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ACRONYMS

AED-W	Academy for Educational Development Washington Office
AGP	Áreas de Gestión Pedagógica / Educational Management Areas
ALAC	Asociación los Andes de Cajamarca/ The Andes Association of Cajamarca
ANGR	Asamblea Nacional de Gobiernos Regionales / National Assembly of Regional Governments
AT	Asistencia Técnica / Technical Assistance
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
CONACES	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
FOG	Fixed Obligation Grant
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
MIDIS	Ministry of Development and Social Inclusion
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

MGL	Modelo de Gobernanza Local / Local Governance Model
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
QW	Qali Warma
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

EXECUTIVE SUMMARY

- FY 2013 was a year marked by shifting priorities due to the USAID education strategy and new priorities. In October, USAID requested that SUMA focus all of its work on the San Martín region and on creating models that could be replicated in other regions, while providing only limited support at the national level. At the time, the focus was on decentralization models. Based on these new priorities, SUMA revised and submitted a new workplan in November. USAID modified the contract in May to revise some indicators to reflect the new focus on the San Martín region and to eliminate activities and indicators that were no longer a priority. In June, the San Martín regional president requested an emergency plan to improve learning outcomes. USAID therefore requested SUMA to refocus the project around an extensive program to provide learning materials and training for teacher coaches for all first and second grades. The workplan was therefore revised again and approved in September. FHI 360 requested a no-cost extension and budget realignment so that funds could be reallocated to these new priorities.
- Work at the national level has focused on decentralization and education planning. SUMA developed a guide on education planning and medium term plans. This guide has been developed based on SUMA's experience supporting three priority regions to develop medium terms plans and was done in coordination with the MINEDU and UNICEF. The guide will be used nationally.
- SUMA has worked with the MINEDU to develop a Public Investment project (PIP) called *Improving the Decentralized Education Management of Educational Institutions in Rural Zones in the 24 Regions of Peru*, an ambitious 1,300 million soles program encompassing 72 PIPs that serves 72 UGELs, introduces new management structures and processes in 24 regions, and introduces new local governance structures. This PIP will allow improvements in four essential processes of the DRE in 24 regions and 72 UGELs, including: information and planning systems; materials and educational tools distribution; teacher hiring and supervision; and monitoring and coaching of teachers. Additionally, SUMA has provided support to develop a tool to use education data for decision making at the UGEL level, and to carry out studies related to improving key management processes.
- To support decentralization at the regional government level, SUMA continued to further consolidate the local governance model in Pajarillo and Cuñumbuqui and carried out a number of study tours and events to share progress with representatives from the Ministry of Education, regional government representatives from Ucayali and representatives from the NGO Caritas. These trips were helpful to build awareness of the model. The MINEDU is particularly interested in the management structures and planning tools that have been developed in the two districts and will build on those models as they implement the decentralization PIP discussed above. SUMA is preparing a tool kit on the model so that others can learn from the experience.
- To support expansion of the model within San Martín, SUMA worked with one district, Cabo Lebo, to implement a local governance and management structure building on the experience in the two

districts. In September, the former Regional President and current Prime Minister announced the launch of an integrated local governance and management structures in 11 districts which will also build on this experience.

- SUMA launched the Emergency Plan for San Martín to improve learning outcomes in June. SUMA implemented a series of five workshops to train teacher coaches and principals in reading and math and prepared learning materials in both subject areas. SUMA introduced some new concepts for early grade reading, such as focusing more on phonemic awareness, a skill that has been underemphasized in the Peruvian curriculum and in instructional practice.
- SUMA developed a Teacher Compass, instructional materials with a structured set of activities and lesson plans for teachers, to follow for communication and math in all primary school grades. In addition, SUMA is revising the self-paced learning guides building on the materials developed by the ApreNDes project. These materials will be used for grades 1-3. They are being validated in schools in the two districts in San Martín.
- To improve an understanding of factors that affect reading, SUMA carried out a Literacy Scan to review the factors that affect reading. This Scan is a rapid assessment to review issues such as policies, curriculum, instructional practices, teacher professional development, learning materials, and evaluation as they relate to reading. The Scan identified a number of areas where current practice varies from evidence-based approaches identified in international research. SUMA held a small meeting to review some of the findings of the Scan. SUMA is also carrying out a study to assess why two regions, Arequipa and Moquegua, scored significantly better than San Martín. The research will be completed in January.
- SUMA supported a public-private partnership in alliance with *Asociación Los Andes de Cajamarca* (ALAC), an association created by a mining company, and *Instituto Peruano de Acción Empresarial* (IPAE), the local NGO implementing the project. This project supports the implementation of the “Creating Successful Schools Program” of the Instituto Peruano de Acción Empresarial (IPAE), a program that impacts 2026 students, 27 principals, 115 teachers and 716 parents in rural areas of Cajamarca, supports the improvement of the decentralized management of education in the region by implementing a planning, monitoring and evaluation system.
- To improve communications, SUMA has supported the regional government and the local governance committees in Pajarillo and Cuñumbuqui to develop radio and TV spots, billboards and other creative ways of reaching communities to deliver messages related to education. These communications include messages about sending students on time for the first day of school, participating in school events and strategies for supporting learning at home.

BACKGROUND

The Quality Basic Education Reform Support Project began on September 1, 2009. This is the sixteenth quarterly report and covers the period of October 1 to September 30, 2013. 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 separate annexes to review priority regions, technical assistance to the MINEDU (see Outcomes 1 and 2), and reports on teacher training (see Outcomes 2 and 3 and Annex 5). In addition, this report is accompanied by the PMP for FY 2013.

CONTEXT

Two key policies with far-reaching implications in the education sector were approved this year: the Teacher Reform Act and the Good Teaching Performance Framework (Marco del Buen Desempeño Docente). The Teacher Reform Act was approved by Congress 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. By the end of FY2013, 13,823 positions for principals and assistant principals have been awarded and teacher salaries have been increased between S/. 100 and S/. 300 soles. It is important to indicate that the law is controversial and opposition remains, particularly from the Board of Teachers of Peru (Colegio de Profesores del Perú) and 25% of Congress, on the grounds that it is unconstitutional. The Good Teaching Performance Framework (Marco del Buen Desempeño Docente) was approved by the MINEDU; the document highlights the need for profound changes in teaching practices which is a first step toward the construction and implementation of public policy to strengthen the teaching profession.

In an effort to strengthen school management, the MINEDU has approved norms and guidelines which suggest that schools organize the school year according to three key initiatives: the Good Start of the School Year to promote schools being ready to start on the first day of classes; Improvement of Learning Results; and Evaluation of the School Year. However, a proposal to help schools in results-based management and to link with district planning is still absent. Also missing is a strategy to integrate the role of the local government effectively. As a result, MINEDU's proposal has not resulted in substantial changes to date.

MINEDU also finalized two important contributions to the development of bilingual education policies: the "Proposal for a National Policy on Native Languages" and a database of linguistic data. These policies will allow the MINEDU and the regions to formulate policy across the country and regions to preserve, promote, and develop native languages in Peru.

In April 2013, Minister of Education Patricia Salas presented the results of the 2012 National Learning Evaluation (ECE), which demonstrated a decrease in learning results from recent years, especially in rural areas. At a national level, a slight improvement in communication combined with the lowest gains in mathematics in two years resulted in widespread concern among authorities and policy makers. Results indicate that in communication, 3 out of 10 children reached mastery for second grade, while only 1 in ten children accomplish grade level mastery in math. One of the most significant factors that affected learning in 2012 was the loss of instructional time as a result of the SUTEP teacher strike, which started in June 2012 and did not officially end until October 2012.

During this year, the MINEDU also created and distributed the *Rutas de Aprendizaje* (Learning Routes). The Learning Routes consist of 17 guides (*fascículos*) that provide orientation for the teacher in the

areas of communication, mathematics, and civic education, along with expected learning outcomes by grade. In all, the MINEDU has distributed 32 million texts and educational materials for student of all ages totaling S/. 253 million soles. The Learning Routes were initially designed as a “how to” document to support classroom instruction; nevertheless, the final document includes expected learning outcomes and prioritizes content over teaching strategies. Consequently, although the *Learning Routes* have in practice replaced the curriculum, teaching strategies have yet to be addressed.

At the close of FY 2013, spending in the education sector at a national level was at 56.1%, which is slightly above last year’s level; MINEDU expects to spend 100% by December 31, 2013. However, there is no evidence of strategies to involve the regional governments in the execution of the public investment projects (PIP), even though funds have been transferred in many cases. Almost all regions have designed plans for the improvement of learning results and need the economic resources to get started.

In order to promote a national strategy to generate better conditions for learning, the MINEDU, Ministry of Health (MINSa) and Ministry of Social Inclusion (MIDIS) agreed to develop an articulated, inter-sectorial policy as part of the Good Start of the 2013 school year. The MIDIS will support education through their school meal program *Qali Warma* and MINSa, with its school based health portfolio, will include vaccination and nutrition. This national level initiative has strengthened the SUMA-supported activities with the San Martín regional government in the districts of Pajarillo and Cuñumbuqui and the implementation of the Model for Local Governance (GLE).

OUTCOME 1: DECENTRALIZATION POLICY AND INSTITUTIONAL FRAMEWORK IMPROVED

1.1 Strengthen the National Policy and Institutional Framework for Decentralization in Education

During the past year, policy dialogue has focused primarily on finalizing and sharing SUMA-conducted studies and reports to generate policy dialogue at the national, regional and local levels. SUMA has also focused on consolidating the GLE and creating tools that guarantee its sustainability. The MINEDU, the CNE and the Inter-institutional Group have consulted SUMA on a variety of issues relating to material distribution in the classroom, on the design of Medium Term Plan and on decentralization.

This year, SUMA posted several documents to its website related to work conducted on decentralization policy. This includes two documents about the status of policies relating to decentralized education management and three policy notes relating to improving school management. The first document, “The Status Report on Decentralization 2009-2012” (*Balance de la descentralización de la educación 2009-2012*) identified four categories of problems in the decentralization process. The second document, “Report on the Delegation of Functions” (*Informe de Delegación de Funciones*), analyzed the delegation of functions under the framework of the decentralization laws and postulated that current law does not clearly define responsibilities.

The three policy notes are based on the Second Policy and Institutional Framework Assessment for *Decentralization of Education issued in July 2012, which focused on the institutional processes that affect decentralization.*

- The policy note, “How to ensure that students have textbooks on time?” (*¿Cómo lograr que los estudiantes tengan sus textos en aula a tiempo?*), identifies the critical issues to ensure school textbooks are distributed in an effective manner. The issues relate to management processes and logistics under the responsibility of MINEDU and to a lesser extent, the regional governments. The note identifies specific processes, including the contracting of printing services, central warehousing, regional distribution and distribution to schools. Delays are particularly related to cumbersome normative procedures.
- “Is it possible for students to have a complete set of school supplies on time?” (*¿Es posible tener estudiantes con sus materiales educativos completos y a tiempo?*) identifies the following critical issues: a) there is no policy relating to school supplies; b) school supplies are not distributed to all schools, nor do all school receive sufficient quantities for all students; c) there does not exist a budget that ensures a sustainable and equitable distribution of materials among schools; and d) materials do not arrive on time due to problems related to purchasing and distribution. One of the most important recommendations is to define and publicize a basic set of school supplies for each student.

- “How to Guarantee that No Student Misses Class?” (*¿Cómo garantizar que ningún estudiante pierda clase?*) focuses on how to overcome obstacles through the timely assignment of teachers to schools. The analysis consists of a diagnostic assessment of the processes and the amount of time needed to ensure a teacher is hired and in the classroom for the first day of school. The study assessed the social and economic costs resulting from the loss of learning hours and school delays related to the lack of teachers. The note recommends improvements in administrative systems related to the contracting of teachers and the implementation of a policy to automatically provide substitute teachers that cover the hours and days lost due to teacher absences.

