

**PREAL Impact Highlights – FY 2012
January 1, 2012 – March 31, 2012**

I. Expanding Regional Influence

The Central American and Dominican Chapter of PREAL's Working Group on the Teaching Profession (CCAD/GTD), the Educational and Cultural Coordination of the Central American Integration System (CECC/SICA), UNESCO's Latin American Regional Office (UNESCO-OREALC) and Chilean NGO *Centro de Estudios de Políticas y Prácticas de Educación* (CEPPE) co-organized a multi-country virtual conference to discuss the recommendations emerging from UNESCO's region-wide study on teacher policy in Latin America. The conference convened representatives from Nicaragua, El Salvador, Panama, Guatemala, Honduras, Costa Rica, the Dominican Republic, and the UNESCO office in Santiago, Chile via teleconference. Participants included representatives from ministries of education, educational institutions, teacher training institutions, foundations, international organizations, and teachers unions. Several participants in the virtual meeting said that they found it extremely valuable and hoped that there would be similar opportunities in the future. The dean of the *Universidad del Valle* in Guatemala noted that conference was particularly relevant for his country since Guatemala is currently debating how to strengthen the teaching profession. By partnering with other international organizations to provide opportunities for experts, government officials and education practitioners to discuss practical approaches to current education challenges, PREAL strengthens their technical knowledge and allows them to establish cross-border networks working to devise solutions common problems. By providing these opportunities virtually, PREAL and its partners are able to reach a wider audience than could be present at a live event.

In a letter to USAID's assistant administrator for Latin America and the Caribbean, the minister of education of Honduras and president *pro-témpore* of CECC/SICA, urged the agency to continue support for PREAL, stating that PREAL's activities "have generated and disseminated knowledge among the ministers of education, the private sector and civil society leaders, leading to more informed decision-making and improved education systems." Such strong support from the ministers of education in the countries where PREAL is most active makes it clear that they value and are influenced by PREAL's work, and use it to help shape their policies.

II. Growth, Increased Strength, and Effectiveness of In-Country PREAL Partner Organizations

PREAL partner the Ricardo Ernesto Maduro Andreu Education Foundation (FEREMA) in Honduras meets regularly with the government's Technical Unit for Education Transformation, at their request, to discuss ways to move forward the General Education Law. The group, which is composed of representatives from the National Congress, the secretariat of the president, and the secretariat of education, has asked FEREMA to provide technical assistance in raising public awareness about the law and in developing operational requirements needed to carry it out. FEREMA is also assisting the President's Technical Advisory Unit in charge of implementing Municipal Councils of Education Development (COMDE) in developing a training guide for the councils on strategic planning and organization. In addition, FEREMA is helping the technical unit with an outreach and expansion strategy for COMDEs including a distance training system for members. FEREMA's assistance is based, at least in part, on recommendations and data produced in the framework of the strategic partnership project and PREAL report cards. By working with high-level decision makers who actively seek out our partners' advice on the best ways to join forces to improve education, PREAL and its partners are having a direct influence on policy design and implementation in Honduras.

PREAL partner in Guatemala, *Empresarios por la Educación* (ExE), co-organized two municipal forums—in Asunción Mita and in Guatemala City (with representatives from Santa Catarina Pinula, Villa Nueva and Guatemala City). Each forum brought together mayors and other local government officials from across the country to share best practices in improving education quality, coverage, administration and finance in their communities. PREAL documents were used extensively in the meetings to guide discussion and to document best practices and goals in managing for quality education. Both forums were co-organized with the Grand National Campaign for Education (GCNPE) and other civil society partners. Events such as these

demonstrate PREAL partners' growing ability to work not only with national government officials and civil society coalitions, but also with local governments to improve the administration of schools and overall education quality in Guatemala. PREAL's local level involvement provides municipalities with needed "how to" information and makes it more likely changes will be implemented and effective.

PREAL partner FEREMA in Honduras hosted a discussion on the process of municipal education transformation with mayors and district directors in Tegucigalpa. The coordinator of the president's technical advisory unit in charge implementing COMDE attended, along with thirteen other participants including the mayors of *San Jose de Colinas* and *Danli*, a mayoral representative from *Puerto Cortes*, as well as district directors from *Puerto Cortes*, *Danli* and *Guajiquiro*. FEREMA's continued leadership in facilitating discussions among high-level local and national government agencies on how to implement reforms speaks to the enduring influence of its strategic partnership on municipal involvement in education.

PREAL partners *Fundación DIS* and *Empresarios por la Educación (ExE)* in Guatemala hosted a workshop with three local chapters of ExE in that country to exchange experiences, discuss local and national initiatives, and coordinate strategies. The Executive Director of the Valle del Cauca chapter of ExE in Colombia and representatives from *Fundación Paiz para la Educación y Cultura* in Guatemala also joined the group. Through workshops such as this, PREAL provides a useful platform for strengthening local networks of business leaders working to improving education in their communities and links them to the expertise and experience of other groups in their own country and abroad.

PREAL partner in El Salvador, the Business Foundation for Educational Development (FEPADE) held an international seminar on "Education Policy and Best Practices" in San Salvador. The 180 attendees included the national director of departmental management for El Salvador's Ministry of Education, the director of investigation and educational development at FEPADE and the rector and vice-rector of ISEADE-FEPADE (*Instituto de Educación Superior en Economía y Administración de Empresas-FEPADE*) as well as representatives of the government and teachers. The strong showing by such diverse attendees is illustrative of the success FEPADE has had in attracting broad attention to education issues in El Salvador and in forging cross-sectorial cooperation.

