for the success story on this activity).

Decentralization Laboratory in San Martin

SUMA worked to create the conditions to implement a local management model in Cuñumbuqui and Pajarillo districts. The San Martin Annex summarizes accomplishments on the Laboratory.

During the last quarter, SUMA focused efforts on strengthening the Local Management Committees for Social Development in Pajarillo and Cuñumbuqui (CGLDS, chaired by mayors) to fulfill their leadership roles. SUMA also managed to institutionalize the participation of CGLDS in Model Regional Educational Management through a Regional Director's Resolution. SUMA also assisted in developing the Plan for Educational Goals, mobilizing stakeholders to improve learning in the two districts and reaching agreements with the ETR of PELA to start working together on reproduction of educational materials related to school management for all of basic education and on the institutionalization of the CRA.

According to the PMP, the laboratory has reached 50% of the processes envisioned in the PMP. SUMA has helped the region advance in 5 of the 7 phases (strengthening CONEIs, constitution and strengthening the local management team, definition and prioritization of local government functions, securing financing to implement the plan and development of an improvement plan), the remaining

activities include creating mechanisms for cross-sectoral and inter-governmental coordination and strengthening through an improvement plan.

Use of information in decision making

At the beginning of FY 2011, SUMA organized a series of meetings with key officials of various national government agencies (MINEDU, PCM, MEF, INEI, CEPLAN, MIMDES, among others) and the Regional Government of San Martin to present the Integrated System for Social Sector Information developed in Guatemala as a means of improving decision making for management. With the participation of Sergio Somerville, an international expert from AED, a seminar was held in Lima with the participation of 55 officials from different sectors of public administration. Unfortunately, the Strategic Planning Secretariat of the MINEDU, unlike other public sector entities, indicated that the construction of an integrated platform was not a priority for the sector. Instead, the MINEDU's priority was on reinforcing the use of existing information. The project informed policymakers of the utility of this kind of integrated information system which led Congress to include an item in the Budget Act of the Year 2011 (Law 29626) which enabled the social sectors to include financing for integrated information systems and platforms in the 2011 budget.

The San Martin region expressed interest in developing an integrated system for social sector information and decided to pilot an education information system in the Cuñumbuque and Pajarillo districts. The objective of this experiment is to connect the educational information generated by the schools with information from the UGEL, the DRE and the MINEDU and to improve collection, entry and use of information in schools.

To do this, SUMA decided to use the Information System to Support Educational Institution Management - SIAGIE v.2.0, designed by the MINEDU's Office of Informatics for decentralized use on the Web. SIAGIE generates information by student which allows preparation of reports of Unique Registration Cards, Lists of Students, Attendance Reports, Evaluation Records, Report Card and Evaluation Records. In a similar way, one can track personnel working in the schools by subject area as well as information on infrastructure and resources at the school and at different levels of the education system (school networks, DRE, UGEL, District, Towns). The system allows entry and access to information in real time for those schools with Internet access. This allows rural schools to have this information quickly at one central Resource Center. The norm issued at the beginning of the 2011 school year required all schools to use this system, however progress needs to be made to ensure correct usage and greater participation in this system. The MINEDU's Office of Informatics expressed interest in working with SUMA on this initiative.

Two activities were carried out to monitor performance of active schools in the districts of Cuñumbuqui and Pajarillo with facilitators and UGEL specialists applying the monitoring instruments. As indicated elsewhere in this report, SUMA used the monitoring data and learning results to develop the Plan for Educational Goals in the laboratory districts.

SUMA provided technical assistance to the Ucayali PIP team to build an Information and Performance Monitoring System for PIP schools. SUMA concluded the first phase to design the indicators and procedure manuals for information gathering in monolingual schools. Additionally, to ensure the continuation of these activities, the project made a presentation to authorities and officials of GR and the DRE on the progress and prospects of the Information and Monitoring System. This meeting was

held in conjunction with the PIP technical team, Social Development Manager, the Deputy Director of the Social Development Department (GDS), directors of DRE, the PIP, and PELA ETR and facilitators. The GDS involved other offices of the DRE so that this system can be part of a larger information system that the region has identified as a need. Unfortunately, the Regional Director of Education did not attend the event and has not shown interest in supporting this work.

Medium-term program planning

SUMA, together with UNICEF, provided technical assistance to preparing the Medium Term Plan for Education in Ucayali and Ayacucho and was able to complete the chapters on prioritization of policies and the operationalization of the plan focused on results (programs, outcomes, target population, products, strategies, baseline, targets, indicators, budget), with multi-annual programming. This represents 60% completion of the medium-term plans. In this line of work SUMA has trained approximately 28 staff in the two regions.

SUMA also developed the roadmap for the formulation of the Medium Term Plan with the Regional Government of San Martin. The turnover of the DRE staff resulted in the ability to complete several planned activities in the last quarter of the fiscal year.

The SUMA team is participating in the process of developing the National Strategic Plan Medium Term (2011-2016) for the Ministry of Education as well as in organizing MINEDU's technical assistance for medium term planning in the Regions. At the end of the year, SUMA was involved in the design of a Training of Trainers Workshop on planning and budget programming called "Building a style and a methodology to guide training and technical assistance." This work is being developed with staff in the two vice ministries of education.

A challenge in this area is to strengthen ties with the MINEDU to continue participating in the process of formulating the National Medium-Term Strategic Plan and to improve coordination in the regions. The MINEDU is also interested in support for strengthening the Ministry to carry out its roles as a governing body.

Enhancing budget allocation and the quality of education spending

The new authorities and officials of the MINEDU focused their work on gathering evidence to support a larger budget for the sector. In this process, SUMA was invited to present the results of the study on investment per student to incoming officials, the Secretary of Planning and the head of the OAE. The cost study, and the costing study on EIB, helped the MINEDU justify to the Council of Ministers a larger budget for education in the 2012 draft budget. When the Minister of Economy justified the administration's proposed public budget to Congress in September, he noted that 43% of the total public sector budget will go to the social sector. The MINEDU's budget request was a 17% increase over the prior year. The final budget figures will be approved by Congress in November 2011. Further evidence of the use of SUMA products by the Ministry of Education has been the Minister of Education's use of analysis and the "incremental ingredients" approach in her presentations.

Interest in the study of cost per student has been strong throughout the year. The study was presented to the MINEDU in April, to IPEBA in June and to the CNE in July. Additionally, SUMA conducted a working meeting with IPEBA staff members to discuss in greater detail how the costing matrix, the INCCA, works, , due to IPEBA's interest in using the matrix and methodology to calculate gaps to achieve

proposed management standards for schools. At the invitation of the NGO Tarea, SUMA wrote a brief article about the costs associated with the quality of education which was published in issue 77 of the Tarea Review, a publication that is widely distributed in the civil society sector.

Additionally, the technical team developed and published on the website the first SUMA Policy Note on Inclusive Financing and Better Learning results. This note lists and summarizes recommendations to achieve more equitable distribution of resources under schemes that focus on better learning results. The project also completed a report on *Prioritization of Expenditures on Education 2007-2010*, which reviews the structure, focus and execution by level of government, and the *Social Investment Study on Intercultural Bilingual Education (EIB)* which highlights the social returns on investment in EIB education.

Technical assistance for the development of new PIP in priority regions

SUMA supported the adoption of four PIP profiles in 2010 and provided technical assistance for the preparation of the *Expediente Tecnicos* for the Ayacucho region (PIP 1), the Lima Region (PIP 1), the San Martin Region (PIP 6), and the profile for the Huanca Sancos area in Ayacucho. Table 1 summarizes the status of the PIP to date. In the process of technical assistance, SUMA has trained and worked with approximately 25 people from the regional governments in the process of PIP development.

Table 1: Percentage of completion of PIP

Nº	PIP Name	Implementation Period (projected)	% Of PIP completed to 15/10/2011		
			Pre-investment study (profile)	Technical File	Execution
1	Strengthening Institutions and Teachers through Capacity Building in Targeted Educational Institutions San Martin Region (PIP 2 San Martin)	Jul. 2007 to 2010 (3 years)	100%	100%	100%
2	Improving Quality of Educational Services at the Preschool and Primary school Levels in Regular Basic Education in the Districts of Region 6 San Martin (San Martin PIP 3)	2011 to 2013 (3 years)	80%	80%	0
3	Strengthening Regional Systems for Continuous Teacher Development in San Martin (San Martin PIP 6)	2011 to 2013 (3 years)	100%	90%	0
4	Capacity development of educational actors in Regular Basic Education of 13 Districts of the Lima Region.	2011 to 2012 (3 years)	100%	80%	0
5	Strengthening Teaching and Management Skills in the Education System in the Ayacucho region.	2011 to 2013 (3 years)	100%	100%	5%
6	Enhancing Learning Achievement of Regular Basic Education Students through the Active Schools approach in the Province of Huanca Sancos - Ayacucho.	2011 to 2013 (3 years)	100%	60%	0
7	Capacity Building of the Teaching and Learning Processes in Schools in Rural and Bilingual Areas in the	2009 to 2011 (3 years)	100%	100%	34%

Nº	PIP Name	Implementation Period (projected)	% Of PIP completed to 15/10/2011		
			Pre-investment study (profile)	Technical File	Execution
	Provinces of Coronel Portillo and Padre Abad in the Ucayali region Atalaya.				
8	Educational Quality Improvement in Rural 12 districts of the Amazon Region.	2008 to 2011 (4 years)	100%	100%	53%

In relation to the development of PIPs, one of the most critical limitations is the high turnover of staff in the regional governments and regulatory changes within the SNIP to approve PIPs. Another factor is the reluctance within the SNIP (MEF and regional OPI offices) to approve projects for capacity building in education, which has led to delays in starting new PIPs, as in the case of PIP3 and PIP6 in St. Martin.

Technical assistance for the implementation of PIP in priority regions

In Ayacucho, SUMA helped the Regional Government with the process of recruiting staff for the PIP office and in developing the annual operating plan. SUMA helped the PIP Executive Unit to secure an initial budget opening of S/.1, 400,000.00 for 2011. In Ucayali, technical assistance focused on taking stock of the progress of PIP1 and developing SNIP Annex 16 report.⁴ In the process, SUMA trained 11 staff. In San Martin, SUMA regional team managed to develop all the necessary documents for closing the PIP 2.

Budgetary and administrative management of the PELA

SUMA continued technical assistance and training in budget and administrative management for PELA in Ayacucho, San Martin, Lima Region and Ucayali. SUMA supported the implementation of SIGMA (Integrated Management System and Monitoring Accompanying the PELA) in four priority regions. In San Martin and Ucayali, the regions implemented 30% of the system and in Lima and Ayacucho the regions implemented 40% of the system. In Lima and Ayacucho, beyond the challenge of staff turnover, progress in implementing the SIGMA has been affected by limitations in the use of internet and availability of information on the PELA schools by some specialists at the local level and among facilitators.

As of September 30, 2011 the budget execution of PELA in four priority regions for the educational support strategy amounted to 54.4% over the amount allocated in 2011. Progress by regions is shown in Table 2. It is noteworthy that the regions that receive less support of SUMA are those with lower levels of budget execution, as is the case of Ayacucho and Lima Province.

⁴ Annex 16 of the SNIP established the procedures for the preparation of the technical reports about the PIPs.

Table 2: Execution PELA budget as of 30 September, 2011

Region / EU	PIM 2011 (S /.)	Earned (S /.)	% of Execution
Ayacucho	S/. 8,048,171	S/. 3,868,366	48.07%
Lima Region	S/. 6,448,964	S/. 3,167,015	49.11%
Ucayali	S/. 2,456,197	S/. 1,611,729	65.62%
San Martin	S/. 3,714,319	S/. 2,588,932	69.70%

Source: SIAF September 30, 2011

Regarding the preparation of 2012 budgets for PELA, SUMA has participated in the planning, costing and budget negotiations for 2012 PELA, and preparing Opening Initial Budget (PIA) for the educational support strategy 2012 for the four priority regions that totaled 24,630,976 soles, an increase of 29.4% compared to 2011 PIA and 18.5% compared to 2011 PIM. The region showing the greatest increase is San Martin with 48.6% compared to PIM 2011, while Ucayali is the region with the smallest increase in four with just 6%, as shown in the table below.

Table 3: Budget increase from PELA 2011 vs. 2012, new soles

Region	PIA 2011	PIM 2011	PIA 2012	Increase	
				PIA 2011 vs PIA 2012	PIM 2011 vs PIA 2012
Ayacucho	S/. 7,722,177	S/. 8,048,171	S/. 8,562,136	10.9%	6.4.
Lima Region	S/. 6,508,903	S/. 6,462,132	S/. 7,796,864	19.8%	20.7%
San Martin	S/. 3,155,536	S/. 3,815,735	S/. 5,669,459	79.7%	48.6%
Ucayali	S/. 1,652,342	S/. 2,456,197	S/. 2,602,517	57.5%	6.0%
Total	S/. 19,038,958	S/. 20,782,235	S/. 24,630,976	29.4%	18.5

Source: Public Budget for fiscal year 2012 submitted by the MEF to Congress.

Next Steps

- Complete the study of fundamental processes and make recommendations to correct norms and management practices at the national and sub-national levels to achieve efficient processes and improve the quality of spending.
- Continue to provide technical assistance to secure approval of the ROF in San Martin.

- Implement the capacity building plan in the two districts in the Decentralization Laboratory, strengthen school management in these districts by improving the CONEI and schools networks and monitor the commitments made by local actors to achieve the Plan for Educational Goals.
- Identify concrete cross-sectoral activities in health and education to help create favorable conditions for education of children.
- Support the institutionalization of education funding for the laboratory districts with ordinary resources of the GL, UGEL, GR / DRE.
- Secure the approval of the *Expediente Tecnico* for PIP Huanca Sancos, approval and funding for PIP6 in San Martin, complete the profile for PIP3 San Martin and the *Expediente Tecnico* of PIP1 for Lima Region.
- Train the Ayacucho team in project management and development of its Monitoring and Evaluation Plan, and support the reformulation of the *Expediente Tecnicos* for PIP1 for Ucayali and Amazonas.
- Provide technical assistance in planning and costing for PELA for the fiscal year 2012, increase budget execution and promote the use of the SIGMA-Monitoring Module for PELA to improve reporting.
- Provide technical assistance to the regions of Ayacucho and Ucayali to design their management models and to implement their Medium Term Plans in education and support to the San Martin region to develop its Medium Term Plan.

OUTCOME 2: IMPROVING THE QUALITY OF EDUCATION

Strengthen national policy dialogue on teacher professional development

As in the case of decentralized management policies, SUMA's review of teacher professional development policies included an examination of educational policy decisions over the last 18 months during the government of President Garcia. Ricardo Cuenca, a researcher at the Institute of Peruvian Studies, was hired to prepare an assessment of the policies and practices in teacher professional development in the three areas the project has prioritized: in-service training, teacher evaluation and accreditation of IESPs. Two versions of the report were presented, the second of which was presented at a meeting with a group of specialists from six civil society institutions (NGOs, universities and private sector) with expertise in teacher professional development. The consultant is revising the final document based on the input from civil society and the final report will be published and presented at events with MINEDU and civil society.