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 based on earlier studies and those mentioned above. 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. The study methodology was shared with the MINEDU, and they conducted a more in-depth analysis with more variables and more regions. Based on these findings the MINEDU has designed a new proposal for materials distribution nation-wide.

Finally, on April 15 and 16, 2013, SUMA conducted a study tour and dialogue on the Local Governance Model in San Martín, the Ministry’s plans for decentralization, and the Regional Government’s plan for restructuring the regional government to improve decentralized management in education. Participants included MINEDU representatives from the Office of Regional Coordination, John Gillies, Director of the Global Learning Group for FHI 360, senior representatives from Ucayali including the Director for Social Development, PRODES, and representatives from MIDIS/QW and the local NGO CARITAS. Following the study tour and meetings in San Martín, SUMA staff met with senior MINEDU representatives to share progress and lessons learned in terms of the Model and experiences with decentralization in other countries. These discussions were instrumental in highlighting the potential of the Model for replication and or adaptation at a larger scale.

1.3 Strengthen Educational Management Systems and Processes

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

- Continued support to the MINEDU and regional governments in the development of the Public Investment Project (PIP) to support improved management structures and processes at the provincial and school level;
- Introduction and implementation of new planning procedures at the regional and national levels;
- Refinement 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 Perú” 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 supported the team of the Office for Regional Coordination (OCR) of the MINEDU to formulate the Technical Brief of the PIP for Decentralized Management, which SUMA has supported since the design phase. This PIP will allow improvements in four essential processes of the DRE in 24 regions and 72 UGELs, including: information and planning systems; materials and educational tools distribution; teacher hiring and supervision; and monitoring and coaching of teachers. This PIP will replicate the MGL at the local level. Additionally, SUMA has provided support for information systems, and studies related to improving key management processes.

FHI 360 expert Werner Figueroa continued the design of an information system application to enable education policymakers to make better use of data to support decision making. During this past year, Mr. Figueroa and his colleagues have finished 70% of the design of the subsystem called Strategic Information for Education Management at the Regional and Local Levels, *“Información Estratégica para la Gestión Educativa a nivel Regional y Local”*; the subsystem has been created to support decentralized planning and management within a results-based framework. In July 2013, the SUMA-supported subsystem was linked with the existing information systems the Ministry was using. However, at the same time that SUMA was creating the sub-system, the OCR created a new system using different software. That change resulted in the need for the sub-system created by SUMA to be changed using the MicroStrategy the MINEDU is using. The sub-system designed at the OCR is for the use of upper management at the MINEDU and the one SUMA developed is for region, DRE and local UGEL. In addition, the MINEDU requested that the sub-system be developed on the MINEDU server, resulting in additional delays.

During the past year, SUMA has supported the regional governments of Ayacucho, Ucayali and San Martín in the formulation of their regional Medium Term Plans (PMP), which are based on the regional

education plans and encompass the broader vision of education and policies. All three regions have a PMP through 2016. These results-based instruments include a strategic framework, objectives, goals and results and a multi-annual budget. In San Martín and Ucayali, SUMA has provided technical support to ensure that the DRE's PMP goals are reflected in the operational plans of the DRE and UGEL.

In FY2013, SUMA, UNICEF and the OAAE created a guide based on the experiences by SUMA and UNICEF developing medium term plans in Ayacucho and Ucayali. The guide consists of three modules which include: 1) 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); 2) 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); and 3) Articulating Regional Education Policies (Priorizando y Articulando Políticas y Metas Educativas Regionales), a process module to prioritize and articulate regional goals. The guide will be used by the MINEDU for implementation at a national level. SUMA is printing the guide for key actors in San Martin.

Implementation of the Decentralization Laboratory in San Martín

This year, SUMA focused on consolidating the Local Governance Model (GLE) in Education in the districts of Pajarillo and Cuñumbuqui and promoted the sustainability and expansion of the model. To improve educational quality at the school level, the GLE is a whole-school model that provides pedagogical strategies, learning materials and evaluation instruments. The GLE is also a district management model that emphasizes leadership for continuous improvement and decentralized management of education where school leaders, teachers, students, parents and local authorities collaborate to set goals, measure progress, and celebrate success. Consolidation activities during FY2013 have resulted in a tool kit that consists of the following:

- Educational Materials: Curriculum paths (Tramos Curriculares), Teacher Compass (Brújula Maestra), self-paced workbooks for grades 1-3, and a training program for teachers and teacher trainers for grades 1-6 in communication and math.
- Progress Evaluation Instruments: The recently created SUMA permanent progress evaluation kit consists of a set of easy to use instruments for teachers to measure student learning, gauge teacher effectiveness and differentiate instruction according to individual learning needs. Progress is measured in both communications and mathematics four times during the school year and has been designed for teachers to administer. Results measure achievement over time, identify concerns and establish priorities. The instruments have been designed based on the goals of the curriculum guides and are consistent with the MINEDU learning routes. Two rounds of data have been collected successfully in June and September. Refer to Annex 4 for results.

- Management instruments:
 - A guide for the creation of a PAT-MA¹ (Plan Annual de Trabajo para la Mejora de los Aprendizajes) to improve learning.
 - A guide for the creation and implementation of the CGDLS.
 - A guide to create and implement the Joint Plan emphasizing the improvement of learning.

- PAT-MA workshop: On February 25, 2013, teachers, principals, CONEI representatives, students and representatives of the UGEL, QW and MINSA participated in the 2013 PAT-MA workshop. The workshops consisted of activities organized by school communities to share experiences within and among schools. Participants demonstrated commitment to the process and ability to reflect and communicate about problems and successes during the previous year. (Refer to the annex on San Martín for more detailed results).

- Workshop for school principals: Two workshops were conducted for school principals in February and August, 2013, focusing on the implementation and monitoring of the PAT-MA for the Improvement of Learning and the development of pedagogical leadership.

- Vacation schools: As part of the commitments within the joint plan, the vacation school is an activity carried out in the schools during the summer school holidays to help students develop skills that are not covered during the school year, and to reinforce learning in academic areas such as math and communications. The community, parents and other members are in charge of running the vacation school. In addition, vacation schools helped prepare schools for the first day and promoted student registration. These schools were successfully designed and implemented in Pajarillo and Cuñumbuqui.

- EGRA: In FY2013, SUMA gathered data on student reading skills using the Early Grade Reading Assessment (EGRA) for all first grade students in Pajarillo and Cuñumbuqui in San Martín. The following five conceptual areas were tested: letter recognition; reading known words; reading of nonsense words; reading fluency and comprehension; and oral comprehension. The results indicate that with regard to letter recognition, children can recognize 32 out of 100 letters in 60 seconds. In terms of reading words, of those students who could complete the first line of the tests, the students read 18 of out 60 words correctly, which is similar to findings in other Latin American countries, and 17 out of 50 nonsense words in one minute. In terms of reading fluency, of those students who could complete the first line, students read an average of 29 words correctly in one minute. In the oral comprehension subtests, out of five questions, 62% of students answered correctly on one question, 42% answered correctly on another and only 30% responded correctly for the remaining three questions. The boys scored better on this subtest, particularly on the inferential

¹ The Annual School Plan for the Improvement of Learning (Plan Annual de Trabajo para la Mejora de los Aprendizajes) was formerly referred to as Goal Plan. The regional government changed the name when it adapted the GLE for expansion into other districts.

questions. However, it is important to point out that one of the texts was sports related. Another interesting finding is that students read faster when they read connected text compared to reading single words (17 versus 29). The EGRA will be applied again at the end of November or in early December to compare results.

- **Monitoring of Educational Actors:** SUMA has designed and implemented a system to monitor and evaluate the performance of key actors of the GLE every trimester, including: teachers; members of the CONEI; Principals; members of the School Council; the School network; and the CGDLS. Information gathered thus far has helped raise awareness on the role of planning and understanding results-based management. Results have also been used to monitor effectiveness of the GLE and make necessary revisions.
- **Articulation of Planning Instruments:** Technical assistance was provided to the CGDLS of Pajarillo and Cuñumbuqui to improve articulation of the Annual School Work Plan, the Medium Term Plan, and the Joint Plan to focus on improving learning results. Additionally, support was provided to monitor the work plan and joint plan so they are consistent.
- **Cabo Lebo:** SUMA has continued to share the experience of the GLE with the San Martín UGEL and the Municipality of Cabo Lebo, which is implementing the Model as part of the Regional Education Management Model. Improvements and lessons learned from the experience of Pajarillo and Cuñumbuqui have been incorporated. The success of the replication in Cabo Lebo shows the importance of the participation of the director of the UGEL who is leading this effort.

In September 2013, the DRESM began the expansion of the model in 11 additional districts beyond Pajarillo and Cuñumbuqui. The most advanced of these is Cabo Lebo which began replication at the start of FY2013. The official launch event was presided by the San Martín regional President and the DRE director. Implementation will begin with articulation among the education, health, and social inclusion ministries and the local government. As mentioned above, the management component of the GLE will be replicated in the SUMA-supported MINEDU PIP, which will impact 72 UGEL's across 24 regions of Peru.

1.4: Enhance budget allocation and quality of expenditures for education.

As discussed above, SUMA supported the MINEDU to formulate the Technical Plan for the Decentralization PIP which will increase funding for education decentralization by 1,103 million soles, or \$394 million.

Next Steps

SUMA will complete its commitments with the two laboratory districts and the regional government, sharing the lessons learned and tool kit with stakeholders and completing work in the Decentralization PIP. Specific activities include:

- Finalize products (GLE tool kit).
- Finalize Plan de Mediano Plazo in San Martín and disseminate a user-friendly version of the PMP guide.
- Support DRE through workshops to help train officials in the districts where the GLE will be extended.
- Finalize the PAT-MA in Pajarillo and Cuñumbuqui schools for 2014 and the Joint Plan (Plan Mancomunado)
- Finalize technical assistance to the OCR of the MINEDU to complete the definitive study of the Decentralization PIP.
- Provide technical assistance to develop the second part of the San Martín PMP 2013-16 focused on strategies and costs.
- Complete the information sub-system to provide information to decision makers in the UGEL.
- As part of the Emergency Plan, support the DRE and UGELs with the design of an incentive plan for teachers.

OUTCOME 2: TEACHER TRAINING & PROFESSIONAL DEVELOPMENT STRENGTHENED

2.1 Strengthen the National Policy and Institutional Framework for Teacher Training and Professional Development

In FY2013, SUMA conducted a Literacy Scan (“Estado de la Alfabetización en los primeros grados en Perú”) which provides a rapid assessment of the various factors that affect early grade reading and 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 traveled to Peru to conduct in-depth interviews with directors and specialists from the MINEDU, representatives of the civil sector and academia, as well as focus groups of PELA teacher coaches and classroom teachers in San Martín. Her 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)*, provides a summary of the interviews and focus groups according to the key components of the scan. Desirée Pallais returned to Peru in August 2013 to present the results and recommendations to a group from the MINEDU at USAID/Peru. The presentation was a good first attempt to initiate dialogue on early grade reading in Peru and to present international research. However, greater participation of local experts and stakeholders interested in current reading strategies and research in Peru should be included in a larger dialogue about the findings of the Scan.

Research on Early Grade Reading in Peru

SUMA also began conducting the first part of a 3-part study to understand the factors that may explain variations in ECE learning results across different regions. Two of the three highest performing regions, Moquegua and Arequipa, are being compared to San Martín. The first part of the study, which is being conducted by experts affiliated with the research organization GRADE, consists of an analysis of existing data regarding inputs and infrastructure, teacher qualifications, class size, demographic conditions, education financing and other issues related to the conditions in the three regions. The second part consists of in-depth interviews and focus groups with regional actors to determine the regional policy and management factors that affect reading. To better understand teacher practice and knowledge, the third part of the study, which is being carried out by independent consultant Armida Lizárraga, relies on classroom observations and teacher surveys. Initial findings indicate that in Moquegua and Arequipa, there is more investment per child in education, better school infrastructure and a lower student-teacher ratio, and principals report less teacher absence as compared to San Martín. In addition, there is more pre-school coverage and less malnutrition, indicating that children are more ready to learn than those in San Martín. Finally, overall socio-economic and demographic variables are higher in the two stronger performing regions than in San Martín. These preliminary findings have been discussed with representatives of the MINEDU, USAID and SUMA.

