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UNIDOS DE AMERICA

# **Quality Basic Education Reform Support**

Twelfth Quarterly Technical Report  
FY2012 Annual Report

October 1, 2011– September 30, 2012

**Submitted by FHI 360**

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## ACRONYMS

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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
CAP	Contracts for Administrative Personnel
CC	Comité Consultivo / Advisory Committee
CEPCO	Centro de Estudios y de Promoción Comunal del Oriente / Center for Studies and Promotion of the East Community
CER	Comité Ejecutivo Regional / Regional Executive Committee
CETPROS	Centros de Educación Técnico Productiva / Productive Technical Education Centers
CETT (inglés)	El Programa de Centros de Excelencia para la Capacitación de Maestros/ Program for Centers of Excellence for Teacher Training
CGI	Comisión de Gestión Intergubernamental / Intergovernmental Management Committee
CGLDS	Comités de Gestión Local para el Desarrollo Social / Local Management Committees for Social Development
CIA	Círculos de Aprendizaje / Learning Circles
CLIN	Contract Line Item Number
CNE	Consejo Nacional de Educación/ National Council of Education
CONARE	Comité Nacional de Reorganización y Reorientación / National Committee of Reorganization and Reorientation
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
COP	Chief of Party
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
CRE	Comisión Regional de Educación / Regional Education Commission
CRESM	Comisión Regional de Educación de San Martín / Regional Education Commission of San Martín
DCN	Diseño Curricular Nacional / National Curriculum Design
DCOP	Deputy Chief of Party
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/ Centre 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
DIGEBR	Dirección General de Educación Básica Regular / Department of Regular Basic Education
DIGEIBIR	Dirección General de Educación Intercultural, Bilingüe y Rural / Department of Intercultural, Bilingual, and Rural Education
DIGESUTP	Dirección General de Educación Superior y Técnico-Profesional / Department of Higher, Technical, and Vocational Education
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
EBA	Educación Básica Alternativa / Alternative Basic Education
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
GRDS	Gerencia Regional de Desarrollo Social / Regional Management of Social Development
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 / Round Table for the Fight Against Poverty
MIDD	Mesa Interinstitucional de Desempeño Docente/ Roundtable for 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
MOF	Manual of Organization and Functions
OAAE	Oficina de Apoyo a la Administración de la Educación / Office of Support for the Administration of Education

OCR	Oficina de Coordinación Regional / Office of Regional Coordination
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 Multianual 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
PMP	Plan de Mediano Plazo / Medium Term Plan
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
SIAGIE	Sistema de Información de Apoyo de la Gestión de la Institución Educativa / Information Management System for Schools
SIGMA	Sistema de Información y Monitoreo del Acompañamiento / Integrated Management and Monitoring Tracking System

SM	San Martín
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 Unitario de Trabajadores en la Educación del Perú / Teacher's Union 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 Schools
UGEL	Unidades de Gestión Educativa Local / Units for Local Education Management
UMC	Unidad de Medición de Calidad / Quality Measurement Unit
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

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## EXECUTIVE SUMMARY

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The following are highlights from the year:

### Management

- *Contract Modification:* The contract was modified at the end of July, four months after USAID issued a Request for Proposal relating to revisions to the Scope of Work. The purpose of the modification was to revise the contract to adjust to USAID's new Education Strategy, the mission's new Country Development Cooperation Strategy and new Government of Peru priorities. The most significant changes in the contract were the addition of new activities in early grade reading, reduction in the number of regions from five to three, elimination of work on accreditation of pre-service teaching institutions, a new activity relating to teacher performance evaluation, and the approval of the document that sets forth the scope and procedures for the Partnership Challenge Fund and the Grants Under Contract manual. The process for completing the lengthy modification required extensive time from senior staff in Washington and Lima.
- *Staffing and Management:* There was a change in the Chief of Party (COP) when Marita Palacios was offered a senior position in the Ministry of Education to lead a new unit to oversee teacher policies. FHI 360 carried out an extensive search for the replacement and decided to promote the Deputy Chief of Party/Monitoring and Evaluation Coordinator, Cecilia Ramirez, to the COP position. Ms. Ramirez has six years of experience with FHI 360 and was able to quickly take on leadership of the project. FHI 360 has proposed four options to resolve the issue of the DCOP and is currently awaiting a response from USAID on its request to eliminate the DCOP Key Personnel position given the difficulty in finding an individual who meets all the qualifications USAID has requested. FHI 360 has proposed fulfilling the functions of the DCOP through a team of senior staff who jointly meet the qualifications requested and can provide senior management support to the COP. In addition, the Decentralization and Finance Specialist left the project in early October.
- *Decentralization and Policies:* SUMA has completed a number of studies to assess the status of decentralization, identify missing gaps, duplications or contradictions in the normative framework, analyze the management processes affected by decentralization and make recommendations to improve efficiency and clarify the functions at each level of government. SUMA has also commented on the Ministry's proposed Law of Organization and Functions (LOF). SUMA has had an impact on the LOF through its close collaboration and recommendations in earlier years. In addition, former SUMA staff who are currently in senior positions in the MINEDU were key players in finalizing the current draft.

- *Decentralization and restructuring:* As part of the work in restructuring of DRE and UGELs, SUMA has carried out a study of key management processes in the education sector to guide regional government efforts to improve the structure and functioning in the education sector. Key processes include teacher recruitment, school supply distribution, and textbook distribution.
- *Decentralization Laboratory:* SUMA has continued working in two districts of San Martín consolidating a new model for education management at the local level. Work has focused on consolidating the Social Development Management Committee, a new entity which has been officially recognized by the regional government to oversee education functions in the two districts, to develop annual goals for education and plans for reaching them, and to mobilize stakeholders to improve learning. The project secured funds to support capacity building and is helping the committee take on its new responsibilities. The Goal Plan, a key instrument of the model, sets clear goals for raising learning achievement and establishes responsibilities for all actors involved. Evidence from national evaluation learning results indicates there has been a significant increase in educational outcomes with increases from 7% to 17.6% in communications and from 4% to 14.2% in math. New leadership at the DRE and MINEDU has demonstrated greater political will to support the model and interest in replicating the model throughout the region.
- *PIP Decentralization:* SUMA has supported the MINEDU to design and develop the PIP *Improving the Decentralized Education Management of Educational Institutions in Rural Zones in the 22 Regions of Peru* (PIP). This PIP, valued at 1,300 million soles, will provide the funding for an ambitious program encompassing 72 PIPs in Rural School networks. In addition, SUMA is supporting the development of information systems that will be key to the implementation of the PIP and to education management in terms of designing a technological application to create a sub-system of information and a plan for better use of the data in programming, planning, monitoring and evaluation. In addition, this instrument will be used in the two districts of the San Martín Decentralization laboratory permitting greater follow up and evaluation between relevant participants.
- *Education budgeting and financing:* SUMA has provided technical support to enhance budget allocation and quality of expenditures for education in the context of both PIPs (Amazonas and Ucayali) and PELA (Ayacucho, Ucayali and Lima Region). SUMA has integrated technical support in terms of management systems and pedagogical processes because they are interdependent. PIP support in Amazonas and Ucayali will be completed in December 2012.
- *Medium Term Planning:* SUMA, together with UNICEF, continued to provide technical assistance to the Medium Term Plan of Education to Ayacucho and Ucayali. The plan is focused on improving education management processes with a results oriented approach (programs, outcomes, target population, products strategies, baseline, targets, indicators, and budget). At

a national level the experiences of Ayacucho and Ucayali have served to develop a methodology to guide training and technical assistance for medium term planning in the regions, and which was developed with staff from two offices of the MINEDU, OAE and the Technical Secretariat for Planning. This guide has significant implications in providing much needed support to regions, though a lack of a clear definition of roles between the two offices has affected the process.

- *Teacher Coaches*: SUMA continues to validate and implement the Teacher Coach Training Program that is being used in the Decentralization Laboratory, PELA and PIP programs. SUMA designed evaluation tools to measure performance of facilitators/teacher coaches.
- *Teacher Training*: Pedagogical support has focused on improving training programs for teacher coaches and providing feedback and support during school visits of the PIP and PELA programs. SUMA has also developed a professional development program for Teacher Trainers.
- *Literacy Scan*: Based on the new USAID Education Strategy which promotes a stronger emphasis on reading and writing, a literacy scan was conducted by an international expert. The purpose of the scan is to review reading and writing practices in classrooms in the context of literacy policies in Peru. This study is the first of its kind in Peru and constitutes a very important tool for teachers and education administrators.
- *PCF*: Based on the contract modification of July 27, 2012, SUMA carried out an RFP among NGOs in alliance with the private sector. Though several proposals were received, overall quality was low in terms of implementation and relevance to SUMA objectives. The Cajamarca Alliance with Los Andes de Cajamarca has continued, and IPAE is responsible for implementation.

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## BACKGROUND

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The Quality Basic Education Reform Support Project began on September 1, 2009. This is the twelfth quarterly report and covers the period of October 1 to September 30, 2012. The project is implemented by FHI 360 and its partner, Research Triangle International (RTI).

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

- **Outcome 1** improves decentralization *policy* and *practice* through participatory dialogue, research and technical assistance. Support is targeted to help *restructure* government functions at the regional, provincial and municipal levels, build *management capacity* at national and regional levels, and improve the ability to use *data* for decision-making and increase the availability and quality of education *financing*.
- **Outcome 2** improves teacher professional development *policy* and *practice*. The project will work at the national and regional levels to build on *evidence-based best practices* as the foundation for developing contextually relevant strategies and plans for teacher professional development.
- **Outcome 3** supports public-private partnerships to implement innovative education methodologies and best practices through the creation of a *Partnership Challenge Fund (PCF)*.
- **Outcome 4** supported 135 schools in the implementation of the *active school methodology* to introduce innovations in pedagogy and management. This outcome has been completed.
- **Outcome 5** ties together all aspects of the project by enhancing *policy dialogue*, particularly by supporting the CNE in its role as a broker in facilitating national–regional dialogue, strengthening civil society oversight, and expanding *communication* strategies.

This report reviews the activities completed during the year and provides an analysis of current challenges and next steps. This report includes a separate annex to review each of the 4 priority regions, discusses all technical assistance to the MINEDU (see Outcomes 1 and 2), reports on teacher training (see Outcomes 2 and 3 and Annex 5) and reviews activities to increase education funding (see Outcome 1) as required under the Contract reporting requirements under F.2 B. items 10, 13 and 14. In addition, the report is accompanied by the PMP for FY 2012.

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## CONTEXT

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The change of government in July 2011 has permitted a more open and collaborative relationship with the Ministry of Education (MINEDU). Many of the new authorities come from civil sector organizations that have worked with the SUMA project or were part of SUMA's staff. As a result of this close relationship, MINEDU staff members made frequent requests for SUMA's support in all aspects of the project. The new leadership is a very capable technical group with bold, well-intentioned ideas for reforms in the educational system. Priority areas for the MINEDU are: increasing education quality, decentralization of education and increased equity in education services. However, the new team has little public sector experience leading to frequent changes in directives and limited results. Requests to the SUMA project are often canceled or postponed.

SUMA has continued its work at the regional level while maintaining equilibrium with work at the national level. The MINEDU has strengthened relations with the regions in several ways: they signed a pact with the 26 regional governments to guarantee the implementation of educational policies until 2016 under the framework of decentralization, created the Commission for Governmental Management and an Intergovernmental Commission consisting of the Minister of Education, Regional Presidents and mayors, and they now hold regular "board" meetings between the MINEDU leadership team and the regional manager of social development. While these initiatives are noteworthy, they do not constitute binding policies, especially for the regional government. In addition, regional technical teams are saturated with activities, meetings and events, which often result in the postponement or delay of regional priorities to accommodate various MINEDU demands.

The new leadership at the MINEDU has made important organizational changes. The most important of these are the creation of the General Directorate of Teacher Development, the Office of Public Ethics and Transparency, the Office of Social Communication and Citizen Participation, the Office of School Development, the Unit of Transference of the Office of Regional Coordination, and the reactivation of the Directorate of Literacy. Similarly, the OAAE has simplified and updated 13 internal administrative processes which is an experience they hope will be replicated at the Directorates of Education (DREs) and the Local Education Units (UGELs). One aspect of the restructuring that has concerned SUMA is that the administrative changes do not necessarily respond to the needs and demands of the school, but rather the changes appear to be based on a more centralist vision of the education system.