As with other issues, regional and national elections influenced the content of the political dialogue on this topic during the year. At the regional level, SUMA provided support to four regions to carry out dialogues to define policy priorities and to sign agreements between the candidates for regional president and civil society organizations active in advocating on education policy. Greater detail on each region is provided in the annexes for the regions of Ayacucho, Lima and San Martin.

At the national level, SUMA participated in the drafting of the National-Regional Common Agenda on Educational Policy 2011-2016, in the project's capacity as a member of the Inter-Institutional Management and Decentralization Round Table (see Result 5 for more information). The project's contribution to the Common Agenda focused on rural education policies. It also contributed to the policy of decentralized management (see Result 1). The Common Agenda, a product of dialogue and work of the Round Table and in coordination with regional governments, has been published on the project website and disseminated widely in collaboration with the CNE and members of the Round Table. Given the focus on rural education, the Agenda includes issues relating to teachers.

A second achievement in the field of educational policy advocacy was the proposed Action for Education Policy 2011-2016 delivered to *Gana Peru's* Transition Committee. The project proposed three policy measures: i) implement a system to ensure basic conditions are met in rural schools such as timely hiring of teachers and delivery of materials, among others; ii) promote Intercultural Bilingual Education (EIB) to support integrated development of indigenous communities and in border areas, use budgeting for results with a cross-sectoral perspective to improve different aspects indigenous peoples' quality of life; and iii) strengthen pre-service training programs as part of a comprehensive reform of the pre-service curriculum.

Best practices in training and professional development

In FY 2010, the Project prepared a report on lessons learned from the analysis of good practice in teacher education, teacher performance assessment and educational support. This report was distributed and reviewed by officials from the MINEDU's Directorate of Higher Education Pedagogy. However, since the report did not include in-service teacher professional development, SUMA prepared another report on international experiences focusing on decentralized in-service teacher training programs. This report highlighted countries that have made progress towards decentralization of

teacher professional development and identified methodologies, approaches, and structures relevant to Peru. For this report, AED experts, Elizabeth Leu and Mark Ginsburg, selected and analyzed five experiences in decentralized service training in Japan, Guinea, Uganda, Guatemala, and Ethiopia. The report was translated into Spanish and includes a forward that summarizes the status of in-service teacher training in Peru and highlights the most relevant international experiences for Peru. Once copyediting is completed, the publication will be posted on the SUMA website. Given the interest of the new MINEDU leadership to establish guidelines for the decentralization of PRONAFCAP and other in-service teacher training programs, this paper will serve as an input into this process.

Technical assistance to improve teacher training systems

In October 2010, the PIP 6 profile "*Creation of the Regional Development and Continuing Teacher Education for the Improvement of Teacher Professional Competencies in the Region of San Martin*" was approved and the regional government and SUMA immediately began the process of developing the *expediente tecnico*. In March, this document was completed and submitted to the OPI. At the end of the fiscal year, the regional technical team, with SUMA's support, had responded to all the OPI's observations on five of the six components of the PIP. Responses are still pending for the sixth component which will provide IESPs and the Development and Continuous Training office of the regional government with space and resources to use ICTs in the teaching and learning process and in managing higher education for teachers. This sixth component is the one area in which SUMA did not provide technical assistance.

Unfortunately, the DRE has not taken strong action to respond to the observations of the regional government's infrastructure office. The National University of San Martin (*Universidad Nacional de San Martin*) and the four IESPs who participated in the design of the PIP have not put pressure on the DRE to approve the PIP. While SUMA assumes the PIP will be approved before the end of the calendar year, there is no guarantee. One factor that should stimulate interest in this PIP is the priority the MINEDU has placed on creating decentralized Regional Systems for Teacher Education.

In Ucayali, the first phase of developing a Regional In-Service Teacher Training System was completed with the preparation of the design document. The challenge now is to turn this proposal into a PIP not only to finance its implementation, but also to help the ETR determine how to put its new approach into practice. Given SUMA's experience in the management of PIP 1, SUMA has proposed developing this PIP, in partnership with UNICEF, as long as the regional government demonstrates that the minimum conditions are present for the PIP to be successful.

The most important challenge of the project in this area will be to provide technical support to MINEDU on the development of national guidelines for the development of decentralized in-service teacher training. This will be done in close collaboration with the Directorate of Higher Teacher Education (DESP) in the MINEDU.

Another achievement during the year has been the development of criteria to determine which schools in the country should provide intercultural bilingual education (EIB), and a set of proposed conditions and policies to optimize teacher training in bilingual institutions. With the previous administration, SUMA worked on the definition of criteria to enable MINEDU and regional governments to determine which schools must offer EIB. Because there is a lack of consensus on the rationale for determining which schools should provide EIB, there are a different number of schools offering bilingual education

every year. Valid information relating to the number of schools offering the EIB service has been repeatedly requested by different government agencies as this information is a prerequisite for defining policies on training EIB facilitators and teachers. SUMA advised the Ad Hoc EIB Committee, formed by the Strategic Planning Secretariat and the Directorate of Intercultural Bilingual Education of the MINEDU, on the development of these criteria. These criteria were included in the MINEDU Directive for the Development of the 2011 school year for schools in Basic and Technical Education (R R.M. 0348-2010-ED) and includes cultural, linguistic and self-identification criteria.

Following this proposal, SUMA prepared and presented its study *"Intercultural Bilingual School, contributions to ensure service quality EIB."* The new Director General of Bilingual Intercultural Education and Rural Development has publicly stated that this proposal will be used to define the MINEDU EIB policies. The proposal includes recommendations in the field of teacher education and related fields such as research policies in EIB, production of materials in native languages, school management policies and curricular policies for EIB.

SUMA's work in EIB policies is linked with the project's mandate to contribute to improving systems and teacher training programs and to support disadvantaged student populations among which the rural and indigenous population represents a larger proportion. This document will support the definition of teacher training policy aimed at improving education for disadvantaged populations. The immediate challenge in this field is to convert the proposed criteria to identify schools that must offer bilingual intercultural education into a technical standard to guide implementation by the DRE, UGELs and schools. The DIGEIBR is developing a proposed technical standard for discussion with UNICEF, SUMA and civil society organizations.

As part of the effort to improve teacher performance, SUMA carried out a study on good teaching practices. SUMA initially hired DESCO to carry out this study, but the organization struggled to meet project deadlines and there was some concern about the organization's capacity. SUMA then contracted the Universidad Peruana Cayetano Heredia (UPCH), who had submitted the second-ranked proposal, to complete the study. The goal of the research is to provide evidence that can serve as an input into the development of a Framework for Good Teaching Performance which is being developed by the Inter-Institutional Teacher Performance Round Table sponsored by the CNE.

UPCH presented the first version of the study in September. Upon review of the report, SUMA requested further analysis and interpretation of the results and enhance the theoretical foundation of the report by expanding the literature review. This request and the appointment of the lead researcher for the study to the Director of Research, Monitoring and Documentation of the MINEDU will delay the completion of the report until the first quarter of fiscal 2012.

The proposed Framework for Good Teaching Performance that the Inter-Institutional Round Table on Teacher Performance is preparing is a policy document to guide the definition of policies for teacher professional development in the future. SUMA shared its technical views on the proposal with members of the Round Table and was involved in the design and dialogue on this proposal in the Second National Congress held in August Pedagogy (additional information provided in Result 5).

A significant achievement in teacher professional development policies has been the completion of the systematization of the MINEDU's pilot teacher performance evaluation. This document analyzes one experience relating to teacher performance evaluation and is a source of lessons for future initiatives.

The systematization report has been published in digital format on SUMA's website and a print version will be distributed among policy makers, technical specialists, MINEDU and regional government staff, the SINEACE, IESPs and teachers unions. The publication will be presented to MINEDU officials during the next quarter. The challenge for SUMA is to build on this research and continue to advocate with the MINEDU on the importance of a teacher professional development system and to stimulate interest within the new ministry leadership to create a specialized unit on teacher development.

Progress was made in the design of a "Forum for Educational Support," a blog on SUMA's website which will be piloted with the participation of facilitators from the decentralization laboratory, the PIP in Ucayali, and facilitators from the regions of Lima and Ucayali. The Forum will be a means to develop skills and promote teachers' pedagogical reflection using information technology.

SUMA's work to improve in-service teacher training was carried out through Outcome 3 as part of the implementation of the PIPs and PELA.

Technical assistance to enhance pre-service training and support CONEACES for IESP accreditation

SUMA carried out its work to support CONEACES and the IESP accreditation process in collaboration with the *Cayetano Heredia Peruvian University* (Universidad Peruana Cayetano Heredia—UPCH) with oversight from SUMA staff. The achievements and difficulties of this process were reported in the report submitted to USAID IESP on October 15, 2011. The following summarizes the achievements in this area:

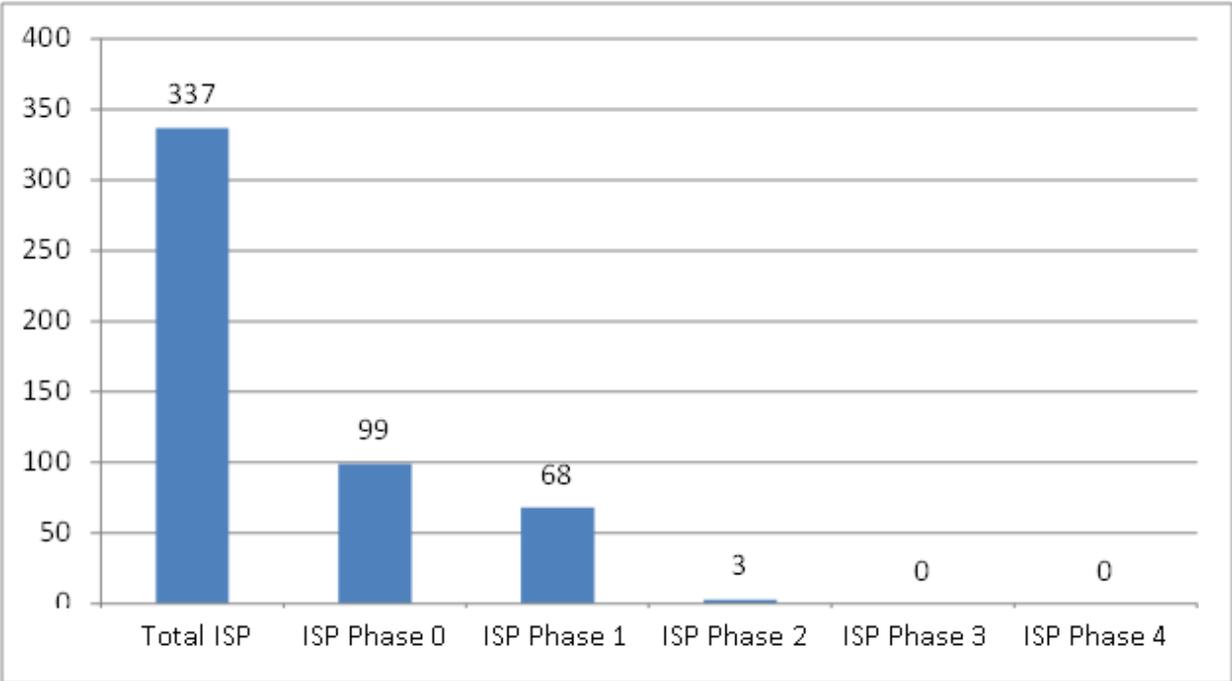
- 45 Quality Committees have been trained; four more than originally envisaged. The face to face training phase has involved 102 members of committees from different parts of the country. Of these, 45 teachers from the IESP regions of San Martin, Ucayali, Lima, Ayacucho, Cajamarca and Amazonas were trained.
- UPCH developed two tools to support Quality Committees in information gathering: a matrix for information gathering and a matrix on survey development.
- UPCH developed a guide for CONEACES on the external evaluation. The guide is a tool to gather, analyze and assess whether IESPs meet the standards. The guide has been used by the CONEACES for training and subsequent certification of external assessors for accreditation purposes.
- CONEACES now has two training programs. The first is a program to train members of IESP Quality Committee in the process of self-assessment and institutional improvement plan. The second is to train evaluators in the process of external evaluation of IESPs for the purpose of accreditation.

The training process for the Quality Committees was not successful as hoped as it failed to encourage participants to complete their IESP assessment process and present self-assessment and improvement plans reports to CONEACES. As explained in the IESP report, this occurred for various reasons, the most important of which was the overlap of the accreditation process with the new Law on Institutes and Schools of Higher Education promoted by the MINEDU which required IESPs to make a number of changes to comply with the new law. Meeting the specifications of this law was a higher priority than the accreditation process. In addition, the IESPs face a larger challenge in the accreditation process—

most lack the resources to cover the costs of self-assessment, improvement plans, and the accreditation process in general.

In addition, the complexity of the CONEACES process, weaknesses in the approach CONEACES has designed and the lack of incentives have also contributed to stalling the process of IESP accreditation. The chart below shows the status of the accreditation process based on CONEACES data that was provided in the Assessment of Teacher Professional Development policies that is being finalized.

Number of Teacher Training Institutions by Location at various stages of accreditation. Peru: 2011



Source: CONEACES

In relation to IESP accreditation, the MINEDU has yet to make vital decisions relating to teacher policies such as revisions to the Public Career Law, the approval of a Framework for Good Teaching Performance and adaptation of teacher evaluation policies as part of this Framework. Although accredited higher education institutions is among the seven priorities announced by the present administration, to date accreditation is not among the short-term priorities of the new administration. The IESPs are more worried about their survival than they are about accreditation. The training experience of the Quality Committees has been a good experience, but the IESPs have yet to grasp the importance of accreditation in a context in which the issue has not emerged as an important task at the national level.

Next Steps

- Complete and submit to the new administration the Assessment on Teacher Professional Development Policies: 2010-2011.
- Disseminate the proposed characteristics and policies for Bilingual Intercultural Education and participate in the National Technical Committee EIB.
- Define with the DESP technical assistance goals.
- Develop a paper on guidelines for developing decentralized regional system for teacher training for discussions with the MINEDU.⁵
- Develop a plan for implementation of PIP 6 once the PIP *Expediente Tecnico* is approved.
- Support the development of a PIP in the region of Ucayali, in partnership with UNICEF, if there is a real commitment in the DREU in this process and the conditions are present to implement another PIP.

⁵ This request came after completion of the workplan. If the project is to provide this support, it will need to be included in the workplan.

OUTCOME 3: SUPPORT FOR THE IMPLEMENTATION OF BEST PRACTICES

Best Practices in pedagogical innovation

SUMA completed a description of the organizations and approaches that are considered the best examples of pedagogical innovations in Peru and prepared a document that provided the basic components of four different pedagogical approaches. These include Active Schools (USAID/Aprende and SUMA), *Escuelas Lectoras* (Centro Andino-USAID-CETT), PROMEB and *Escuelas Exitosas* (IPAE). Work on the document began in 2009 but could not be completed until SUMA reached agreement with MINEDU on how to present the data.