2.3 Provide technical assistance to enhance in-service teacher training particularly related to reading in multi-grade

During FY2013, SUMA created and started distributing the Teacher Compass (*Brújula Maestra*), a package of materials for teachers to provide guidance in classroom practice in reading and math in grades 1 through 6. The Compass provides instructions, activities and lesson plans for teachers to use in the classroom. It is organized according to a skills matrix and contains a curricular guide based on the MINEDU’s learning paths and SUMA’s curriculum paths (*tramos curriculares*). SUMA facilitators have been helping teachers use the Teacher Compass through coaching in the classroom. The *Strategic planners* SUMA developed for the San Martín Emergency Plan SUMA includes the teacher compass.

These learning materials are designed to improve teacher effectiveness and student learning by providing teachers with structured activities based on learning indicators. Teachers in Pajarillo and Cuñumbuqui have been motivated by the materials and have started planning to expand these strategies into other classes like social studies and science. The following table details the impact of these materials on teachers and students:

BEFORE CURRICULUM PATHS	AFTER CURRICULUM PATHS
Programming/Planning	Programming/Planning
Teachers used the DCN for annual planning in communication and mathematics. Because the DCN was based on annual learning objectives, it did not help teachers with short term planning.	Teachers have a better understanding of expected learning indicators, allowing them to plan and prioritize on a monthly basis.
Teachers could not identify a progression of skills to be learned in the DCN.	Teachers can understand how students should build skills on a progressive basis horizontally across grades and vertically from one time period to another.
Teachers had no way to measure learning progress.	Short term planning has permitted progress evaluations and differentiation.
Coaching	Coaching
Coaching is not effective because it is based on general classroom observations during unstructured, one-time visits.	Coaching is better organized and utilized because it is structured according to specific learning goals.
BEFORE TEACHER COMPASS	AFTER TEACHER COMPASS
Teachers learned different teaching strategies in different training activities. However, those	Teachers use structured teaching strategies to accomplish specific learning indicators in specified

strategies were not organized according to learning indicators nor prioritized according to the school calendar. As a result, teachers either did not implement the strategies they learned in workshops nor used them in a structured manner, making them less effective.	time periods. Teachers know what to do, when to do it, and with what frequency.
Teachers did not know how to use concrete learning materials (e.g. manipulatives, mobile letters, blocks, sequence cards, among others)	Teachers integrate concrete materials to help them accomplish learning goals.
Teachers did not know how to use materials from their environment (e.g. seeds, stones, and bottle caps)	Teachers use materials from their environment and integrate them into lesson plans to help accomplish learning goals.
Teachers did not integrate nor did they frequently use the pedagogical materials of the MINEDU, such as workbooks.	Teachers use pedagogical materials from the MINEDU more frequently and more appropriately.

In FY2013, SUMA has created and implemented three of the five modules of the online program of the Reading Champion Network. Each module is presented in 2 days and supplemented by discussion groups, readings, video analysis and demonstrative classes. SUMA worked with a teacher training institute, the ISP CREA, to accredit this program, thus enabling teachers to earn credits for completing the program. The Reading Champion Network consists of approximately 25 teachers and facilitators from Pajarillo and Cuñumbuqui who have demonstrated leadership and stronger results in reading instruction.

2.5 Emergency Plan for the Improvement of Learning Results

Disappointing results from the ECE 2012 for San Martín indicated little to no growth in learning in the region; 17.9% of students have progressed to level 2 in reading comprehension as compared to 17.1% last year, and 7.1% have achieved level 2 in mathematics versus 7.5% in 2011. This information propelled the San Martín regional government to request USAID support in the second half of FY2013 to implement an emergency program to improve learning outcomes. Based on this request, SUMA, the DRESM, UGEL technical teams, the MINEDU, and USAID jointly designed and started implementation of the Emergency Plan for the Improvement of Learning Results in first and second grade across all schools in the region. The goal of the Plan is to achieve a 3% increase in the percentage of students reaching Level 2 in communications, from 17% to 20%, and a 2% increase in math from 7 to 9%. Under the Plan, schools are classified into four groups: group 1 consists of schools that have specific interventions, including PELA, SUMA, and CEPCO; group 2 is comprised of schools that were formerly part of the PELA program but are not getting support this year; group 3 consists of large, mostly urban schools that have

not received support from any intervention, but have a strong possibility of showing growth; and a fourth group of single-teacher rural schools to be supported by the UGELs.

SUMA is responsible for materials development and training to group 3 schools, which consist of 154 large graded (*polidocente*) schools and a total of 15,270 first and second grade students and 608 teachers. According to the plan, training is delivered to UGEL and DRE specialists who will in turn train teachers and provide in-classroom teacher coaching. The region decided to expand SUMA's participation and materials for teachers in all four groups. Training activities have already begun. It is important to highlight that the plan is ambitious and far reaching as new classroom practices are being introduced that may take time to be effectively implemented and to result in improved outcomes. In addition, UGEL specialists are overwhelmed; they do not have the necessary skills to conduct teacher training and they are too busy to carry out teacher training and coaching activities as stipulated in the emergency plan.

SUMA led the first workshop on June 06 and 07 in San Martín for 140 people, including specialists from the DRE and from the ten UGELs of San Martín. The workshop marked the start of the Emergency Plan and of a new concerted effort to improve learning indicators. Desiree Pallais, SUMA's international consultant, led the workshop and established the following goals: 1) to reflect on causes of reading difficulties and delays in the early grades; 2) to analyze pedagogical strategies that help children in level <1; and 3) to provide solutions and classroom strategies in the context of the Peruvian educational system. Training activities focused on three areas: phonics, literal comprehension, and inferential comprehension. Classroom strategies targeting early literacy skills were shared with the participants, who then adapted them to their local context. SUMA has organized these strategies to link them to the MINEDU's curricular guides. SUMA's math specialist and math consultants led the math workshop. The UGEL teams participated actively, showed great interest, and provided valuable insights regarding how to adapt the strategies to their context. The workshop ended with the development of a plan to enable UGEL specialists to replicate what they learned in workshops with teachers. Unfortunately, the specialists were not able to plan training activities due to other demands.

FHI 360 Literacy Expert, Carol da Silva, came to Peru in June to design a strategy for developing the learning materials and to consult with the MINEDU and USAID on the studies discussed above. The materials developed for the San Martín Emergency Plan consist of "planners" that ensure that all ECE priority skills are addressed throughout the week, and create greater structure and linkages among different activities. There is a particular effort to ensure that students have plenty of opportunity to practice independent reading to promote greater reading fluency. Given the short time frame to develop materials, SUMA is primarily using existing materials (Ministry text, the self-paced learning guides and the Teacher Compass) and the planner provides greater organization and structure to these materials and simplifies instructions to make them easier for teachers to use.

The second workshop for specialists was held in August and focused on coaching in mathematics and reading. The first day focused on coaching, classroom observation, and how to relate to teachers. SUMA also began developing materials for teachers to use for the remainder of the school year.

In September 2013, FHI360 literacy specialist Emily Koester visited Peru to lead the third workshop and to conduct classroom observations in San Martín. Ms. Koester gained an understanding of literacy practices at the classroom level and surveyed the extent to which the SUMA strategic planners were being used by teachers. The observation included 5 schools, 8 classes, and in-depth interviews with 10 teachers of the Group 3 schools. Perhaps one of the most significant findings is that all teachers struggle with classroom and time management, which seriously impacts teaching and learning. Although the materials help, teachers need specific strategies and training for classroom management. Additional resources to help teachers could include materials for students, intra-school and inter-school exchanges, modeling of effective strategies that work, regular school observations and more support from school directors to restructure the school day and enforce rules.

Next Steps

- Complete study to identify the differences between the top performing regions in the ECE, Arequipa and Moquegua, compared to San Martín.
- Complete the set of teacher materials to use in the classroom: curricular paths, teacher compass and teacher training program.
- Complete Reading Champion program.
- Donate reading materials kits for the 154 group 3 schools to be distributed by the region. The kits contain 30 books per school.

OUTCOME 3: IMPLEMENTATION OF BEST PRACTICES SUPPORTED

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

Design and Revision of Educational Materials

SUMA has continued to support the active-schools methodology, which uses self-paced learning guides that are particularly effective in multi-grade classrooms as they enable groups of students to work independently while a teacher works with other groups of students. SUMA has used the guides that were developed under the AprenDes project; in FY2013, SUMA began to update these guides so that they correspond to the new Peruvian curriculum. Materials are being validated in the field in Pajarillo and Cuñumbuqui schools and adjusted as needed. Field work consists of classroom observations and teacher interviews for comprehension and ease of use. Based on these findings, the units have been revised, particularly with regard to illustrations and instructions. In addition, teachers are receiving in-classroom training to support the use of the guides. The first workshop was led by FHI 360 expert Marina Solano. Mrs. Solano has worked with the SUMA team to support the materials development, and to participate in classroom observations and interviews with teachers in order to make additional recommendations. She will continue to support the SUMA team until the materials are completed.

The following table presents the changes that are being observed from the validation of the self-paced workbooks:

BEFORE SELF-PACED WORKBOOKS	AFTER SELF-PACED WORKBOOKS
Teachers only work on one pedagogical area per day.	Teachers are learning to work in multiple subject areas each day.
Teachers did not understand the MINEDU's Learning Routes (<i>rutas pedagógicas</i>)	Teachers are less confused by the MINEDU's learning routes because the workbooks make them more concrete.
Little cooperative learning and interaction with parents and the community.	New classroom dynamic with more cooperative learning among students, and greater interaction with the family and the community.
Teachers have difficulty maintaining a sequence in in the pedagogical process.	Facilitators and teachers follow a structured sequence based on the MINEDU's "learning routes".
Teachers have difficulty understanding approaches to learning in both communication and mathematics (problem resolution).	Teachers build greater understanding of how to teach both subject areas (math and communication) through concrete examples.
Students do not have enough opportunities to	Through the workbooks, students practice reading

practice reading and writing in the first grade.	and writing skills which helps promote early literacy in the first grade.
Classroom management is a major challenge for teachers.	Students are more focused and better organized, creating better conditions for classroom management.
Teachers have difficulty implementing differentiated learning.	Teachers begin to use the workbooks to identify individual student progress.

Technical Support to PELA Ayacucho

Technical assistance to the Ayacucho region began in 2010 based on the educational priorities identified by the region, and ended in the last quarter of 2012 based on new USAID priorities. Assistance focused on strengthening PELA, including supporting teacher coaches and teacher professional development. The PELA program in Ayacucho is quite large with 92 teacher coaches and 1067 teachers. The program also consists of a large number of bilingual schools requiring much more extensive support than has been the case with the other regions.

In general, implementation of the PELA program in Ayacucho faced administrative, logistical and leadership issues, which limited the capacity development of the regional team, especially that of trainers and teacher coaches. Also hindering project development were frequent changes in DRE authorities which delayed the project and created obstacles. SUMA carried out the last workshop for PELA-Ayacucho teacher coaches in October 2012 with the participation of five SUMA consultants.

Given geographic conditions, political differences with the regional government, and the strength of the teacher’s union in the region, the MINEDU has encountered difficulties with ECE administration in recent years. Teachers in most of Ayacucho belong to CONARE, the more radical faction of the SUTEP, which has traditionally opposed the implementation of the ECE. Overall regional data for 2011 in reading comprehension was not reported because the sample size was too small, although the MINEDU did manage to have a representative sample in mathematics. In mathematics in 2011, the percentage of children at level 2 was 5.5%, which dropped to 4.3% in 2012, making it the second worst performer in the country. The ECE 2012, which was administered to a representative sample despite protests, shows that 13.7% of second grade students read at level 2.