The government has increased the budget for education from 14.7 billion soles to 18.2 billion, or 3.31% of the GNP from 3.06%. However, spending in the education sector remains low particularly at the local level, 36.8%, versus 52.3% at the national level. At the close of this report, spending should be at approximately 75% at both the regional and national levels. In the area of investments, the situation is particularly worrisome as the central government has only executed 27% of the amount budgeted.

At the start of 2012, SUMA supported the MINEDU-sponsored mobilization campaign to "transform education". The campaign consists of three phases: "The Start of a Good School Year", "Improvement of

Learning Results and the School we want”, and “Yearly Review and Accountability”. SUMA has supported the MINEDU through the National Education Council (CNE). It is important to note that the campaign institutionalizes instruments developed by AprendeDes and SUMA, such as the Achievement Day (*Día de Logros*) and the goal plan (*Plan de Metas*).

SUMA has also supported the MINEDU in a new proposed curriculum framework which adds strategies for classroom instruction and civics and citizen participation. Project staff has participated in technical groups and in the National Curriculum Conference which took place in early August.

The newly created Directorate General for Teacher Development drafted and submitted to Congress a law to reform the teacher profession. The purpose of the law is to modify the structure of the teaching profession and incorporate incentives for good teaching practices. The new law proposes that teachers enter the new system at a higher starting salary than their current pay. In addition, the norm introduces merit-based labor laws, prioritizes teachers in bilingual and rural areas, and offers professional development opportunities, peer support, and the opportunity to compete for other positions.

The new teacher career law has been controversial and different teachers’ unions, such as SUTEP, CONARE and CONARE-SUTE, have protested because they did not have the opportunity to negotiate the law directly with the MINEDU. A series of protests against the proposed law began on June 20, 2012, leading to a teacher strike which paralyzed schools anywhere from 22 to 35 days, equivalent to at least 15% of class time depending on the school. The strike has affected SUMA’s work significantly, particularly at the regional level.

An important MINEDU initiative that SUMA has supported is the “Marca Peru Schools,” which has the potential to replicate the lessons of the San Martín Decentralization Laboratory at a national level. Financing for the model is approximately 1,300 million soles for 72 Public Investment Projects (PIP). The goal is to implement a pedagogical and management model to improve learning results and reduce the gap between urban and rural schools. SUMA has participated in creating the strategies for support to multi-grade schools, helping to clarify objectives and define the different components of this PIP and ensure it is based on processes and results. The SUMA local team contracted an international expert to better define the model for the school networks, which will support Marca Peru schools. MINEDU officials have also conducted field visits to San Martín to learn from the laboratory and, at the end of November, there will be a second field visit.

Another factor affecting the project was the lengthy process of the contract modification. This process, which took place over four months, limited the project’s ability to carry out long term planning. In addition, due to the expected modification, USAID did not approve the FY 2012 work plan.

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## **OUTCOME 1: SUPPORT FOR PARTICIPATORY AND DECENTRALIZED MANAGEMENT OF EDUCATION**

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### **1.1 National Policy Dialogue on Decentralization in Education**

In the past year policy dialogue has focused primarily on supporting the MINEDU at the national level to organize and review existing policy, analyze potential approaches to decentralized management of education, and continue support on finalizing the Law of Organization and Functions (LOF). SUMA has conducted studies and issued reports to generate policy dialogue at the national, regional and local levels. Research on international experiences in decentralization has been particularly useful to the MINEDU, the CNE and the Inter-institutional Group, and SUMA has been consulted often on a variety of issues relating to decentralization.

SUMA issued two institutional and policy framework assessments during the year. The first one was issued in December 2011 and covered the period of 2010 to 2011 to coincide with the end of the Garcia government, and to provide an assessment for the newly appointed authorities of MINEDU, the Office of Decentralization at the PCM, the CNE, and members of the civil society. The Vice Minister of Institutional Management of the MINEDU, Fernando Bolaños, was involved as a commentator of the study; results have contributed to a dialogue among policymakers in the education sector and the prioritization of legislative action in decentralization. For the CNE, the report provided valuable input into its annual report on decentralization.

The second Policy and Institutional Framework Assessment for Decentralization of Education was issued in July 2012. The assessment differed substantially from the first one as its focus was on the institutions and processes that are impacted by decentralization. The status of decentralization and the participation and roles of different levels of government were reviewed in the context of the following five management processes in the education sector: teacher recruitment, materials management, curricular development, school management and infrastructure. For each of these processes, the normative framework was reviewed going back to 2009, and the ways each process is managed and implemented at each level of government were analyzed. The report identified the following obstacles, gaps and issues in existing decentralization policies:

- There is duplication, gaps and assumptions in the specific functions of the MINEDU, regional government and local government;
- The MINEDU is taking actions that should be carried out by the DRE or UGEL, and the DRE continues to act as an entity under the authority of the MINEDU even though the DRE is an authority under the regional government; and
- There is a need for greater autonomy at the school level.

SUMA will develop policy papers based on this second assessment to provide shorter, more advocacy oriented papers to highlight the major policy issues and make concrete recommendations; SUMA will also hold meetings with stakeholders to disseminate the results of this study.

Since the beginning of the project, SUMA has worked with the MINEDU and civil society to support the development of the LOF. The MINEDU issued its version of the LOF in July 2012. The LOF is an important law that can bring much needed clarity to the process of educational decentralization. SUMA has provided extensive feedback on the LOF through technical assistance to the MINEDU, particularly the OAAE, and through its studies and research. SUMA also participates in the Inter-institutional Group led by the CNE which has broad civil society participation. SUMA has provided comments on the MINEDU's draft independently and through the Inter-institutional Group. Currently, the MINEDU's draft is under review by the PCM. Unfortunately, consideration of the LOF was put on hold in favor of a greater focus on the teacher career law. Nonetheless SUMA expects that the LOF will be presented before Congress in the coming months.

SUMA also carried out two studies relating to the normative framework for decentralization. These include:

- *Modalities and Possibilities in the Delegation of Functions in the Framework of Educational Decentralization from the Regional to the Local Level; and*
- *Analysis of the Legal Limitations for Restructuring or Modernizing Regional Governments, DRE and UGEL.*

The first study reviewed current norms to determine and analyze the extent to which regional and local governments can work together where there are shared functions. The second study examines the level of autonomy regional governments and local governments have in order to restructure their own institutions, processes and policies. The study identifies what changes sub-national governments can make to improve management without changes in norms. These studies are being used to guide SUMA's work in the regions, especially in San Martín, and the work of the OCR and OAAE offices of the MINEDU in the restructuring of decentralized schools and delegation of functions.

### **1.3 Strengthening Education Management Systems and Processes**

SUMA has provided support to improve education management systems through the following activities:

- Conceptualization and development of a Public Investment Project (PIP) to support improved management structures and processes at the provincial and school level;
- Studies on management processes and recommendations to create more efficient management systems;
- Introduction and implementation of new planning procedures at the regional and national levels;
- Creation of a local governance model; and

- Design of a model for information systems to support decision making at the regional level.

SUMA has provided technical assistance to the MINEDU in the formulation of the Public Investment Project (PIP) called *Improving the Decentralized Education Management of Educational Institutions in Rural Zones in the 24 Regions of Peru*; this PIP is an ambitious program encompassing 72 PIPs that serves 72 “Marca Peru” school networks, introduces new management structures and processes in 24 UGELs, and introduces new local governance structures. The total value of all of these PIPs is 1,300 million soles. SUMA hired Jaime Niño, former Chief of Party of the *AprenDes* Project and former Minister of Education of Colombia, to provide senior level input and to lead working meetings with MINEDU, regional government staff, and regional educational management experts. Mr. Niño’s input was instrumental for the PIP design as a means of aligning the MINEDU PIP with the 72 School Network PIPs. SUMA’s study on management processes was also a significant input into the PIP as it highlighted the goods and services needed by “Marca Peru” schools to improve student learning. SUMA also helped the MINEDU develop a work plan for the PIP.

A significant aspect of the MINEDU PIP is the incorporation of the local governance model that is being implemented in the San Martín Decentralization Laboratory, which would facilitate replication of this model at the national level. Following Mr. Niño’s visit, SUMA sponsored a field visit to the San Martín Decentralization Laboratory for representatives from the MINEDU offices of OCR, OAE, and the newly created office of Civil Participation with the objective of having them learn about the Laboratory. This visit was instrumental in assuring that the management model for the “Marca Peru” networks is based on the local governance model of the San Martín Laboratory.

At the start of the 2012 school year, the MINEDU prioritized a “good start” of the school year campaign to ensure teachers were hired and in the classroom, and schools supplies were available on the first day of school. The MINEDU requested SUMA’s assistance to diagnose and identify gaps and bottlenecks in teacher hiring and materials distribution. This study, “Teachers and Materials: Can They Arrive on Time? An Analysis of Administrative Processes in Education” reviewed practices and national policies and was presented to USAID on May 30, 2012. In summary, key recommendations regarding teacher hiring include: simplification of administrative processes related to human resources; creating new policies to establish the concept of a substitute teacher; and, coordination among different levels of government regarding the school calendar to reduce the number of school holidays. With regard to schools supplies and materials, the study recommended that a minimum set of materials be defined at a national level to make budgeting more efficient, roles be clarified between the DRE and UGELs regarding material purchasing and distribution, the process of transporting and delivery of materials be simplified, and that regional and local government officials receive training in government bids and acquisitions processes. The methodology of the study included in-depth interviews, a policy review, and a review of the literature regarding processes and procurement. The study was later expanded to include textbook procurement and distribution. Field work was conducted at the GRDS, DRE and UGELs in Ucayali and San Martín.

Another aspect of the PIP is to create information systems that will facilitate decision making within the DRE, UGELS and local governments. To that end, Werner Figueroa, an FHI 360 expert in information systems traveled to Peru to assess needs and develop a plan for improved information systems for the MINEDU. His visit included a trip to San Martín to develop a strategy for information systems to be used by the CGDLS and the school networks. The outcome of the visit was a MINEDU request to develop a technological application that will allow for the creation of a subsystem of information that can be used by the UGEL and DRE, and by the CGLDS and school networks of the San Martín Decentralization Laboratory. The application will include “dashboards” to highlight the status of key indicators to facilitate management and oversight. Mr. Figueroa and his colleagues will design and develop this application and train MINEDU staff on its use. This work will be presented on December 2012.

### Medium Term Planning

At a regional level, SUMA, in coordination with UNICEF, continued to provide technical assistance to the Ayacucho and Ucayali regional governments to develop their Medium Term Plans for education. These plans are now completed and SUMA trained 30 government officials throughout this process. The plans focus on improving education management processes using a results-oriented approach. Each plan identifies specific programs, outcomes, target populations, products, strategies, baselines, targets, indicators, and budgets. Technical teams from the regions are now elaborating their annual plans based on the medium term results and goals.

At a national level, and based on experiences in Ayacucho and Ucayali, SUMA has worked with the two MINEDU offices (OAEE and the Technical Secretariat for Planning) to develop a methodology to guide training and technical assistance for other regions in medium term planning. SUMA, together with the MINEDU, has developed the following modules:

- Methodological Guide for the Formulation and Management of Joint Planning in Education (Guía de Lineamientos Metodológicos para la Formulación y Gestión de la Planificación Concertada de la Educación)
- Conceptual Framework: Construction of an Integrated Vision for Joint Education Management (Marco Conceptual: Construcción de una visión integral para la planificación de la gestión educativa concertada)
- Articulating Regional Education Policies (Priorizando y Articulando Políticas y Metas Educativas Regionales), a process module to prioritize and articulate regional goals.

Unfortunately, there has been some tension and differences of opinion between the two MINEDU offices; therefore, the modules have not yet been used.

### Implementation of the Decentralization Laboratory in San Martín

In the past year SUMA has continued strengthening the Decentralization Laboratory in San Martín, or Local Governance Model in Education (GLE). The model, designed by SUMA, has generated interest among local, regional and national stakeholders as it fills a gap in the decentralization of education.

