

**PREAL Impact Highlights – FY 2012  
April 1, 2012 – June 30, 2012**

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

In collaboration with the Educational and Cultural Coordination of the Central American Integration System (CECC/SICA), UNESCO's Regional Office for Latin America and the Caribbean (OREALC), and national partners, the Central American and Dominican Chapter of PREAL's Working Group on the Teaching Profession (CCAD/GTD) organized a series of teacher policy workshops in El Salvador, Nicaragua, Honduras, the Dominican Republic, and Panama. The events brought together high-ranking Ministry of Education officials, international experts, academics, representatives of national and international NGOs, businesspeople and civil society leaders to discuss challenges and opportunities related to national teacher policies. PREAL and its partners' ability to bring such a diverse set of stakeholders together in multiple countries facilitates the exchange of practical information on what works and helps policymakers develop sound strategies for improving their education systems. Such events build momentum for change and strengthen networks of actors that can work together to implement sustainable reform (see this quarter's Success Story, "Building Consensus").

PREAL partner the Ricardo Ernesto Maduro Andreu Education Foundation (FEREMA) in Honduras met with the Technical Support Unit to the President of Honduras as part of its ongoing work with the unit, the Secretariat of the President and the Ministry of Education to help implement the country's new education law. The vice minister of education, the vice minister of administrative affairs in education, the technical advisor to the office of the president, and the coordinator of the technical advisory committee of the president attended. 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 the Dominican Republic, Action for Education (EDUCA), held a conference to discuss policies and strategies for increasing the quality and competitiveness of education in the country, in collaboration with Nova Southeastern University. With over 300 participants, events like these demonstrate the ability of PREAL and its partners to work with diverse actors to offer expertise, cutting-edge analysis and innovative recommendations to an expanding multi-disciplinary audience.

Honduran national partner FEREMA co-organized an event for the Honduran Organization of Education Development Councils – an entity whose mandate is to ensure the establishment of community groups to oversee educational affairs in each education center – in the communities of San José de Colinas and Santa Bárbara. A total of 143 people attended, including the district's education director, the mayor, presidents of parent and community associations, principals, and teachers. Organized as part of FEREMA's ongoing strategic partnership with PREAL, the meeting sought to analyze the state of education in the municipalities, organize the groups of education development councils, and develop support agreements with the Municipal Council for Education Development (COMDE) of San José de Colinas. FEREMA's ability to bring together such a wide variety of actors demonstrates the increasing influence and leadership of PREAL's national partners.

The Inter-American Dialogue honored the Dominican Republic's *Coalición Educación Digna*, which includes several PREAL partners, with an award for civic engagement. The award received widespread media attention, including six mentions in the Dominican press. By drawing attention to countries' noteworthy education efforts in an international setting, PREAL also strengthens national reform efforts at home, raises the profile of the national groups who work on them, and builds momentum for change.

## II. Heightened USAID-PREAL Coordination and Planning

PREAL's partner in Honduras, the Ricardo Ernesto Maduro Andreu Education Foundation (FEREMA) took the USAID mission director and a delegation of several of his team members to visit the Municipal Council for Education Development (COMDE) for San José de Colinas. FEREMA has been working with the group as part of its strategic and basic partnership activities with PREAL to engage and strengthen municipal participation in education reform. The trip was designed to plan collaboration with other USAID-funded initiatives that have supported the development of additional COMDEs. Site visits such as these allow USAID mission personnel to see FEREMA and PREAL's work to improve education management at the municipal level first-hand and allow both organizations to better coordinate and reinforce each other's efforts toward a common goal.

FEREMA also met with representatives from USAID-Honduras, *Transformemos Honduras* and *EducAcción* to discuss ways to support a business-led media campaign on key education issues. By coordinating efforts with a wide variety of actors to support business-education endeavors, PREAL and its partners help support USAID goals, including building stronger public-private partnerships (see *Demand for business-education advice or services* in Section III, below).