One reason for the poor results was the fact that the strikes were longer in Ayacucho than in other regions of the country. The strikes in Ayacucho were led by the CONARE teachers’ union and were longer than in the rest of the country. The CONARE was created by teachers dissatisfied with the organization and structure of the SUTEP and who believe they have been abandoned. In Ayacucho, the strike began at the end of May, before the SUTEP, and ended in August, which resulted in a total loss of 35 out of 183 school days, or 19% instructional time. In addition, Ayacucho is a region with complex geography where rural schools are far apart and there is no transportation from one area to another, making it particularly hard and expensive for PELA coaches to reach schools. If any changes are to be

observed in Ayacucho, a realistic analysis of the conditions in the field is necessary so that appropriate resources are allocated.

Amazonas

The new government of Amazonas, which began its term in January of 2011, did not make the PIP a priority. SUMA was able to get the project extended through December 2012, though sufficient political will did not exist to continue beyond that, even though there were sufficient funds remaining to continue into 2013. Therefore, the PIP ended in December 2012 according to the original time table. In addition, the region decided to pay teachers who worked after school hours to help second graders prepare for the ECE in 2011 from regional funds; the initiative was called the CIMA Plan. The plan will be expanded beyond PIP and PELA to every school in the region with a budget of 7 million soles for 2013.

Overall ECE learning results in 2012 for the Amazonas region in reading comprehension were 21.1%, which represent a slight increase from 2011. In mathematics, ECE results are almost the same for both years: 12.7% in 2011 versus 12.9% in 2012. SUMA-supported PIP schools increased to 22.4% in reading comprehension from 19.4% in 2011, slightly above the regional average. Mathematics results in the PIP schools decreased to 13.4% in 2012 compared to 15.4% in 2011. Although the PIP results remain above the regional average, the decrease may be related to the loss of instructional time. When teachers implemented the “class recovery plan” to make up for lost time from the strike, they focused on reading comprehension because they are more comfortable with the subject compared to math.

Ucayali

Based on discussions with USAID in early 2013 regarding the desire to continue support for Ucayali, SUMA’s plans were to support the regional government in the implementation of the PELA program. The regional government requested continued support from SUMA as they felt the project support had been important for structuring the program, training the teacher coaches and providing good feedback to coaches, teachers and PELA managers. PIP support ended according to the original plan in December 2012 and SUMA provided technical support in both the pedagogical and management components of PELA. Given the potential for ending support to PELA, SUMA focused on summarizing lessons learned and finding opportunities to support reflection of the project’s work on the PELA program.

Overall 15.3% of Ucayali second graders in 2012 are at level 2 in reading comprehension compared to 15.1% in 2011, and 4.4% of second graders are at level 2 in mathematics in 2012 compared to 4.1% in 2011. Although the region has not increased its learning results significantly, the table demonstrating ECE results in PELA and PIP program schools show growth in the area of reading comprehension. In 2012, there was a 2.5% increase among children who achieve level 2 in reading comprehension from 9.60% in 2011 to 12.1% in 2012 in PELA schools. SUMA provided technical support in both pedagogical and management components of PELA and worked very closely with the PELA team. In the area of mathematics, results remain stagnant. Like the rest of the country, PELA schools in Ucayali still need more training in mathematics based on a strong national pedagogical proposal. For more information on these programs see the PCF Annual Report.

Alliances with the Private Sector

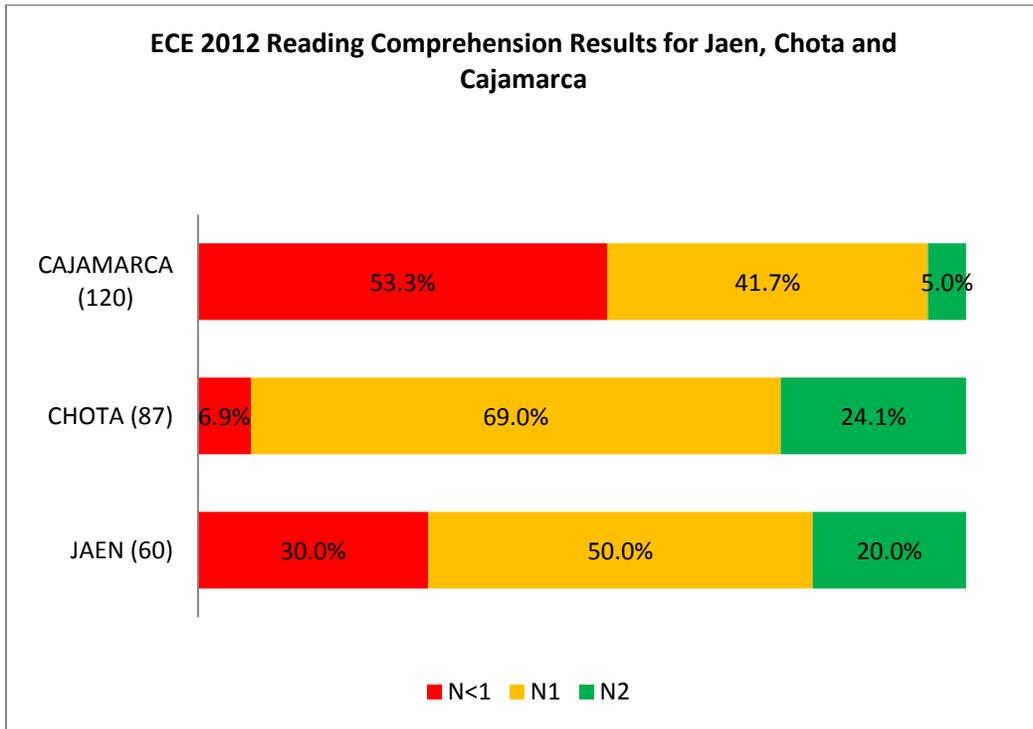
SUMA continued to participate in the alliance with the *Asociación Los Andes de Cajamarca* (ALAC), an association created by the mining company Yanacocha. USAID signed an MOU with ALAC in August of 2010 and the project provided initial support to the regional government's PELA program as there had been 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. USAID, ALAC and SUMA agreed that the alliance should focus on implementing the Creating Successful Schools Program of the *Instituto Peruano de Acción Empresarial* (IPAE) that has already been validated in the region. In 2011 USAID, SUMA, ALAC and IPAE approved the project design, budget and a leveraging ratio of 4:1; however, given delays in the approval of the PCF design, SUMA was not able to contribute the agreed upon funds until after July 27, 2012. Because the project has been in implementation since 2011, the FOG was designed to cover the last year of the project. During FY 2013, SUMA worked with ALAC and IPAE to draft and finalize a Fixed Obligation Grant (FOG) document and budget which was approved by USAID in April 2013.

The Cajamarca Alliance consists of two components. Component one is focused on implementing the "Creating Successful Schools Program" of the Instituto Peruano de Acción Empresarial (IPAE), a program that impacts 2026 students, 27 principals, 115 teachers and 716 parents in rural areas of Cajamarca. The selected schools were already supported by PELA with the goal of strengthening the PELA program and expanding it to grades 3 to 6. Component 2 of the project is designed to support the improvement of decentralized management of education in the region by implementing a planning, monitoring and evaluation system.

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 that there would be a 4:1 leveraging ratio, SUMA's commitment to the project is \$125,000. In FY2013, SUMA has worked closely with IPAE to ensure that implementation is on schedule. SUMA has participated in the alliance through quarterly meetings with ALAC, IPAE and representatives from the regional government of Cajamarca and the DRE, and has conducted periodic visits to project schools to discuss and monitor the implementation. Implementation of Component 1 of the FOG is on schedule. Overall, IPAE's work has been very well received and the teachers are implementing both literacy and math activities very successfully; students are active and motivated, children are doing collaborative work and teachers are working closely with facilitators.

Although there is no comparative ECE data for Cajamarca schools because it was not administered in 2011, the evaluation did proceed normally in the region in 2012. Schools in three of the four networks of the alliance were evaluated: Jaen, Chota and Cajamarca. Chetilla schools did not participate in the ECE due to ongoing social conflict and protests against the Conga Mine. The following graph presents the 2012 ECE results in reading comprehension for the schools that were evaluated in the three

networks. Mathematics is not presented because the project is not involved with this subject area in second grade.



SUMA also participated in the first activity of component 2, a workshop led by consultant Emma Aguirre for UGEL and DRE representatives in Cajamarca to gather initial concerns regarding a model for decentralized management. The initial report of the workshop has been shared with both SUMA and ALAC and has been sent to the regional government.

There have been delays in component 2 related to the difficulty of the component, differing needs in the regional government and the DRE, and personnel changes in IPAE and the DRE. SUMA has been instrumental in facilitating the implementation of this component based on SUMA’s experiences in this area, and by aligning the project with the decentralization PIP of the MINEDU which will be implemented in Jaen, one of the target areas. Unfortunately the MINEDU and the project’s timeline are not the same, which is delaying component 2. However, it was agreed to continue this collaboration with the MINEDU in order to avoid confusion and obstacles in the region when the MINEDU is ready to implement the PIP.

The time remaining on the project continues to be a challenge for the Cajamarca Alliance because joint planning and accommodating to the needs, interests and expectations of the regional government takes time. In addition there have been leadership changes in the DRE, which has delayed program implementation.

Next Steps

- Continue to oversee and provide support to ensure FOG requirements for the remaining milestones to ensure they are submitted and successfully implemented.
- Continue to work with the alliance on component 2 to make sure that work is conducted in the UGELs as a follow up to the workshop.

OUTCOME 5: POLICY DIALOGUE, COMMUNICATIONS, AND CIVIL SOCIETY PARTICIPATION ENHANCED

5.1 Provide Support to Enhance Policy Dialogue on Critical Aspects of Education Quality

As part of the contract modification with USAID in October 2012, which shifted the focus to the regions, activities focused on dialogue at a national level have been finalized. However, SUMA has continued to participate in CNE and MCLP activities, particularly those related to decentralization policy dialogue at a regional level. Through the Inter-Institutional Round Table, the CNE has developed a common framework for decentralized management of education to guide their activities. The framework promotes decentralization of education at the local level primarily based on the experiences of the GLE implemented by SUMA in San Martín. The ACDI-funded project in the La Matanza district of Piura, and UNICEF's activities in Ventanilla, have also contributed to the framework. The review of lessons learned identified the need for decentralization at the local level, and provided models for implementation. The CNE is meeting with regional presidents around the country before regional and municipal elections in March 2014 to discuss management at the local level. Finally, the IXth CNE Yearly Regional Conference, to be held in December 2013, will focus on the decentralization of education at the local level.

CNE—Policy Dialogue on Decentralized Education

As in past years, SUMA supported the CNE's VIII Yearly Regional Conference which was held November 15-16th, 2012. Mr. Jaime Niño, former Aprende project director and Minister of Education from Colombia was invited as keynote speaker; his presentation focused on decentralized management as the route to guarantee the fundamental right to an education. Teocrito Pinedo, SUMA's San Martín Regional Director, presented the experience of the Joint Plan (Plan Mancomunado) in Cuñumbuqui. The objective of the conference was to identify the remaining critical obstacles in decentralized education management. Participants included: regional social development managers, regional directors of education, District mayors, and MINEDU representatives, among others.

At this Conference, the Inter-institutional Roundtable (MI) of the CNE presented several studies related to the SUMA-supported GLE of San Martín, including "The Joint Plan," as an Instrument of Intergovernmental Articulation: "The Local Governance Experience in the District of Cuñumbuqui, San Martín" (*El Plan Mancomunado como instrumento de Articulación Intergubernamental: La experiencia de la Gobernanza Local en Educación en el distrito de Cuñumbuqui, San Martín*) and "An Experience in Local Educational Management: La Matanza, Piura" (*La Matanza, Experiencia de gestión educativa local*). SUMA supported these studies through its participation in the Roundtable.

SUMA also supported the CNE to publish a new informational pamphlet about the SSII-PER which describes why the SSII-PER is important, what information it provides, and how to read SSII-PER data. The material was distributed to participants at the CNE's VIII Regional Conference.