PREAL partner ExE in Guatemala joined approximately 75 representatives from nine organizations to participate in the international forum "Corporate Social Responsibility in Education: Impact and Strategies" in Guatemala City. The Spanish Ambassador to Guatemala and representatives from Save the Children-Guatemala, *Universidad de San Carlos*, *Yo A+* and *World Vision* attended. The event offered an important opportunity for representatives from businesses and the non-profit sectors to exchange ideas on how corporate social responsibility, which has grown considerably in the past decade, can improve education quality in Guatemala. By working together with a broad range of civil society actors, PREAL's partners are able to reach and engage broader audiences and more effectively support improvement in education quality.

PREAL partner EXE in Guatemala was able to establish a formal relationship with the Mexican-Nicaraguan Chamber of Commerce (CAMEXNIC) as a result of their participation in a Business-Education Alliance event on social investment in education. PREAL's events allow partners to forge valuable connections and build stronger coalitions for reform.

III. Heightened USAID-PREAL Coordination and Planning

PREAL partner in Honduras, the Ricardo Ernesto Maduro Andreu Education Foundation (FEREMA), collaborated with the Honduran National Congress, Secretariat of Education, the Spanish Embassy, the Honduras Improving Student Achievement Project (MIDEH), and USAID to organize the "International Symposium on Education Reform." Held in Tegucigalpa, the event attracted more than 300 participants, including the former minister of education of Colombia, the coordinator of PREAL's Central American and Dominican chapter of its working group on the teaching profession (from El Salvador), and experts from Argentina and Chile. By cooperating with USAID and other high-level partners on this type of event, PREAL and FEREMA help ensure that government leaders receive the cutting-edge information and practical advice they need to carry out education reforms.

During the quarter, PREAL business-education partner in Guatemala, *Empresarios por la Educación* (ExE), helped to complete the "Textbook Distribution Strategy" to deliver new language and communication textbooks to first, second and third graders in 20,000 schools in the country. Working in cooperation with the Ministry of Education, CPS Logistics and USAID, the program required no funding from the national education budget. Over 100 businesses, foundations, development organizations, mayors' offices, regional educational departments and volunteers from the Guatemalan army worked together to ensure that all the books were delivered on time. PREAL's business-education activities complement government efforts to ensure that children have quality learning material and illustrate how business-education partnerships can generate win-win situations in an era of tight budgets.

PREAL partner FEREMA in Honduras has been actively collaborating with *EducAcción*, a USAID financed project being carried out in conjunction with American Institute for Research (AIR). Among other things, *EducAcción* is charged with assisting in the organization, functioning and follow-up to the Municipal Councils of Education Development (COMDE). At the request of project organizers, FEREMA provided suggestions on the type of training COMDE's should receive and shared relevant background materials that PREAL and FEREMA have produced as part of their work under PREAL's strategic partnership and more generally. By cooperating with USAID and government projects, PREAL and its partners help strengthen national efforts to increase local participation in improving schools.

During the quarter, PREAL core staff and partners collaborated with the team in charge of evaluating PREAL's activities for USAID to answer questions regarding programs, facilitate contact with partners, and provide access to background materials.

- PREAL's co-director traveled to Guatemala to meet with evaluators and national partners. She shared materials and information related to the Strategic Partnership and Business-Education programs, as well as outreach and publication strategies. The evaluation team also met with the Center for National Economic Research (CIEN), the *Universidad del Valle*, *Empresarios por la Educación-Guatemala*, and *Asociación de Investigación y Estudios Sociales* (ASIES).
- Staff in the Washington, DC, office met with evaluators to discuss achievements and lessons learned from their Strategic Partnership and Business-Education programs, and the relationship between PREAL's efforts and USAID's new education strategy.

By working with USAID to evaluate the effectiveness of PREAL's past activities, both organizations can use lessons learned to improve activities in the future.

USAID Frontlines March/April edition, published an article on literacy entitled: "Latin America Reads a New Chapter." The article cited PREAL's co-director and emphasized PREAL's and USAID's shared view on how improving learning, and particularly early mastery of reading skills, is critical to students and society's economic and social well-being. The quote by PREAL's co-director highlighted that keeping kids in school and ensuring that they learn is particularly difficult in Latin America, where societies are highly unequal and face challenges that stem from high crime rates, unemployment and immigration. In this context, "literacy opens a path to decent living." Such collaboration helps mutually reinforce core messages and raise awareness among a broad audience of the challenges facing education in the region.

IV. Sharply Increased Demand for PREAL's Advice, Advocacy, and Services

Demand for core staff advice or services

PREAL's co-director was invited to speak at a World Bank event entitled "Access to Quality Education in Fragile States - The Case of Haiti," which included participation by the Haitian minister of education. That PREAL's co-director was invited to participate in such a high-level event speaks to his status as a respected expert in the field of education.

The executive secretariat for integral development of the Organization of American States reached out to PREAL co-directors for data on teachers in the region, noting that she had had difficulty finding this data. PREAL co-directors replied quickly with the requested information. Requests like these show that multilateral organizations recognize PREAL's expertise on education issues and rely on their acquired knowledge.

PREAL's co-director was asked to give the keynote address at the opening ceremony for the *Virtual Educa Caribe 2012* conference, organized by the Global Foundation for Democracy and Development (FUNGLODE) in Santiago, Dominican Republic. The conference brought together 400 government, business, and civil society leaders, including the vice minister for higher education and speakers from 10 countries to discuss teacher training, innovation, corporate social responsibility, and sustainable development. PREAL's reputation as an authoritative voice on education reforms provides opportunities to present policy recommendations to a variety of stakeholders from around the world and help set the policy agenda.