PREAL's report card coordinator and education associate attended a USAID panel discussion on the role of education policy in improving early grade reading. The session outlined ways in which policy issues are connected to reading improvement and helped spur both PREAL's and USAID's thinking about ways in which their work can complement each other's under the new strategy.

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

### ***Demand for core staff advice or services***

PREAL's co-director (Gajardo) was invited to participate in an upcoming advisory group meeting for the Inter-American Teacher Education Network (ITEN) and to become a member of the network's advisory council. The program, supported by the Organization of American States (OAS), connects leaders from across the Americas on teacher education topics. A representative from project noted that PREAL's co-director's knowledge and expertise would contribute greatly to the meeting and help advance the network. The request demonstrates that international organizations value the co-director's expertise related to regional education policies and see PREAL as a valid partner for cooperative activities.

PREAL's Co-director (Puryear) was invited to serve as a discussant at an author's workshop for the World Bank's Latin America and Caribbean regional teacher's study, along with experts from Stanford University and the World Bank. The request demonstrates his status as an expert on regional education issues whose opinion helps shape the thinking of other organizations.

PREAL's Co-director (Gajardo) provided the Director of the Office of Education and Culture at the OAS's Executive Secretariat for Integral Development with a list of possible experts on early childhood education in Latin America. The education director requested the information for a project the OAS is working on in conjunction with the U.S. National Institute of Health. International organizations value PREAL's expertise, and often ask them to recommend specialists from their network to help with special projects.

PREAL's Co-director (Puryear) was asked to speak on impact evaluations in education at a meeting of the International Working Group on Education (IWGE), organized biennially since 1972 by UNESCO's International Institute for Educational Planning (IIEP) and the World Bank. In addition to World Bank staff, speakers included representatives from Harvard University, the Ontario Ministry of Education, the UNESCO Institute for Statistics (UIS), the Global Project on Education, the University of Pennsylvania, the University of Minnesota, ADEA, the Brookings Institution, the Results for Development Institute, the Ontario Institute for Studies in Education, and Education International. Presenting alongside such well-respected institutions affirms PREAL and its co-director's expertise in education policy and provides the opportunity to contribute to high-level discussions on critical policy topics.

The Inter-American Dialogue co-hosted the U.S. launch of a report on steps Mexico needs to take to achieve significant economic and social progress by 2042, prepared by the Centennial Group, IMCO, and *México Evalúa*, which included a chapter on education co-authored by PREAL's co-director (Puryear), education associate, and a senior researcher from RAND. About 80 people attended the event, and individuals providing comments praised PREAL's contribution. Events like these illustrate the respect and attention accorded to PREAL by the international development community.

A representative of Chile's Education 2020 requested to meet with PREAL's co-director (Gajardo) to introduce their new foundation and to discuss the possibility of collaborating on a new project. Requests from outside initiatives show that peer organizations working on educational reform value PREAL's expertise, experience, and connection to a broad network of regional education actors.

The producer of Al-Jazeera in the Americas requested an interview with PREAL's co-director (Puryear) on student protests in Chile. She said that the director of Human Rights Watch told her the co-director was "a world expert" on student protests in Chile. Due to scheduling conflicts, the co-director was not able to participate in the interview, but provided the news organization with recommendations for other potential interviewees. International organizations and the media recognize PREAL as a go-to source for accurate information and expertise on education, showing its continuously increasing credibility in the region.

### ***Demand for working group advice or services***

The coordinator of the Central American and Dominican Chapter of the Working Group on the Teaching Profession (CCAD/GTD) was invited to serve as the coordinator of the Salvadorian Liaison Committee of the Central American Tertiary Education Accreditation Council and to become a member of the Advisory Group of the Inter-American Teacher Education Network (ITEN) by the director of the Office of Education and Culture of the Organization of American States (OAS). These invitations illustrate the high regard that international organizations have for the knowledge of PREAL's working group leaders and their ability to contribute to the debate on policy alternatives.