Replication of educational innovations

A first achievement of this fiscal year was a reorganization of technical assistance to the PIP and PELA, by revising the approach to in-service teacher training. SUMA hired two specialists and consultants in math and communication to increase expertise in these subject areas. This new focus has been well received by the regional technical teams and facilitators. SUMA technical assistance for the replication of educational innovations was focused on PELA in the Lima and Ucayali regions, and on the implementation of active schools in the PIPs in Ucayali and Amazonas. The characteristics in each region are unique and results have varied; however, one issue across the regions and across the different type of interventions is the impact of administrative, management and political issues on the implementation of the interventions.

Lima Region

In Lima Region, the PELA program suffered both administrative and political issues that have hindered work at the school level. First, the Director of DRE decided to promote his own method of reading that contradicted the pedagogical approach of PELA, causing confusion among PELA's staff and teachers. Neither the Regional Executive Committee (CER) nor the PELA ETR have managed to coordinate goals and build a common approach to in-service training, with ongoing training program with the Dolorier method promoted by the Regional Director of Education. SUMA has repeatedly requested a meeting with the CER PELA to address this situation and find a solution, but has not had any response from the CER. This issue will need to be resolved in the future.

Second, poor management by the PELA regional team affected implementation. One of the major difficulties PELA has faced in Lima Region was not having a coordinator until September. These functions were assumed by the Director of Pedagogical Management DREL, who did not have sufficient time to fulfill this duty due to his heavy workload. Unfortunately, he did not delegate these functions to the ETR which resulted in many delays, including a delay in hiring facilitators and challenges in terms of planning and coordination with SUMA. In early September, the Regional Director of Education appointed the former head of the UGEL in Huarochirí to coordinate the PELA.

SUMA's support has tried to help the regional government with both technical and management issues. Given the critical importance of the facilitators, SUMA provided support for the selection process. SUMA prepared written guidelines to ensure transparency of the process, tools for each stage and trained the team of evaluators proposed by the DREL. This process was described, in detail, in the success story section of the seventh quarterly report.

Once the facilitators were hired, the project carried out two workshops for facilitators on communication and math (see the Annex on Lima Region) that has increased facilitators' knowledge in these subjects, with emphasis on practical strategies for working in multi-grade classrooms. SUMA then visited schools with facilitators to strengthen their ability to provide effective support to teachers. SUMA observed classroom work and spoke with teachers to provide feedback on what was observed.

The results of the ECE exam for 2010 showed small increases in learning outcomes. The percentage of second grade students that reached the sufficient level increased from 15% to 17.7% in Communications and from 11.2 % to 11.5% in math between 2009 and 2010. These results are below the goals set for PELA for 2010 at a national level: 24% in Communication and 17 % in mathematics. The annex on Learning Outcomes provides more information on the results of the ECE for the PIP, PELA and active school programs.

Ucayali

SUMA provides very similar types of technical assistance and training to PELA and PIP and the workshops for facilitators for both interventions are held jointly, yet the two interventions operate under very different circumstances. During the year, two workshops were held on communications and math for PIP and PELA facilitators and four specialists from the DREU. In the second workshop, six members from CEPCO also participated⁶. In addition, two workshops were held with classroom teachers that were based on the training provided to the PIP and PELA facilitators. In September, there were two PELA CIAs for facilitators, the first on mathematics, and the second in communications. In both CIAs, skills were strengthened and SUMA presented the weekly planner to the facilitators. SUMA also accompanied 8 facilitators during school visits. Both PELA and PIP facilitators have expressed appreciation for the workshops as they build on prior knowledge, allow for reflection on theory, carry out practical exercises with students, and then review on what was learned.

According to the ECE 2010, the percentage of Grade 2 students with sufficient level of learning in schools, targeted by the PELA in Ucayali, increased from 9.5% to 10.7% in Communications and declined 4.4% to 3.4% in Mathematics between 2009 and 2010. Despite the increase in communications, the results obtained are low in both areas compared to the learning goals PELA proposed for the year.

The results for the PIP were worse, falling from 4.9% to 3.8% in communications and from 2.4% to 1.5% in math. The lower results in the PIP and the decrease from the prior year are of great concern to the project. SUMA's 2010 PMP provided some theories about the reason for this decline. One significant issue has been the poor administration and management, particularly in terms of managing the budget. A recent analysis of PIP spending found that the regional government significantly under spent on this intervention. The amount approved for 2010 was 2.74 million soles (\$980,000) but the government only provided 1.1 million soles for the year (\$390,000), of which it only spent 86.5% of the amount provided. As a result, only 39% of the amount originally requested in the PIP for 2010 was spent. While SUMA does not have evaluation data to determine the cause of the poor performance, SUMA believes this significant under spending must have had an impact on the quality of the intervention. SUMA also believes the poor administration and weak capacity of the PIP team has negatively affected the project. SUMA offered technical assistance to the PIP team to help with the management and administration of

⁶ In 2011, USAID Peru approved a project in which CEPCO will implement the active schools methodology in alternative development regions of Peru. SUMA has included CEPCO facilitators and staff in workshops.

the budget, but the offer was denied. Outcome 4 provides further discussion of the challenges in the Ucayali PIP.

During SUMA's visits to the PIP schools, several problems in the way active schools methodology is being implemented were detected, including the late delivery of the learning guides, improper use of the student learning guides, the lack of Learning Resource Centers (*Centro de Recursos de Aprendizaje--CRAs*) to support teachers with material development, and uneven implementation of the monitoring system, and students are copying exercises from their learning guides into their notebooks, an activity that is inconsistent with the concept of active learning.

At mid-year, PIP and PELA programs requested technical assistance to assess student learning in these schools. For PELA, the facilitators evaluated students in second grade in a sample of selected schools. The PIP evaluated students in 2nd, 4th and 6th grades in a sample of schools. In both cases, SUMA provided the exams and manuals to carry out the tests and trained the facilitators on how to give the tests. Evaluation reports will be presented in Ucayali early next fiscal year. During visits to the schools, SUMA has also applied tests of educational innovations that teachers themselves perceive as improvements in their performance.

The quality of the regional government teams and SUMA's relationships with each also affects the quality of the implementation. SUMA has found that the PELA team has greater capacity in terms of management and understanding of the pedagogical issues. It is also much more open to the project's support. The relationship between SUMA and the PELA regional government staffs are stronger and PELA follows SUMA's advice. However, the relationship with the PIP team is not as strong as with the PELA staff.

Review of the Active Schools approach

In order to have a more direct appreciation of the active schools methodology that is being implemented in the Ucayali and Amazonas PIPs and the decentralization laboratory in San Martin, the SUMA pedagogical and content area experts visited Pajarillo schools in May. Weeks later, a workshop was held in Tarapoto to review the problems identified during these visits. The workshop recognized, with a lot of openness, the many and varied challenges facing this region and, specifically, in the laboratory district and the active school methodology more generally. A second workshop in June was held with the SUMA pedagogical staff as well as representatives from Amazonas and Ucayali PIP teams. The workshop aimed to: i) develop proposals to improve the active school model; ii) agree on guidelines for improving learning achievement in schools in the laboratory districts, in the second half of 2011; and iii) set a timetable to develop the products and designate responsibilities. One strategy to improve the quality of learning using the active schools model is the development of additional learning materials in communications and math. In September, staff began to develop these materials for active schools and PELA and will validate them in FY 2012 to be ready for the 2012 school year.

Partnerships with the public and private sectors

Amazonas

Work in the Amazonas Region is centered on the PIP to implement active schools in 59 schools in alliance between the regional government and the project. The regional government, through the PIP

funds the facilitators, materials, workshops, and other related operational costs and the project provides technical assistance in the active school methodology to the region.

As in the other regions, activities in the Amazonas Region were affected by regional and municipal elections in the first quarter of fiscal year. Although the former Regional President did not run for reelection, the prior government was harshly criticized by the candidate who eventually won—economist José Arista Arbildo, former Vice Minister of Finance. The beginning of the new regional government created instability in the implementation of the PIP ETR. SUMA worked with the new regional authorities to orient the new management on the progress, achievements, and issues in implementing the PIP and reached agreement with the regional authorities on technical assistance for the 2012 calendar year.

The beginning of the work with the new authorities was difficult for the PIP. The regional government only allocated 300,000 soles in the first quarter of 2011 and only renewed contracts until March, the date when the general coordinator and educational coordinator positions were to change. PIP facilitators temporarily filled these positions; however, this was a poor short term solution to the problem. There was also political opposition groups that criticized the Regional Government for breach of promises made during the electoral process. One specific area of tension has been that new government's plan to improve primary education by providing training to second grade teachers as a means of improving results on the ECE which only tests second graders. Education stakeholders, including the teachers union, were concerned about the focus on test taking rather than on improving learning and the decision only to train second grade teachers. The regional government has set up working committees to resolve concerns and mediate with opposition groups.

To build confidence and overcome the bottlenecks that can be obstacles in the allocation of resources, SUMA kept regional authorities informed on progress of the PIP. As part of this strategy, SUMA presented the results of learning in schools in the PIP as measured by the Census Evaluation Student, ECE 2010, which showed strong progress. The percentage of Grade 2 students who achieved sufficient learning increased from 5.8% to 16.3% in reading comprehension and from 5.6% to 11% in mathematics, from academic year 2009 and 2010. Nevertheless, the regional administration asked the PIP team to prioritize activities because the government did not have all the resources required. The Regional Government only provided a budget of 1,731,000 soles whereas the estimate in the Annual Operating Plan was 2,700,000, only 55% of the amount originally planned. Of the amount budgeted, as of September 30, the PIP had only spent 780,000 soles with the remaining amounts to be spent on procurement of materials and equipment.

Unfortunately, during this fiscal year, SUMA has had to change the resident coordinator in Amazonas on two occasions because the regional government felt the coordinator did not meet their expectations. Once a strong candidate was selected, the MINEDU offered the candidate a more attractive job offer requiring a repeat of the selection process.

SUMA supported the PIP team in the design and implementation of four workshops for facilitators with support of specialists in Mathematics and Communications. The main objective of the workshops were to strengthen capacities to implement strategies for teaching communications, focused on giving greater priority to the production of text and to mathematics. Two CIAs were held with the participation of 15 facilitators in June and September to reinforce and strengthen the strategies developed in the workshops. SUMA also provided technical assistance for workshop to strengthen the

capacities of CONEI members with 397 participants representing 113 CONEIs. One issue for the CONEIs is the need to be officially recognized by the UGEL or the municipality.

With the support of SUMA, the PIP ETR implemented activities to development educational materials with a focus on active learning methodologies in primary and secondary schools. The PIP team is finishing the process of procurement to print the third learning guide. A future challenge is to have the guides by the beginning of the school year.

The PIP team, with project support and in coordination with the mayors in 8 districts, established Learning Resource Centers (CRAs) to provide teachers with access to materials and equipment including: digital camera, computer, multimedia projector, multifunction printer, stereo, 4 tables, 15 chairs and writing materials. One challenge is to ensure that the CRAs have the staff and space to function adequately.

Remaining challenges include: i) overcoming the rotation of the facilitators; and ii) obtain the necessary resources to carry out a diploma program approved by the Toribio Rodriguez de Mendoza University which would allow facilitators to be certified for the training received to date.

In terms of developing a new model for education management, the GDS and the DRE have formed a central committee and a technical committee for the completion of the New Model for Regional Educational Management. The committees are comprised of regional government officials and the DREA and have support from UNICEF and the GIZ, the German development organization (*Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)*) in addition to SUMA. Before the formation of this committee, SUMA staff prepared a preliminary proposal on the Regional Educational Management Model (MGER) which reviews the context for the MGER, an analysis of how education is managed in the region, the central features of a MGER, and an approach relating to local management and roles of the different actors. The technical committee has prepared the road map for reviewing the preliminary proposal of the MGER and plans to have the final design of MGER before the end of the current calendar year.

SUMA has provided technical assistance to help the PIP ETR with monitoring and evaluation by developing a matrix with monitoring process indicators. This monitoring tool is useful for helping the ETR reformulate the PIP *Expediente Tecnico*. SUMA also helped the PIP team develop the terms of reference for the external interim evaluation of the PIP. This evaluation will provide an independent look at the achievements and difficulties with the aim of improving the intervention and increasing the ability of the Regional Government to prioritize similar projects in other areas.

Cajamarca

In Cajamarca, after signing the Memorandum of Understanding in FY 2010 between USAID, the *Asociación los Andes de Cajamarca* (ALAC) and the Regional Government of Cajamarca, ALAC hired a consulting firm to develop the final project design. ALAC managed the selection process, but SUMA participated in the technical review of the firm's products.

The mapping of priorities, interests and regional needs that were identified through meetings with the outgoing and incoming governments, the Agenda of Educational Priorities of the GDS and the DRE, and the subsequent Four Year Education Plan (2011-2014) provided the framework for the design. The new Regional Government communicated its approach, expected outcomes and demonstrated political will

to implement changes in education. The alliance is conceived of cooperation and compromise between the Regional Government and civil society to promote education in the region, which, with the support of USAID and ALAC as a first step, will later be expanded as other actors such as local NGOs, private sector institutions and advocacy groups will be asked to participate.

The aim of this alliance in Cajamarca is to improve the learning achievements of children in mathematics and communications, enhance the quality of the services in regular basic education schools in the targeted districts, streamline key processes and systems in decentralized education management, and strengthen teacher education to ensure favorable conditions for learning and community involvement. It has been structured into two components: 1) implementation of the “*Escuelas Exitosas*” program (Successful Schools) to focus on quality and equity; and 2) creation of a Regional System for Decentralized Education Management.

The alliance will be implemented in 26 schools in 9 districts targeting schools where PELA is being implemented. The Alliance chose to replicate the Building Successful Schools Model promoted by the Peruvian Institute of Business Action (IPAE) which has 6 key components focused on school and community activities to improve the quality of learning: i) transformational pedagogical leadership; ii) integration of the parents; iii) the establishment of meaningful relationships; iv) networking; v) renewed relationship between teachers and students; and vi) a culture of quality. The consulting firm is currently revising the budget for the partnership and is expected to have a final document in late October ready for implementation.