On August 28, 2013, SUMA participated in the CNE workshop, “A Common Framework for Decentralized Management with a Geographic Focus” (Marco de Referencia Común en Gestión Descentralizada con Enfoque Territorial). The objective of the workshop was to share advances on the common framework with specialists in educational decentralization at the regional and national level. Keynote speakers included: Raul Molina, formerly of the PCM, Nestor Valdivia of GRADE, Carlos Monge of the NGO DESCO, and Blado Castañeda of the PCM. During FY 2013, the MI also discussed its opinions and recommendations on the new National Plan for Decentralization 2013-2016 and sent a technical report to the PCM with those recommendations. Concerns focused primarily on the absence of representation for the local level and the need to go beyond the regional and national levels.

In the last trimester, the MI edited the document, “The Experience of Local Governance in Education in the District of Cuñumbuqui, Region San Martín 2011-2012: the Joint Plan as an Instrument of Articulation among sectors of Government” (*La experiencia de la gobernanza local en Educación en el distrito de Cuñumbuqui, región San Martín, período 2011–2012 el “Plan Mancomunado” como instrumento de articulación intergubernamental*). The publication focuses on the creation and implementation of the Joint Plan, which is an essential instrument of the GLE, and will now be replicated by the regional government in 11 districts and by the national government through the PIP.

Roundtable in the Fight against Poverty (MCLP)

During this year, SUMA participated in the MCLCP of the CNE on the need for cross-sectoral projects in the social areas. Representatives of the MCLP will also conduct a study tour to San Martín to learn about the MGL and speak to educational actors in Pajarillo and Cuñumbuqui before the end of the year.

SUMA also participated in activities related to preparing a technical report on the status of the LOF, which was presented to the Commissions for Decentralization and Regionalization of the CNE, as well as to Local Governments and the Congressional Office for Modernization of Management of the State. The document suggests the need to publish the law quickly because findings from recent studies show that confusion and duplication, in the absence of a published norm, has resulted in obstacles to decentralized management. A recommendation is also made to Congress to urge the MINEDU to lead the design of a matrix of functions in decentralized management focusing on attention to schools.

5.2 Develop and Implement Communication Strategy

During FY13, SUMA has continued to implement its communication strategy targeted at the three levels of government (national, local and regional) and in the support of the Decentralization Laboratory of San Martín and the Local Governance Model (MGL) implemented in Pajarillo and Cuñumbuqui. SUMA has worked closely with the MINEDU, the regional government of San Martín, the San Martín DRE, UGEL’s, local governments, and directly with the schools.

At a national level, SUMA has participated in several workshops organized by the Office of Social Communication and Community Mobilization of the MINEDU to share MINEDU communication activities, such as *Everyone Ready on the First Day* to encourage parents and students to be in school from the first day, and the catch-up plan for lost days as a result of the 2012 strike. The MINEDU has used SUMA's radio spots for national broadcast.

At a regional level, the San Martín DRE requested SUMA's technical assistance to design and produce a communication campaign to mobilize the entire region and build understanding and joint commitments to improve learning. Based on the experiences of the GLE, SUMA's objective in designing the strategy was to raise awareness among educational actors, students, teachers, principals and authorities, build understanding, and generate joint commitments to improve learning. Two television spots have already been produced and are being broadcast in the region. The spots have also been uploaded to the San Martín DRE website, the SUMA website, and on YouTube: <http://www.youtube.com/watch?v=7UHGVdGAAf8>, <http://www.youtube.com/watch?v=jvYrozNd6jI>

Additionally, a seven minute explanatory video has been produced to provide information about the local management of education in the context of the San Martín Medium Term Plan. This video is also available on the DRE and SUMA websites and the DRE Director and staff have used it at workshops, presentations and with the press (<http://www.youtube.com/watch?v=VxULQyUorj0>). The regional government's campaign will also include a 7-minute weekly television program focusing on ways to help increase children's learning at home.

At a local level, SUMA has continued to support the GLE in Pajarillo and Cuñumbuqui. Communication activities have focused on strengthening communication among members of the school community, among schools, and between the community and authorities. Activities and materials have been designed to provide information, share key educational milestones, and motivate the participation of parents in activities that celebrate their children's learning. Radio, television and outreach materials have been created and broadcast/distributed using strategic media outlets that are appropriate for those communities (for example, billboards on the river bank, announcements on garbage trucks loud speakers, community radio, and posters). SUMA also produced several instructional videos for teachers and principals regarding how to use the self-paced learning guides. SUMA used these videos during workshops in August.

SUMA has also supported Pajarillo and Cuñumbuqui schools in the organization of their Day of Achievements (*Día de Logros*), a day when schools invite community members into schools to see what students have learned during the year. Radio spots and pamphlets were produced to encourage educational actors and authorities to participate in the event.

Finally, 4545 new visitors accessed SUMA website's in the last quarter of the year, a new record for the project. Content on the web is shared through social networks. SUMA's Facebook page is consulted and shared by authorities and NGO representatives.

Next steps:

- Complete technical assistance to the communications team at the San Martín DRE, especially the Television Program Education in Action.
- Plan and implement final closing events.

ANNEX 1: REGIONAL REPORT – SAN MARTÍN

Regional Context

During FY2013, the MINEDU implemented the national campaign for a “Good Start of the School Year,” but there was not any technical support from the DRE or the UGELs to monitor and supervise key elements, including: teacher hiring, provision of materials, and infrastructure maintenance. The perception in the region is that progress is slow.

In FY13, the San Martín government finalized the process of restructuring and has approved a new ROF. The new structure integrates the regional Education, Health, and Social Inclusion offices more fully into the organization of the regional government, although not the local level. A joint plan was developed among MINEDU, PCM, GR, GRDS, DRE and USAID/Peru to implement the restructuring, which included decentralized management policies for San Martín, the Regional Educational Management Model that was to be executed in the period from June to November 2013, and a “modernization process” launched by the MINEDU to focus government functions around accomplishing specific processes such as hiring teachers. As mentioned below, the regional government decided to build on SUMA’s experience in Pajarillo and Cuñumbuqui to create integrated local government structures.

DRE management has been much stronger this year with new leadership. The Director of the DRE has assembled a planning team which has been working with SUMA on the Medium Term Plan 2013-2016. SUMA has supported the region as it developed its Medium Term Plan, and provided technical assistance to the DRE as it developed a roadmap for the implementation of the Medium Term Plan 2013 – 2016. Unfortunately, it has been difficult to implement the Plan because the DRE team is very busy with the demands generated by MINEDU and Regional Government. SUMA is putting together a user friendly version of the PMP for educational actors. Additionally, the new DRE leadership has initiated the re-activation of the COPARE supported by SUMA.

At the start of FY2013, SUMA organized the Study Tour-Workshop with the Regional Government of San Martín with the participation of representatives from the MINEDU, the Regional and Local Government, the DRE, authorities from five regions and civil society. The group gathered in Tarapoto to observe the process of the implementation of GLE in the districts of Pajarillo and Cuñumbuqui. This was a unique experience because it gave participants an opportunity to observe and ask questions in the field and to reflect on the model and its contributions to national policy and the improvement of learning.

On September 20, 2013, the regional government of San Martín, with the participation of the former regional president, Cesar Villanueva, held an activity to launch a new initiative for local governance that will build on the experience SUMA developed with the GLE in Pajarillo and Cuñumbuqui. Implementation of this new initiative will take place in 11 additional regions, 1 for each UGEL, in addition to Pajarillo and Cuñumbuqui. These districts were selected by the DRE’s technical management team and expansion will begin in December and go through 2018. PRODES, the MINEDU and SUMA supported the launch which took place in Lamas. Former regional president Villanueva and local government representatives from each selected district signed an official agreement to implement this

initiative. From September 25-27, 2013, DRE director Karina Ortiz presented the initiative during the Second International Seminar on Decentralized Management in Education organized by the MINEDU.

Educational Planning and Management

SUMA supported the Pajarillo and Cuñumbuqui CGDLSs and CONEIs in the development of the 2013 Joint Plan and the 2013 PAT-MA. There are significant advances in the technical quality of both instruments, particularly the Joint Plan. The structure of the document now includes a strategic framework, operational plan, budget, and the availability of non-financial resources necessary to meet goals, as well as a matrix of responsibilities and a timeline for implementation. As part of consolidating activities and the process for the organizing the CGDLS, the design and implementation of management instruments like the Joint Plan and the School PAT-MA have been streamlined. Technical teams from the corresponding UGELs have participated in finalizing the management instruments for the school, school network and CGDLS.

The PAT-MA is implemented by the CONEI, and a monitoring system has been incorporated to facilitate its implementation in schools. Annual school goals and monthly activities are exhibited prominently at schools and monitored on a monthly basis during CONEI meetings to indicate whether specific actors met their commitments. If goals were not met, the reasons are indicated and decisions or measures to guarantee accomplishing the goal are discussed. For example, pedagogical strategies to improve learning, like participation in CIAs, is monitored by the goal plan, as well as commitments related to the school calendar, effective principal leadership through the promotion of community participation, and articulation among schools to meet common needs. Goals to increase and improve the quality of parent participation are related to supporting the school with specific areas of expertise, collaborating with community stories, or supporting arts and physical education. Finally, the PAT-MA allows students to become the protagonists of their educational development by promoting their participation in the student council, healthy habits, citizenship, and active participation in school management. The experience demonstrates that one of the strengths of the PAT-MA is showing the school community the benefits of results-based management and how it generates a more supportive and participative community.

The table below presents key areas that are changing with the implementation of the PAT-MA:

Before the PAT-MA	After the PAT-MA
Schools respond to external administrative activities	School is at the center of services for children.
	Schools articulate and prioritize administrative and pedagogical activities.
No concrete PAT-MAs	Concrete, reasonable PAT-MAs that mobilize actors at school and in the community.
Limited pedagogical leadership of school	Pedagogical leadership of school principals

principals	strengthened
Little commitment from educational actors who do not know how to contribute or what to contribute.	More and better commitments; educational actors organize themselves better to meet their PAT-MAs.
	Permanent monitoring of commitments and proposed activities in the PAT-MA.
Oversight activities are administrative and developed to meet a directive imposed by the authorities.	The day of achievements becomes an important activity of the school community to reflect on progress and in meeting PAT-MAs proposed at the start of the school year.
Teachers not hired on time leading to delays in school start dates.	Teachers hired on time; timely school start dates.
Traditional public management	Results-based management

SUMA is helping develop mechanisms for monitoring progress of PAT-MAs and supporting the Joint Plans. The monitoring process entails consolidating information from the schools of the entire district and presenting it to the CGDLS for follow-up. This is carried out by the network coordinator who works with each school director and CONEI. The CGLDS can then develop solutions to improve the conditions for learning. For example, if schools have teachers that are having difficulty implementing specific learning strategies, the CGLDS can seek agreements between the network director and CRAs to reinforce in-classroom teacher coaching. In the case of schools where teachers are frequently absent, UGEL participation may train school directors in strategies to resolve bad practices. Because the UGEL is a member of the CGDLS, they can then follow up with the schools directly to support the necessary changes.

Pedagogical Leadership – Principals

During the year, workshops were conducted for school directors in the laboratory districts and focused on developing their pedagogical leadership and on improving learning results among students. Training was conducted by the UGELs and the school network with SUMA support. A CIA complemented the first workshop for school directors. The second workshop focused on strengthening capacities in monitoring the activities and agreements with local actors to ensure these activities are carried out and goals are met. Directors indicated that they welcomed this training particularly because it has helped them prioritize and understand how educational management can enhance pedagogical activities.

On February 25, teachers, principals, CONEI representatives, students and representatives of the UGEL, QW and MINSA participated in the 2013 Goal Plan (the San Martín region has re-named the plan *School Workplan for the Improvement of Learning*) workshop. The Goal Plan has become a key instrument to guide educational management and to plan activities to improve learning with active participation of the community. During the workshop, participants reviewed learning outcomes of first, second, fourth and sixth grade students, evaluated their work in 2012, identified the problems needed to be addressed in 2013, and set goals and commitments for 2013. The workshops consisted of activities organized by

school community and by actor (e.g. teachers, principals, community authorities, and students) to share experiences within and among schools. Following the workshops, the actors returned to their schools and completed their school's PATMA.