At the request of the Brookings Institution, PREAL's co-director and report card coordinator co-authored, and the report card coordinator presented, a background paper on education challenges and priorities for their Summit of the Americas workshop. The workshop, held prior to the Cartagena Summit, brought together a select group of international experts, opinion leaders and government officials to discuss a broad range of challenges facing the region, including education. PREAL staff's participation in such meetings speaks to their recognized education expertise and allows them to provide input into high-level policy discussions.

PREAL's co-director received a request to review an article for Transparency International's flagship yearly publication "The Global Corruption Report". This year's report is focused on corruption and transparency issues surrounding the education sector. The article outlined some of the challenges associated with teacher and administrator appointments in Mexico's school system. The co-director and PREAL's education associate drew on information from their recent paper on education in Mexico for the Andean Development Corporation in preparing their comments. The request suggests that the expertise and feedback of PREAL staff is acknowledged and recognized on a global level.

Demand for working group advice or services

The coordinator of the Central American and Dominican Chapter of PREAL's Working Group on the Teaching Profession (CCAD/GTD) represented PREAL as an observer at the Organization of American States' (OAS) Seventh Inter-American Meeting of Ministers of Education. Held in Paramaribo, Suriname, the event focused on "Transforming the Role of the Teacher to Meet the Challenges of the 21st Century." Prior to the meeting, PREAL provided OAS organizers with a CD containing several documents on topics relevant to the event for use as background materials. This is the second time PREAL was invited to observe an Inter-American Meeting of Ministers of Education; PREAL's co-director attended the 2006 meeting in Colombia, which focused on secondary education. Repeated invitations to participate regional ministerial meetings suggest that policymakers recognize PREAL's expertise on key education topics and value its recommendations. At the same time, such events provide PREAL with unique access to high-level decision makers and the opportunity to shape their thinking.

The Central American and Dominican Chapter of PREAL's CCAD/GTD, in collaboration with the Education and Culture Coordination of the Central American Integration System (CECC/SICA), organized the first of seven national workshops on the teaching profession that will be carried out throughout the region. The workshop brought together 40 Costa Rican professionals and representatives of organizations including PREAL partner the Omar Dengo Foundation to discuss ways to strengthen the teaching profession. The secretary general of CECC/SICA, a member of the Costa Rican Congress, a representative of UNESCO's Regional Office for Latin America and the Caribbean, a representative of the University of Chile's Center for Advanced Education Research (CIAE), representatives of the University of Costa Rica, and PREAL's co-director all spoke at the event. The Costa Rican Minister of Education closed the workshop. The event and the high-level participants it attracted demonstrate the CCAD/GTD and national partners' success in making teacher policies a priority issue in national education discourse.

The coordinator of the CCAD/GTD was also invited to participate in "International Symposium on Education Reform" in Honduras, co-sponsored by the Honduran National Congress, Secretariat of Education, the Spanish Embassy, the Honduras Improving Student Achievement Project (MIDEH), USAID and PREAL partner the Ricardo Ernesto Maduro Andreu Education Foundation (FEREMA). Such invitations attest to the high demand for working group expertise. (See Section III above.)

A Brazilian teacher working on a post-doctorate in education evaluation requested to be included in PREAL's Working Group on Standards and Assessment (GTEE) network. Such requests show that researchers value

the high-quality publications, events, and discussions produced by PREAL's working groups and use them as resources in their work.

Demand for business-education advice or services

PREAL's partner in Nicaragua, EDUQUEMOS, held the "Options for Social Investment in Latin America and the Caribbean" forum in Managua, Nicaragua. Eighty people attended the event, including representatives from the Brookings Institution and *Fundación DIS*, as well as government officials, business leaders, teachers, principals, academics, representatives of NGOs, and the press. High turnout for the event is indicative of a growing interest in business-education cooperation and the ability of PREAL's partners to engage a wide variety of actors in discussing new ways of working together to improve education in the region.

Thirty people participated in an event designed to foster public-private partnerships in education in the Dominican Republic. The workshop was organized by business-education alliance partners Action for Education (EDUCA) and *Fundación DIS*, along with the American Chamber of Commerce and Gestratégica in the DR. High attendance at the event shows that PREAL's efforts to promote business interest in these types of alliances are bearing fruit. They also attest to our partners' ability to work with multiple actors to build coalitions for change.

PREAL's business education alliance held a workshop on "Corporate Social Responsibility in Education" in Guatemala. The meeting brought together representatives from private for- and non- profit entities to exchange information on best practices. Representatives from *Fundación Carlos F. Novella*, *Telefónica*, *Fundación Pantaleón*, *Ingenio La Unión*, *Fundazúcar*, *Fundación Sergio Paiz Andrade* (Funsepa), *Cooperación para la Educación* (COED) and *Claro* shared their experiences. Events such as these provide a much-needed space for collaborative discussions and open important channels for partnership to improve education in Guatemala.

PREAL partner Ricardo Ernesto Maduro Andreu Education Foundation (FEREMA) continues to provide technical guidance to businesses promoting education in association with the Honduran chapter of the Business Council of Latin America (CEAL), at their request. Most recently, the president of FEREMA was invited to assist a group of businesses in developing a proposal to transform education and promote awareness of education challenges among political parties and government officials. Such assistance from PREAL partners helps keep business leaders up-to-date on current education topics and inform, shape, and motivate their engagement in the sector.

Representatives from business groups in Colombia and Chile, including one working with vulnerable populations, expressed interest in participating in PREAL's study tour on business involvement in promoting education quality in Chile. High demand for this type of activity is a testament to the growing interest of business in education policy issues and the desire to share experiences with peers in other countries.