Prior to this decentralization laboratory there was little experience in creating a local governance system for education below the level of UGELs. Activities to support the laboratory during the year have focused on implementation of the model and on beginning to create a strategy for replication of the model.

To assess and document progress, SUMA contracted Foro Educativo to carry out an evaluation of the model. Based on the results of this study SUMA has revised intervention strategies such as the Local Management Committees for Social Development (Comités de Gestión Local - CGLDS), the joint plan (plan mancomunado), and roles of the different actors. SUMA has continued to provide support to the CGLDS, the central local government actor in the model, and the Joint Plan which covers pedagogical and management aspects in the two districts. Specific activities during the year have included:

- The Goal Plan and Joint Plan were established as the fundamental instruments for the GLE. Both instruments are results-oriented and contain concrete, measurable goals which are supported by everyone in the educational community involved in meeting these goals. SUMA has proposed that the Goal Plan serve as the basis of incentives for teachers who meet these goals, including certificates and donation of materials for teachers. The MINEDU and regional government are interested in the Goal Plan as a potential strategy to improve results-based management in the education sector.
- SUMA supported the Goal Plan Workshop which was held in July 2012. Participants reviewed the Goal Plan design, developed a communication plan for the two districts and developed tools to support the process of creating the plan.
- SUMA coordinated with the health sector to incorporate health indicators identified by health micro-networks. The goal of this coordination is to create more favorable conditions for education and students. SUMA held a workshop in June 2012 to work with the health micro-networks and identified two health indicators of common interest to the two sectors: parasitosis and under nutrition.
- SUMA presented the GLE model to MINEDU (OAAE, OCR, UMC, DIGEIBIR, DIGEBR) and regional and district authorities in June 2012. The presentation was led by the two district mayors. During the meeting, participants agreed to include representatives of the two districts as members of the Inter-governmental coordination committee that was established between the national government and the San Martín regional government. This was an important step to improve articulation across levels of government.
- Workshops for CONEI's were held in May 2012 to strengthen participatory management with a focus on support of the Goal Plan (*Plan de Metas*), the school calendar and transparency.
- SUMA consolidated facilitator and teacher professional development programs in these two districts. The role of the SUMA facilitators in San Martín and the strategies they use are seen as a model for other regions.

Several challenges affected implementation in the two districts. The most significant challenge was the month long teacher strike which interrupted learning and may impact learning results. Although the two districts have plans to make up the lost time, SUMA expects there will be a negative impact on student learning.

#### Use of Information in Decision Making

At the regional level, SUMA has provided support to the technical teams of San Martín, Ayacucho and Ucayali on the implementation of SIGMA (Integrated System of Management and Monitoring) for teacher coaches of PELA. This information system tracks progress of the PELA program. In the decentralization laboratory, the two districts have requested SUMA's support in enhancing its monitoring and evaluation program to generate evidence for dialogue, impact and policy.

SUMA also carried out a study to evaluate an information system that was created for use in schools. In 2011, the MINEDU issued a norm requiring all schools to use an information system developed by the MINEDU called the Information System to Support Educational Institution Management – SIAGIE 2.0. SUMA held a meeting with the decentralization laboratory districts with MINEDU specialists, including the director of the Office of Informatics, provincial government staff and with teachers and school principals and teachers in Cuñumbuqui.

As part of the study, SUMA conducted a survey of over 100 teachers in Pajarillo and Cuñumbuqui on the use of SIAGIE. A major finding of the report, *Diagnosis of the Situation and Implementation of SIAGIE*, is that there is insufficient infrastructure to install and use a system like SIAGIE efficiently. A complementary SUMA report, *SIAGIE: Experiences on use and development of basic processes in the districts of Pajarillo and Cuñumbuqui*, documents the results of in-depth interviews with municipal authorities, DRE directors, statisticians, and supervisors of SIAGIE. The report suggests that a divide exists between different information systems the Ministry uses and that the MINEDU lacks a vision for effective use of SIAGIE. The MINEDU appears to have only considered the regional governments, decentralized institutions, and schools as producers of information rather than as users of the information to support decision making. In addition, school staff lack information technology skills and connectivity and equipment, and the MINEDU did not develop a plan to build UGEL and school commitment. SUMA also found that the MINEDU staff is overworked and have little capacity to support implementation of SIAGIE in the field. The information being collected at the schools is instrumental to the decentralized management of education and a revised strategy is needed to ensure that data is collected and used by actors at the local, provincial and school levels.

#### **1.4 Enhancing budget allocation and the quality of education spending**

SUMA has continued to build capacity at the regional and national government levels in two administrative systems that the Peruvian public sector developed as related to budgeting and spending: the National System of Public Investment (SNIP) and Budgeting for Results (PpR). SUMA has provided technical assistance to regional governments to build capacity in the formulation and execution of Public Investment Projects (PIP) under the SNIP. This tool has allowed regional governments to secure more

financial resources needed to implement their educational plans according to their Regional Education Project (PER), as well as improve spending.

**Table1: Percentage of Completion of PIP**

N <sup>o</sup> .	PIP Name	Implementation Period (projected)	% del PIP completed to 09/30/2012		
			Pre-investment study (profile)	Technical File	Execution
1	Strengthening Institutions and teachers through Capacity Building in Targeted Educational Institutions San Martín Region (San Martín PIP2)	Jul. 2007 to 2010 (3 years)	100%	100%	100%
2	Improved Quality of Education Services at the Preschool and Primary level schools in regular basic education in the Districts of the Region 6 San Martín ( San Martín PIP 3)	2011 to 2013 (3 years)	80%	80%	0%
3	Strengthening of a regional system for continuous teacher development in San Martín (San Martín PIP 6)	2011 to 2013 (3 years)	100%	100%	0%
4	Capacity Development of Educational Actors in Regular Basic Education of 13 Districts of the Lima Region	2011 to 2012 (3years)	100%	100%	0%
5	Strengthening Teaching and Management Skills in the Education System in the Ayacucho Region	2011 to 2013 (3years)	100%	100%	17%
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%	100%	0%
7	Capacity Building of the Teaching and Learning Processes in Schools in Rural and bilingual Areas in the Provinces of Coronel Portillo, Padre Abad and Atalaya in the Ucayali region.	2009 to 2012 (4 years)	100%	100%	62%
8	Educational Quality Improvement in 12 Rural Districts in the Amazonas region	2009 to 2012 (5years)	100%	100%	94%
9	Improvement of attitude and Reading skills of 3rd to 5th grade students of Regular Basic Education in urban districts. National Level, Directorate of Elementary – MINEDU National	2013 to 2015 (3 years)	50%	0%	0%
10	Improvement of Decentralized Educational Management in rural schools in 24 regions of Peru. Office of General Coordination - MINEDU.	2013 to 2016 (4 years)	Profile 100% Feasibility study 60%	0%	0%

Source: SIAF Consulta Amigable September 30, 2012

Table 1 summarizes the status of the PIPs to date. Advances in the literacy PIP have been made particularly related to library kits for schools which will be distributed to every primary school in the 2013 school year. However, other aspects of the PIP have been stopped for the time being due to changes in priorities at MINEDU.

## Budgetary and administrative management of PELA

SUMA continued providing technical assistance and training in budgetary and administrative management for PELA in Ayacucho, Ucayali and to a lesser extent, in San Martín. As of September 30, 53% of the PELA budget for teacher coaches, educational materials and management of the program in these regions had been executed. Although SUMA believes that these budgets will be fully executed, new guidelines issued by the Ministry has had an impact on PELA administration and spending. These guidelines placed PELA administration under the DRE and UGEL and eliminated separate offices that managed PELA until 2012. Having separate offices for PELA administration allowed for greater operational flexibility and a staff fully devoted to PELA. SUMA is concerned that the PELA program could be less efficiently managed as a result of these changes given the substantial reforms needed in the DRE and UGELs. Table 2 presents the budget assigned and executed for PELA in the three regions.

**Table 2: PELA Budget Execution from January 01 to September 30, 2012**

Region / EU	PIM 2012(S/.)	Earned (S/.)	% of Execution
Ayacucho	S/. 12,280,670.00	S/. 5,535,323.46	45.07%
San Martín	S/. 9,267,844.00	S/. 6,322,136.61	68.22%
Ucayali	S/. 3,034,385.00	S/. 1,215,098.27	40.04%

Source: SIAF Consulta Amigable September 30, 2012

SUMA has provided technical assistance to regional government staff in Ayacucho, San Martín and Ucayali to help them develop and monitor PELA budgets. These regions used the SIGMA information system to plan and prepare budgets. SUMA has been successful in helping the regions increase resources for education. All three regions have increased resources significantly, particularly Ayacucho and San Martín, as can be seen in table 3 below.

**Table3: Budget Increase for PELA 2010 vs. 2013**

Region / EU	Assigned Budget for 2010 (end of 2009) Baseline	Assigned Budget for 2013 (Proyecto de Ley)	% Change
Ayacucho	S/. 4,023,749.00	S/. 11,314,113.00	181.2%
San Martín	S/. 3,061,877.00	S/. 10,515,753.00	243.4%

Region / EU	Assigned Budget for 2010 (end of 2009) Baseline	Assigned Budget for 2013 (Proyecto de Ley)	% Change
Ucayali	S/. 1,932,618.00	S/. 3,984,345.00	106.2%

Source: FY 2013 Proyecto de ley Presupuesto Público presented by MEF to Congress.

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## **OUTCOME 2: TEACHER TRAINING & PROFESSIONAL DEVELOPMENT STRENGTHENED**

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### **2.1 Strengthen National Policy Dialogue on Teacher Professional Development**

SUMA has participated in technical working groups organized by the MINEDU to create a new Curriculum Framework. The objective of the new framework is to improve the use of the curriculum and introduce new learning objectives related to citizen participation, protection of the environment, diversity, critical thinking and creativity. The technical committee prepared a first document with SUMA's input based on a review of the history of curriculum policies, trends in curricular framework and lessons learned from Chile, Colombia and Australia. The document was presented by the MINEDU in August 2012 at the first National Conference on Curriculum Framework.

SUMA has participated in the National Technical Committee of Intercultural Bilingual Education (EIB) and produced a paper on bilingual education in 2011 that has made an important contribution to the Ministry of Education. This technical committee has been affected by conflicting priorities including the request to support the Directorate of Primary Education to design the PIP in reading. SUMA has highlighted the importance of the Technical Committee because it provides a space for dialogue and discussion in order to improve services in bilingual schools. SUMA was also instrumental in the approval of a new resolution that defines the criteria for bilingual schools. This criterion is extremely important to ensure that bilingual schools are appropriately identified and meet the conditions stated under the resolution.

In December the Annual Report on the Status of Policies relating to Teacher Professional Development was completed and reviewed by stakeholders. A public presentation of the report was held with 50 professionals in the education sector. The report was positively received and some suggestions were made to improve the report. In general, participants indicated that the report represented the status of policies at the end of the Garcia government and was a good opportunity for reflection and discussion of different points of views on policies affecting the teaching profession. Some commentators noted that the policies of the prior government did not engage civil society and teacher unions and others.

In August 2012 SUMA conducted field work for a Literacy Scan (“Estado de la Alfabetización en los primeros grados en Perú”) which will provide a rapid assessment of the various factors that affect early grade reading. This study is one of the first of its kind in Peru. The study focuses on: policy, evaluation, curriculum, instruction, materials and professional development. SUMA hired Desirée Pallais, an international literacy expert with experience in Latin America, to conduct the study. She spent two weeks in Lima doing in-depth interviews with directors and specialists from the MINEDU, representatives of the civil sector and academia, as well as with focus groups of PELA teacher coaches and classroom teachers. The preliminary report, *Analysis of Literacy in Peru: A reflection on Policies, Institutional Framework and Implementation (Balance sobre la lecto-escritura en el Perú: Un acercamiento reflexivo sobre políticas, el marco institucional e implementación)* has been submitted. The report provides a summary of the interviews and focus groups according to the key components of the

scan mentioned above. A longer final report will be presented in the next fiscal year and shared with MINEDU, civil society and academia.