As part of the commitments of the Joint Plan, vacation schools were carried out during the summer months (Jan-Feb) and were the result of a request from the community to engage children in continued learning during the summer and to learn new skills. SUMA supported the community by mapping artistic skills among community members in each district to encourage participation of the educational community. Cultural, artistic and athletic strengths were sought so that children can develop these areas which are often not part of the school activities. In addition, vacation schools reinforce academic learning. A future challenge is to institutionalize the vacation school by encouraging the participation of other public and private actors operating in the district territory.

Finally, one of the significant impacts of the implementation of the Joint Plan was that schools were ready to start the school year on time. Ninety percent of all teachers were ready and in the classroom expecting students on the first day of class (March 4, 2013), which constitutes significant progress in comparison to previous years. However, some schools had not finished preparing and cleaning the schools and student attendance was only 50% during the first week. The students arrived between March 8 and March 11, one week after the official start date. This seems to indicate that there still exists a deeply rooted culture among parents to send their children to school later and highlights the need to have a strong communication campaign to ensure that parents are aware of the school start date.

Improving teacher performance

SUMA conducted workshops for facilitators, two of them in the area of Mathematics focusing on the teaching of multiplication and division teaching, and two in communication where themes such as early reading, and the initial acquisition of the written code were discussed. SUMA specialists accompanied the project and district facilitators to school and strengthened their role in gathering information on the performance of classroom teachers.

Two workshops were held for teachers in February and June 2013. The February 21 workshop, titled "Everyone is Ready from the First Day of Class" (Todos Listos desde el Primer Día), was held for teachers and principals from Pajarillo and Cuñumbuqui. Participants were trained in the Active Schools methodology, focusing particularly on curricular planning, health topics, and nutrition. Monitoring shows that teachers are planning more consistently, using SUMA-created materials more regularly, and meeting on their own initiative to discuss their planning. The teachers also reflected on their motives for teaching, their view on an ideal school, and the obstacles they encounter in reaching the ideal vision for their school. These reflection exercises provided motivation for the teachers as they prepared to start the new school year. Specific learning strategies in math and literacy were presented. The workshop in June marked the start of the pilot testing phase of the self-paced workbooks for grades 1 - 3; the materials were introduced, and teachers were trained on their use. FHI360 consultant Marina Solano

provided technical support for the workshop and presented the framework of the guides and their use in the classroom. The workshop also focused on coaching as it related to the use of the guides.

ANNEX 2 – AYACUCHO

During FY2013, technical assistance to the Ayacucho region was phased out in the last quarter of 2012. This decision was made in October 2012 based on USAID's new priority to focus on the San Martín region. Assistance provided during FY 2013 focused on strengthening PELA by providing professional development for teacher coaches and supporting the regional government's teacher professional development. The PELA program in Ayacucho is quite large with 92 teacher coaches and 1067 teachers. The program also consists of a large number of bilingual schools, requiring a much more extensive support than had been the case with the other regions. SUMA carried out the last workshop for PELA-Ayacucho teacher coaches in October 2012 with the participation of five SUMA consultants. SUMA's contribution to the region included the training program for teachers and coaches, financing of two PIPs, support to develop the Medium Term Plan prioritizing the regional education plan, and support for the SISSPER and the COPARE. Ayacucho regional authorities also participated in various study groups which helped them develop a decentralized management model that includes the local level.

The implementation of the PELA program in Ayacucho faced administrative, logistical and leadership issues, which limited the capacity development of the regional team, especially that of trainers and teacher coaches. Other factors affecting work in Ayacucho were the frequent changes in DRE authorities, the geographic conditions which make it difficult to reach many schools, and the strength of the teacher's union in the region. Teachers in most of Ayacucho belong to CONARE, the more radical faction of the SUTEP, which resulted in the strike lasting longer than in other regions and more tension with the regional government.

ANNEX 3 - UCAYALI

Based on discussions with USAID in early 2013 regarding the desire to continue support for Ucayali, SUMA's plans were to support the regional government in the implementation of the PELA program. The regional government requested continued support from SUMA as they felt that the project support had been important for structuring the program, training the teacher coaches and providing good feedback to coaches, teachers and PELA managers. PIP support ended according to the original plan in December 2012. Unfortunately, because of the new way the MINEDU is working with regions under the PELA program, in which the MINEDU is implementing a certification program for teacher coaches, it has not been possible for SUMA to provide support for PELA. In April, several representatives of the UGEL government, including the Director for Social Development, travelled to San Martín as part of the Study Tour to learn about the MGL in Pajarillo and Cuñumbuqui. The government representatives, including the Manager for Social Development, returned from the Study Tour eager to implement the Goal Plan that they saw in San Martín. However, the region decided not to focus on the Goal Plan because there is less emphasis on pedagogical outcomes. Furthermore, shortly after the Study Tour, there was a change in the Manager for Social Development position, other senior positions, and in the regional government. Unfortunately, the new manager for Social Development has not made education a priority to date. The COPARE has presented the results of the review of conditions relating to the Good Start of the School Year program and the Director for Regional Government has taken this information seriously and has seen the importance of improving management in the education sector as part of the effort to improve student learning. The government has also succeeded in giving 90% of the UGELs the status of executing agencies, an important step to decentralize education.

Education Planning

While SUMA was trying to provide continued support to Ucayali in a narrow set of activities, SUMA has also retained the Resident Consultant to ensure that communication continued while the situation regarding PELA was being clarified. She has continued to provide support to the regional government on the implementation of the PMP and on budgeting and planning since 2011. The Regional Government, with SUMA's support, carried out a workshop in Lima to link the PMP with the budgeting for results framework in order to create a document with the MINEDU for 2013 that integrates and harmonizes the budget with the PMP. This also enabled the regional government staff to strengthen their capacities in operational planning linked to the PMP. SUMA's regional consultant also worked with the DRE to validate the POI and the monthly plans with the Pedagogical Unit of the DREU.

Participation and Oversight

The Resident Consultant has also continued to support the strengthening of the COPARE and the building of capacity of its members. The COPARE has presented the results of the SSIIPER 2012 and stimulated debate about progress and challenges in management. SUMA has also supported capacity building of a group promoted by the MCLCP to monitor and support PELA. This group completed the first report detailing the status of PELA. The COPARE presented these findings to assess the Start of the

Good School Year initiative in April and to generate a debate and recommendations in a participatory manner. The DRE, with SUMA support, presented the ECE results which resulted in a greater commitment to education.

ANNEX 4 – SUMA PROGRESS EVALUATION

Introduction

SUMA recently created a set of instruments to enable teachers to measure student learning, and differentiate instruction according to individual learning needs. These instruments are for communications and mathematics and are to be used four times during the school year. They are designed for teachers to administer so they can understand achievement over time, verify concerns and establish priorities. They have been based on the goals of the curriculum guides and the MINEDU learning routes. These progress evaluation instruments were first applied by teachers in June on a trial-basis in the schools of Pajarillo and Cuñumbuqui with support from SUMA facilitators, and then applied again in September. This report focuses on teacher implementation and school use as well as major findings of student learning in September.

Key Findings: Progress Evaluation and Teacher Effectiveness

One of the most important objectives of the SUMA progress evaluation is for teachers to use the results to guide their practice based on continuous feedback. SUMA facilitators and teachers have indicated that the evaluation has been very successful in helping to identify the areas where children are having the most difficulty in order to adapt and adjust pedagogical practice to these areas. The majority of the teachers have made changes to their teaching practices, re-programmed content, or sought support. In addition, they have indicated that they are able to monitor individual students over time. The progress evaluation also helps teachers and students be better prepared for the ECE national evaluation. On the one hand, they practice test-taking skills, which they are not accustomed to, and they use instruments that are based on past ECE evaluations.

To date, there have been no difficulties using the instruments because teachers are used to preparing, administering and grading tests. What is more challenging for teachers and the school community is using the results over time to influence teaching. Results from the first round of progress assessments surprised most teachers because they expected to see more progress in student learning. After this initial surprise, SUMA facilitators have noted that teachers are more engaged in self-evaluation and respond very positively. They have, on their own initiative, re-programmed challenging topics in order to make sure children are learning, sought help to improve their own teaching skills in a specific content area, and have exchanged concerns with their peers and potential strategies to improve learning. The progress evaluation sparked discussion among teachers and principals and they have engaged in a profound reflection. In most schools, teachers have carried out CIAs to better understand how to use the results and exchange strategies to improve challenging areas. The experience has also provided feedback to SUMA facilitators and valuable insight to improve in-class coaching so they can better focus their support. In some cases the progress evaluation has changed practice altogether. For example, a reluctant teacher in Pajarillo who insisted that lesson planning was not necessary has changed his view after realizing the limited progress in his classes.

Results have also been shared with the school principals, parents and the students themselves, leading to a school-wide commitment to improve learning using concrete strategies that can be monitored. Although the progress evaluations have been designed to provide teachers with the necessary information to be able to differentiate instruction based on individual student achievement, few teachers have differentiated instruction on an individual basis. There are some examples in Cuñunbuqui, where teachers voluntarily stay after school to provide support for struggling students, and have conducted 3-way conferences among the teacher, parent and student to discuss weak areas, make joint commitments, and give concrete tips for parents to practice at home. As teachers get more comfortable with the progress evaluation, they are likely to do more with differentiation.

Key Findings: Progress by Grade

The following is a discussion of the evaluation results by grade, highlighting strengths and remaining challenges. The results indicate progress in the period between June and September 2013, and reflect learning at the third quarter of the school year. The progress evaluation instruments are still being refined based on experiences in the field.

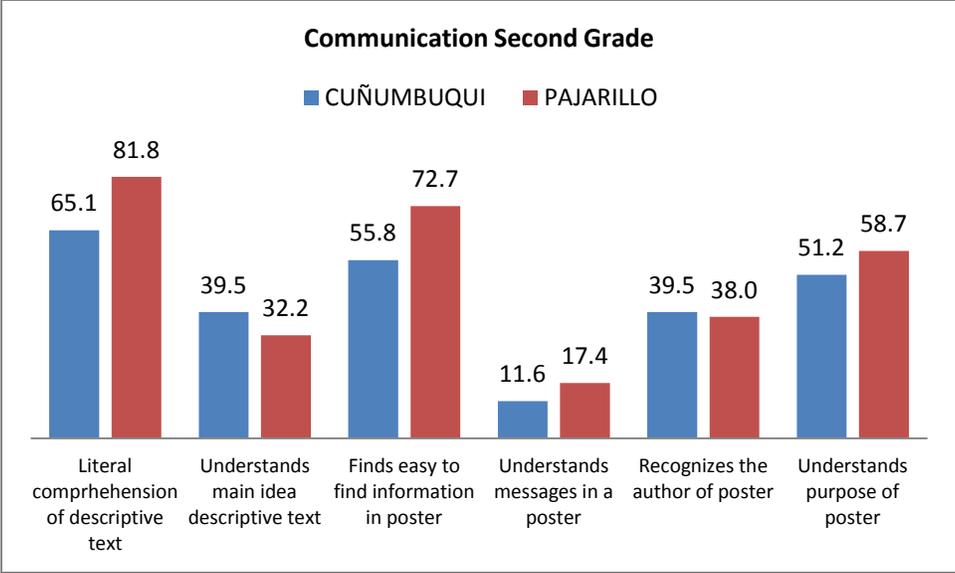
First grade

Communication: In total, 112 children in Pajarillo and 43 in Cuñunbuqui were evaluated. Almost two thirds of children in both districts have acquired expected skills for the quarter in communication. Segmenting the words in a sentence however is harder; only 30.2% in Cuñunbuqui and 34.8% in Pajarillo have acquired this skill. In terms of writing, the test showed that only one third of the children write entire syllables correctly; most children can only represent syllables with one letter.