Next steps

- Start the process of validation of math and communication learning guides produced by SUMA. This validation will be done at four levels: a) expert opinion, b) facilitators, c) with classroom teachers, and d) with students. The validation will be done in the Ucayali, Lima and San Martin regions.
- Evaluate the performance of the weekly planner⁷ and goal setting and their impact on improving learning.
- Reflect on and revise the design of the training program for active school facilitators.
- Complete the support given to PELA facilitators and strengthen the process and protocols relating to the facilitator coaching in the classroom.
- Complete the *Expediente Tecnico* for the PIP in Amazonas.
- Support the Amazonas region as it completes its Regional Educational Management Model.
- Facilitate the process of renovation of the COPARE and information gathering for the Amazonas SSII-PER regional report which will be presented at the VII National Regions December 2011.
- Provide technical assistance to the Amazonas ETR and the external evaluation team of the PIP on the mid-term evaluation by helping design the evaluation and communicating and using the results;
- Update the monitoring and evaluation plan for the PIP in Amazonas based on the Monitoring Systems developed by the project.
- Approve the Alliance project in Cajamarca and begin implementation.

⁷ The weekly planner is a programming tool that helps to better organize teaching time, teaching and distribute the different learning activities within the curriculum in a balanced way.

OUTCOME 4: ACTIVE SCHOOLS METHODOLOGY IN ALTERNATIVE DEVELOPMENT SCHOOLS

In December 2010, SUMA ended direct support to 85 rural schools in the regions of San Martin and Ucayali. These schools were initially supported by the ApreDes project in 2007 with funds from USAID's Alternative Development program. SUMA continued to develop the active schools methodology in these schools until the end of 2010, thereby completing four years of intervention.

In San Martin, SUMA supported 54⁸ of the original 55 schools through direct intervention; one school,⁹ did not continue to participate because the principal opposed participation in the project. In Ucayali, the project continued to work throughout 2010 in 31 schools (out of a total of 35 in which the intervention began). Four schools had to close due to the small number of students registered. In contrast to San Martin and to the period under ApreDes, SUMA did not directly implement the active schools methodology in Ucayali because the regional government wanted all schools that participated in the PIP to receive the same type of support from the regional government. SUMA's role was therefore limited to supporting the regional government in its implementation of the PIP and complementing some activities such as support to the CONEI that the PIP did not support.

By the end of the intervention in these schools, the project had trained 153 classroom teachers (102 in San Martin and 51 in Ucayali) in the application of the methodology and in the use of resources and educational materials to support more active learning. In addition, SUMA supported 82 CONEI and student governments in achieving greater involvement in school management aimed at improving student learning. The Project also implemented various strategies to build on the capacities of the different educational actors. Four workshops were held for teachers annually, two workshops were held for CONEI members and student governments, teachers visited another school to reflect on and share experiences, and facilitators carried out monthly visit to schools to observe and provide coaching to teachers. These facilitators were teachers that had been trained in the methodology and in providing coaching support to teachers.

The project established a School Monitoring and Information System to track the progress of schools. The system's data was collected twice a year, in June and October. Thanks to the information collected from this system, the project was able to identify problems that could affect progress. According to monitoring reports for 2010, the group of 55 schools in San Martin achieved a major breakthrough in the implementation of the active schools methodology compared to results obtained in 2009 and at the beginning of the year. About 30% of teachers reached the "advanced" level, the highest of four categories based on a series of educational indicators including lesson planning, providing a classroom climate conducive to learning and use of resources and other educational materials. The other 60% were at the second or "in process" level indicating that they were still acquiring these skills and the remaining 10% were still at the third level. School management showed a lower level of progress as only 20% of the CONEI and student governments were at the advanced level and 50% were still at the "in process" level. SUMA believes the lower results were often a result of lack of time or initiative on the part of teachers. Some teachers had been trained under the MINEDU's PRONAFCAP program and were asked to design their own materials instead of using the learning guides. Other teachers focused

⁸ Based on their geographical location, two of the 54 schools were included in the group of laboratory schools of San Martin where SUMA continues to be involved.

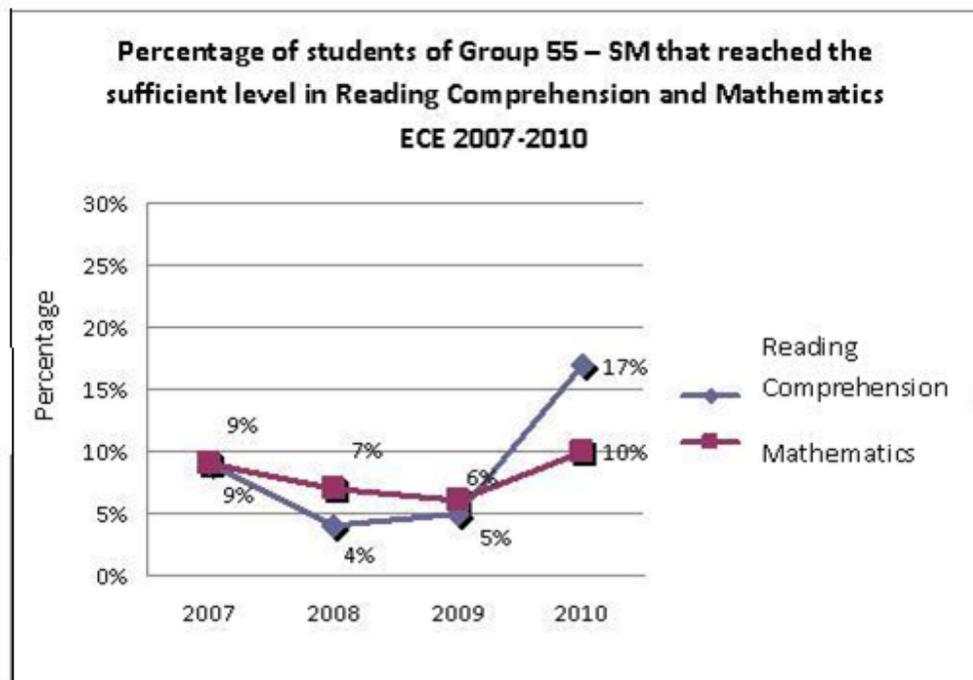
⁹ The school that left the project is number 0214 Victor R Haya de la Torre in Mariscal Caceres.

on preparing for the teacher exams that are required for entry into the new Public Teacher Career (CPM). In addition, the CONEI and the participatory process of management that the active schools methodology promotes requires a paradigm shift in teachers and civil society that can be slow and that may require different strategies for schools depending on the context in each community.

The monitoring reports for the group of 35 schools showed serious difficulties in the implementation of the methodology, both in pedagogy and school management. Only 3% of teachers were at an advanced level, while 45% were still at an initial level of progress. A similar situation is observed in the progress of school management.

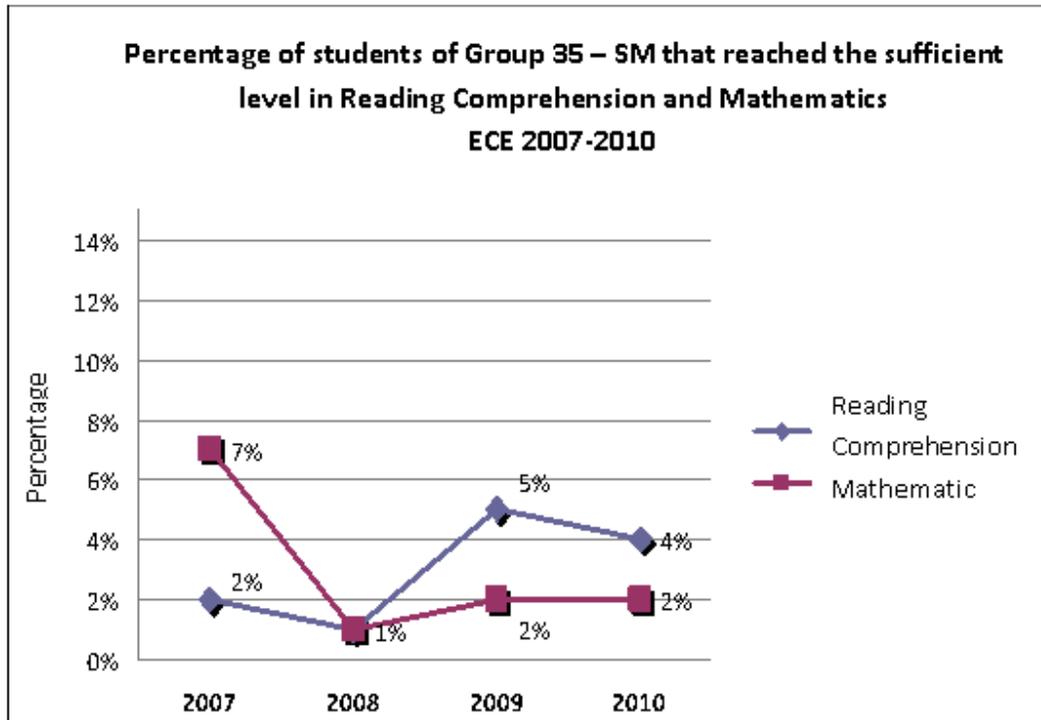
The results of monitoring the performance of schools in San Martin and Ucayali were consistent with the student learning results. SUMA used the student learning achievement results from the MINEDU's Student Census Evaluation (ECE) conducted at the end of each school year. According to the results from ECE 2010, the San Martin group of 55 schools demonstrates stronger results with an increase from 5% of students at the mastery level in communications in 2009 to 17% in 2010 and an increase from 6% in mathematics to 10% over the same time period. As seen in the graph below and in the Annex on learning results, the increase was much larger in both subjects between 2009 and 2010 than in prior years.¹⁰

San Martin ECE Results Chart



¹⁰ The results of these ECE exams cannot be compared to the learning achievement results under AprendeDes since they use different tests, measure different grades and cover a different type of school. The AprendeDes exams covered a sample of all schools in the project regardless of size whereas the ECE only tests schools that have at least 6 students per grade. As a result, the ECE does not test many one-teacher or multigrade schools.

Ucayali Results Chart



The 35 schools in Ucayali had the same difficulties as the PIP program discussed in Outcome 3. Unfortunately, the Regional Government of Ucayali did not allow the project to directly support the 35 schools as was done in the AprendeS project and in San Martin in both projects. The Regional Government wanted all schools to be supported by the PIP team rather than by the project to avoid differences in the support given to schools. Therefore, SUMA lost the power and ability to make decisions related to these schools, and these schools suffered the same challenges as the other schools in the PIP program. SUMA's role was limited to providing technical support to the regional teams, training the facilitators and providing guidance and support to the PIP team and facilitators throughout the year. This level of support was insufficient to overcome the challenges within the PIP technical team and the larger issues within the regional government. One significant issue affecting the Ucayali PIP was the fact that the regional government significantly underfunded the PIP program as discussed in Outcome 3. SUMA believes the difference in who managed the intervention was the most significant reason for the differences in performance between San Martin and Ucayali.

Other issues that affected the quality of the programs in both San Martin and Ucayali are summarized below.

High teacher turnover

One important issue that affected the intervention in 2010 was the impact of the new law on the Public Teacher Career (CPM). This law allows teachers to become tenured if they score well on teacher exams.

Those teachers who do not achieve a score high enough to enter the public career track are allowed to work on a contract basis as long as they receive a minimal score. Unfortunately, the new CPM law and selection process led to a high level of teacher turnover in 2010. Teachers hired on contract (as opposed to those who were tenured under the CPM) did not receive their contracts until April; one month after the school year has begun. Teachers who entered the CPM were often assigned to a new school, creating additional instability. This instability of teachers affected the project schools in both San Martin and Ucayali in 2010 as well as in 2008 and 2009.

Overlapping of teacher training programs

Some schools had overlapping programs since PELA and PRONAFCAP was implemented in some of the schools that had been implementing active schools. Teachers therefore had to choose between the different educational curriculum and methodologies to follow. While the Active Schools model has been well received by regional government officials in the earlier years, at the school level and among certain groups of educators, especially new teachers, there were doubts and some resistance to the active schools model with most criticism focused on the use of the self-paced learning guides as the main materials for instruction.

SUMA is investigating why the acceptance of the learning guides changed in the 2010 school year since the learning guides were previously seen as a useful instrument to manage multi-grade classrooms. One cause for this change may be the fact that when the San Martin regional government printed the learning guides as part of PIP 2, the quality of the printing was extremely poor and there were insufficient numbers of guides provided per school. Another factor may be MINEDU's criticism of the learning guides. The Ministry expressed concern that the teachers are overly dependent on the guides. The Ministry feared this could result in teachers following the guides in a rote manner and failing to identify problems students may be having and adjusting lesson plans accordingly. The MINEDU expressed this concern to the regional government as part of its guidance to PELA and their concerns may have affected how the guides are being viewed in the region. This problem can be addressed by helping teachers build skills in lesson planning and develop a greater sense of autonomy to alternate learning materials as needed. One of reasons the learning guides were developed was to help rural teachers, who typically have less training and weaker skills, particularly in lesson planning, to plan and manage their classrooms. Learning guides should be seen as a support for lesson planning and classroom management rather than a tool to replace the teacher classroom planning and management.

Delay in completing the required number of facilitators

In the case of San Martin, the changes in the way teachers were hired have been another challenge. In 2009 and under the Aprende project, the UGELs provided teachers to project who were then trained as facilitators. This strategy created ownership among the UGELs and provided sustainability as these facilitators returned to the classroom or the UGELs after the leave the project. It also helped the project minimize costs since the UGEL covered their salaries. In 2010, they UGELs did not carry out the paperwork needed to allow some of the teachers to continue as facilitators until several months after the school year started, and in some cases the UGELs decided it could no longer continue to provide this contribution. As a result, for a period of two months, the project worked with a reduced number of facilitators. The project staff temporarily replaced the facilitators and in turn reduced the capacity to design workshops and regular organization and management activities related to the schools. Ultimately, in consultation with USAID, the project decided to hire facilitators.

In those cases where the UGEL continued to provide the project with facilitators, the UGEL required the project to spend 20% of their time to support the UGEL, thereby limiting their time devoted to the project. In addition, in some cases, the facilitators provided by the UGELs had insufficient experience.

No specialists in the area

For several years the project had specialists based in the Tarapoto office to provide constant support in the subjects of communications and mathematics. However, under SUMA, the project used the services of UGEL specialists in Communications and Mathematics for teachers' workshops instead of maintaining full-time specialists contracted by the project.

OUTCOME 5: POLICY DIALOGUE, COMMUNICATION AND CIVIL SOCIETY PARTICIPATION

Policy dialogue on key aspects of education quality

SUMA provided financial and technical support to the National Council of Education (CNE), an independent advisory body to MINEDU whose mission is to contribute to the formulation, coordination, monitoring and evaluation of the National Education Project, including the medium and long-term educational policies and plans and multi-sectoral policies in education, in coordination with the Ministry of Education. The CNE's role is also to promote agreements and commitments to the country's educational development in a participatory manner between the state and civil society.

SUMA supports CNE activities related to the formulation, coordination and monitoring of policies for strengthening and monitoring of decentralized education management and improving the quality of teacher performance. Following is a summary of the CNE's achievements related to SUMA's support.