Finally, SUMA, as part of the Fight against Poverty Working Roundtable (MCLCP), developed a proposal for classroom teaching in multi-grade schools which is being used by the technical team at the MINEDU that is implementing the *Marca Peru* schools. A team of education experts, Elena Burga, Lilian Hidalgo, and Lucy Trapnell, prepared a document on Bilingual and Intercultural Education services in Elementary Schools that has become the basis of dialogue in the CNE and the MCLCP. SUMA participated in the first phase of the technical groups that addressed EIB services for *Marca Peru* schools, and in the study of Strategies for Multi Grade schools. One outcome of the work on multi-grade schools was a Ministerial Resolution (099-2012-ED) that will guide the *Marca Peru* Schools program.

### **2.3 Technical Assistance to Enhance In-service Teacher Training**

SUMA has continued its support of the implementation of PELA and PIP programs. SUMA has created a technical assistance and training program for teacher coaches and has worked with PIP and PELA teams to support teacher training. SUMA's support for teacher coaches has included workshops, micro-workshops, field visits to provide feedback to teacher coaches and instruments to support and evaluate coaching. During the year, SUMA designed a protocol and instruments to measure performance of the facilitators and coaches. Regional PIP and PELA technical teams have used the protocol as a key tool for the training of teacher coaches. Additionally, SUMA created a document that defines the basic skills required to be facilitators and coaches. The tool was revised based on field experience and trainers in the regional technical teams have evaluated the tool favorably.

As mentioned in Outcome 3, SUMA also supported regional PIP and PELA teams in their teacher training program. A new area of support during the year was the creation of posters that identified the skills that aligned with expected competencies in math and literacy to help teacher keep focused on expected learning results. Key competencies in each area have been carefully identified and sequenced from first to fifth grade according to each month of the school year. The areas in literacy include oral expression and comprehension, comprehension of texts and production of texts (writing). In math, basic concepts regarding numbers, addition, multiplication, geometry and measurement are included. This material has been prepared for three trimesters.

The support teacher training in the Decentralization Laboratory, SUMA has developed a three year training program in the Active Schools model. SUMA revised the activities and indicators for this program during the year. The program covers five areas: Literacy, Math, Teacher Coaching, School management, and strategies for instruction in multi-grade schools. The training program is being used as a reference for the regional training programs of coaches and teachers of PIP and PELA programs supported by SUMA.

SUMA has also continued to develop worksheets and lesson plans for teachers and students to complement the training program in both literacy and math. These materials permit teachers to provide differentiated, simultaneous instruction in a multi-grade school and they promote independent and

cooperative work among the students. They are organized according to curricular themes and priority learning objectives in three trimesters and their low cost assures sustainability.

Finally, the MINEDU (DIGESUTP) requested support from SUMA to design the two year Specialization Program for Teacher Trainers. This program was completed and shared with the MINEDU in September 2012. The program will set the framework for the larger Teacher Training System that the MINEDU developed which will impact approximately 300 Master Trainers, 2230 teacher coaches and more than 23,000 teachers with a budget of 80 million soles.

## **2.4 Teacher Performance Evaluation**

Teacher performance evaluation was added to the contract with Modification Number 6 when it replaced an activity to support accreditation and certification of teacher pre-service institutes (ISPs). SUMA contributed to the design of instruments and training of accrediting bodies and carried out many of the activities in the program description in the initial years of the project. However, since there were a number of obstacles in this area and the MINEDU's priorities changed, the ISP accreditation activity was eliminated from the project during the July 2012 modification and work to support teacher performance evaluation was added.

Modification Number 6 called on SUMA to support the MINEDU to: 1) design a teacher performance evaluation system, and 2) to support the training in priority regions to implement the new evaluation program. Unfortunately, progress in this area has been complicated by the political situation in the education sector. The MINEDU has prioritized passage of the new teacher career law and indicated that it would not focus on teacher performance evaluation until 2013. The MINEDU has also indicated that it intends to work with the Universidad de Chile to design the new system, making it difficult for the project to have an impact. In terms of the second activity to support training regions to implement the new teacher performance evaluation system, as a result of the MINEDU's revised timeframe, SUMA does not believe the system will be ready for introduction at the regional government level before the end of the project.

SUMA has however, contributed to the debate and development on teacher performance evaluation in several ways. First, SUMA provided technical input into the Framework for Quality Teacher Performance (*Marco del Bueno Desempeño Docente*) by the CNE which serves as an input into the design of a teacher performance evaluation system. The document outlines the professional and pedagogical skills that are expected of teachers in the basic education program. The CNE presented this document to the MINEDU which has become the National Framework for Quality Teacher Performance. This document will orient in-service teacher training policy, performance evaluation, and teacher recognition.

Finally, SUMA has continued to disseminate the document "Study of the Pilot Evaluation of Teacher Performance of the MINEDU" that was prepared in the second year of the project. The document has been shared with key decision makers and it is one of the most popular on the project web site.

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## RESULT 3: BEST PRACTICES SUPPORTED

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Contract Modification 6 modified Component 3 in a number of ways. The modification included a document (Part 3, Attachment 2) which defines how the PCF will function. It clarified that there will be three different types of activities: technical assistance to PIP and PELA under CLIN 3, Resource Partner-driven alliances (CLIN 4) and Service Partner-driven alliances (CLIN 4). Alliances under CLIN 4 will be supported through grants under contracts or subcontracts. Alliances under CLIN 4 could not begin until the Grants Under Contract manual was approved and the document that governed the PCF was approved. As a result, that work could not begin until the end of July 2012. Support to PIPs and PELA have occurred throughout the life of the project. All three types of alliances could be supported under 3.1 or 3.2 of the contract. However, most of the support to PIPs and PELA was to support replication of innovative programs and are therefore discussed under 3.1, whereas work to seek and support alliances under CLIN 4 is discussed under 3.2.

### **3.1 Evaluate and Support Replication of Innovative Programs that Shall Enhance Learning Outcomes**

SUMA has promoted the replication of educational innovations through PIP and PELA programs in Ayacucho, Ucayali, Amazonas, Lima Region and San Martín throughout the life of the project. During the year, SUMA supported PIPs in Ucayali and Amazonas, both of which replicate the active schools methodology. Support to PELA focused on Ucayali and Ayacucho in 2012. SUMA supported PELA in Lima Region in the first quarter of FY 2012 and discontinued support in the 2012 school year as part of USAID's decision to eliminate Lima Region and Junin as part of Modification Number 6 since those regions are not part of USAID Peru's Country Development Coordination Strategy.

SUMA's support to PIP and PELA has included defining the profile and selection process for teacher coaches, designing and implementing a training program for the professional development of coaches, and helping regional governments design and implement teacher professional development programs. SUMA's experts also accompany teacher coaches on school visits as a means of on-the-job training and reinforcement. SUMA is also working to build the skills of the PELA trainers in this region. Given the limited experience in the regions in terms of teacher professional development and teacher coaches, this support has been essential to introduce well-structured and organized training programs. Teacher coaches of Ucayali have demonstrated more progress than in Ayacucho, where there have been distinct challenges in the selection of teacher coaches.

During FY 2012, SUMA has trained 457 authorities, specialists and teacher coaches in the replication of innovative education programs; in addition, approximately 10% of all teachers in multi-grade schools have been trained in the regions of Amazonas, Ayacucho, and Ucayali and, until the end of 2011, in the Lima Region<sup>1</sup>. There has been a 1.3% average increase in math learning results and a 1.6% average increase in literacy in PIP and PELA schools supported by SUMA according to evaluation results from the 2011 UMC-MINEDU yearly census evaluation.<sup>2</sup> Amazonas showed the biggest increases in math, 4.4%

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<sup>1</sup>SUMA supported San Martín in 2010 to introduce the active school methodology with rural multi-grade teachers.

<sup>2</sup>This refers to the percentage of students reaching the highest level of mastery, Level 2, on the ECE scale.

compared to 2010, and a 3.1% increase in literacy. Results in literacy improved in Lima Region by 3.5% compared to 2010.

### **Ayacucho**

SUMA has supported PELA implementation since 2012 in coordination with the MINEDU. The focus has been to create the best conditions for the implementation of a training program for the teacher coach program.

SUMA implemented the first workshop for teacher coaches to build capacity in the areas of communication, math, handling of multi-grade classrooms and providing pedagogical support. The event was held in Huamanga from April 9 to 18, 2012. The workshop was also an opportunity to leverage the skills of the project facilitators from the San Martín laboratory. The PELA technical team and the coaches valued their presence as they saw in them their reflection as future trainers of teachers. In June, SUMA staff and consultants accompanied coaches to school visits in the provinces of Vilcashuamán, Lucanas and Fajardo. Implementation of PELA was affected by the teacher strikes between July and September.

In general, implementation of the training program in Ayacucho has faced administrative, logistical and leadership issues which has limited the capacity development of the regional team, especially trainers and teacher coaches. The principle difficulty seems to be that teacher coaches are having a hard time understanding their roles. At times, they intervene as teachers' aides and create confusion for the teacher. This is an area for future improvement. Also, workshop coordination was complex because the PELA technical team and DRE specialists delayed in coming to agreement on dates and on the coaching calendar. Ultimately however, they understood that it is important to take advantage of technical assistance to improve results.

### **Lima Region**

Given changes in USAID priorities, the Lima region is no longer supported by SUMA (see above). However, SUMA supported the PELA program during the first quarter of FY 2012. As in Ayacucho, there have been administrative, logistic, and to some extent, leadership challenges. Nonetheless, PELA showed significant improvements in learning indicators for the 2011 school year, particularly in literacy as discussed above.

### **Ucayali**

Given the low results in the UMC census evaluation in 2011, SUMA provided more intensive technical assistance to PELA and PIP. The commitment of local teams is evident during training workshops and coaching visits. It is important to note that in 2012, DRE specialists have become involved in teacher training as well as coaching, especially in PELA. This is a very positive element that indicates the enhanced capacity of regional teams which will improve sustainability of SUMA's support. It is important to indicate that in Ucayali, PELA staff members demonstrate openness and good conditions for the implementation of the training program. The MINEDU has changed the way PELA will function in

2013 which will potentially bring in completely new staff making it difficult for SUMA to build on earlier work.

## **Amazonas**

Work in Amazonas is centered on implementation of the PIP to implement active schools in 59 schools in alliance with the regional government, which funds the facilitators, materials, workshops and other related operational costs, and USAID, which provides technical assistance in the form of SUMA staff and consultants. The PIP “Strengthening Educational Quality in the 12 Districts of Rural Area in Amazonas” (“Mejoramiento de la Calidad Educativa en la Zona Rural de 12 Distritos de la Región Amazonas”) supports replication of the active schools methodology. The Amazonas region showed the biggest increases in UMC results: math scores increased by 4.4% compared to 2010, and there was a 3.1% increase in literacy. Despite this progress, technical assistance to the Amazonas region faced a number of challenges in the 2012 school year. The changes in regional government authorities have resulted in changes in the pedagogical approaches being implemented, and the teacher’s strike reduced teacher attendance at workshops and in schools. The new regional government staff proposed reducing the number of training days for teachers, not recognizing that capacity building takes time. In addition, the regional government was late in carrying out the training of facilitators, which delayed teacher workshops.

The SUMA technical team held a meeting with the Amazonas regional president to discuss the need to provide more robust training. Discussion of the ECE results helped illustrate the stronger performance of PIP schools compared to others in the region and helped generate his support and enthusiasm to commit to more training days. The PIP team requested that SUMA provide more support during three days of the workshop for teachers. Unfortunately this meeting has not resulted in any significant changes.

The PIP technical team, with SUMA support, carried out the second part of the workshop for coaches with 12 coaches and six primary level specialists; the following topics were covered: a) curriculum design; b) communication strategies; c) strategies for reading comprehension and math; d) coaching strategies; and e) managing multi grade classrooms.

The PIP was originally designed to end in 2012. However, the PIP was under spent, and at the time of the modification, the regional government was considering extending the PIP through 2013. By the end of FY 2012, however, the regional government had decided not to extend the project into 2013. As a result, SUMA support will not continue into the 2013 school year.