PREAL partner *Empresarios por la Educación* (ExE) in Guatemala, participated in the "Foro Nacional Armando de Paz", organized by the Organization of American States. The event brought together more than 300 youth, business leaders and government officials to generate solutions to Guatemala's most pressing social problems. PREAL's participation in larger social events ensures that the topic of quality education stays on the social agenda.

Demand for PREAL products

A Peruvian teacher requested background materials from PREAL to help her better understand education management throughout the region. Direct requests from teachers show that PREAL's documents are reaching classroom-level actors and are relevant for their work.

Two organizations contacted PREAL to request help in distributing information about their events and publications.

- A Costa Rican university asked PREAL to provide a link to their education research journal on the PREAL webpage.
- A Panamanian university asked for assistance in publicizing an upcoming event on "Innovation, Leadership, Self-Evaluation, Sustainability and Technology."

The requests demonstrate PREAL's reputation as a clearinghouse and "go-to" hub for upcoming news and events on education throughout the region.

The Libraries for Children's Books Project (BILI) requested 100 copies of PREAL's Best Practices Briefs Nos. 38 and 39 on English and Canadian experience with school level reforms and on lessons from education systems with high PISA performance, as well as PREAL Working Paper No. 58 "What to do with PISA results in Latin America?". They requested the copies to share with teachers and district directors that participated in their networks.

PREAL in the media: *The following are highlights of the print, radio and television coverage PREAL received during the quarter. The scope of references documented here illustrates the extent to which PREAL has been able to reach and inform the public and bring education to the forefront of the public consciousness. The volume of appearances also demonstrates civil society's demand for PREAL's knowledge. Mentions of PREAL in print media are numerous, and several articles can be found in the annex of this report (Section X).*

- A local Nicaraguan television channel aired a special edition of "Nicaraguan Business", featuring a re-broadcast of presentations from the "Social Investment in Latin America and the Caribbean" forum held by PREAL partners on March 2.
- The TV show "This or That: Education" in Guatemala featured interviews with the executive director of PREAL business-education partner *Empresarios por la Educación* (ExE) and the minister of education. The two women discussed the political agenda for improving education quality in Guatemala.
- A *Listin Diario* article, "*Exámenes PISA: recurso para evaluar la educación*" drew on a PREAL document, and also cited Pedro Ravela, a member of PREAL's working group on standards and evaluation for its analysis.
- The inaugural event "*Foro Tecnologías Virtual EDUCA*", where the co-director of PREAL was the key note speaker, was cited in four articles: two *Diario Libre* articles on March 20 and March 7; one article in *El Caribe* on March 7; and one article in *Caribbean Digital* on March 10. In the March 20 *Diario Libre* article "*Objetivo: reclutar a los mas aptos*", the PREAL co-director is quoted saying, "Effective teachers are crucial... the teaching profession has not been designed to attract high-quality teachers and encourage effective teaching. Systemic changes will be necessary."
- The morning news program on Honduras' radio station HRN, interviewed Ricardo Ernesto Maduro Andreu Education Foundation's (FEREMA) technical director on the new Fundamental Education Law. During the interview, the technical director referred audiences to various PREAL documents that were relevant to the issues surrounding the new law.

V. Effects of PREAL's Report Cards and Policy Audits

PREAL partner the Ricardo Ernesto Maduro Andreu Education Foundation (FEREMA) in Honduras, working with the Secretariat of Education and the Secretariat of the President, presented the Honduran National Report Card to members of Congress responsible for designing and implementing Honduras' new General Education Law. The vice president of the Congress, the Congressional Director, and the President of the Congressional Education Commission, as well as the vice minister of education participated in the meeting. The members agreed that PREAL and FEREMA should play an important role in raising public awareness about the law, and the importance of education reform more generally, as well as helping the government to define a plan of action for implementing various components of the law. The presentation and resulting agreements to work together on key aspects of reform underscore the value of PREAL report cards in succinctly communicating education messages and in positioning PREAL and its partners' to support government actions to improve education.

The president and vice-president of *Banco Popular* as well as the minister and two vice-ministers of education and several prominent business leaders in the Dominican Republic expressed appreciation for the PREAL Education Report Card for the Dominican Republic "*El Reto es la Calidad*". PREAL's report cards continue to reach high-level officials in both the government and private sector, providing them with information they can use in their efforts to improve education.

An economist working on an evaluation of the education system and recommendations for the Secretary of Education for the state of Ceará, Brazil contacted PREAL to learn about PREAL's education report card methodology and explore opportunities for replicating the report card for the state of Ceará. Such requests suggest that policy actors continue to see PREAL's report card model as a relevant and user-friendly way to provide education information to decision-makers and a broader public and as an effective way to monitor education performance.

Continued media coverage, attendance at events, and requests for copies of the 2010 Report Card on Education in Honduras (launched in March 2011) are indicative of the ability of PREAL and its partners to bring attention to education and keep it on the national agenda. It also highlights Hondurans' desire for reliable, independent analysis of how the school system is doing. For example:

- Three officials from the National Congress—the vice president, the director and the president of the Education Committee—told PREAL that they would use the latest Honduras Education Report Card in their work. In particular, the manager of the National Congress noted that, "At this critical moment for the country, the Education Report Card shows us the reality and challenges [facing Honduras' education system] and reminds us that we cannot continue to ignore them. In this way, it motivates us to move forward in making important decisions, such as the approval of the Fundamental Law of Education, which will impact generations to come."
- Newspaper *El Heraldo* used data from the 2010 Honduras Education Report Card for two articles. One of the articles, entitled "*Caos en el sistema educativo*" used the 2010 Honduras Report Card on Education to provide statistical data on the education system and quoted FEREMA's technical director extensively regarding the low levels of tertiary education among workers in Honduras, and the implications of this for Honduras' overall economic competitiveness.
- Several government and community organizations requested copies of the 2011 Honduras National Report Card and Report Card Summary for use in their work. The coordinator for EducAcción – a USAID education initiative in Honduras – requested 45 copies of the report card, which were used to train its project managers and field and technical staff. Their community education specialist also requested 100 copies of the report card executive summary. The technical advisor in the Secretariat of the President requested a copy of the report card to use as background material in that office's work. In addition, an education specialist at Childfund, requested three copies of the report card to share with colleagues and the project coordinator for Libraries for Children's Books Project (BILI) also requested 120 copies to share with their network.