- Signature of an Education Pact 2011-2015 between the CNE and elected regional presidents who participated in the Region VI National Meeting held in December 2010, convened by the CNE, MINEDU and ANGR. The meeting was an opportunity to promote policy dialogue about challenges and progress in the education decentralization process. The Pact prioritizes six policies that affect the national and the regional levels: 1) comprehensive quality early childhood care, 2) education in rural areas with equity, quality and relevance, 3) quality bilingual intercultural education, 4) national decentralized system for teacher professional development, 5) decentralized education management, and 6) regional curricular designs aligned with national curriculum policies. These policies emerged from three macro-regional meetings held earlier.
- Completion of a study of three regional experiences in decentralized education management: Arequipa, La Libertad and San Martin. This study, carried out by consultant Angel Maria Manrique, describes models of decentralized management in these regions and provides ideas for deepening the process of developing and implementing models. Because the three experiences are heterogeneous, the CNE and the Inter-Institutional Management and Decentralization (MIGD) may carry out other regional studies to identify common elements in the models as inputs into the development of policy guidelines on decentralized management of education. The completed study will serve as input to a study to identify local management models in education, with a focus on Piura and San Martin. Manrique's study will be published electronically and in print by the SUMA project and the CNE.
- Built consensus between the CNE, regional governments and governmental and non-governmental organizations that participate in the MIGD around a common agenda on policies relating to management and decentralization of education, *The Common Regional-National Education Policy Agenda 2011-2016*. This agenda was published in June after going through a review process to articulate policy goals. SUMA participated in the development of these proposals. The policies and strategies of the Common Agenda have become the policy priorities of the new government and are an input for the MINEDU's Strategic Plan 2012-2016. The Common Agenda has been disseminated to national and regional education authorities and civil society in each region.

- Completion of a technical review of the Monitoring and Information System for the implementation of the PER (SSII-PER) carried out by MIGD working groups with SUMA's participation. The indicators, scale for measuring progress in four areas of the SSII-PER (Planning, Budget, Professionalization of Public and Participatory Management) and the instruments that were validated in FY 2010 were adjusted. Two new areas were defined with corresponding indicators: Project and Program Management and Institutional Organization. In August, the CNE trained technical staff from 22 regional governments in the use of the system followed by a one day working session. CNE trained a total of 100 people, including officials and representatives of regional civil society on the gathering, consolidation and analysis of information in their regions. Currently 25 regional governments are preparing monitoring reports that will serve as inputs for a National Report on progress in implementing PERs that will be provided at the VII National Conference of Regions.
- Coordination with MINEDU to jointly design the National Workshop for COPARES¹¹, on December 7, with the goal of strengthening civil society participation in policy dialogue with the State. From the baseline studies supported by the CNE and SUMA in 2010, CNE developed a plan to strengthen the organization and capacities of COPARES to enable them to assume their duties.
- Began organizing the National Meeting of Regions VII, with the active participation of MINEDU representatives. The MINEDU has proposed carrying out the First Summit of the MINEDU with the regional governments as part of the CNE national meeting which is usually held in December. The organizing themes for the meeting will be: i) regional progress in implementing the Common Agenda 2012-2016, ii) progress in the implementation of the PERs, and iii) coordination of the medium-term planning of the common agenda at the regional and national level.
- Implementation of the Second National Pedagogical Congress in Lima with 1100 participants at the meeting. Three hundred participants from 23 regions, of which 215 participated as members of delegations of Regional Governments, Regional Education Offices and UGELs, and representatives of educational projects, private companies, universities, and the teachers' union. The Congress was also aired on a webcast and participants followed the Congress by watching in multimedia rooms implemented in ten regions as transmissions were made available by Terra and Educared. There were a total of 1500 participants including those who watched the Congress virtually.
- Agreement on the proposed criteria for good teaching performance through 20 regional workshops organized by the Round Table on Good Performance. The participants provided feedback on the proposal. Presentations on teacher performance and EIB, as well as the implications of the Framework for Good Performance in the training and professional development of teachers, to Congress provided input for future guidelines for a policy proposal on evaluation and teacher training. The presence of the Minister of Education, the Mayor of Lima, the Regional President of Lima Region and the representative of the Regional Government of Callao, in the opening and closing sessions of the Congress, met with the goal of involving the

¹¹Made up of 4 persons per region, two representatives of the Regional Education Directorate of the Regional Governments and 2 representatives of civil society.

national government and regional governments in the discussion on good teacher performance. This discussion provides a foundation for thinking about teacher professional development and teacher evaluation.

- Redefinition of the MIGD's role as a result of decisions made by the MINEDU to assume the PEN and the Common Agenda as instruments to guide the ministry. Several members of the MIGD are now part of the new MINEDU leadership which facilitated the MINEDU's support of these policy documents. The MIGD has defined its role as: i) advocacy; ii) preparation of proposals, research, analysis, and information; iii) coordination and articulation and iv) monitoring and surveillance.

SUMA has also participated in other areas of policy dialogue between the state and civil society:

- SUMA presented issues and shared opinions in the Monitoring Committee on Budgeting for Results convened by the Roundtable for Poverty Reduction.
- SUMA participated in the Inter-institutional Results-Based Management Group composed of state institutions, donor agencies and civil society to create a critical mass in the regions capable of promoting results-based management, technical assistance and monitoring on implementation of the Budgetary Strategic Programs (including PELA).
- SUMA participated in the promotion of governance arrangements in many of the priority regions. As part of the Results-Based Management Group of the Roundtable for Poverty Reduction (MCLCP), SUMA has participated in the preparation and implementation of the National Workshop for Facilitators of Results-Based Management (PpR) to help regional teams design strategies for the implementation of governance arrangements following the Regional Coordinated Development Plans (Planes de Desarrollo Concertado Regional) and Budgeting for Results approach.
- Since September, SUMA has been involved in two National Technical Committees: Roundtable on EIB and Roundtable for Consultation on IESPs. The MINEDU requested SUMA's participation in these groups in September.

The Joint Consultative Committee met monthly until July 2011, except December and June. The quarterly reports discuss the outcomes of each JCC meeting. Several changes were made in the membership of the JCC: Cristina Olive ended his tenure as Head of the Department of Education USAID/PERU and was replaced by Erik Janowsky, Head of Education Office of Health and USAID, who joined in as Co-Chairman in April; and Jesús Herrero, the new President of the National Council on Education for the period 2011-2014 replaced Andres Cardó Franco. The last session of the Committee was held in July shortly before the change of government. The new MINEDU leadership informed SUMA that it would not continue with JCC and instead plans to invite all donor agencies to roundtables to be held biannually.

The new management style in MINEDU clearly differs from the previous administration which had less interest in dialogue and making decisions in a participatory manner. Since August, the MINEDU has showed a marked difference in terms of the openness and interest in collaboration with civil society.

Communication Strategy

The website of SUMA was approved by USAID in April 2011. Since then, 3,904 different users have visited the site; of those, 1019 have downloaded documents from the site. According to the project's webmaster, the project meets the goal for pages not geared to mass media of an average of 20 hits per day. However, 60% of visitors stay less than 30 seconds, which means they visit while carrying out searches and, only stay long enough to take a look at the site. In addition, the means of entry to site is through Google rather than by entering the website address directly. The remaining 40% stayed long enough on the site with an average of 6 minutes and 25 seconds. The goal is to increase to at least 32 visits a day to reverse the low retention rate.

The most watched file is the video that appears on the home page, before the news and publications. This may indicate that SUMA should increase the use of audiovisual materials in the different sections and improve photo quality and the use of video recordings to be included in the news. This could be done with galleries of photos, videos and audio recordings by region.

To launch a series of publications, SUMA hired the Polvora Comunicaciones company who developed a project graphic identity for several series of documents: "Inputs for Dialogue"; "Management Tools;" and "Policy Notes". At the end of FY 2011, SUMA had published four Inputs for Dialogue, one Tool for Management and the first Policy Note. In September, SUMA created a Facebook page and has disseminated success stories and the latest publications through this site.

SUMA has contracted a webmaster but not a staff person for communications. SUMA needs greater professional support to carry out campaigns and dialogue to disseminate SUMA products, manage the blog for teacher training, organize dialogues and other events.

Next Steps

- Support the CNE to organize the next National Meeting of Regions in December.
- Support the National COPARE workshop to be held in December.
- Continue participation in the CNE round tables.
- Discuss the CNE workplan for calendar year 2012 with USAID and SUMA staff.
- Explore with USAID different ways of expanding project communications capacity.

ANNEXES

- **Regional Reports:**
 1. Ayacucho: Annex 1
 2. Junín: Annex 2
 3. Lima Region: Annex 3
 4. San Martín: Annex 4
 5. Ucayali: Annex 5

- **Success Stories:**
 6. Lima Region: Classroom Pedagogical Support: A Commitment of Support among Teachers: Annex 6
 7. Education Management Experience in San Martín Tells Us It Can Be Done!: Annex 7

- **ECE Student Learning Results (Annex 8)**

- **Performance Monitoring Plan 2011 (Annex 9 – On a Spreadsheet File)**

- **List of Regulations and norms approved during the year (Annex 10 - On a Spreadsheet File)**

REGIONAL REPORT: AYACUCHO (ANNEX 1)

Context

In Ayacucho, as in other regions of the country, the regional and municipal elections affected the context of SUMA's work. The elections for the Regional President went to a second round, in which Wilfredo Ocorima from the Alliance Party for Progress won with 56% of the vote.

During the elections, civil society organizations tried to place many of the pressing issues in regional development on the candidates' agendas. In this context, SUMA raised the issue of education and participated in a regional forum for regional candidates to establish the priorities for education in the region. The agreements on education established in this forum, including the "Intercultural and Inclusive Education Agreement for the Regional Development of Ayacucho," were incorporated into the "Regional Agreement for the Development of Ayacucho." This regional agreement, endorsed by regional government candidates, the regional government president, local social sector organizations, representatives of the National Agreement, and civil society organizations included an educational agenda along with a set of policies to promote the development of Ayacucho. The Roundtable for Poverty Reduction (MCLCP) coordinated follow-up activities that culminated with the creation of a Permanent Forum on the Regional Agreement for Ayacucho.

The COPARE has decided to focus on monitoring implementation of the agreements signed by the candidates, the Regional Education Project (PER) and the establishment of a Medium Term Education Plan. As part of an effort to improve the functioning and revitalize the COPARE, it decided to change its structure by introducing a board with an executive committee of 7 members and an assembly that meets periodically. Under the leadership of the DREA, the most significant achievement has been the issuance of the Emergency Decree N° 039-2011 to transfer 6,624,783.00 soles to the Regional Government of Ayacucho to hire 661 teachers, 65 teacher assistants and 108 administrative employees to support 13 thousand Ayacuchan students.

Another important event at the end of the fiscal year was the visit, in September 2011, of the new Minister of Education, Patricia Salas O'Brien, who met with political authorities, education authorities, students, teachers and civil society leaders in Ayacucho. Regional authorities presented her with a book on immediate and medium-term actions for education at the regional level. The visit culminated with the signing of a Covenant of Commitment for Education between the Ministry of Education and the Regional Government. It includes 7 resolutions focused on the Ministry's priorities (See the Context section for the list of the seven priorities.)

Internal conflicts within the Regional Government were resolved by the end of the fiscal year with the resignation of the Regional Director of Education, 3 UGEL directors, the Administrator of the DREA, and changes in the Regional Manager of Social Development and the PIP coordinator who worked with SUMA to design and implement the PIP.

To define the project's technical assistance plan, SUMA carried out two informational meetings with educational authorities, one in Lima and one in Ayacucho that led to the signing of a Technical Assistance Plan with the DREA. The plan was then implemented with the following activities:

Programmatic Planning

The plan to build capacity to implement the PER and generate a strategic vision for education with regional authorities is being completed through the construction of the Medium Term Plan in Education, in which SUMA participates in conjunction with UNICEF and the “*Red por la Calidad Educativa*”. At the end of the year, progress with the medium term plan included the following:

1. Prioritization of five policies
 - Intercultural bilingual and environmental education for all
 - Regional curriculum design for regular basic education with an intercultural, bilingual and environmental focus
 - Regional System of Continuing Education of Teachers
 - Comprehensive Early childhood Care
 - Strengthening Regional Educational Management
2. Identification and development of strategic programs with a focus on results for these policy priorities.
3. Costing of the strategic programs

The pending challenge is to develop a new management model for the Plan and have it approved by the Regional Government.

Improved budget allocation and the quality of education spending

After the preparation of the *Expediente Tecnico* for the PIP "Educational Capacity Building and Management in the Educational System of the Region of Ayacucho," the DREA began implementation through the hiring of a regional technical team. However, SUMA's technical assistance was interrupted when the Coordinator General Office disintegrated and the management coordinator resigned. Despite these difficulties, SUMA continue with the elaboration of the PIP Operational Plan.

The DREA, with the support of SUMA, provided technical assistance to Local Education Management Unit and the Huanca Sancos Municipality in the preparation of the PIP, "Improvement in learning achievement for regular basic education students through active schools in Huanca Sancos Province, Ayacucho Region," whose cost amounts to 3,684,558 soles. The profile of the PIP was approved on August 12, 2011 and the *Expediente Tecnico* is currently under development.

SUMA's challenge is to create conditions conducive to the project's technical assistance work now that the new authorities have been incorporated into the regional government.

Strategic Program Learning Outcomes

The DREA, with constant support from SUMA, organized the first National Congress of PELA in December 2010. Delegations from different regions of the country participated in this Congress, except from Tacna, Huánuco, and the PELA National Director in the Ministry of Education. The Congress included 9 workshops, pedagogical fair, cultural activities and concluded with important agreements with respect to PELA. The SUMA resident consultant participated in the Academic Committee and was part of the commission that drafted the report of the Congress.

With the support of SUMA's regional consultant, the regional technical team of PELA and the responsible teams of the local technical staff were trained in the proper use of planning and costing modules of the Integrated Management and Monitoring Tracking System, SIGMA. This training will facilitate the programming for the 2012 budget.

In order to strengthen the capacities of PELA school principals SUMA supported the DREA to carry out a 6 day workshop in September called "PEI as a dynamic tool for learning". The focus of the workshop was to develop the Institutional Education Plans (PEI) that are focused on learning and use a participatory, democratic, decentralized school management approach to education. One hundred sixty four (164) principals and 8 assistant principals from all the provinces of the region participated in this event. The participants demonstrated a theoretical knowledge of the PEI but very little practical experience on how to create a PEI in a participatory manner. The workshop also enabled participants to identify their strengths and weaknesses in school management and create management tools with the active participation of various educational actors.

Regional Education Project

The Regional Government of Ayacucho, with SUMA technical support, took part in the implementation of the Monitoring and Information System of the PER (SSII-PER), specifically in the implementation of data collection tools. In 2010, the results showed the need for improvement in the four areas reported (planning, budget management, professionalism, and participative management). These results were presented at the Region VI National Meeting convened by the CNE and the Ministry of Education. At the end of the fiscal year, members of the Network for Educational Quality and COPARE, with the support of SUMA's regional consultant, had applied the information gathering tools for the 2011 report that will be presented at the Seventh National Conference of Regions to be held in December.