## **3.2 Support the Creation of Public and Private Alliances**

### Cajamarca

SUMA has continued to participate in the alliance with the *Asociación Los Andes de Cajamarca* – ALAC, an association created by the mining company Yanacocha. USAID signed an MOU with ALAC in August 2010 and the project provided initial support to the regional government’s PELA program in 2010 as

there had been discussion that PELA would be part of an alliance with ALAC. To develop a project design and plan, ALAC carried out a selection process and hired a consulting firm, *Gestiona y Aprende*, to meet with government and civil society actors, map out the needs and interests of key stakeholders and design the project plan. There were several delays in completing the project design and holding consultations with ALAC due to a change in staffing at ALAC. By the end of the fiscal year, *GyA*, ALAC, the regional government and SUMA reviewed a proposed project plan and an initial project budget. It was agreed, based on regional government priorities, that the alliance should focus on the following: a) implementing the “Creating Successful Schools Program” of the *Instituto Peruano de Acción Empresarial* (IPAE), a program that had already been validated in the region, and (b) focusing on 27 primary schools that were already supported by PELA with the goal of strengthening the PELA program and expanding it to grades 3 to 6, which are currently not supported under PELA.

During FY 2012, IPAE started implementation of the “Creating Successful Schools Program” in 27 schools across four different areas of Cajamarca according to the priorities of the regional government. The project is impacting 2026 students, 27 principals, 115 teachers and 716 parents. The project also includes a component to support the improvement of the decentralized management of education in the region by implementing a planning, monitoring and evaluation system. SUMA has participated in all the discussions regarding the project design, budget and implementation. However, because the PCF design document and the GUC manual had not been approved, SUMA will not be able to provide financial support to the project until those documents are approved. SUMA is currently working with ALAC and IPAE on the process of creating a budget that is consistent with the Fixed Obligation Grant (FOG). Those preparations were being finalized at the end of FY 2012.

Some of the challenges in the implementation of this alliance are related to the implementation of component 2 of the alliance, which depends heavily on regional government participation and agreements. Challenges include conflicts with PELA teacher coaches in one of the four regions; this particular conflict revolves around a lack of clarity on the pedagogy and supporting materials. The alliance project is working closely with the regional government to improve coordination. Finally, it is important to note that Cajamarca has been the site of strong protests against the Conga mining concession since November 2011. Escalation of violence led to a regional strike which has impacted activities in the region. Fortunately, this project has not been significantly interrupted since teachers are working to make-up lost time. The recent strike of the Teachers Union (SUTEP) will impact some of the schools where the project is implemented. In terms of the leveraging provided by ALAC, the company had initially indicated that it would provide \$1 million to this activity. In 2011, ALAC announced that it would only contribute \$500,000 to project. As SUMA and ALAC had agreed, there would be a 4:1 leveraging ratio; SUMA’s commitment to the project is therefore \$125,000.

### **RFA to Seek Service-Provider Driven Alliances**

Immediately following the approval of the GUC manual, SUMA issued a request for applications (RFA) for Service-Provider driven alliances. These alliances are led by NGOs that develop alliances with the private sector with a leveraging ratio of at least 1:1. A total of 7 proposals were received. The RFA was posted online at the start of August 2012 and 27 potential candidates attended a question and answer

session for interested applicants in the SUMA offices. The technical committee met to review all seven proposals and SUMA carried out visits to assess the capacity of the NGOs in terms of financial management and internal controls of the most promising proposals. Unfortunately, the quality and thematic focus of the proposals submitted were inadequate. In consultation with USAID technical staff, SUMA has decided that none of the proposals are worthy of support, particularly in light of the new focus of the project.

Project staff held conversations with other organizations interested in alliances under the PCF. Lack of clarity in the PCF design was an obstacle in creating these alliances; nonetheless conversations were held with *Empresarios por la Educación*, a private sector backed organization interested in the Decentralization Laboratory in San Martín, with the Office of Communications and Civil Participation in the Ministry of Education, and with technology firms.

The following table illustrates specific leveraging across regions. Total leveraging from the public sector is 7.5 million dollars and 0.5 million from the private sector (currently being executed).

**Table 4: Leveraging under the PCF in FY 2012**

Initiative or Intervention / Region	Year 3 (October 2011 to September 2012)
<b>I. 5 Regiones Prioritarias</b>	<b>\$6,897,160.17</b>
<b>1. PELA (*)</b>	<b>\$5,828,222.94</b>
Ayacucho	\$2,088,801.31
Lima Región	\$542,381.63
San Martín	\$2,385,711.93
Ucayali	\$811,328.08
Cajamarca	
<b>2. PIPs(**)</b>	<b>\$1,068,937.23</b>
PIP 2 San Martín	
PIP 1 Ucayali	\$736,369.34
PIP 1 Ayacucho	\$317,796.67
PIP 1 Lima Provincias	\$14,771.23
<b>II. Additional regions</b>	<b>\$605,623.64</b>
1. Amazonas (GR-USAID) PIP1	\$605,623.64
2. Cajamarca (ALAC-GR-USAID)	
<b>TOTAL</b>	<b>\$7,502,783.81</b>

### Challenges and Future Plans

Social conflict in the education sector related to the new teaching career law proposed by the MINEDU and the teacher strike represent ongoing challenges to alliance building. In addition, conflict over

mining concessions in several regions has created an unfavorable climate for private sector social investment. However, perhaps a bigger challenge is the limited time before the close of the SUMA project in December 2013, which makes it difficult to implement an education project and develop a successful partnership. SUMA has discussed with USAID technical staff whether to seek additional alliances given the unfavorable environment, the quality of the proposals received under the RFA, the limited time remaining in the project and the contract requirements. USAID staff concurred that the environment is very difficult to pursue alliances and not a priority for the final year of the project. SUMA's overall leveraging has significantly exceeded the goal of \$8 million. However, the total amount of leveraging from the private sector will be \$500,000 rather than \$1,000,000 due to the issues discussed above.

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## **RESULT 5: POLICY DIALOGUE, COMMUNICATIONS AND CIVIL SECTOR PARTICIPATION STRENGTHENED**

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### **5.1 Policy Dialogue on Key Aspects of Education Quality**

During this period SUMA has participated in policy dialogue in several ways: the CNE, the Roundtable on the Fight against Poverty (MCLCP) and the support of the MINEDU's National Mobilization campaign "Let's Change Education, Let's All Change" (Cambiemos la Educación, Cambiemos Todos).

SUMA's support and participation of the MCLCP has included the following activities:

- Participation in the technical dialogue and a network of individuals who provide technical assistance and support on the Budgeting for Results program (PpR) generated by the MCLCP.
- Contribution and edits to the "Findings and Recommendations to Guarantee a Dignified School for all Schoolchildren in Peru ("Reporte de hallazgos y recomendaciones para garantizar cada año una escuela digna para todos los niños y niñas del Perú"), which makes the following recommendations to the MINEDU and regional governments: a) to guarantee that future campaigns are successful in getting every child in the classroom at the start of the school year; and b) to guarantee that every school is prepared. The report has been presented to key decision makers, including the Minister of Education, the leadership team of the campaign, and the board of the CNE, and in the Inter-institutional Roundtable on Decentralization and Management of the CNE and in the two regional conferences sponsored by the CNE. A pending activity is to present the document to a broader government audience including ANGR, Association of Municipalities of Peru, and the Network of Rural Municipalities of Peru, among others.

#### **Dialogue on Budgeting for Results (PpR)**

Participants in the dialogue and debate on PpR promoted by the MCLCP include 8 National level NGOs and the three ministries involved in PpR: Education, Health and Economics, and Finance. SUMA, through the Network of Technical Assistants and the Concerted Support Group of the MCLCP, has participated in the following activities to generate debate and recommendations to improve the results-based framework:

- Workshop of National Technical Assistants for the PpR brings together organizations that are supporting budgeting for results programs in order to organize efforts
- Development of the PELA 2011 Status Report which reviews PELA implementation in 2011 and provides recommendations to improve the program.

In addition, SUMA has provided guidance to the MINEDU to prepare for a regional event to discuss management, budgeting and pedagogy within the PELA program.

#### **CNE**

SUMA's support for CNE activities included:

- Preparations for the CNE's VII Regional Conference which focused on decentralized education management. This annual conference provides an opportunity for dialogue among the regions and sharing of progress on coordination between regional and local sector policies and the government. The CNE has invited Mr. Jaime Niño, former ApreNDes project director and Minister of Education from Colombia, as keynote speaker; his presentation will focus on *Decentralized Management as a way to guarantee the Fundamental Right to an Education*. Teocrito Pinedo, SUMA's San Martín Region director, will present the experience of the Joint Plan (*Plan Mancomunado*) in Cuñumbuqui.
- Support to the regions to develop annual plans, including prioritized policies and multi-annual goals, and development and approval of 2013 budgets focusing on pedagogical processes.
- Consolidation of the SSII-PER so that it becomes a tool that articulates the medium term plan.
- Support for the mobilization campaign as discussed above.

#### **Follow up and Information regarding the implementation of the PER (SSII-PER).**

SUMA continued to participate in the Inter-institutional Roundtable of the CNE to redesign the SSII-PER virtual platform so that it is easier to access and use. Throughout the year, the Inter-institutional Roundtable finalized the 2011 SSII-PER regional reports and presented them in several meetings with regional authorities. The objective of these presentations was to report on progress and major challenges related to the implementation of the PER and education decentralization. Part of the goal of the Round Table was to encourage regions to continue to work on the SSII-PER and encourage the COPARE and social actors to carry out their oversight function in the education sector. The CNE has strengthened SSII-PER by implementing a communication plan that promotes the institutionalization of the SSII-PER in the regions and promotes sustainability. The communication strategy is directed at regional authorities, regional educational authorities, and professionals in the education sector, such as principals, teachers, parents, and civil society.

#### **Dialogue and Strengthening of Decentralized Education**

SUMA has supported the CNE to carry out the following studies and reports:

- *Study of Three Experiences in Capacity Building* to provide input to the MINEDU and the National Authority of Civil Service (SERVIR) on regional capacity building plans for education.
- *Study of Management Models* on relations among regional and local governments and schools. This report will serve as input for an effort to more clearly define the roles for local governments in education.
- Analysis and recommendations regarding the 2012 education budget from January to August 2012.
- Development of SSIII-PER bulletins to document progress of the PER.

- Report on the MINEDU's *Campaign for Better Learning Results*, ("Campaña por la mejora de los aprendizajes"). The report was based on a study conducted in 7 regions and will be presented to National and Regional authorities at the VIII National Conference of Regions held in November.

### **Civil Society Participation and Oversight**

SUMA worked to change the law governing the COPARE and COPALE to make those institutions more dependent. Under the prior regulations, the COPARE was to be led by the DRE Director and the COPALE was to be led by the UGEL Director. Since one of the purposes of both institutions was to provide oversight and accountability of the education sector, having the DRE or UGEL Director lead those institutions was a conflict of interest. SUMA worked with others to eliminate the provision relating to the leadership of the COPARE and COPALE. This will strengthen the oversight role of both institutions.

### **5.2 Communication**

SUMA expanded its technical capacity in communications in Lima and San Martín. SUMA designed a new communication strategy in June that focuses on external and internal audiences and on communications activities to support specific project initiatives.

With regard to the external communication strategy, SUMA is reaching a broader external audience with clear messages to promote information sharing, and to advocate for educational initiatives and reforms at national and sub-national levels. SUMA has published 7 policy papers on the web site. The site has had 13,784 visits during the year with an average of 1100 visits per month and an increasing number of visits over time. The most visited link is the policy document regarding the Study of the Evaluation Pilot Plan for Teachers and Training Manual 1. It is important to mention that, although it was on the web for a short amount of time, the RFA had a large number of visits. In addition, SUMA is now using social networks such as the SUMA education Facebook fan page. The number of fans has increased from 181 to 663 permitting broader dissemination of results and publications amongst diverse actors and authorities in the education sector. The next step is the design and implementation of the communication plan to ensure replication and sustainability of key SUMA initiatives, results and products at the national, regional and local levels.