These examples illustrate the continued importance of the report card as a tool for monitoring national education progress in Honduras and for shaping policy debates and activities at the national and subnational level over time.

In cooperation with the Honduras Improving Student Achievement Project (MIDEH), PREAL partner FEREMA, convened district directors from 80 Honduran municipalities to discuss the current status of education in Honduras utilizing the 2011 Honduras National Report Card. Each district director in attendance received a copy of the report. By cooperating with USAID and government projects, PREAL's report cards reach a broader audience and help reinforce national efforts to increase local participation in improving schools.

A think tank in Cartagena, Colombia contacted PREAL to explore possible areas of cooperation, including an "Education Observatory" similar to a city-level report card. The group noted that they contacted PREAL based on the positive impact that they perceived PREAL had on education in the country. The continued interest in PREAL's report cards in new countries and regions suggests that the model continues to be a relevant and user-friendly way to spark education discussions among a broad public.

The representative for Haiti, Dominican Republic and the Caribbean at the Inter-American Foundation (IAF) requested a copy of PREAL's 2010 Report Card for the Dominican Republic, along with contact information for PREAL partner Action for Education (EDUCA). The expert requested the information to help support an

education quality proposal for the Dominican Republic that she will be presenting to the board of the IAF. She also noted that she regularly reads PREAL's blog and was pleased to see coverage of the 4% campaign in the Dominican Republic. Such requests attest to the value of PREAL's report cards as a source of concise, reliable information that other international organizations can use to inform their work.

VI. Bandwagon: PREAL Activities Applied to Outside Endeavors

In the first quarter of 2012, PREAL's partner in El Salvador, the Business Foundation for Education Development (FEPADE), featured PREAL's Education Synopsis Series No. 38, "ICTs for a Quality, Efficient, Equal Education" in their AB-Sé newsletter. By reproducing PREAL publications in newsletters designed to reach a broad teacher base, PREAL's partners are bringing much needed information to the classroom-level and increasing the likelihood that information will be used to improve instruction.

PREAL partner *Empresarios por la Educación* (ExE) in Guatemala co-organized the Second Annual Education Innovations Day with UNICEF and UNESCO. The event was designed to publicize and disseminate the innovative classroom practices of 100 Point Teacher winners from 2006-2011. Of the 50 participants in the workshop, 43 were teachers. The event was an important step in engaging motivated teachers to learn about, implement and share their best practices for teaching, thus contributing to better classroom practice in their schools.

PREAL partner in Guatemala, ExE, attended a workshop for pre-primary and primary school teachers organized by *Fundación Fe y Alegría* in Guatemala. Two previous winners of the 100 Point Teachers prize shared their experiences and the methods of teaching that led to their being awarded the prize. By cooperating with other civil society groups working on education, PREAL partners reinforce key messages on how to improve teaching techniques and increase the likelihood that teachers will be willing and able to implement them in the classroom.

The executive director of the Inter-American Institute of Human Rights thanked PREAL for their publications, which they use in their reports on education as a human rights issue. Outside organizations find PREAL's publications useful for promoting education reform.

PREAL's publications and activities are cited in many outside articles or redistributed through other print and electronic publications (some of which are noted below):

- The Inter-American Teacher Education Network (ITEN) informed PREAL co-director that they post PREAL materials on their blog and their Facebook and "tweet" them to their followers regularly.
- PREAL partner Ricardo Ernesto Maduro Andreu Education Foundation (FEREMA) in Honduras worked with the Libraries for Children's Books Project (BILI) Project to create a pamphlet highlighting the best practices of 10 teachers whose students received first place in the 10 categories of the 2011 National Encounter for Creative Children. BILI reproduced and distributed the pamphlet to its network of more than 100 teachers in 9 departments in Honduras.

These examples show that other organizations find PREAL documents useful for their own work on crucial education topics.

Several websites and blogs link to the PREAL website, feature descriptions of PREAL publications or events, or include links to PREAL's website or blog:

- The Organization of Ibero-American States posted a synopsis of PREAL Working Paper No. 59 on teacher standards and evaluation in Mexico on its website. The site also provides users with a link to the entire paper on PREAL's website.
- Jose Joaquin Brunner, an international education specialist, posted PREAL's document PREAL Working Paper No. 58 "What to do with PISA results in Latin America?" on his popular education blog.

By allowing other organizations to post its documents (and providing reciprocal links to other organizations' websites), PREAL expands the reach of its publications and helps create a broader network of education activists working to improve schools and school systems.

VII. Marked Host-Country Ownership of PREAL's Work

PREAL partner Latin American Faculty of Social Sciences in the Dominican Republic (FLACSO-DR) in the Dominican Republic presented the "Third Bulletin on the Education Budget" in that country. The director of programming and finance at the Ministry of Education (MINERD); a member of the National Education Council; a representative from the Foundation F. Ebert; the former president of Dominican Teachers Association (ADP); and a representative from the Ministry of Labor discussed the report and its implications for improving education quality, along with representatives from *Foro Socioeducativo*, including PREAL partner Action for Education (EDUCA). PREAL's documents in the Dominican Republic provide important resources for leaders in monitoring compliance with education finance laws, mobilizing public support for key education reforms, and in developing plans for improving education in conjunction with the "4% movement" in that country.