SUMA's challenge is to seek greater knowledge and engagement of regional authorities to improve the implementation of the PER.

Political Dialogue

As indicated above, civil society organizations promoted an educational agenda for the Ayacucho Region and the Regional Development Agreement that the majority of candidates for the regional government endorsed. The project supported this process led by the Network for Educational Quality and MCLCP Ayacucho. This political dialogue experience strengthened SUMA's participation in the Network for Educational Quality and its position in educational reform in Ayacucho.

The challenge will be to promote the participation of political authorities to the ongoing dialogue with civil society organizations.

REGIONAL REPORT: JUNIN (ANNEX 2)

Context

The regional elections marked the events of the first months of the fiscal year. The Regional President resigned to his position to participate in the elections; however, he ended up not running for office. The Vice President, Raul Robles Echegaray, assumed the Regional Presidency which generated political instability and generated changes in the Regional Office of Education personnel and created a sense of instability for the GR technical teams.

Dr. Vladimir Cerrón, Peru Free Movement leader, won the first round of regional elections with 33% of the votes. During his electoral campaign, Dr. Cerrón objected the participation of international support in the reorganization of the Regional Government, a process initiated by the government in office with the support of UNDP. The DRE, possibly influenced by the results of the election, decided to suspend the implementation of the Regional Curriculum Development that resulted in a significant mobilization of teachers and other educational actors in the region.

In addition, changes to the technical teams formed by the existing government were also initiated, resulting in the public intervention of former Education Manager, thus accentuating the crisis in the regional government. In January 2011, just days after taking office, President Cerrón issued the Regional Ordinance No. 103-2011-GRJ/CR, concluding the restructuring process initiated in 2007 and repealing Regional Government ROF approved in 2009, thus retrograding the organizational structure approved by the Regional Government in Regional Ordinance No. 002-2003-GRJ/CR in 2003. As a result, the positions of Regional Sector Directors were cancelled and Regional Managers were reestablished, including the position in Social Development. With these decisions, the President expressed his disapproval in the process of reorganization sponsored by the UNDP and included allegations of mismanagement of funds allocated by international support during the process.

President Cerron did not sign the Governance Agreement, a product of a dialogue between regional civil society and regional presidential candidates to ensure the inclusion of human development issues, such as education, in the government agenda. SUMA supported this process and the signing of the Governance Agreement in Junin in partnership with the Roundtable for Poverty Reduction. However, when the official public ceremony was organized, by the members of the Roundtable for Poverty Reduction to present the Governance Agreement to the recently elected Regional President, President Cerron decided not to attend the ceremony and sent the Regional Vice President on his behalf.

In the midst of these political events, SUMA's technical assistance was still conducted during the first months of the fiscal year (October to December 2010). The technical assistance provided included:

Educational Innovations

To promote educational innovations, the technical team assisted the regional government in securing approval in October, 2010 of the PIP profile "Implementation, at the pilot level, of the Active and Entrepreneurial Schools Proposal to improve the quality of educational services at EBR institutions of primary education located in 17 districts of the first quintile of the region of Junin". SUMA continued to provide technical assistance throughout the process as it was done with the existing government. Following the approval of the PIP profile, the PIP ETR and SUMA decided to implement a new strategy to

create the *Expediente Tecnico*. This consisted in the execution of a Diploma in "*Expediente Tecnico* Formulation of Public Investment Projects in Education Capacity Building." The product of this Diploma would be an approved *Expediente Tecnico*. The strategy was designed to build local professional capacities and the obtain certification of a regional university. As part of this strategy, SUMA helped the DRE prepare an agreement between DRE and the Faculty of Education of the Central National University. Even though the University met all the requirements for the implementation of the Diploma and multiple informational briefings were held with University authorities, the agreement was not executed because the DRE did not make a final decision.

Political Dialogue

As a result of the dialogue between civil society and political movements that participated in the regional elections, a consensus was reached on an Agenda for Education as part of the Junín Governance Agreement and 13 of the 14 candidates signed the Agenda, including the Vice President elected. SUMA contributed to this initiative by developing a "Status report on the implementation of educational policies in the Regional Education Project of the Region of Junín," which argued the need to consider education priorities in the PER as part of the "Agenda of Governance Agreement for Regional Development." The agenda was drawn with indicators, targets and a baseline. This will facilitate the planning process, performance measurement, and establishing levels of progress in policy implementation.

Technical Assistance Suspension

Despite continued attempts by the resident consultant and SUMA staff to present, to the new regional government authorities, the results achieved to date and agree on a plan for 2011, an agreement could not be reached. SUMA staff members were not received by the new Regional Director of Education. The Social Development Manager, other DRE officials and the Regional Government reiterated to SUMA that continue collaboration will require the approval of the Regional President, who had decided to prioritize on an adult literacy program called "Free Junín of Illiteracy"

Several attempts to meet with the Regional President failed. The first one was during the signing of the Governance Agreement; however, the President did not attend the signing. In February 2011, the Regional President announced that he would visit SUMA Lima office to meet with staff and a USAID representative, but the visit did not take place. Subsequently, the regional president was invited by the USAID Director to a working meeting with USAID's Heads of Office to present the programs supported by the Agency in Junín, including the SUMA project; however, the President cancelled the meeting a few hours prior to it.

SUMA has kept the USAID Office of Health and Education informed of these difficulties. In March, the Junin regional government requested USAID technical assistance to implement its initiative "Free Junín of Illiteracy," a program focused on adult literacy, although adult literacy is not part of SUMA's priorities. USAID then requested a working meeting with the Regional Manager of Social Development to introduce the scope and objectives of the SUMA project; however, the meeting did not resolve the reinitiation of the cooperation. Given all these repeated efforts, USAID decided to suspend technical assistance to the Regional Government of Junín and communicated this decision to the JCC which agreed with the decision.

REGIONAL REPORT: LIMA REGION (ANNEX 3)

During the first round of the regional government elections, none of the candidates received more than 25% of the votes. The incumbent president and Javier Alvarado Gonzales del Valle, a former mayor of the district of Cañete and candidate for the Regional Young Nation Political Movement, were the only two candidates selected to the second round and, in a surprising result, Javier Alvarado Gonzales won.

In January, SUMA presented to the new regional government officials the work the project has done up to this date. This introduction to the project's work resulted in the regional government signing of the Technical Assistance Plan of the Regional Government in May.

The Regional Director of Education, an experienced teacher and creator of a reading instruction methodology named after him (Dolorier Method), promoted a massive teacher training to promote the application of his reading methodology in schools in the Region. The Dolorier Method, however, departs from the communicative approach which underpins the National Curriculum in the area of communications. This has created continuous internal tensions and uncertainty among classroom teachers and PELA facilitators in the region because the workshops that promote the Dolorier Method occur alongside the PELA workshops. Therefore, the DRELP currently promotes two different approaches to teaching reading and writing: the Dolorier Method and the communicative approach developed by PELA, under the technical team led by the Director of Educational Management.

DRELP and UGEL officials perceive the GDS as a body that does not guide or support decisions in the education sector nor leads education policy based on the objectives established in the PER. The GDS has not established mechanisms or strategies for sustained communication and shared decision making with the DRE.

To date, changes in the Regional Government policies on education are focused on improving reading comprehension and math skills in first and second grades students through the PELA. They are also focused on completing the PIP design, to be funded by the Peru-Spain Fund aimed at creating the Regional Curriculum Design and an In-service Teacher Training Program, as well as finalizing the Regional Education Project.

At the end of fiscal year, the Regional Vice President took over the responsibilities of the President during the Regional President's trip to Israel. During this period, he removed several officials from office, including the General Manager, the Manager of Planning and Budget, the Secretary General and the Regional Management of Agriculture, and was considering making other changes. Meanwhile, the Regional Participatory Education Council (COPARE), at its September 22 meeting, censured the Regional Director of Education, citing alleged irregularities in the UGELs. However, the President ensured his confidence in the Regional Director. And as a result, these events led to a crisis in the Regional Government Management, resulting in the speedy return of the President to the Region. Once back in office, President Alvarado returned the officials who had been dismissed by the Vice President to their original positions.

Despite of all these political events, SUMA accomplished the following:

Efficient Budget Management for Quality Education

1. SUMA supported preparation of the PIP. The Regional Government hired the organization, Tarea, to prepare the *Expediente Tecnico* for the PIP titled “Capacity Building of Stakeholders in Basic Education in 13 districts of the Lima Region.” SUMA supported the procurement process by preparing the Terms of Reference. At the end of the fiscal year, Tarea, was responding to the DRE's observations to the *Expediente Tecnico* with project's support.
2. SUMA supported the PELA Regional Technical Team in the process of recruiting facilitators and monitors and helped the team to develop its Annual Operating Plan and Budget for 2011. The management challenge for PELA is to overcome the delays in the internal processes and to improve budget management.
3. SUMA supported the PELA technical team and the ten implementing units of PELA (DRE and 9 UGEL) in the implementation of the tracking and monitoring module of the Integrated Management and Pedagogical Support Module (SIGMA) for PELA. SUMA trained these teams to: i) register SIGMA users (including teachers, schools, principals, students, members of the ETL and ETR) and input data; and ii) input data on the activities into the system such as micro-workshops, study tours, workshops for facilitators, dissemination, etc). One of the limitations was the poor internet service in some high altitude areas of the Andean Region (Cajatambo, Yauyos, Oyón and Huarochiri) and the heavy workload of the regional technical team that did not allow for training all facilitators.
4. The PELA regional technical team and technical teams of the DRE and the nine UGELs were also trained by SUMA in the development of its annual operational plan in accordance with the monthly budget and programmatic matrix (purpose, activities, and specific expenditures) and in the planning and costing module of SIGMA. However, at the close of the fiscal year, the DRE was the only one among the implementing units in the Region using this instrument. This failure is an indication of the lack of leadership of the regional technical team to plan and organize the implementation of PELA as well a misunderstanding of the concept of budget autonomy of the implementing units. In many cases, the UGEL sent the budget information directly to the Ministry of Finance rather than informing the DRE.
5. SUMA supported the regional technical team in developing the 2012 PELA budget through the planning and costing module of SIGMA.
6. SUMA also supported the regional team that monitors completion of the Budgeting by Results (PPR) to build capacity within the regional government. SUMA's regional consultant also participated in the preparation of a proposal to organize activities for a Technical Assistance Network in the Lima Region on Budgeting by Results.
7. The SUMA resident consultant provided technical assistance to the ETR Tracking System and the Information PER (SSII-PER) through 3 meetings with the ETR. Progress was made with the information in the fields I and II of the regional report and helped organized the work for the gathering information and interviews for the fields III, IV, V and VI. The results will be reported

in the Region VII National Meeting to be held in December this year (for additional information, see Outcome 5).

One of the challenges of this region is to strengthen the regional technical team leadership to organize and work with PELA on common guidelines.

In-Service teacher training

SUMA's support to improve the quality of education began in January, providing assistance to the regional technical team for the selection of PELA facilitators. This concluded with the creation of guidelines for the selection and hiring of facilitators that the DRE issued to guide the process in the future. SUMA also provided technical assistance for the development of evaluation instruments and training of assessment tools to train evaluators in their use. The history of this process was reported with the Quarterly Report April-June 2011 and was published in the SUMA website.

To support PELA facilitators' in-service training, SUMA designed and carried out two workshops in the areas of Communication and Mathematics. The first workshop was attended by 76 facilitators, 7 trainers and 9 primary education specialists from the 9 UGELs and a second workshop was held with a similar number of participants. The first workshop took place over eight days in May and the second workshop occurred during six days in August. Each of these workshops was planned and organized with the participation of the DRE training team.

To monitor the quality of support to classroom teachers, SUMA visited PELA teachers in Huaral and Huarochiri, observed their work, advised teachers in the classroom and then held feedback sessions on what was observed during the day.

To date, the Regional Government has a team of 76 facilitators and 7 UGEL trainers for primary education who have expertise in teaching communication and mathematics and an understanding of the basic concepts and practical strategies for working in multi-grade classrooms and educational support strategies.

The main challenges for the next fiscal year are:

- Agree with the Regional Government that the Dolorier Method and PELA and PIP will not be implemented in the same schools to avoid confusion between students and teachers when applying two different literacy approaches, duplication of efforts and resources and, in particular, training teachers in two contradictory approaches.
- Improve management capacity and understanding of PELA team, the Regional Executive Committee of PELA, part of the DREL and the ETR, as SUMA has observed that these offices do not align their priorities to achieve common goals.
- Improve the implementation of PELA and define SUMA's technical assistance in coordination with the Regional Executive Committee for the next school year.

Participation and civil society oversight

With SUMA's technical assistance, the COPARE has been contributing to the development of the Regional Education Project (PER Caral) and has started discussion of its internal rules. In the Third Assembly, in June, COPARE approved the targets and indicators for PER 2012 Caral and COPARE Regulations. The challenge remains to achieve sustainability and to strengthen the implementation of educational policies that focus on improving education.

SUMA also participated in the IV COPARE Decentralized Assembly held in September in the province of Yauyos. The SUMA regional consultant presented the report of SSII-PER 2010 to the Assembly. That report was analyzed and compared, field by field, with results from other regions. The COPARE agreed it would improve participation of members who had been absent and the UGEL Directors agreed to revive and strengthen the COPALE in each province.

Through its resident consultant, the Project has been active in the Institutionalization of the Permanent Forum of the Governance Agreement and the declaration of the Governance Agreement for Human Development and Decentralization in the region of Lima from 2011 to 2014. The consultant assumed the coordination of resident Initiative Group for the Permanent Forum of the Governance Agreement, which is allowing the project to consolidate its presence and promote cross-sectoral actions for the benefit of basic education and human development. A year after the signing of the Governance Agreement 2011-2014, the Initiative Group held a meeting to take stock and monitor compliance with the agreements. Participants at the meeting, including the representatives of the Regional Government, agreed to articulate the goals and objectives of the Governance Agreement to the management tools of the Regional Government that are being developed.

REGIONAL REPORT: SAN MARTIN (ANNEX 4)

Context

Regional President Cesar Villanueva, reelected in San Martin, expressed his desire to deepen the reforms initiated in Health and Education. The Regional Education Commission (CRE) continued to generate agreements aimed at strengthening the implementation of regional education policies, but these agreements were not always effective or were done very slowly.

In December 2010, the Rules of Organization and Functions (ROF) of the Regional Government was adopted, at the Regional Management level, by Regional Ordinance No. 037-2010. This ROF subordinates the Deputy Manager of Education, Health and Work under the GDS and declared the reorganization of the Regional Sector Directors. The Regional Director of Education missed the opportunity to present a ROF for the DRE that was prepared with SUMA's support because the Regional Director delayed the submission for approval. These events prevented progress of reforms at the regional level that are part of San Martin's Education Management Model.