SUMA has also developed a series of communication materials for the Decentralization Laboratory of San Martín in order to generate greater involvement of key actors in Pajarillo and Cuñumbuqui. In addition, SUMA has started a training program and provides technical assistance in communication for the CGLDS. The project has trained 26 local authorities in creating and implementing communication strategies and has strengthened capacities for the creation and transmission of messages and the promotion of dialogue. During the next six months, SUMA will continue providing technical assistance in communications to the CGLDS and will provide support to student councils and community groups. Also communication materials are being prepared to accompany the key instruments of the decentralization laboratory.

In terms of internal communication, since August 2012, SUMA has published an internal bulletin, SÚMATE, to keep team members informed and to articulate efforts as they pertain to project objectives. SUMA also prepares a news summary for team members to ensure staff has up-to-date information from a wide range of media sources. The next step is a team building activity and the identification of new channels of communication to gather opinions, ideas and proposals from the team.

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## ANNEX 1 - AYACUCHO

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### Context

In this area, as in other regions, social unrest and changes in educational authorities affected SUMA's work. Social discontent has affected many different actors, including the students of the National University San Cristóbal de Huamanga who complained of poor management, and university authorities, the Defense Front, the federation of mothers' clubs, the regional agricultural federation and other institutions. These groups organized, promoted and carried out a regional strike against the presence of mining activities in the headwaters of the Cachi river basin, and the teachers of CONARE-SUTE began an indefinite strike on June 20. The teacher strike was mostly carried out in the provinces of Huamanga, Cangallo, Vilcashuamán, Huanta and La Mar. The strike ended August 21, 2012, with the signing of an agreement between the Regional SUTE and the Regional Directorate of Education. However, the national teacher's union SUTEP strike, which took place from August to September, affected the Southern provinces of the region regardless of the agreement with the government.

The project was also affected by constant turnover in key authorities. The Regional Director of Education changed three times which led to changes in key personnel in administration, pedagogy and educational management. During June meetings in the city of Ayacucho, and in regards to the "Good Start to School Campaign," the Regional Government and the Ministry of Education agreed to jointly address emergency situations and to create awareness and support for participation in the annual student learning exam; it was agreed that the ECE can be applied at the end of the year in Ayacucho, specifically during the first week of December 2012. In previous years, there was limited participation in Ayacucho on these exams.

### Educational Planning

The regional technical team of DRE Ayacucho, with technical assistance from SUMA and UNICEF, continued with activities related to the completion of the Medium Term Plan PMP. On June 28, 2012, the DRE issued an Executive Resolution, Regional N° 01645, to approve the Medium Term Plan for 2012-2016. This plan designates the following programs as priorities:

- Program for early childhood care
- Program to improve bilingual and rural basic education with a focus on quality within intercultural bilingual education programs.
- Program to improve the quality of education focused on alternative basic education (*EBA-educación básica alternativa*) and on technical productive education centers [*Centros de Educación Técnico Productiva (CETPROS)*].
- Program to strengthen regional educational management with the school as a focal point.

A challenge is to urge the educational authorities and key actors in education to use the PMP as a management tool, particularly for the development of the 2013 Operational Plan. The PMP was approved in October after revisions to products, activities, indicators, and review of objectives.

### **Improved Budget Allocation and Education Spending**

SUMA continued to support the budgetary management of the PIP, “Strengthening Pedagogical and Management Capacities in the Educational System of the Ayacucho Region” (“Fortalecimiento de Capacidades Pedagógicas y de Gestión en el Sistema Educativo de la Región Ayacucho”). The SUMA resident consultant worked with regional authorities to secure approval of the Operational Plan and hiring of the management team. The government only spent 50% of the annual budget by September due to delays in hiring the management team; however it is expected that this number will reach 85% by December 2012.

SUMA also supported the approval of the PIP to support active schools in the Huanca Sancos region of Ayacucho. This PIP is funded with the Peru Spain Fund. The Peru Spain Fund issued a “non-objection” to the technical brief of the PIP called “Strengthening Learning Results of Students in EBR through Active Schools in the provinces of Huanca Sancos, Ayacucho” (“Mejoramiento de los logros de aprendizaje en los (as) estudiantes de la EBR a través del enfoque de Escuelas Activas en la provincia de Huanca Sancos, Región Ayacucho”).

SUMA has also helped the regional government to develop and manage the budget for PELA. Nevertheless, there is a concern that the DRE uses these resources for other activities and SUMA believes the DRE still needs to improve the quality of spending in PELA.

### **Improving teacher performance and PIP and PELA**

The PELA technical team, with SUMA’s support, is implementing the training program for teacher coaches. The first workshop was held for coaches in the region and SUMA staff carried out visits with teacher coaches in the provinces of Vilcashuamán, Lucanas and Fajardo. The goal of the workshop was to build the coaches’ skills in the areas of Communication, Mathematics, Strategies for Multi-grade Schools and Coaching strategies. This event was held from April 9 to 18 in Huamanga with 97 teacher coaches, 2 trainers, 1 PELA coordinator, 11 staff from local technical teams, and 20 primary education specialists from pedagogical units of the DRE UGELs

SUMA facilitators from the Laboratory Districts in San Martín participated in the workshop as trainers. This was an important experience for these facilitators. They have the same role as PELA coaches so they were a good role model for the teacher coaches who might one day become trainers of teacher coaches.

During the first three weeks of May, the PELA coaches who participated in the Regional Workshop for Coaches replicated the workshop in math and communications using the same design and materials that were used in the workshop for coaches. Classroom teachers noticed the improvements in these teacher workshops.

In June, SUMA staff accompanied PELA coaches on school visits in Fajardo, Lucanas and Vilcashuamán. This helped the coaches learn how to provide classroom level support, such as what to observe, how to interact with teachers and students and how to provide feedback in a way that strengthen teachers' skills. In this visit, staff observed that coaches often do not understand their role in the classroom and instead act as teachers' aides. This in turn affects how coaches are viewed by teachers. A challenge in the future is to ensure that the teacher coaches carry out their assigned role and that the technical team and authorities are aware of these difficulties so they can provide appropriate guidance.

### Civil Society Participation and Accountability

To confer greater sustainability to COPARE, SUMA has promoted the design and implementation of an agenda focused on the MINEDU mobilization campaign for education, *Let's Change Education; Let's All Change* ("Cambiemos la Educación, Cambiemos todos"), SSII-PER and Strategic Planning, including the PMP. To strengthen the COPARE, the Director of the DRE, with SUMA support, has been holding regular meetings to reach agreements on: carrying out a study of demand to know exactly how many teaching positions are needed in 2013, carrying out a campaign to disseminate results of the annual Census Exam (ECE) and approving the PMP. The COPARE agreed that the review of the learning results should be carried out in a forum with the participation of all actors in education, social organizations, UGEL directors, and mayors. Sharing the learning outcomes broadly is an important step in reinforcing results-based management. This is part of a broader effort of linking planning to outcomes.

At the start of the year, the COPARE, with SUMA's technical assistance, was engaged in gathering data for the PER SSII-PER 2011 report that was presented at the VII National Conference of Regions. This information showed small advances in the areas of planning, budgeting, programs and projects, institutional organization, professionalization of the public sector and participatory management. The following graph illustrates achievements:



As part of an effort to monitor progress and engage other civil society actors, COPARE shared the results of SSII-PER with education authorities and civil society. The work to disseminate the SSII-PER renewed the commitment to participate in the monitoring of the implementation of the Ayacucho PER in 2012.

Finally, SUMA's resident consultant has been asked to join the PELA roundtable that is being created by the Ayacucho MCLCP to track progress and ensure accountability. This will contribute to an improvement in spending on this Project.

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## ANNEX 2 – LIMA REGION

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### **Context**

With the contract modification, USAID decided to end all support to the Lima Region. As part of an exit strategy for the region, SUMA focused its efforts on completion and approval of the Regional Education Project (PER) known as PER Caral and facilitating the start of implementation of the PIP “Development of Capacities of Educational Actors in 13 Districts in Primary Education in the Lima Region”. This PIP was expected to start in August; however, the regional government was unable to identify an executing agency through its procurement processes and had to issue a new selection process which has delayed initiation of this PIP.

SUMA’s work in the Lima Region was affected by the tense relationship between the Regional President and the Vice-President and frequent changes in UGEL and DRE authorities. The regional government focused on the campaign for the “good start” of the school year. One of the issues that affected work in the region was a delay in recruitment of PELA teacher coaches. MINEDU invalidated the recruitment process carried out in the region because the regional government did not follow the MINEDU directives for recruitment. The regional government carried out a new recruitment process which was completed in May. In this same month, there was a change in the DRE and directors for Educational Management and for Administration were changed. Furthermore, in June, the UGEL Director for Canta was changed.

Another challenge in the region was the massive teacher training in the Dolorier Method for comprehensive reading, named after the Lima Region DRE Director Ricardo Dolorier. Having been designed when Ricardo Dolorier was a professor at Cantuta University, a pre-service institute for teachers, this method is based on using the intonation or rhythm of words, sentences and paragraphs to improve reading comprehension. Dolorier, also a song writer, trained scores of teachers in the method and he posits that it is the best way to teach teachers to read comprehensively even though there is no conclusive evidence to support this approach. The Regional President claimed that progress in the region demonstrated in the annual Census Exam (ECE) compared to other regions was related to the Dolorier method.

### **Educational Planning**

On May 28, the regional government issued the Regional Ordinance No. 004-2012-CR to approve the Regional Education Project PER CARAL 2021. PER CARAL is a policy and management instrument to guide education in the region. Resources should be assigned and actions coordinated among the regional and local government actors. The COPARE is tracking and monitoring implementation of the PER. The COPARE was actively involved in the submission and presentation of the PER to the Regional Council for the PER CARAL. The regions still needs to publicize and disseminate the PER and have an official launch.

### **Improved Budget Allocation and Education Spending**

SUMA continued providing technical assistance to the DRE until August in the area of PIP development and administration. This included completion of the PIP “Formulation and validation of the Regional Curricular Design (DCR) in-service teacher training and educational management.” The total amount of this part of the PIP equals S/ 2,214,594.90 new soles. SUMA also supported the regional government on a PIP that will fund nine Resource Centers totaling S / 110,992.20 new soles.

### **Improving teacher performance and PELA**

In coordination with the MINEDU, SUMA trained the local technical teams of 9 UGELs in SIGMA management. The municipalities of Cañete, Canta, Barranca and Huaral have entered data into SIGMA. SUMA also provided support for the development of the 2012 Budget using SIGMA’s costing module. In January 2012, SUMA presented the DRE Director and the PELA team Ministry guidelines which prohibit carrying out different training programs in the same schools. SUMA asked the DRE Director to identify schools where the DRE would not be carrying out the Dolorier method to avoid teacher confusion and duplication of activities.

As part of the project’s exit strategy, SUMA prepared a final report to the Regional Government with recommendations regarding PELA based on experiences in the region; it includes the following topics:

- Promote the idea that, in order to optimize PELA implementation, political will must be guaranteed.
- Activate the CER and ETR so they may contribute effectively to PELA implementation, specifically with regard to budgeting and spending.
- Guarantee updated information on SIGMA so that ETR and ETL can monitor implementation.
- Develop transparent and efficient hiring processes for facilitators and teacher coaches according to MINEDU guidelines.
- Assure that different training programs in the region do not interfere with PELA. Each program must have carefully defined beneficiaries which include teachers and appropriate budgets.
- Ensure that the ETL must get PELA training to avoid confusion.
- Clarify teacher training programs to make sure any assumptions are corrected.

### **Civil Society Participation and Accountability**

The Regional government team, with SUMA support, engaged the members of the COPARE to submit the PER-CARAL 2021 for approval. The regional chair of the COPARE has already approved the PER. A challenge for the region will be the creation of a Monitoring Team to implement the PER CARAL 2021 consistent with the Regional Ordinance 004-2012-CR-GR.

SUMA’s activities to re-activate the COPARE included:

- Launch of PER Caral 2021 tentatively agreed for August 23, 2012, in the city of Caral – province of Barrancaco
- Reflection on ECE 2011 results.

- Report on agreements in the meetings between MINEDU and the Intergovernmental Commission.