An education specialist from the World Bank informed PREAL that the Haitian minister of education had decided to review his country's national evaluation system, inspired in part by remarks PREAL's co-director made at a World Bank event on Haitian education on February 3. The minister noted that the co-director's comments had encouraged him to "try to find a less punitive way to measure student learning outcomes and teacher performance." The specialist added that PREAL's input to the February 3 event "was indeed valuable" and thanked him for participating. PREAL's access to high-level officials, as well as its ability to identify key country-relevant policies and practices, provide leaders with information they can use shape education policy decisions at the national level.

PREAL partner *Empresarios por la Educación* (ExE) in Guatemala officially opened the 2012 competition for the 100 Point Teacher Prize (*Premio Maestro 100 Puntos*). Working with the Ministry of Education, businesses, and universities, ExE has awarded the prize for past six years. Through on-going support of the teaching prize, business partners in Guatemala are filling an important niche in bringing public attention to good teaching, creating incentives for high performance, and disseminating best practices in education, while at the same time supporting government efforts to improve the teaching profession.

PREAL partner the Ricardo Ernesto Maduro Andreu Education Foundation (FEREMA) in Honduras actively collaborates with seven other agencies—the Association of Honduran Municipalities (AMHON), the Secretariat of the President (SdP), the Secretariat of the Interior and Population (SEIP), the Secretariat of Education, the Honduran Private Business Council (COHEP), the National Commission for Development of Non-Formal Education in Honduras (CONEANFOH), and the Education Network Coordinating Committee (COMCORDE)—to award a national prize for "Municipalities that Promote Education." The award recognizes municipalities that successfully implement innovative education programs. PREAL's engagement with non-government organizations and government agencies capitalizes on each organization's expertise and generates initiatives that have widespread buy-in among local entities, giving programs a higher likelihood of success and sustainability.

VIII. Influencing Current and Future Leaders

Reaching Current Leaders

PREAL sent five Central American school principals to Toronto, Canada for a two-week study tour on school leadership. Participants were exposed to the approaches that Canadian schools have used to develop strong leaders and managers at the school level. Upon being asked how he would use what he learned in his own school in the Dominican Republic, one participant proposed to model his school after those he had seen by decentralizing leadership and providing more personalized education. He also noted that he would focus on developing people, working with them personally, and organize a workshop with fellow principals to share what he learned. By exposing school leaders to innovative programs designed to improve learning, PREAL provides them with practical tools and ideas that they can use in the day-to-day management of schools and increases the likelihood that those ideas will be shared with other school leaders.

A former minister of education of the Dominican Republic requested two copies of the Mexican education documentary "*De Panzazo!*" to give to her country's president and minister of education. (PREAL announced that it would screen the film with the World Bank in Washington in April.) Such exchanges help leaders in PREAL's networks stay connected with education endeavors outside their borders, and suggest different ways to communicate about education challenges and rally public support for improvement.

PREAL's co-director commented on a presentation by the Peruvian Minister of Development and Social Inclusion at an Inter-American Dialogue event. The Minister laid out her priorities, including using evidence to inform decision making, identifying best practices and implementing intermediate programs that serve as bridges between assistance programs (short-term) and capacity building (long-term). PREAL's co-director responded by stressing the importance of education as a means of building human capital and incorporating the poor. By bringing education into discussions of broader social and economic priorities, PREAL staff help ensure that quality education remains at the top of government agendas.

The Costa Rican minister of education expressed an interest in PREAL's activities on the teaching profession in Central America and agreed to provide the closing address at the meeting on the topic being co-organized by the Central American Education and Cultural Coordination (CECC/SICA) and PREAL's Central American and Dominican Chapter of the Working Group on the Teaching Profession (CCAD/GTD). In addition, the executive secretary for CECC/SICA asked PREAL for background documents she might use at the next meeting of Central American ministers of education to help support PREAL's activities on the teaching profession in the region. The examples are illustrative of PREAL's capacity to engage high-level officials in events and dialogues on potentially politically contentious issues, such as managing the teaching profession.

PREAL's co-director met with a former Chilean minister of education; the lead economist at the Human Development Department of the World Bank; and the Ecuadorian minister of education for an informal lunch. They discussed Ecuador's policies toward teachers unions and measures taken in the country to ensure that teacher strikes do not cause children to miss school. Such meetings enable PREAL to keep abreast of current policies and innovations in the region and provide suggestions to influential policymakers.

The director of teacher development at the Guatemalan ministry of education expressed appreciation for PREAL Working Paper No. 59 on teacher standards and evaluation in Mexico. He stated that PREAL's work is "very useful in developing activities". PREAL's ability to effectively communicate information on key reform topics to government administrators helps build more effective education policy in Guatemala.

The president of the Zamora Terán Foundation stated that it was very helpful for her to attend an event on One Laptop per Child held by PREAL partner EDUQUEMOS in Nicaragua as it confirmed for her that business involvement is crucial to the success of Information Technology programs and in helping to train teachers in the use of that technology. Keeping business leaders up-to-date on current education topics and programs helps inform, shape, and motivate their engagement in the sector.