In May, the Regional Government conducted a workshop with the objective of holding a review of the status of implementation of the PER. The CRE then decided to disseminate and enrich the findings and recommendations of the workshop with the input of UGELs, schools and civil society. With this valuable input, the DRE must work on the government's Multi-Year Plan in Education 2012-2015, and should update and re-print the PER for its distribution to all schools in the region.

The significant increases in learning outcomes in PELA schools on the Census Evaluation of Students (ECE) had a big impact on the regional government's political authorities. San Martin was placed first in terms of its efficient implementation of PELA in the country by carrying 100% of the budget. President Villanueva announced in May that PELA, which has been implemented in 15 districts, would gradually expand to 77 districts of the region until the end of the current government. This will be done with resources from USAID and the Regional Government. Encouraged by this announcement, the PELA ETR sought to create a single pedagogical approach based on PELA, without recognizing that it had replicated on some of the pedagogical components of Active Schools and the Education Program in Rural Areas, PEAR. This situation prompted a working meeting between officials of the Regional Government, including the ETR of the PIP and PELA, USAID/SUMA and CEPSCO to make agreements in this regard. The meeting concluded with the creation of a Commission to agree on the Regional Pedagogical Proposal. The commission was made up of representatives from these institutions and projects, and chaired by the DRE Director of the Pedagogical Management. Unfortunately, this Commission has not yet met.

The regional government's desire to introduce a single pedagogical proposal based on PELA and its critique about the active school learning guides stimulated SUMA to carry out a review of its methodology to update and improve the pedagogical proposal of Active School. Despite some concerns about the learning guides, during a recent visit of USAID officials from the Office of Education in Washington and the Bureau of Health and Education of the USAID Mission in Peru, President Villanueva stressed the significant contribution of AprenDes in the educational changes that the region is achieving, as evidenced shown by PELA's results, suggesting that this program should be enhanced with the experience and the contribution of the project.

At the local level, District Committees for Social Development, school networks, UGEL and municipalities of Cuñumbuque and Pajarillo, are assuming their commitments to achieve the educational goals outlined in their plans and making progress in the implementation process of the management model.

Following is a summary of the progress of the project's technical assistance to the Regional Government of San Martin during the year:

Regional Education Management Model

As part of the implementation of the Regional Educational Management Model, the DRE has drafted its Rules of Organization and Functions with SUMA's technical assistance. However, fears about the process of change, particularly a potential loss of power by the DRE, delayed the approval process. The DRE's ROF was referred to the Regional Manager for Social Development on September 19 for approval, thanks to pressures from the new Social Development Manager. The proposal includes suggestions from UGELs and IPEBA, the latter facilitated by SUMA.

The challenge, when the ROF is approved, will be to implement the redesign of the DRE through a capacity building program and in stages, with the participation of employees and educational actors.

Integral Pedagogical Proposal

Although there has been a political decision of the Regional President, GRDS, and the DRE to jointly develop an Integral Pedagogical Proposal with donors and civil society organizations to guide the pedagogical approach and help overcome tensions that have arisen, the ability to carry out this task has been impacted by the large quantity of responsibilities the DRE already has and its difficulty in meeting the obligations it had prior to taking on this task. The DRE has many pending commitments such as the closure of PIP1 and PIP2, the completion and approval of *expediente tecnico* for PIP6 and PIP3, the development of guidelines for the validation of the DCR, and the Multi-Year Plan of Government in Education. The lack of progress on these issues is impacting the ability to implement the Regional Educational Management Model as a whole.

Rebuilding the role of the CRE is one of the challenges ahead. Reactivating the CRE will help overcome many of these obstacles.

Strategic Planning

In the field of program planning, CRE with SUMA's support, carried out the Forum, "Assessment of the Implementation of Policies of the PER in San Martin", which provided alternative strategies and new ideas for the developing of the Government's Multi-Year Plan in Education 2012-2015. The final report of the Forum, prepared by a consultant, was officially handed over to the Presidency, the GDS and the DRE in June.

The next challenge is to help the DRE continue to build on this work. To date, SUMA has provided not only the report to systematize the contributions of the Forum, but a roadmap for the construction of the Multi-Year Plan of the Government.

Education Funding

SUMA provided technical assistance to ETR in San Martin to strengthen the implementation and closing of PIP 2 "Institutional and Teaching Strengthening on Building Capacity in Targeted Institutions in the Region of San Martin", implemented by DRE. During the fiscal year, the processing of information was completed and guidance was given to the DRE to develop the PIP 2 Sustainability Plan and for inclusion in the 2011 Annual Operating Plan. Because no funding is available for all activities of this plan, some of them were selected to be implemented by the DRE and UGEL.

On October 25, 2010, the Bureau of Programming and Regional Government Investments (OPI) declared viable the PIP 6 "Creation of the Regional Development and Continuing Teacher Education System for the Improvement of Teachers' Professional Skills in the region of San Martin" with a total cost of 5,210,571 soles. Since then, the Regional Office of Education initiated the design phase of the *Expediente Tecnico*. SUMA provided technical assistance in all phases of development of the educational component of the PIP 6 profile and *expediente tecnico*. To date, the ETR of the DRE has not responded to the observations on the infrastructure component. This PIP, the first of its kind in the country, will build a Regional System for Continuing Teacher Education, a goal of the new leadership at the MINEDU.

SUMA trained the Regional Technical Team and local technical teams of PELA in the implementation of the monitoring module of SIGMA for classroom facilitator support. This training in the operation of SIGMA facilitated the participation of the Regional Technical Team of San Martin in the National Workshop on Programming Budget.

Local Governance Laboratory Education

Construction of Local Governance

During the year, the project supported the local actors involved in the strategy of the Local Governance of Education in the districts of Pajarillo and Cuñumbuque (students, teachers, school municipalities, CONEIS, educational networks, local governments, and UGELS of Lamas and Mariscal Cáceres, etc.) to begin the process of implementing that strategy with the support of two small PIP approved by the Local Government of Cuñumbuque and Mariscal Cáceres.

To date, progress has focused on:

- strengthening the Local Management Committees for Social Development in each laboratory district, with functions are approved and recognized by a mayoral resolution;
- formalized the implementation of the Regional Educational Management Model at the district laboratory;
- building and validating, with the active participation of local and regional actors, processes and management tools that give priority attention to the educational demands of schools such as the joint plan it made, a plan to reach agreed upon educational goals, revising the calendar for the school year and providing guides for school networks, CONEIs and student government and internal regulations for the CRAs;

- beginning the process of orienting technical teams within the Local Management Committee for Social Development towards greater attention on the educational needs of the school based on learning outcomes; and
- strengthening the capacities of stakeholders in planning and funding in the execution of small PIP and their Annual Operational Plan at different levels of management.

Improving the Quality of Teaching

The ongoing interaction of the six SUMA facilitators in San Martin with teachers, parents, community authorities and specialists of UGEL is motivating teachers to assume a greater commitment to improving the quality of learning of boys and girls. The CONEI and school municipalities actively participate in achieving this goal.

One objective of SUMA this year was to adjust the number of teachers each facilitator supports in the decentralization laboratory. The workload of facilitators was 1 facilitator to 40 teachers in Pajarillo, significantly affecting the quality and time of support they provided to schools. In addition, many of the learning materials are in poor condition and of insufficient number to support learning in the classrooms. After discussion with the COTR, SUMA decided to hire three new facilitators with experience in Active Schools.

In late June, SUMA's pedagogical team held a workshop in Tarapoto to review and update the conceptual components and strategies of Active Schools, in order to achieve more effective implementation of the active school methodology. The workshop, which also involved representatives of the technical teams for the PIPs in Ucayali and Amazonas and SUMA regional consultants from both regions, led to a thoughtful and purposeful review of the participating teams that has revitalized the pedagogical approach.

The workshop focused on the student learning results in communication and mathematics as well as teachers and facilitators' skills in these subject areas. In order to improve the assistance provided to the teachers to ultimately improve learning outcomes, protocols were developed to guide the support provided to teachers, student governments and CONEIs. The participants also developed an Improvement Plan for implementation of the 6 components of the Comprehensive Proposal for Active Schools. The Improvement Plan requires the evaluation of students of 2nd, 4th and 6th grades of the two laboratory districts.

The network of actors participating in building the strategy for Local Governance of Education, articulated in the Local Management Committee for Social Development (CGLDS) prepared and approved the Educational Goals Plan that take as its baseline the results of the evaluations carried out to students in the 2nd, 4th, and 6th grades. In approving the goals, each of the actors makes commitments to ensure the achievement of goals. The results of the evaluations for 2nd, 4th and 6th grades were also used to revise the teacher training plan to build the skills teachers and facilitators need to improve to ensure the fulfillment of educational goals.

Challenges

- Formalize the functions that are being exercised with a focus on processes and outcomes through a Management Agreement between the Regional Government and Local Governments of Pajarillo, Cuñumbuque, and Mariscal Cáceres.
- Strengthen school management through the more organic functioning of the CONEI and school networks.
- Institutionalize education funding with regular funds of local governments, UGEL, Regional Government, and Regional Bureau of Education.
- Develop the cross-sectoral activities of the education and health sectors to help create favorable conditions for the education of children.
- Regulate management processes at the local level to institutionalize the local governance of education.
- Promote and institutionalize opportunities for the participation and consultation of accountability from schools, school networks and the CGLDS.
- Show evidence of the impact of these actions on improving student learning from both districts and improve the involvement of regional authorities to promote cross-sectoral work.

REGIONAL REPORT: UCAYALI (ANNEX 5)

Context

The beginning of the fiscal year was marked by the regional election process, in which President Jorge Velasquez Portocarrero was re-elected. In January, he appointed new officers in the Regional Office of Social Development (Walter Panduro) and the Regional Bureau of Education (Professor José Díaz). The Social Development Regional Manager was replaced in April by Mr. Lutgardo Gutierrez. Both Professor Díaz and Engineer Gutiérrez supported the implementation of technical assistance agreed with SUMA in 2010, which facilitated the resumption of the project's work. In January, the technical assistance plan for 2011-2013 was prepared in conjunction with the regional government. The 2011 school year began, in the region, with some delays due to flooding caused by heavy rainfall.

In July 2010, AED presented to USAID a proposal to expand Active Schools to new primary schools in communities of alternative development in the region until December 2013. As a result of AED's suspension, the expansion of the project did not take place. The SUMA office remained in operation until late January in order to complete transactions with the support of an administrative assistant. The SUMA Regional Coordinator in Ucayali, Carmen Salazar, moved to San Martín in early January to support the work of the decentralization laboratory in San Martín. In March, a regional coordinator was hired to provide support at the local level. During the year, the climate in the education sector stabilized as there were fewer complaints about teacher contracts and reassignments.

In September, the NGO CEPCO began the work to expand the active schools work in the Region. Unfortunately, definition of which schools CEPCO would support was not defined until the end of the fiscal year. The goal was to avoid duplication of schools supported by the PIP, PELA and CEPCO.

The beginning of the work on the Medium Term Plan on education represents an important milestone for educational authorities to help them strengthen their strategic vision and organize a planned process of implementation of the Regional Education Project that is primarily focused on PELA and PIP. One factor affecting the PER is the need to build political support for improving educational quality.

SUMA continued to develop capacities and support the technical teams of PIP and PELA and other public authorities and civil society to improve educational management and strengthen the COPARE. The progress and challenges of each area of project support are summarized below:

Programmatic Planning

For the construction of the Medium Term Plan in Education of the Regional Government of Ucayali, SUMA, in collaboration with UNICEF, supported the technical team of the Regional Government to:

1. Set five priority policies:
 - Intercultural bilingual and environmental education for all
 - Design the regional regular basic education curriculum with an intercultural, bilingual and environmental focus
 - Regional System of Continuing Education for Teachers in Service

- Early Childhood Comprehensive Care
 - Strengthening of the Regional Educational Management
2. Identify and develop strategic programs focusing on results in policy priorities
 3. Costing of the strategic programs

The remaining challenge is to develop the management model for the Medium Term Plan and secure regional government approval.

Strengthening education management

This year, the organizational redesign process that started in October 2009 by the Ministry of Education through the Office of Support to the Management of Education, accomplished the following:

- Situational Diagnosis and Functional Analysis of Educational Management Instances of the DREU
- Mapping of the processes of GDS, DRE and UGEL
- Definition of the processes and sub-processes of DREU and UGEL
- Proposed structure
- Proposed methodology for the preparation of the prioritized policies' contents
- Rules of Organization and Functions of the DRE-U and UGELS

By joining the Working Committee of Organizational Redesign, SUMA's resident consultant facilitated the Regional Technical Teams' understanding of the progresses made by the technical team of the Ministry of Education. This was achieved through:

- The presentation of the organizational redesign progress to the Regional Director of Education, officers and new members of the Regional Technical Team.
- Conducting a workshop to review the matrix consistent with the identified process and regional education policies.
- The development of a workshop to review the technical proposal of the Rules of Organization and Functions of the DREU and UGEL.
- The prioritization of key processes. The procedures for educational management were identified as a priority to be developed and implemented.
- The implementation of a workshop on the delegation of administrative procedures for schools. The commission intends to promote greater participation of the actors, which provides opportunities for dialogue and a broader and comprehensive reflection that could express how this redesign can contribute to a decentralized exercise of the educational function and to the

intercultural, bilingual and quality building of education for the benefit of the development of the region.

The political commitment and ownership of the Redesign within the DREU continues to be a challenge. To create greater support, there needs to be a phased implementation process of capacity building and communication involving the target population and the staff of the Regional Office and UGELs.

Improved budget allocation and spending

The PELA regional technical team with support from SUMA, developed the Annual Operational Plan for PELA for 2011, according to the monthly budget and programmatic matrix (purpose, activities, specific expenditures), contained in the planning and funding module of the Integrated System of Management and Monitoring of Educational Support - SIGMA. For the implementation of tracking and monitoring module of SIGMA, SUMA assisted the regional technical team and all 32 facilitators through workshops and the support from the regional consultant, to fulfill the following tasks:

1. Generation of users and data entry (data of accompanying teachers, educational institutions, principals, students, members of local and regional technical team).
2. Entering activities into the system (accompanying visits, micro-workshops, internships, accompanying teacher training workshops, dissemination, etc.).
3. Helping the ETR prepare the 2012 PELA budget through the planning and funding module.

Ucayali's PIP 1, "Capacity building of the teaching and learning processes in educational institutions in rural and bilingual provinces of Coronel Portillo, Father Abad and Atalaya of the Region of Ucayali," which has a total budget of 5,701,555 soles and began in 2009 has only spent 41% of the budget. Therefore, SUMA is helping the regional technical team justify an extension until December 2012.

The biggest challenge in this area is to develop an approach that will allow greater allocation of funds for PELA 2012 and to achieve an extension of the PIP until December 2012 to allow the PIP to spend all its resources.

Educational innovations to improve the quality of education

As part of the implementation of PELA and PIP, the DREU teams and SUMA's technical assistance implement the Active School methodology. SUMA has carried out workshops in communications and mathematics for PELA and PIP facilitators, planning and reflection workshops for PIP and PELA, supporting teacher workshops and carrying out school visits. In these activities, a new methodology was presented, based on the application of a weekly planner, which affects the learning strategies to improve communication and math.