In addition, SUMA worked with the COPARE to simplify a publication on suggestions on the Project Rules of COPARE and COPALE (Reglamento de Funcionamiento del COPARE y los COPALE) that MINEDU had developed. SUMA also supported the region to complete PER Caral 2021 which was approved by Regional Ordinance N° 004-2012-CR-RL on May 24, 2012. With SUMA and CNE support and encouragement, the DRE decided to renew its commitment to the SSII-PER and gathered information for the 2011 report.

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## ANNEX 3 – SAN MARTÍN

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### Context

During the year, the pace of change to improve educational quality in San Martín came to a virtual standstill. Authorities have shown two tendencies; on the one hand, they are eager to make changes and are involved in innovation; directors and technical teams work hard and activities advance, such as the development of the PER, the MGER, and the DCR. On the other hand, there is lethargy and inertia among directors and technical staff to begin implementation of new activities and resistance to change. The DRE Director insisted on maintaining an active role in managing national projects and programs such as PELA (MINEDU) and PIP (DEVIDA), while taking a less active role in regional programs such as PIP2. The DRE has ignored its normative and policy role, focusing instead on communicating about the benefits of change. The Regional Commission on Education (CRE) pressured the DRE to change this situation but was unsuccessful.

As a result of this inertia, very little progress was made on the MGER. For example, the ROF for the DRE and the UGEL was not approved, the regional government was not able to expand the model for local governance to the PELA intervention districts beyond providing some economic and logistical support to the local governments to support PELA, and the regional government did not validate the regional curriculum design and or assign resources to support implementation of PIP 6. In 2012 the situation was further complicated by the crisis that led to the designation of a new DRE director after several Directors resigned for alleged financial irregularities.

The current director, who started last June, is trying to restore order even though she has weak technical teams. SUMA has developed a new agenda for technical assistance with the new Director of the DRE.

The MINEDU's relationship with the region was defined through a "Pact of Commitments" with the San Martín regional government in October 2011. This seven point plan sparked a more dynamic relationship which began with the "Good Start to the School Year." The CGI became the space to meet the commitments of the Pact and formalized the relationship between the MINEDU and the Regional Government. This new relationship with the MINEDU generated expectations from the different regional actors that it would strengthen work at the regional level. A significant part of the relationship between the regional government and the MINEDU was the Office for Regional Coordination's (OCR) interest in the decentralization laboratory and the Model for Local Governance in Education (GLE). The OCR team responsible for the Decentralized Management PIP for 24 regions and 70 UGELs carried out a study tour to get to know the experience of the GLE in Cuñumbuqui. The visitors engaged in dialogue with the actors in the two districts and used this experience as the basis for their PIP. SUMA's support to expand and institutionalize the GLE at a national level was a valuable contribution.

The most significant of SUMA's technical achievements are summarized below:

### **DECENTRALIZATION LABORATORY OF SAN MARTÍN: STRENGTHENING LOCAL GOVERNANCE IN EDUCATION**

SUMA supported the consolidation of key strategies and instruments related to the GLE in the Pajarillo and Cuñumbuqui districts through the support of key actors, including students, teachers, school councils, CONEIs, School Networks, Local Governments, and the UGELS in Lamas and Mariscal Cáceres, among others. The following strategies were consolidated: the CGLDS, Goal Plan, and Joint Plan, incorporation of the health sector to the CGLDS, and the Teacher training and Teacher Coach Program. Advances are described below:

- CGLDS: The Committee has gone through a process of consolidation and conversion to serve as an inter-sectoral and inter-governmental management institution. The Committee's clear leadership role in managing education is particularly evident in Cuñumbuqui. One challenge for the future remains generating administrative and financial conditions for educational activities which will require action at the local and regional government levels. Participation, consensus among different local actors, and accountability are required to promote trust and to position the CGLDS as central to local governance in education.
- The office of Social Development was created in both local governments and each has established the basic administrative procedures to run the office, including its Manual of Organization and Functions (MOF), contracts for administrative personnel (CAP) and an annual budget.
- Goal Plan and Joint Plan: These two planning tools are vital for consolidating local governance in education as they create concrete goals and commitments in a participatory manner with the educational community. The Joint Plan is articulated with the district goals, to the local government's plans (POI) and to the UGEL's budget.
- Health in CGLDS: The health sector has been incorporated into the planning process, breaking down a tradition of sectoral approaches to local development. By working with the health sector to identify key indicators that affect students and joint planning in the district, local government has been able to take a cross-sectoral perspective to jointly set goals, plan and manage health and education.
- School management in Teacher training program: School management has been incorporated into the Teacher Training Program to allow for more integrated implementation in the schools and enable the team of trainers to address both management and pedagogical issues. This creates a more comprehensive approach to improve learning and overall student development.
- Monitoring and evaluation: SUMA worked with the local government to design a monitoring and evaluation system for local governance. This system takes into account the lessons learned, indicators, instruments and procedures from the ApreNDes monitoring and evaluation system. Evaluation of student learning took place at the beginning and end of the year; it is expected that the monitoring and evaluation activities will be carried out by the DRE and UGEL in 2013.
- Study of the Local Governance model: *Foro Educativo* carried out a systematization<sup>3</sup> study of the local governance model to document the creation and status of the model.

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<sup>3</sup>Common in Latin America, a "sistematización" is an analysis of activities carried out to document and to understand what has happened during a project. It will be an important document as others want to learn about the process of creating this kind of local governance model. In the process of carrying out a "sistematización", some analysis is done that can help improve the implementation of the project. However a "sistematización" is not a project evaluation.

- Communications: SUMA designed and implemented a communication strategy to ensure local actors were engaged in activities in both laboratory districts.

The CGLDS presented its experiences to a variety of study groups. In February 2012, the GLE was presented to Regional President César Villanueva and to the CRE. The CRE was particularly interested in the *Plan de Metas* and suggested to the GDS and the DRE that the PELA-supported schools use this Plan as an instrument to improve community engagement and focus local actors on learning outcomes. In June, the third Meeting of the CGI was held in Tarapoto with 13 regional government authorities and MINEDU technical staff members, including the director of OAAE, GDS and DRE technical teams, staff from the 10 UGELs and institutions of civil society. In August, the Laboratory experience was presented at the CNE's Macro-Regional Meeting of the central regions.

Next steps in the implementation of local governance in education are:

- Articulate the two planning instruments, the Goal Plan (*Plan de Metas*) and the Joint Plan (*Plan Mancomunado*) within the two CGDLS. Create management agreement between the GR and GL to reinforce the sustainability of the GLE in both districts.
- Carry out a participatory evaluation of the GLE experience to allow for reflection among actors about the experience.

### Teaching Quality

During the year, SUMA developed and disseminated the Teacher Training Program for primary schools in both districts of the GLE working with the technical teams from the Lamas and Mariscal Cáceres UGELs, the Cuñumbuque and Pajarillo local governments, and a network coordinator. The program was approved by the CGLDS and the UGELs. A total of 128 teachers, 8 UGEL specialists, and CRA staff have been trained in topics relating to math to build the concept of numbers (classification, series, counting, and the building of numbers) and communications, focusing on initial literacy based on the communicative and textual approach and the active schools first grade approach. The topics of annual planning and didactic units were taught in the planning component. ECE learning results have also been reviewed to compare to the goals set in the 2011 *Plan de Metas*. ECE results were presented to the CGLDS and at the network assembly in the two laboratory districts.

Those results showed an increase from 7.4% to 17.1% from 2010 to 2011 in *comunicación integral* and from 4.5% to 14.2% in mathematics. Teachers were particularly interested and enthusiastic about the significant educational improvements.

A complementary activity to the teacher training was the agreement on the school calendar for 2012. This calendar contains the pedagogic and non-pedagogic activities programmed for the school year. This schedule was created with the goal of ensuring that the effective number of classroom hours required by the MINEDU is met. This instrument was approved in Pajarillo through a municipal resolution; the resolution by the Cuñumbuqui local government is pending.

Unfortunately, the teacher strike lasted 23 working days which is equivalent to 138 hours of instructional time. Students will receive 12.5% of hours less than what is stipulated by law. Although the government has a plan to make-up the lost time, SUMA believes there will be a negative impact on learning.

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## ANNEX 4 - UCAYALI

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### **Context**

As in the other regions, the teacher's strike has impacted the sector and SUMA's work. The CONARE-SUTEP faction of the teacher's union called a strike of contract, unemployed and retired teachers. The union requested that the Regional Government recognize the social debt to teachers by providing: payment for burial and mourning, funds to support lesson planning, and bonuses for 20 and 25 years of work approved under a regional norm which would allow the union to then negotiate with the authorities at central level. They also requested a change of the Regional Director for Education, Directors of the 4 UGELs and other staff changes. Agreements were reached but in August 25, the national union, SUTEP, called a general strike which also affected schools in the south of the region. Approximately 90% of schools in urban areas abided by the strike which negatively impacted the project's ability to support specific activities; in all, students lost 39 days of class.

SUMA has actively championed the MINEDU's campaign in support of a good start to the school year. In Ucayali, 75% of all schools started the school year on the day stipulated by the MINEDU. Areas that did not start on time were those affected by heavy rains and floods. The level of coordination with the Regional Bureau of Education (DRE) and Social Development Management (GDS) has been very fluid and open. This has allowed regional authorities, educational and technical teams to collaborate closely with SUMA in the strategic planning process and programmatic and operational planning.

The official 2012-2015 PMP was launched in May 2012. The Regional President expressed his support for the initiative and congratulated SUMA and UNICEF for their collaborative work in the construction of the PMP. His support of the planning process greatly facilitated the project's work in the region. With completion of the plan, Ucayali became one of three regions in the country with a Medium Term Plan (PMP) for 2012-2015. In support of the plan, the Regional President announced that it was committed to ensure the 286 million soles required to implement 7 programs and 4 PIPs.

The Regional President made significant staffing changes during the year, including a new Manager for Social Development, and announced that the current Regional Director for Education would stay on the job. These two individuals have facilitated the project's work in the region. The project reached agreement with the regional government which will strengthen the institutional relationship and will allow smoother coordination for the PELA and PIP programs.

### **Educational Planning**

As mentioned above, SUMA supported the DRE technical team to complete the PMP 2012-2015. SUMA has also supported the DRE to develop its 2013 Operational Plan. The DRE has identified 34 activities that are part of the PMP that will have to be implemented in 2013. SUMA held three workshops and two working meetings involving 21 specialists of the DRE and UGEL to develop the plan. The plan is being finalized to secure financing for all activities.

To improve future planning efforts, closer coordination is needed with Local Governments and greater definition of their roles is needed so that local governments can leverage funds from the PMP. In addition, the region still needs to secure the funding necessary to implement activities programmed in the 2013 Operational plan and to develop the requisite conditions for developing the PIPs.

### **Strengthening Educational Management**

The DRE, with SUMA's support, is implementing a new strategy called "The school focused on learning." The purpose of this strategy is to disseminate good practices related to improved student learning. As part of this strategy, the DRE has started selecting schools with the best performance on the Census Exam. The DRE will then create opportunities to reflect with the principals and teachers on the practices they believe are leading to better learning outcomes.

### **Improved Budget Allocation and Education Spending**

With SUMA's technical assistance, the regional technical team of the PIP "Strengthening Capacities for Teacher and Learning in Rural Bilingual Areas of Coronel Portillo, Padre Abad and Atalaya of Ucayali" ("Fortalecimiento de capacidades de los procesos de enseñanza y aprendizaje en las instituciones educativas de la zona Rural y Bilingüe de las Provincias de Coronel Portillo, Padre Abad y Atalaya de la Región Ucayali") finalized the *expediente técnico* to increase the time for PIP execution from 36 months to 48.

### **Improving teacher performance and PIP and PELA**

SUMA supported PIP and PELA technical staff to carry out two workshops for 16 teacher coaches who support the PIP monolingual schools and 18 coaches for PELA primary schools. The topics covered included: strategies for multi-grade classrooms, teacher coaching, literacy (comunicación integral), mathematics, early literacy, communication strategies, problem solving, use of lesson plans with teachers and students, the Goal Setting Plan (*Plan de Metas*), and classroom meetings. Additionally SUMA also held a workshop for 37 PELA teacher coaches on data entry into the Management Information System for the Improvement of Learning-SIGMA.