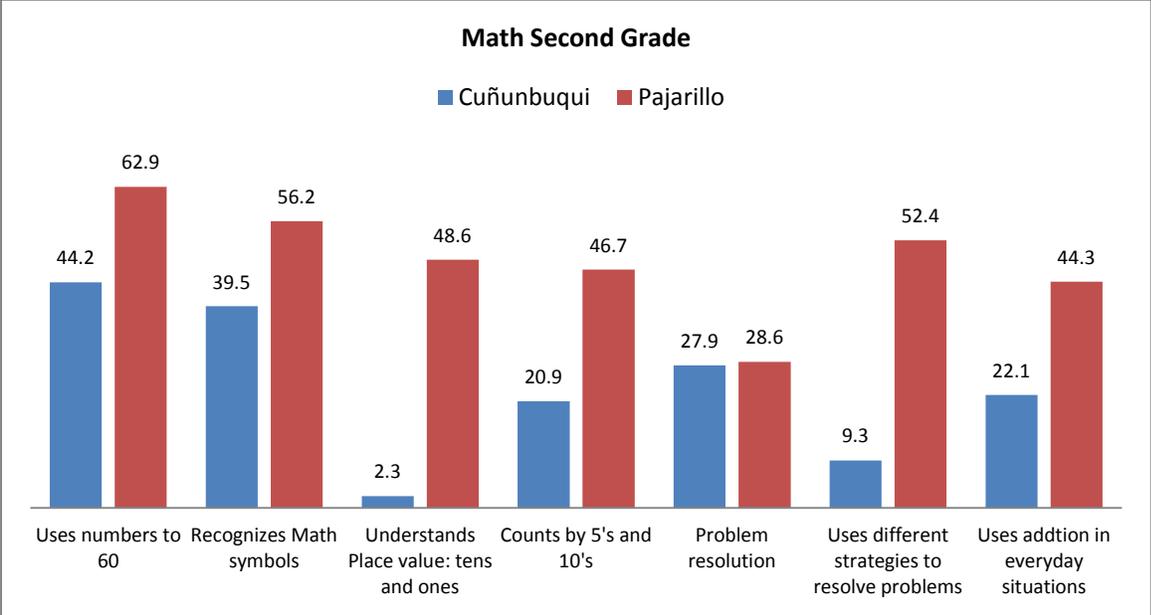
Math: Children in both regions demonstrate progress across most math indicators, in particular identifying the quantities all, some or none, which is understood by more than 60% in both regions. However, classifying concrete objects to sets seems more difficult. The most difficulty is evident in Pajarillo, where only one third of the children achieve resolving simple addition and subtraction word problems that add to ten.

Second grade

Communication: A total of 164 second graders were evaluated: 121 from Pajarillo and 43 from Cuñunbuqui. As can be seen below, most children show progress in literal understanding of a 3 paragraph descriptive text about a young girl, especially in Pajarillo, as well as finding evident information on a poster. However, the lower scores on understanding the text have led SUMA to revise the measure. Poster comprehension is a difficult task for young children and thus SUMA is reviewing whether the measures were clear to the children.



Math: Pajarillo outperforms Cuñumbuqui consistently as shown above. There are indicators, like place value, where only 2.3% of the children in Cuñunbuqui accomplished this skill compared to 46.7% in Pajarillo. Children in both districts show difficulty resolving problems. When they are presented with a picture, half of the children in Pajarillo have acquired the skill versus only 9.3% in Cuñunbuqui.



Third grade

Communication: The overall progress of 184 (132 from Cuñumbuqui and 52 from Pajarillo) third graders were measured in communication. The two districts perform at a similar level; most children understand specific questions regarding a 2 paragraph prose about the Amazon River. Children have more difficulty understanding the 3 paragraph biographic text about Inca Garsilazo de la Vega, particularly those of Cuñumbuqui. Once again, writing is the weakest area with less than 30% of the total sample of third grade students accomplishing the expected learning results for the quarter.

Math: Math progress is uneven among third graders. More than half of the children in both districts correctly decompose the number 379; however, when children are asked to complete a chart, only 15.4% in Cuñunbuqui and 16.5% in Pajarillo can complete the task. Children also show difficulty measuring perimeter and resolving word problems, which are more complex in third grade and include both addition and subtraction.

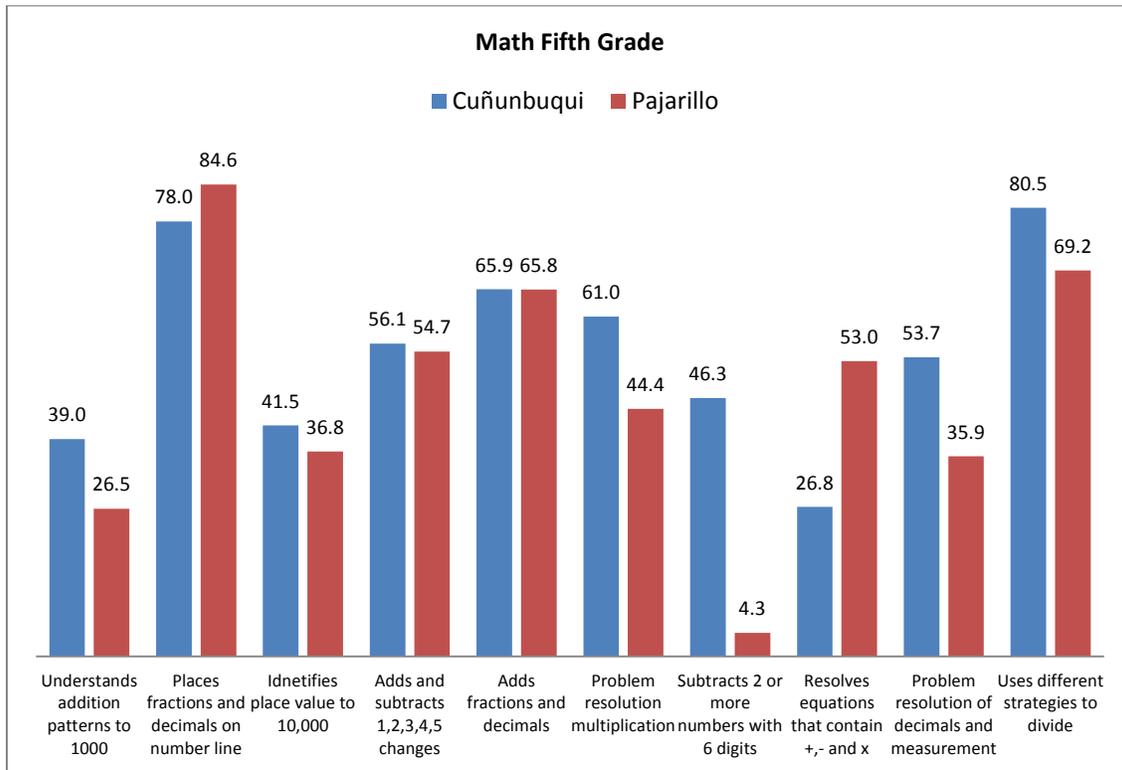
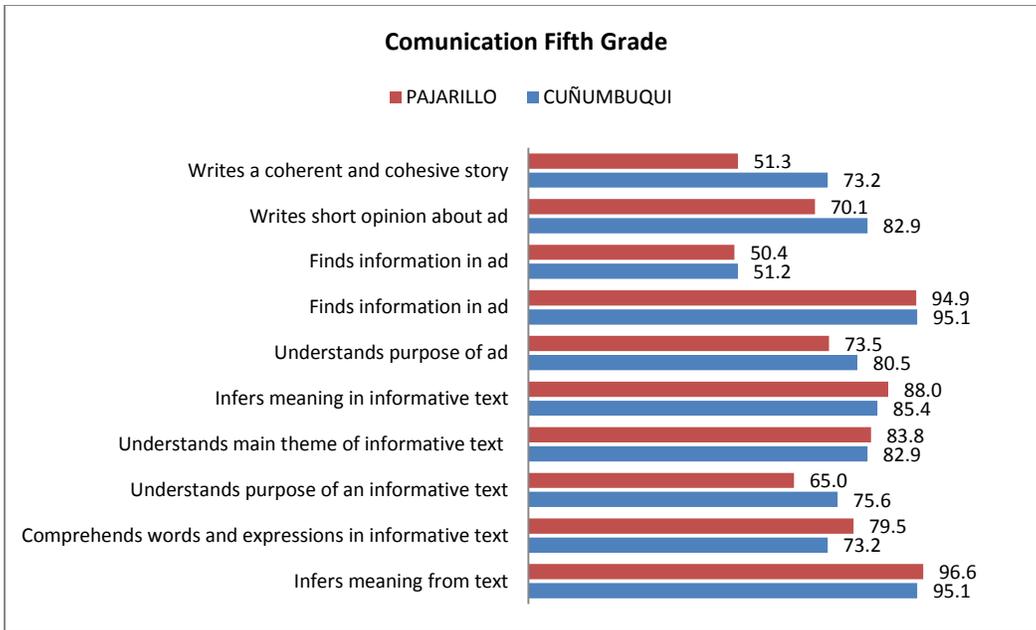
Fourth grade

Communication: Progress in communication was measured in 180 fourth graders (126 in Pajarillo and 54 in Cuñumbuqui). Fourth grade children in both districts can answer questions and understand. Comprehension of an ad and writing their opinion is slightly lower, which also reflects difficulties in writing. Fifty percent of fourth graders were able to write a short story coherently, which may also reflect the continued difficulties with writing that are apparent across elementary schools.

Math: Children in Pajarillo show more progress this quarter than their counterparts in Cuñumbuqui; in fact, more than 50% of children demonstrated achievement in Pajarillo across all indicators except in the interpretation of fractions. Only 39.7% of children in Pajarillo use multiplication correctly to solve simple word problems as opposed to 62.5% in Cuñumbuqui. However, there are difficulties in Cuñumbuqui with fractions and word problems; only 22.2%, and 13% interpret basic fractions.

Fifth grade

Communication: As can be seen in the chart below, fifth graders in both regions (117 in Pajarillo and 41 in Cuñumbuqui) show significant progress across most measures, particularly with regard to comprehension of meaning, words, and theme of a 6 paragraph informative text on a dance from the Amazon region, the Pandilla. Though less than in comprehension, children also demonstrate achievement in writing: 51.3% in Pajarillo and 73.2% in Cuñunbuqui.



Math: Progress in math is somewhat uneven for fifth graders and children in Pajarillo. Fifth graders demonstrate achievement in using division to resolve a word problem and use division strategies correctly (80.5% in Cuñunbuqui and 69.2% in Pajarillo). As can be seen above, only 4.3% of children in Pajarillo demonstrate achievement in subtraction with larger numbers, which suggests this is an area that should be strengthened.

Sixth grade

Communication: Progress was measured with 53 students in Cuñunbuqui and 99 in Pajarillo; indicators for sixth grade are very similar to fifth grade, though more complex. Overall 60% or more of all students achieved the expected skills for the quarter in communication. For one indicator, literal comprehension of a 6 paragraph informative text on llamas, almost all students achieved the expected outcomes. However, only 21% of students in Cuñunbuqui and 17.2% in Pajarillo are able to understand words and expressions in an ad. This is a difficult skill that can be affected by the nature of the advertisement. Though writing in the fifth grade shows progress, only 38% of Cuñunbuqui sixth graders and 41% in Pajarillo write cohesively and coherently at the end of the quarter.

Math: Overall, children in sixth grade show progress across different indicators. However, there are serious limitations in comparing the magnitude of fractions and decimals, which none of the children in Cuñunbuqui and only 5.3% of children in Pajarillo answer correctly.

Summary and Recommendations

In Peru, teachers have little experience with using continuous assessment of student progress to improve instruction and learning. Poor results in classroom assessments on national learning evaluations are blamed on the students, external factors (school principal and authorities), or a lack of parental support. The SUMA progress evaluations allow teachers to focus on specific areas and to try different learning strategies to improve student learning. Teachers have increased peer learning opportunities to exchange strategies and suggestions, and in some cases, to begin to use differentiated instruction. Introducing the element of progress evaluation is a fundamental tool to improving the quality of instruction and learning.