Reaching Future Leaders

In addition to influencing current leaders, PREAL also contributes to the formation of future leaders, helping to raise awareness of key policy issues and providing students with knowledge and policy lessons from PREAL's work that they can apply to their future careers. The examples documented below offer a small sampling of the ways in which PREAL helps shape future education leaders' thinking and speak to the credibility and usefulness of PREAL's materials.

Three television stations in the Dominican Republic interviewed the country's remaining presidential candidates regarding their education positions. Three PREAL counterparts served on the panel of experts questioning the candidates. The interviews are part of a broader campaign-- the Political and Social Pledge for Education-- supported by PREAL partners and others, to get candidates to promise to abide by specific education policies if elected, including allotting 4% of GDP to education as required by existing law. By getting candidates to commit publicly to certain policies prior to the election, PREAL partners increase attention to education and improve the likelihood that favorable policies will be enacted by future administrations.

PREAL's co-director and report card coordinator were asked to deliver a guest lecture for a class at Catholic University in Washington, DC. They spoke on student learning and education reform in Latin America, focusing on achievement tests, how Latin America's record in education compares with the rest of the world, and next steps for reform.

PREAL's co-director was invited to be the guest lecturer for a graduate-level class at American University, entitled "Education in Latin America." He spoke about educational progress in Latin America, particularly related to school choice and parental involvement to approximately 20 students.

The co-director of studies at the *Universidad del Valle* noted that she routinely shares PREAL documents with her colleagues at the university.

A professor from Latin American Faculty of Social Sciences' (FLACSO) Academic Headquarters in Argentina thanked PREAL for disseminating Working Paper No. 58 on using PISA results, Best Practices Series No. 38 on English and Canadian experiences supporting school level reforms, and Policy Series No. 39 on lessons from education systems with high PISA performance. The professor said that the publications would be included in FLACSO's Social Science Library and distributed among students, teachers, researchers, and the general public.

IX. Accolades for PREAL Work

The gratitude that PREAL receives from various individuals demonstrates the demand for PREAL's work and affirms that we are on the right track in working towards education reform in Latin America.

Several high-level government officials and business leaders, including the vice president of Honduras, the secretary of education, two vice ministers of education, the president of the Honduran Business Council (COHEP), the executive director of the Association of Honduran Municipalities, the director of *Transformemos Honduras*, and a former president of Honduras voiced their appreciation for PREAL's Best Practices Briefs 38, 39 and 58 on English and Canadian experiences supporting school efforts to improve learning, lessons from systems with high PISA performance and on how to use PISA results, respectively.

- The vice president of Honduras wrote, "I would like to thank PREAL and FEREMA for promoting knowledge on highly relevant education topics, based on experiences and best practices in other countries. PREAL's publications will be circulated and shared with the technical staff in charge of supporting the implementation of our new Fundamental Education Law."
- The rector of the National University for Honduran Police noted that the documents would "without a doubt be used in the education programs at this university."
- A specialist on community participation at EducAcción thanked PREAL for providing "excellent materials that are valuable tools in providing technical knowledge and training, especially for local actors involved in education development in their municipalities."

A representative of the Mexican Embassy in Nicaragua requested that EDUQUEMOS send him copies of the presentations given as part of the "Options for Social Investment in Latin America and the Caribbean" forum stating that, "without doubt, the proposals given by the speakers will help improve links between the private sector and government authorities, to the benefit of education in Nicaragua."

A professor at Vanderbilt University wrote to PREAL's co-director regarding a paper on international education testing he was working on. He noted PREAL's work in that area provides a great example of how to influence education policy on testing. The professor stated: "As I see it, no other part of the world has taken on standards and accountability as seriously as Latin America, and the outstanding record in Latin America is due largely to PREAL."

Diverse stakeholders in Guatemala voiced their appreciation for PREAL's Best Practices Briefs 38 and 39: "School Support to Improve Learning: Experiences from England and Canada," and "Lessons from Education Systems with High PISA Performance: A Contribution to the Reform Agenda."

- A project manager at *Fondo Unido Guatemala* remarked that the documents arrived "just at the moment when we are identifying local organizations with skills and experience" in key reform areas

- The secretary general of Central American Higher Education Council (*Consejo Superior Universitario Centroamericano*) noted that "both documents provide guidance on topics that are relevant to strengthening education and development in Latin America"
- A journalist from the National Congress stated that he considers the information to be valuable to the daily activities that the group undertakes.
- Additionally, several high-level officials contacted PREAL to thank staff for sending the documents: the vice-minister of bilingual and intercultural education, the minister of culture and sports, the president of the Chamber of Commerce, the Spanish ambassador to Guatemala, the archbishop of Metropolitan Guatemala as well as the director general of Save the Children and the project manager at *Fundación Manuel y Concha Balda*.

An Argentine professor and Ministry of Education consultant complimented PREAL's publication on PISA results in Latin America. He stated that the author provided an excellent synthesis of learning evaluations.

A researcher from the Mexican state of Veracruz noted that it was an honor to have his study selected for PREAL's Education Research fund. He said he looked forward to having the results of his research published by PREAL given the "enormous influence that PREAL's publications have at the regional level."

A professor at the Mexican Center for Research and Higher Education in Social Anthropology (CIESAS) noted that he currently receives PREAL's "very interesting" and "extremely useful" Central American News Summary asked if there are similar news summaries for other regions in the Americas or if there are other materials PREAL could send him via email. PREAL's Central American News Summary brings to the forefront important events and debates affecting education in Central America.