PREAL's CCAD/GTD co-organized a two-day technical meeting entitled, "Key Challenges to Education Quality in Latin America and the Caribbean: Teachers and Evaluation," in conjunction with UNESCO and the Panamanian Ministry of Education. Members of the CCAD/GTD were asked to prepare a presentation for the meeting. Several CCAD/GTD members, along with the group's coordinator, were also invited to form an expert panel on the status of the teaching profession in Central America and the Caribbean and to express their views on future challenges. The fact that international organizations and governments in the region regularly cooperate with PREAL and ask its experts to share their experiences at regional events provides evidence of PREAL's strong reputation with education stakeholders in the region.

PREAL partner in El Salvador, the Foundation for Education Development (FEPADE) and PREAL's Working Group on School Management and Effectiveness (GTGEE), hosted an international workshop addressing how management and leadership can contribute to improving the quality of education. Two school principals who participated in PREAL's study tour on building school leadership in Canada also shared the lessons they learned and how they were applying them in their own schools. With an audience of over 100 people, including senior officials of the Ministry of Education and teachers, the event showcases PREAL and its partners' ability to reach policy practitioners at all levels, in addition to highlighting how the study tours influence education practices in participants' home countries.

The former vice minister of educational quality in Guatemala requested to join PREAL's Working Group on the Teaching Profession (GTD). Requests to join working group networks suggest that they provide policy practitioners with a valuable source of information, analysis, and space to connect with peers working on similar education policy issues.

### ***Demand for business-education advice or services***

The dean of the *Universidad Pedagógica* in El Salvador thanked PREAL for the most recent version of its business-education newsletter, *ProEducación*, saying: "This information is of utmost importance to my work."

Such continued positive feedback shows the high demand that exists for PREAL's business-education products and emphasizes their relevance in aiding education leaders.

PREAL partner *Empresarios por la Educacion* (ExE) in Guatemala held a conference on productivity and development in collaboration with five other business foundations and civil society organizations. The conference was designed to provide educators with concrete ways to inspire creativity and entrepreneurial innovation in their classrooms. Nearly 100 teachers, teacher trainers, partners, and sponsors attended the event, which received widespread media attention. The event demonstrates the ability of ExE to help businesses move beyond the traditional "adopt a school" approach to focus on fortifying curriculum and educational approaches that prepare students with the skills demanded by the job market.

PREAL's partner in Honduras, the Ricardo Ernesto Maduro Andreu Education Foundation (FEREMA), met with representatives from USAID-Honduras, *Transformemos Honduras* and *EducAcción* to discuss ways to support a business-led media campaign on key education issues. By coordinating efforts with a wide variety of actors to support business-education endeavors, PREAL and its partners help build stronger public-private partnerships (see Section II above).

FEREMA's president provided technical support to the Business Council of Latin America (CEAL) and on two occasions to a group of businesspersons affiliated with the Honduran Council of Private Enterprises (COHEP). These groups requested support in implementing a new organizational strategy that incorporates education improvement as a priority for their social corporate responsibility efforts. Requests for assistance from the business community attest to PREAL's and its partners' ability to engage the sector and provide them with information and recommendations they can use to shape their education activities.

### ***Demand for PREAL products***

An email by PREAL's co-director (Puryear) announcing the launch of the documentary "De Panzazo", (Barely Passing) in Mexico spurred a World Bank request to co-host a screening in Washington, DC. Part of PREAL's comparative advantage is its ability to connect its Latin American network with international actors outside the region to discuss on-going education challenges through activities such as these. With 87 participants registered for the screening, and close cooperation with producers *Mexicanos Primeros*, the event also demonstrates demand for PREAL services.

Several PREAL documents were used in a workshop on E-learning held by the *Fundación Omar Dengo*. The event reached a critical school-level audience, with 19 teachers and 20 academic advisers from the National Program on Education Technology (PRONIE MEP-FOD) in attendance. Documents used included Policy Series #3 on curricular reform in Peru, Argentina, Chile and Colombia in the 1990's and *Best Practices Series #27* on the Korean education system. PREAL documents continue to inform and support the work of partners on projects outside of PREAL activities.