SUMA also supported 13 PIP and 18 PELA teacher coaches as they carried out teacher workshops. While the PIP and PELA teams carry out the workshops, SUMA provides feedback and support during the workshops. In addition, SUMA carried out school visits with 9 PIP and 19 PELA teacher coaches to provide feedback on their work providing classroom level support. One area for improvement is to create more opportunities for reflection for the PIP and PELA teams with the DRE and UGEL so that trainers and teacher coaches can report on progress and the critical problems they face.

## **Civil Society Participation and Oversight**

The COPARE reviewed the results of SSII PER 2010 and used this review as a starting point for developing the COPARE's work plan. The work plan is structured around four themes: planning, consensus building and oversight, capacity building and efficient management. Disseminating the PER and the 2012-2015 PMP indicators were identified as specific goals. The PMP was widely disseminated with more than 500 copies distributed.

Despite renewed action, the COPARE still faces a number of challenges, including:

- Securing funding from the Regional Government to support COPARE operations and work plan;
- Strengthening its role as the representative body for dialogue, participation of civil society, and oversight and accountability in education. The COPARE is not organized in a way to facilitate civil society oversight or to support implementation of the PER. Currently, the COPARE's strength is closely linked to the DRE's willingness to allow the COPARE to carry out its oversight function.
- Providing more support to the DRE leadership to implement the PMP.

## ANNEX 5 - TEACHER TRAINING AND TRAINING OF TEACHER COACHES

### TEACHER WORKSHOPS

REGION	PROGRAM	NUMBER OF TEACHERS TRAINED	DESCRIPTION OF THE TRAINING	NUMBER OF DAYS OF TRAINING
SAN MARTÍN	LABORATORY SCHOOLS	Pajarillo: 42 teachers, 4 specialists of the UGEL technical team, 1 CRA representative	The teacher workshop was held from March 26 to April 4. This workshop was carried by SUMA facilitators with support from the math and communications specialists. Topics covered include communications, math and curricular programming.	13 days
		Cuñumbuqui: 22 teachers, 1 CRA representative, 1 RED coordinator, 1 UGEL specialist	The small teacher workshop was held from May 31-June 2, 2012. During this workshop certain areas were strengthened, such as in mathematics related to the decimal numbering system, creation of the mathematical language and use of teaching notes.	
AMAZONAS	PIP	Chachapoyas (between 35-80 teachers) Rodriguez de Mendoza (between 18 and 40 participants)	The workshop for teachers was carried out from June 14-16, 2012. The workshop was carried out by the assistance of facilitators from San Martín and it focused on early literacy in the framework of communications.	3 days
AYACUCHO	PELA	828 participants	The workshop for teachers was carried out from April 23-29, 2012. The training was carried out by the PELA coaches who were, in turn, trained by SUMA San Martín facilitators and consultants. Topics covered include mathematics, communications and strategies for multigrade classrooms.	6 half days
UCAYALI	PELA	262	The workshop for teachers was carried out from March 19 to the 24 <sup>th</sup> . The workshop was carried out by facilitators and coaches with the support of SUMA specialists. The workshop focused on Communications and Math.	6 days

REGION	PROGRAM	NUMBER OF TEACHERS TRAINED	DESCRIPTION OF THE TRAINING	NUMBER OF DAYS OF TRAINING
UCAYALI	PIP	330	The workshop for teachers was carried out from March 19 to the 24 <sup>th</sup> . The training was carried out by the PIP coaches with the support of SUMA consultants. Topics covered include communications, math and curricular programming.	6 half days

## WORKSHOPS FOR TEACHER COACHES

REGION	PROGRAM	NUMBER OF FACILITATORS TRAINED	DESCRIPTION OF THE TRAINING	NUMBER OF DAYS OF TRAINING
<b>SAN MARTÍN</b>	LABORATORY SCHOOLS	6 facilitators, 2 UGEL specialists, 1 Pedagogy Director	<p>The first workshop for facilitators was carried out from March 08 to the 22nd. The workshop was carried out by the SUMA specialists.</p> <p>The areas covered include Communication, Math, curricular programming, strategies for multi-grade classrooms and coaching/mentoring of teachers.</p> <p>The second workshop for facilitators was carried out from May 27-29, 2012. The workshop was carried out by the SUMA specialists.</p> <p>The areas covered include mathematics related to the decimal numbering system, creation of the mathematical language and use of teaching notes.</p>	24 days
<b>UCAYALI</b>	PELA	18	<p>The first workshop for facilitators was carried out from March 08 to the 22nd. The workshop was carried out by the SUMA specialists.</p> <p>The areas covered include Communication, Math, curricular programming, strategies for multi-grade classrooms and coaching/mentoring of teachers.</p> <p>The second workshop for facilitators was carried out from May 22-June 2, 2012. The workshop was carried out by a San Martín facilitator and a SUMA consultant.</p> <p>The areas covered include communications (early literacy, production of texts, classroom group work, and the use of teaching notes), and mathematics (pre-numeric notion, decimal numbering system, creation of mathematical language, and use of teaching notes).</p>	30 days
<b>UCAYALI</b>	PIP	18 participants, 2 coordinators of the technical team	<p>The first workshop for facilitators was carried out from March 08 to the 22nd. The workshop was carried out by the SUMA specialists.</p> <p>The areas covered include Communication, Math, curricular programming, strategies for multi-grade</p>	30 days

REGION	PROGRAM	NUMBER OF FACILITATORS TRAINED	DESCRIPTION OF THE TRAINING	NUMBER OF DAYS OF TRAINING
	CEPCO	07	<p>classrooms and coaching/mentoring of teachers.</p> <p>The second workshop for facilitators was carried out from May 22-June 2, 2012. The workshop was carried out by two SUMA consultants.</p> <p>The areas covered include communications (early literacy, production of texts, classroom group work, and the use of teaching notes), and mathematics (pre-numeric notion, decimal numbering system, creation of mathematical language, and use of teaching notes).</p>	
<b>Ayacucho</b>	PELA	93	<p>The first workshop for facilitators was carried out in May. The workshop was carried out by the SUMA specialists.</p> <p>The areas covered include Communication, Math, curricular programming, strategies for multi-grade classrooms and coaching/mentoring of teachers.</p> <p>The second workshop for facilitators was carried out in July. The workshop was carried out by the SUMA specialists.</p> <p>The areas covered include communications (early literacy, production of texts, classroom group work, and the use of teaching notes), and mathematics (pre-numeric notion, decimal numbering system, creation of mathematical language, and use of teaching notes).</p>	12 days
<b>Amazonas</b>	PIP	15	<p>The workshop for facilitators was carried out from August 04 to 16. The workshop was carried out by the SUMA specialists.</p>	10 days

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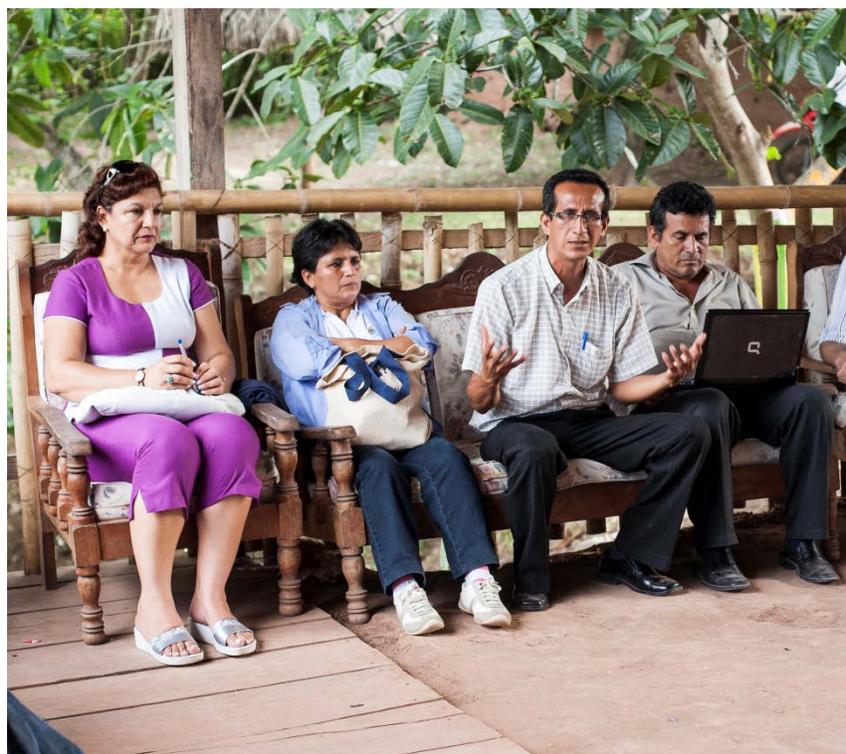
## ANNEX 6 – SUCCESS STORY

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### **INTERGOVERNMENTAL AND INTERSECTORIAL AGREEMENTS**

#### ***The committee for Local Management and Social Development***

Before the creation of the Committee for Local Management and Social Development (CGLDS), one of the most important innovations of the Local Governance Model implemented in the districts of Pajarillo and Cuñunbuqui in San Martín, schools were overwhelmed by too many and often contradictory demands and instructions from different levels of government, parents, community members and civil society. The confusion generated by these demands was an obstacle to the improvement of learning results. The CGLDS was created as part of a local governance model that SUMA has designed and



implemented in the decentralization laboratory districts. The Committee brings together local and regional decision makers in the social sector to identify and prioritize the school's needs and streamlines services and resources. Participants to the CGLDS include the district mayor, the school network coordinator in representation of schools, the health network coordinator, the Director of the Local Education Management Unit (UGEL) in representation of the regional government, and civil society representatives working in the social sector.

Participants at CGLDS meeting, from left to right: Alodia Perez, Network Coordinator, Cuñunbuqui; Maria Flores, UGEL, Lamas; Marco Antonio Saldaña, Manager for Social Development, Cuñunbuqui; and Mayor Percy Trigozo, Cuñunbuqui.

The CGLDS operationalizes agreements and commitments through a set of instruments, the most important is the Joint Plan, a management tool for short and medium term planning. It sets policy guidelines, defines short term activities and resources needs are identified. The Joint Plan is articulated with plans and commitments to specific learning outcome targets that are generated at the schools called the Goal Plan. The CGLDS has played an important role in clarifying and publishing the school calendar. This calendar specifies holidays, teacher training days, and other events that are allowed to

interrupt classes. Before this tool was created, rural schools delivered less than 50% of instructional time. By publicizing the calendar there is greater accountability of teacher attendance in the classroom and SUMA believes there instructional time has increased. An additional tool to support education is a teacher training program that identifies teachers’ training needs to ensure that training is focused on meeting that needs and the goals set forth in the Goal Plan. This is important because previously training activities were disorganized, badly timed and not pertinent.

The following diagram illustrates the participants, areas of intervention and how the Joint Plan is created and used. The CGLDS has become the primary vehicle for participatory decision-making and monitoring of education and health at the local level in the districts of Pajarillo and Cuñunbuqui.

**Participation and Areas of Intervention of the CGLDS**



Local authorities in both Pajarillo and Cuñunbuqui point out that the CGDLS is a space where regional and local actors, led by Municipal Mayors, make joint decisions and shared commitments. In the process, public service functions are changing to become a shared responsibility of all citizens (students, parents, teachers, local community organizations and civil society). The opportunity for intergovernmental coordination between regional and local government is highly valued, as noted by both Pajarillo and

Cuñunbuqui local authorities who highlight that “we can decide and we can implement together...” which makes decisions more binding. The Manager of Social Development of Cuñunbuqui, Marco Antonio Saldana, points out that “previously education was an abstract issue but [thanks to the model] education a critical agenda item for the local government and the entire town. Participation in the CGDLS and the Joint Plan is orienting the provision of educational services.” He goes on to note that families are more involved in education, supporting their children and asking for accountability. They are beginning to see the education is not just a sector but a process that contributes to shape children and especially to develop the community as a whole.

"Pinch me because I think I'm dreaming; how could you not feel happy. I am very grateful the model is being focalized in the district of Cuñunbuqui. We consider that the pillar of development for the district, the region and the country must be its education. By improving capacities, we improve the (educational) services for our children. **Percy Trigoso – Mayor, Cuñunbuqui District**