Some initial lessons learned from this first experience with progress evaluations are:

- Teachers welcome more concrete guidance to improving teaching and learning of their students. It also shows that teachers are ready to take responsibility for student learning. It is important to continue to use the progress evaluation and engaging directors and other authorities to ensure they are conducted and used. One way to guarantee their use is by integrating the instruments into materials which SUMA has done in the self-study workbooks.
- Progress evaluations need to be updated or changed periodically. It is fundamental that this task is carried out so that the results reflect materials and methods. As students improve, more challenging measures may be necessary to reflect classroom learning.

- Progress evaluation results are useful to help students prepare for the national evaluation exam. It is important to make sure that the school community is aware that children are being evaluated, and that they know the results and understand that gaining this experience is positive.
- Teacher commitment to improve their practice is evident in their use of the results. This should be encouraged and maintained.

Student learning:

- Learning results across all grades reveal limited progress in the acquisition of writing. This is not unexpected in Peru where writing is not developed in schools; in fact, teachers themselves have difficulties writing. In addition, the national evaluation ECE does not include writing; therefore teachers emphasize reading comprehension and do less writing. The SUMA progress evaluation is a helpful tool to monitor writing, an important component of literacy, and helps teachers and parents encourage more practice in writing.
- Fifth grade seems to reflect the most gains; however, this progress disappears in sixth grade when the task is more complex. It is important for the school community to understand these trends because they reveal patterns in reading and writing instruction. The school community can better focus training and coaching for teachers and seek expert advice, authorities can better focus training activities, or writing can be encouraged with the help of parental and community participation.
- ECE results of second graders have shown that math remains a weak area among Peruvian students. This progress evaluation reflects the difficulties in math, especially as topics become more complex. Some areas like measurement, subtraction, and comparison of fractions and decimals are particularly concerning.

Differentiation

- Differentiated instruction, particularly in rural multi-grade schools, is fundamental to promoting learning and parental engagement. It may also be key to improve classroom management. Teachers continue to need support to learn to use results in this more student-centric way.

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 MARTIN	LABORATORY SCHOOLS	Pajarillo: 42 teachers Cuñumbuqui: 22 teachers	From October to December 2012, there were three days of coaching visits to schools. Visits focused on: <ul style="list-style-type: none"> • Math: teaching strategies and activities for multiplication and division. • Communication: start of reading from the appropriation of written language to the writing system: “writing out loud is producing a text” 	3 days
		Pajarillo: 38 teachers Cuñumbuqui: 20 teachers	An 8-day workshop was conducted from February 22 to March 01 on the following topics: the components and characteristics of the Active School’s <i>The school that we dream about</i> (“La escuela que soñamos”); the Local Governance Model; the Goal Plan; the programming of the curriculum (the Teacher’s Compass); and food and nutrition.	8 days
		Pajarillo: 38 teachers Cuñumbuqui: 20 teachers	Teacher training workshops (Pajarillo and Cuñumbuqui) Dates: August 6 to 9, 2013 Topics: Use of self-paced learning guides and school management.	4 days
		Pajarillo: 38 teachers Cuñumbuqui: 20	Between March and September, approximately 7 days of coaching was carried out for each school teacher focusing on:	7 days

REGION	PROGRAM	NUMBER OF TEACHERS TRAINED	DESCRIPTION OF THE TRAINING	NUMBER OF DAYS OF TRAINING
		teachers	<ul style="list-style-type: none"> • Planning: Curriculum programming, class plan and learning session. • School management in the classroom. • Classroom environment • Communication • Mathematics • Diversity <p>Starting in July some 2nd grade teachers received more frequent coaching visits.</p>	
SAN MARTIN	Emergency Plan for the Improvement of Learning in San Martín – Communication and Mathematics Group 3 Schools	TOTAL = 81 Principals and assistant principals (Rioja, Lamas, San Martín, Moyobamba, El Dorado, Tocache, Huallaga, Bellavista, Picota y Mariscal Cáceres)	Workshop with directors and assistant directors from Group 3 schools. Date: August 13, 2013 Topic: In-classroom coaching	1 day
Ayacucho	PELA	25 teachers	SUMA specialists with PELA teacher coaches visited teachers in schools to strengthen curricular planning and differentiated instruction.	1 day

WORKSHOPS FOR TEACHER COACHES

REGION	PROGRAM	NUMBER OF FACILITATORS TRAINED	DESCRIPTION OF THE TRAINING	NUMBER OF DAYS OF TRAINING
SAN MARTIN	LABORATORY SCHOOLS	5 facilitators, 2 UGEL specialists, a representative from the Learning Resource Center, 4 Coordinators from the network.	An evaluation and planning workshop was held on the Local Governance Model on the Planning and Evaluation from January 14 to 20. The following components of the Local Governance Model were highlighted: Local Management Committee for Social Development, Goal Plan, Joint Plan, etc.	7 days
		5 facilitators and 2 UGEL specialists	A workshop was held as part of the planning process for the revision of the Aprende learning guides from February 06 to 08. This included one day of reflection with several teachers and the MINEDU technical team on the use of these teacher learning guides.	3 days
		5 facilitators and 2 UGEL specialists	A workshop on the design and development of materials for the teacher training workshop was conducted from February 11 to 15.	5 days
		6 facilitators, 2 UGEL specialists	Facilitator CIAs, approximately 1 per month, starting in March focusing on: <ul style="list-style-type: none"> • Review of teacher coaching. • Differentiated planning in coaching • Use of self-paced learning guides • School management • Progress evaluation • Monitoring of activities of school based actors (Municipio 	18 days

REGION	PROGRAM	NUMBER OF FACILITATORS TRAINED	DESCRIPTION OF THE TRAINING	NUMBER OF DAYS OF TRAINING
			Escolar, Principals, CONEI, etc.)	
SAN MARTIN	Emergency Plan for the Improvement of Learning Results in Communication and Mathematics in Group 3 Schools	TOTAL = 116 28 DRE specialists 88 Specialists from the following UGELs: Rioja, Lamas, San Martín, Moyobamba, El Dorado, Tocache, Huallaga, Bellavista, Picota and Mariscal Cáceres	1st workshop for DRE and UGEL specialists Date: June 3 to 7, 2013 Topics: <ul style="list-style-type: none"> • Strategy for the improvement of learning results • School based management • Two days communication and two days mathematics 	5 days
		TOTAL = 146 DRE and UGEL specialists including: UGEL's Rioja, Lamas, San Martín, Moyobamba, El Dorado, Tocache, Huallaga, Bellavista, Picota and Mariscal Cáceres	2nd workshop for DRE and UGEL specialists Date: July 29 to August 2, 2013 Topics: <ul style="list-style-type: none"> • Instruments for classroom planning • Coaching strategies • Two days communication and two days mathematics 	5 days
		TOTAL = 133 DRE and UGEL specialists from	3rd workshop for DRE and UGEL specialists Date: September 16-20, 2013 Topics:	5 days

REGION	PROGRAM	NUMBER OF FACILITATORS TRAINED	DESCRIPTION OF THE TRAINING	NUMBER OF DAYS OF TRAINING
		Rioja, Lamas, San Martín, Moyobamba, El Dorado, Tocache, Huallaga, Bellavista, Picota and Mariscal Cáceres	<ul style="list-style-type: none"> • Coaching in math and communication (1 day) • Two days communication and two days mathematics 	
		TOTAL = 27 DRE and UGEL specialists from UGELs Rioja, Lamas, San Martín, Moyobamba, El Dorado, Tocache, Huallaga, Bellavista, Picota and Mariscal Cáceres	Workshop with UGEL specialists Date: August 14, 2013 Topic: Teacher coaching	1 day
		TOTAL = 8 DRE and UGEL specialists from UGELs Lamas, San Martín, and Moyobamba	Workshop with DRE and UGEL specialists Date: September 6-10, 2013 Topics: Designed and revised the strategic planners for communication and mathematics.	5 days
UCAYALI	PELA	18	In October and November, teacher coaching was conducted for PELA teacher coaches. In October and November, SUMA facilitators accompanied 10 and 8 PELA coaches respectively;	3 days

REGION	PROGRAM	NUMBER OF FACILITATORS TRAINED	DESCRIPTION OF THE TRAINING	NUMBER OF DAYS OF TRAINING
			each visit was 2 days. One day evaluation workshop and close of 2012 with PELA technical team and coaches.	
UCAYALI	PIP	11 facilitators, 2 coordinators from the technical team	1 small workshop (4 days) on mathematics was held for PIP facilitators. The workshop focused on strategies for teaching multiplication.	4 days
Ayacucho	PELA	25	At the end of October 2012, SUMA staff accompanied teacher coaches to help strengthen PELA coaches	5 days

ANNEX 6 – SUCCESS STORY

From Consensus Building to Social Mobilization: Communication Strategy to Promote Successful Partnerships in Education in San Martín

Every day, parents from the rural district of Pajarillo in San Martín wait at the banks of the Huallaga River for the raft that will take them home from work. As part of SUMA’s communication strategy, which has placed billboards on the dock, community members are



now informed of key educational milestones and they are encouraged to participate in activities that celebrate their children’s learning. Communication is an integral component of SUMA’s strategy to improve learning and decentralized participatory management of education in the districts of Pajarillo and Cuñumbuqui. It is used to raise awareness, to make education a community-wide concern and help school directors, teachers, students, parents and local authorities work together to set goals, measure progress, and celebrate success. The San Martín

DRE, interested in the success of the strategy, requested SUMA’s support in the design of a campaign to mobilize the entire region. The campaign began in August and two spots are already on the air featuring members of the educational community. As noted by Karina Ortiz, director of the San Martín DRE, “articulating education with communication is transforming education in San Martín and allowing us to re-evaluate our role.”

As part of the regional campaign, video and radio messages are also available online in both the SUMA and the San Martín DRE websites; also, where there is no access to internet, print materials have been distributed. SUMA has also put together a toolkit to help communities design and use media and continues to support the DRE on the production of a weekly five-minute television program that offers tips to encourage learning in every-day life. Parents are encouraged to read signs as they walk with their children, count and classify crops when working in the field, and use trips to the market to show them how to add and subtract. The campaign will continue during 2014 and additional outreach materials and radio spots will be designed to extend the messages of the program. A slogan and logo have been developed to accompany this new image of education in San Martín and is being shared with regional journalists, opinion leaders, web sites and social networks.



Students, a teacher and parents are featured in a San Martín campaign for the improvement of learning from the Cleofé Arévalo Del Águila School, Tarapoto, and the San Juan Maynas School in Moyobamba.

In the districts of Pajarillo and Cuñumbuqui, SUMA’s communication plan promotes sustainable development in education which requires that the audience understands the language, setting, and situations, especially in rural areas. Therefore, the design and production of all materials have been based in San Martín where the school community, authorities and parents are the protagonists. The SUMA communication team has entered classrooms and communities with cameras and audio recording devices assuring that the local accent, idiomatic expressions and actual settings are represented. Local audiences have been involved in all the details of production to make sure messages are clear and the culture of the region is reflected.



Finally, SUMA has carefully selected media outlets based on the conditions in each community. For example, in communities where there is limited access to electricity, community radio or alternative media, like loudspeakers in plazas and on garbage trucks, are used. Leandro Saenz, a father in Pajarillo said, “This year, I learned about schools events when they picked up my garbage, so, I sent my son to the vacation schools and he started school on the first day. I will never forget.” SUMA recorded short messages from community members, the mayor, teachers and students, and these were played on the loudspeakers of the garbage trucks at key times. In addition, billboards and posters have increased reading opportunities in rural areas where there is little access to literacy materials.



**The most important contributor is you,
The most important resource is you,
Hand in hand, like brothers and sisters,
Step by step we will not fail:
¡Committed to Education!
(Jingle of regional mobilization campaign)**