PREAL often receives requests from individuals and organizations asking for assistance and/or information. For example:

- The former Minister of Education in Colombia requested copies of PREAL Working Paper 60, "Education Management in Colombia, 2002-2012," which she authored, to use in her class at Harvard.
- The American Institutes for Research met with PREAL's co-directors to discuss the possibility of working together on a bid for a USAID project to evaluate literacy interventions.
- The director for Innovation in Education at Fundación Chile and the director of the Ontario Institute for Studies in Education (OISE) invited PREAL's co-director (Gajardo) to be on the Academic committee of the International Congress for School Effectiveness and Improvement (ICSEI) and help promote the Congress among its networks.
- PREAL partners *Unidos por la Educación* in Panama and FEPADE in El Salvador asked PREAL to help identify and contact international experts to speak at upcoming conferences.

Requests such as these are evidence of high demand for PREAL publications and expertise and their contribution to the work of others on crucial education topics.

**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 IX).

- The executive director of ExE in Guatemala was interviewed by *Radio Punto* on the importance of promoting education quality. Additionally, Guatemala's *Radio Libertópolis* mentioned PREAL in two separate discussions of teacher training, and the television station *Canal Antigua* mentioned PREAL in relation to the same subject.
- "Hable como habla," on Honduran Chanel 36 aired a discussion of the Fundamental Education Law in light of the current teacher crisis and the sitting Honduran Minister of Education's critiques of the law. The program cited data and analysis from PREAL's 2010 Honduran Report Card. The media's use of PREAL documents in providing factual background to their stories suggests that they are considered reliable, non-partisan sources that provide context for current – and sometimes contentious – national debates.
- Additionally, the CCAD/GTD workshops on teacher policies held in collaboration with UNESCO's Regional Office for Latin America and the Caribbean (OREALC), the Educational and Cultural Coordination of the Central American Integration System (CECC/SICA), and national partners in Honduras, Panama, Nicaragua, El Salvador and the Dominican Republic received extensive media coverage in each of the countries where they took place. Coverage included 13 news articles, 27 online mentions, and coverage in five television shows and a radio program. UNESCO's website also published information on all of the events. Select examples include:
  - Twelve mentions in the Dominican media, including the television show *Hora Matinal* and the newspaper *Hoy*. The latter quotes PREAL's Co-director (Gajardo) as an expert on education policy and emphasizes her remarks on the importance of teacher policies to student learning and the quality of education. Other newspapers covering the event included *Al Momento*, *El Nuevo Diario* and *Al Día*.
  - Six articles in the Honduran media, including an article in the Digital newspaper *Proceso Digital* on the workshop on teacher policies held in Tegucigalpa, one in the website of television channel *Mundo TV* and one article published on the website of the presidency.
  - Coverage on four Nicaragua news channels: Channels 2, 12, 23, and 14. Additionally, an article in the Nicaraguan newspaper *Nuevo Diario* cited the PREAL Co-director's (Gajardo) statement that Nicaragua's problems are common to the entire region. It also quoted the coordinator of the CCAD/GTD as saying that education policies should focus on professionalizing the teaching profession.
  - An article on the Salvadoran digital news site *NotiSV* that cites remarks by the vice-minister of Education, who praised the workshop and the guidance it provided as a tool to design education policy.
  - CECC/SICA also provided coverage of the Panama event on the CEDUCAR website.

#### IV. Effects of PREAL's Report Cards and Policy Audits

PREAL partner EDUCA presented the findings of the 2010 Dominican Education Report Card at the "First National Meeting of Civic Educators" in collaboration with the Consortium of Civic Education of the *Pontificia Universidad Católica Madre y Maestra* (PUCCM) and Plan Dominican Republic. Approximately 100 people attended the event. The report card continues to be a useful tool for informing education discussions and galvanizing civil society actors to act collectively for change.