X. Annex- Press Coverage and Agendas

A. Selected Press Coverage

1. "PREAL - Español: Lecciones de los sistemas educativos con alto desempeño en PISA," in *Blog - Supervisión de Nivel Medio Región II*, Argentina. March 31, 2012.
2. "Honduras se acerca a descentralizar la educación," in *La Tribuna*, Honduras. March 28, 2012.
3. "Solo el 8 por ciento de los trabajadores en Honduras tienen formación superior," by Gustavo Peña in *El Heraldo*, Honduras. March 23, 2012.
4. "¿Dónde están 6,300 millones no entregados a Educación?, pregunta la Coalición Educación Digna," in *7 Días*, Dominican Republic. March 22, 2012.
5. "Objetivo: reclutar a los más aptos," by Mercedes Guzmán in *Diario Libre*, Dominican Republic. March 20, 2012.
6. "Honduras tiene el segundo peor rendimiento en educación de América Latina," by Gustavo Peña in *El Heraldo*, Honduras. March 19, 2012.
7. "No hay una auténtica equidad educativa," in *El Heraldo*, Honduras. March 18, 2012.
8. "Calidad educativa, encrucijadas y desafíos" by Jaime Arias López in *El Diario del Atún*, Colombia. March 18, 2012.
9. "Barranquilla, ciudad con mayor prestigio y potencial de crecimiento de Colombia": Elsa Noguera," in *Alcaldía de Barranquilla webpage*, Colombia. March 13, 2012.
10. "Tercer Boletín del Observatorio del Presupuesto en Educación," in *Impulsar.org*, Dominican Republic. March 12, 2012.
11. "Inauguran foro iberoamericano virtual Educa Caribe 2012," in *Caribbean Digital*, Dominican Republic. March 10, 2012.
12. "No permiten filtrar profesionales aptos para doctorados en ciencias," by Betty Mendieta in *Panamá América*, Panama. March 9, 2012.
13. "Agenda educativa municipal," by Verónica Spross de Rivera in *Siglo 21*, Guatemala. March 7, 2012.
14. "Experto del Preal dictará conferencia" in *El Caribe*, Dominican Republic. March 7, 2012.
15. "Inicia hoy foro Tecnologías Virtual Educa" in *Diario Libre*, Dominican Republic. March 7, 2012.

16. "PREAL - Español: ¿Deben ganar lo mismo los maestros buenos que los malos?," by Carlos Alberto Brucek in *Blog - Educación Chaqueña*, Argentina. March 5, 2012.
17. "Menos compromisarios con el 4% para la educación," in *Diario Libre*, Dominican Republic. March 2, 2012.
18. "Claves para aprender," by Ana Lucía González in *Prensa Libre*, Guatemala. February 26, 2012
19. "¿Llegará la inclusión a los niños del Perú?," by María Cecilia Villegas in *Diario Correo*, Peru. February 25, 2012.
20. "Fundaciones empresariales, un sector joven y con perspectivas," in *Misión Pyme*, Colombia. February 24, 2012.
21. "Renuncia de profesores cuestiona nuevamente la educación," by Diego Aria Sema in *La Crónica del Quindío*, Colombia. February 19, 2012.
22. "Educación de calidad debe ser la meta," by Katherina Hruskovec, in *Tal Cual*. February 13, 2012.
23. "Exámenes PISA: recurso para evaluar la educación", by Annia Valdez in *Listín Diario* Dominican Republic. February 13, 2012.
24. "Luchar de verdad contra la pobreza," by Eduardo Enríquez in *La Prensa*, Nicaragua. January 22, 2012.
25. "Otro año que comienza perdido," by Eduardo Enríquez in *La Prensa*, Nicaragua. January 7, 2012.
26. "De regreso a clases. Nuestras vidas giran en torno a la educación." by Roberto Moreno Godoy in *El Periódico*, Guatemala. January 06, 2012.

B. Sample News Articles (Attached)

- "Objetivo: reclutar a los más aptos," by Mercedes Guzmán in *Diario Libre*, Dominican Republic. March 20, 2012.
- "No hay una auténtica equidad educativa," in *El Heraldo*, Honduras. March 18, 2012.
- "Otro año que comienza perdido," by Eduardo Enríquez in *La Prensa*, Nicaragua. January 7, 2012.

C. Sample Articles Published by PREAL Staff Members (Attached)

- "Parents: The Difference Between Microsoft and Schools" (response to Bill Gates' NYT op-ed), by Jeffrey Puryear. Published on the PREAL Blog, March 14, 2012. English and Spanish.
- "The Goal Should be Quality Education", by Katherina Hroskovec. Published on the PREAL Blog, March 9, 2012. English and Spanish.
- "¡De Panzazo! A Documentary on education in Mexico", by Alexandra Solano. Published on the PREAL Blog, February 14, 2012. English and Spanish.
- "The Hard Evidence on Soft Skills", by Alexandra Solano with Scott Odell. Published on the PREAL Blog, January 25, 2012. English and Spanish.
- "Education is Key to Poverty Reduction, Economic Growth," by Jeffrey Puryear in *Latin America Advisor*, January 13, 2012.

D. Agendas from Selected Events (Attached)

- "International Symposium on Education Reform," FEREMA, National Congress of Honduras, USAID, MIDEH, PREAL, Embassy of Spain. Tegucigalpa, Honduras. March 27, 2012.
- "Corporate Social Responsibility in Education," *Empresarios por la Educación*- Guatemala. Guatemala City. March 15, 2012.
- "Virtual Meeting of Central America and the Dominican Republic on Teacher Policies," Central American and Dominican Chapter of the Working Group on the Teaching Profession (CCAD/GTD) and the Educational and Cultural Coordination of the Central American Integration System (CECC/SICA) . Moderated virtually from San José, Costa Rica. March 14-15, 2012.

- "National Workshop on Teacher Policies," CCAD/GTD. San José, Costa Rica. March 13-14, 2012.