Management and use of information

To help reach the goals proposed by PIP, SUMA accompanied ETR members of the PIP and UGEL specialists to develop an array of indicators, instruments and an application manual to track achievement of students, teachers and families in PIP schools, at the pre-school and primary level (for Spanish speaking schools). With SUMA's support, the Regional Government will develop a road map for the design of the second phase of the system, which consists of programming web application software that allows data processing and issuance of reports in less time. The first phase—construction of indicators and tools—has been completed. The GR is committed to involve the different offices of the DRE in this process to facilitate ownership of these tools to monitor interventions in other schools. This will allow monitoring of progress of the schools and facilitate accountability.

Mid-year Evaluation of learning

During the months of July and August, SUMA staff, in coordination with technical teams from PELA and PIP, developed and carried tests in Mathematics and Communications to determine the degree of learning progress made by boys and girls. The test was administered to students in 2nd, 4th and 6th grades of a sample of 98 PIP schools. The test was also given to students in the second grade in a sample of 53 PELA schools. At the end of the fiscal year, the processing of information was being completed. One of the challenges of the project is to develop innovative strategies to respond to the results to improve the quality of learning and teaching performance.

Regional teacher training system

The ETR, with SUMA support, completed the participatory design of a proposed System for In-Service Teacher Training (*Sistema de Formación Docente en Servicio*), which aims to ensure the quality of teachers' performance to raise students' learning achievements, responding to the principles of equity, relevance and multiculturalism in the Region of Ucayali. It has seven components:

1. System management for in-service teacher training
2. Core Team Training and Trainers
3. In-service teacher training
4. Evaluation and monitoring of processes and outcomes
5. Educational Research
6. Equipment and conditions for service management and training
7. Design and production of teaching materials.

At the end of the year, the main challenge is to develop a Public Investment Project that enables the implementation of the Regional Teacher Training System.

Participation and oversight

The fiscal year ended with the issuance of the Regional Executive Resolution No. 003318 on September 7, 2011, which forms the Regional Participatory Council of COMPARE as the advisory body of the Regional Bureau of Education. SUMA's Regional Consultant is part of that body.

COPARE members participated in the IV National Meeting of the Regions held in Lima, where the first regional report was presented and issued by the Monitoring and Information System for the Implementation of the PER (SSII-PER). During the year, COPARE members participated in a workshop to modify and validate indicators in the SSII-PER and gather information with SUMA's resident consultant. A challenge in this area of work is to ensure that the regional government allocates regular resources to finance the COPARE and that the COPARE establishes interagency and intergovernmental relationships and partnerships to monitor the implementation process of PER.

SUCCESS STORY: LIMA REGION: CLASSROOM PEDAGOGICAL SUPPORT: A COMMITMENT OF SUPPORT AMONG TEACHERS (ANNEX 6)

The road to Huayopampa (Low Atavillos district, Huaral) is lofty and complicated with cars designed to carry four passengers taking six or seven. It is only a few kilometers but skirting the hills and driving on the dirt path makes it longer. At the village, one arrives quite dusty and slightly roughed up after more than two hours of travel. Ana Maria Zavala Alarcon is the PELA facilitator in the Lima Region, trained by SUMA, who travels this route regularly with Helmer De la Cruz Mendoza, first grade teacher at 20384. Germain Caro Rios, who is close to retirement, has declared "Change your traditional teaching of literacy currently done with a Coquito¹² book to a methodology that is active and dynamic."

A different way to teach reading

The room is spacious and full of items to motivate learning. Helmer has prepared his lesson in advance. Today's hero is a scared bee. Helmer has captured the attention of the 6 boys and 2 girls in first grade. He shows the picture of the bee named Julia, and talks about the bees, a topic all children know about so they can share their experiences.... the class flows dynamically. The group strives to read and repeats a powerful (and somewhat uncoordinated) chorus aloud "*There once was a bee, that ...*"

Then they read silently. Helmer pays special attention to Margarita who is not doing the exercise; he motivates her to join the enthusiasm of the group. They all close their eyes, and the facilitator, Anita, introduces a new element to the work. The slogan is to use their imagination while she reads the text. Girls and boys start to dream while Anita, the facilitator, reads the first paragraph of the story of the bees Julia and Mely...later Helmer reads... in each paragraph the group draws what he or she has



Children opened their eyes and drew bees as they imagined them from the reading



Helmer said the task at each table and motivates each child.

¹² The Coquito book is an old book and promoted a method that was heavily used for reading and that some teachers still use.

imagined.

Helmer uses the blackboard, but no chalk. He has prepared his class previously and does not waste time writing on the blackboard. The flip charts and images follow: pictures of bees and the story... the visual organizer helps children to analyze the reading and determine the setting, characters, titles and text structure. Later, all of them draw on worksheets, and finally, they end up flying around the room like bees ... they applaud the good work and fun. And before leaving for recess they evaluate what they have learned.



Volunteer stands on a stool to write the names of the characters as part of their dynamic method of learning.

A teacher willing to improve

"I am a Huayopampa. I'm a professional and I want to serve my community. I am a teacher by vocation, although I admit that now with PELA I work better than I did before when I did not know the methodology because the governments changes programs all the time.

This year, I was not present when the school principal chose which grades teachers would teach. I only remembered that the principal told me: 'It's your turn to teach first grade. "The first day, I prepared the attendance list but I did not know how to work with children of this age. It was a headache ... until, like a blessing from God, comes Anita. I think Anita was afraid of me because she asked me how many years of service I had. I have taught for 28 years, but I did not know what PELA was.

She taught me that we had a commitment to work together. She began by observing the classes and then told me what to improve. She brought me materials to work with: magic markets, tape, scissors ... I actually wake up to prepare or make the materials for the class because I'm ashamed that although I have many years of service, and may not be able to do my job well..... so I try. Also, if I do not design learning tools, why come to class?

Now my classes are active, when I see them tired I pull out an activity to relax them. I work with materials developed previously. Using old paper, puzzles, reading texts, the visual organizer .And the chalk? I used it only in an emergency to explain things like mathematics. I have abandoned my chalk, I'm going to give it to the specialists so they give it to others who need it.

For example, today I did my session and I sent my paper and worksheets to Anita for her review. She liked the way I created the activity. I cannot evaluate myself..... So she lifts my spirit and morale. And she has taught me to have patience. The only tool needed to deal with children".

The person describing this story is the Huayopampino teacher, Helmer, who surprises with his dynamic teaching skills where his students learn, in a fun way, to read and write. Helmer shares his love of teaching with growing delicious peaches and tasty apples. He lives alone in Huayopampa, his children

study in Lima: one is studying civil engineering, another one is preparing to graduate, and the youngest one is finishing the fourth year of high school. He sees them one weekend a month and on holidays.

Ana Maria, the facilitator, has the support of the SUMA team that trains and helps her to constantly improve her support to several teachers who, like Helmer, are motivated to improve their teaching skills.

Helmer recalls that an UGEL specialist shouted at him, in front of the students, for having done something improperly. *"I can only say that I'm in a town that is far away from everything, this does not enable me to keep my skills and knowledge current ... so I like this woman [the facilitator] to come to my classroom to evaluate me,... in this way, we share our knowledge on how to create a learning session, and how to choose on the correct reading approach that can help children learn to read and understand what they read."*

Reflections on teacher performance

"They themselves are discovering the letters. Even the two consonant syllables. I, myself, am realizing that I made a mistake: Now I teach the three ways for writing: all capital letters, print and cursive. And I was only teaching the latter. But now I'm going to correct this; with Ana, I will work on this during this visit. "

"I have prepared materials with the help of parents. I invited them and they came at night to help. I stay up late. They collaborate. Before this initiative, the parents did not do anything, and I did not ask them either. Anita motivated me to include them. "

"Before my walls were static. I drew the human body and it stayed there the whole year. Now they move. I change the leaning materials for social studies, mathematics, communication ... every week I update my learning stations. In Ana's monthly visits, I try to surprise her by displaying the work of the children. "

SUCCESS STORY: EDUCATION MANAGEMENT EXPERIENCE IN SAN MARTIN TELLS US IT CAN BE DONE! (ANNEX 7)

"I will organize an event to bring together the authorities (hopefully with SUMA's support) and raise awareness about what we do, now that we have the confidence and conviction that it works. We will soon convene a decentralized meeting ..."expresses with conviction Regional Government Adviser in charge of education in Ayacucho, Victor De la Cruz, who chaired the delegation from the Regional Government of Ayacucho that visited the Regional Government of San Martin, to learn about their experiences in educational management reform. De la Cruz believes that: "It was important to know how San Martin has validated its curriculum design and management model ... so now we see that it is possible and that what is needed is political support, and president Wilfredo Ocorima is going to give it".

The promise of implementing what they learned

The Regional Director is convinced that improving education is possible, therefore: *"Now we will systematize the lessons learned to implement improvements."* De la Cruz is clear that they must work on two factors: *"The political factor to have regional government's firm commitment to education, which translates into bigger budget and coordinated work. And the PELA factor, that helps with implementing the educational model in the region. We are going to improve the organization of education in Ayacucho. With that, I am sure that the Regional President will support us."*

Leoncio Reyes, DREA specialist, after learning the long process in San Martin, has renewed his motivation and he thinks that: *"It was a learning experience to see how you can establish a dialogue and understand that education is not only the responsibility of educators".* We are clear that we should aim at improving the management model and so we do it so everyone participates... from the participatory budget local authorities carry the education flag. *"In San Martin they work with goals and not only objectives, that is the difference and we'll do the same".*

Reyes believes that besides political decisions, the main concern is the school: *"To see the active participation in the school, we are encouraged to increase work on the management model and to coordinate among the regional government and UGEL. We should advocate for education. With the support of SUMA and our colleague Wilber (SUMA regional coordinator), in Ayacucho, we are going to make improvements starting from the school. "*

Meanwhile, Prospero Soto, primary school teacher in school 39009 in Huamanga, *emphasizes: "A coordinated effort involves the UGEL authorities, the municipality working together for better management and pedagogical improvement. They apply projects to strengthen education for life. We are sure USAID will support us to implement the same management model in Ayacucho. "*

Strengthening learning

SUMA Team in San Martin led the reflection on lessons learned from the trip to San Martin, reinforcing the principles that guide the process of changes in San Martin:

- The new Regional Educational Management Model (MGER).
- The relationship of PER San Martin and the Regional Development Project in MGER.
- The centrality of the student, school and learning in the new educational management.
- The importance of participatory, inclusive and democratic educational management.

Meet and learn from good experiences

The delegation of 21 people (staff and teachers) related to the Regional Government (GR) and PELA of Ayacucho went to San Martin to learn about the design and implementation of the Regional Educational Management Model and its curriculum design.

The delegation had the opportunity to get to know the productivity projects at the Alfredo Tejada school and attend classes at the Nuevo Celendin schools in the Rioja province which highlight the cross-sectoral work of PELA, UGEL accountability, and interesting support and contribution of the Learning Resource Centers.



From September 20 to 24, the Ayacuchan delegation visited San Martin. In photos: Left: Students welcome the delegation at the school in Rioja. Right: At the visit to the Learning Resource Center, they observed the organization of educational materials and learn how they are made with local recycled materials.

The Regional Director of Education of San Martin, Natividad Linarez, explained to the delegation the major features and processes in the construction of the Management and Curriculum Design Model, highlighting the political will of all actors (Regional Government, DRE, UGEL, schools and CONEI) that contributed.

Assessing the visit

After evaluating the trip, they concluded: "To observe how a successful educational system functions is vital believing and being convinced that our region can also do the same or better,...in addition to that, having established a direct dialogue with officials and teachers from the San Martin Regional Government, who face the same difficulties we face, shows us how we should work. "Actually, the visit was of great benefit and allowed Ayacuchans to expand their perspective on regional management.



With SUMA team in San Martin.

To strengthen the value of the study tour, the Ayacuchan delegation used the day before the trip to jointly assess the experience, sharing impressions and reinforcing concepts that would facilitate the understanding of everything observed.

ECE STUDENT LEARNING RESULTS (ANNEX 8)

RESULT OF THE ANNUAL CENSUS EVALUATION OF LEARNING OUTCOMES – ECE (UMC – MINEDU) 2009 AND 2010								
1.1 Reading Comprehension								
PELA / PIP / SUMA	ECE-2010			ECE-2009			Difference Level 2	
	< Level	Level 1	Level 2	< Level	Level 1	Level 2		
PELA Amazonas	29.9	51.3	18.8	30.7	54.7	14.6	4.2	
PELA Ayacucho	35.5	50.5	14.0	36.8	51.4	11.8	2.2	
PELA Lima Provinces	21.8	60.4	17.7	24.8	60.2	15.0	2.7	
PELA San Martín	22.6	49.4	28.0	29.2	58.6	12.2	15.8	
PELA Ucayali	39.6	49.7	10.7	34.4	56.2	9.5	1.2	
PIP 1 Amazonas	22.3	61.4	16.3	33.4	60.8	5.8	10.5	
PIP 2 San Martín	28.6	56.9	14.5	32.2	55.5	12.3	2.2	
PIP 1 Ucayali	66.4	30.5	3.1	56.0	36.7	7.4	-4.3	
SUMA Group 55 - SM	36.9	46.2	16.9	50.2	45.1	4.8	12.1	
SUMA Laboratory Group - SM	26.2	66.3	7.4	36.3	56.5	7.3	0.1	
SUMA Group 35 - Ucayali	58.5	37.7	3.8	62.0	33.1	4.9	-1.1	
1.2 Mathematics								
PELA / PIP / SUMA	ECE-2010			ECE-2009			Difference Level 2	
	< Level	Level 1	Level 2	< Level	Level 1	Level 2		
PELA Amazonas	60.2	26.8	12.9	58	31.4	10.7	2.2	
PELA Ayacucho	56.8	31.9	11.3	60.9	30.5	8.6	2.7	
PELA Lima Provincias	56.5	31.9	11.5	52.3	36.6	11.2	0.3	
PELA San Martín	45.6	33.8	20.7	58	35.1	6.9	13.8	
PELA Ucayali	79.3	17.2	3.4	74.2	21.4	4.4	-1.0	
PIP 1 Amazonas	56.9	32.1	11.0	63.3	31.1	5.6	5.4	
PIP 2 San Martín	60.7	29.6	9.7	58.6	33.3	8.1	1.6	
PIP 1 Ucayali	88.4	10.2	1.4	73.5	21.8	4.7	-3.3	
SUMA Group 55 - SM	65.8	23.9	10.3	69.5	24.4	6	4.3	
SUMA Laboratory Group - SM	58.9	36.6	4.5	61.7	31.6	6.7	-2.2	
SUMA Group 35 - Ucayali	86.9	11.5	1.5	70.7	26.8	2.4	-0.9	