The head of the education track at the Clinton Global Initiative requested to speak with PREAL staff about how PREAL has cultivated strong partnerships in the region and, specifically, to learn more about its Report Cards program. During the conversation, he praised PREAL's work and method of operation, noting that CGI's education track could learn much from PREAL. His remarks underscore PREAL's ability to model innovative, inclusive approaches to education reform.

Honduran newspaper *El Tiempo* published an article praising PREAL for its national report card. The journalist state that it "shows clearly the reality of our educational system, and those aspiring to govern our country would do well to use it as a reference in making policy decisions." Such commendations speak to the report card's credibility and its value in helping to guide efforts to improve education in Honduras.

PREAL's co-director (Puryear) met with a Mexican PhD candidate to discuss his thesis on the politics of education spending, as well as research he is doing for a World Bank publication on teachers unions. The candidate mentioned that his thesis was inspired by PREAL's Report Cards, and highly praised PREAL's publications. PREAL's report cards and other publications not only provide information, but impact new studies, suggesting areas for research and models for presenting information that are useful in a variety of settings.

Honduran Channel 5's morning news program "TNT" interviewed FEREMA's technical director on the country's Fundamental Education Law and PREAL and FEREMA's ongoing efforts to support education reform in Honduras. The technical director commended PREAL for its contributions to the production of unbiased and functional analysis, which influences decision-makers, particularly via its report cards. PREAL's report cards provide decision-makers and the general public with clear, objective information, offering an important tool for monitoring and promoting educational change.

## V. Bandwagon: PREAL Activities Applied to Outside Endeavors

Three of PREAL's publications were cited in a June 2011 document on education and teacher quality in Argentina published by the Argentine Farming Foundation for Development (FADA): PREAL's special report on the results of SERCE, Working Paper 52 on the policies for initial teacher training, and Working Paper 23 on teacher training, incentives, and salary structure. The continued use of these PREAL documents, some of which are several years old, speaks to the quality and relevance of PREAL's work.

A United Nations Economic and Social Council (ECOSOC) publication entitled "A New Agenda for Teaching Policies in Latin America and the Caribbean" mentions PREAL and cites its work. The publication was prepared for the 2011 Ministerial Meeting in Buenos Aires, Argentina. The document notes that PREAL is a research network that – along with the Organization of Iberoamerican States; the Organization for Economic Cooperation and Development; the United Nations Education, Scientific and Cultural Organization; and the World Bank – has helped shape the education agenda in the region. That a relatively small civil society organization like PREAL is mentioned alongside other globally-recognized multi-lateral institutions is a testament to the quality and reach of its products and the expertise of its network (see this quarter's Success Story, Building Consensus").

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):

- A journalist for the Guatemalan newspaper *El Periódico* cited nine PREAL documents on the teaching profession in her article, entitled, "First Steps in Reforming the Teaching Profession."
- "Guidelines and Criteria for the Development of Teacher Policies in Latin America and the Caribbean," by UNESCO's Regional Office for Latin America and the Caribbean, mentions PREAL four different times, acknowledging its work on strengthening teacher policy and its cooperation with the UNESCO/OREALC project (through background papers and feedback gained from PREAL partners in Central America through the series of workshops organized by the Central American and Dominican Chapter of PREAL's Working Group on the Teaching Profession (CCAD/GTD).
- Three World Bank Publications – "Developing the Enabling Context for Student Assessment," "What Matters Most for Student Assessment Systems: A Framework Paper," and "Measuring Learning: How Effective Student Assessment Systems Can Help Achieve Learning for All" – cited PREAL Working Paper #38, "The Cost of Student Assessment in Latin America."

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

Websites and blogs often feature descriptions of PREAL publications or events, or include links to PREAL's website or blog. Examples from this quarter include:

- Jose Joaquin Brunner, an international education specialist, posted PREAL Working Paper #60, "Education Management in Colombia, 2002-2010," and Policy Series #40, "Keys to Adopting Correct Decisions in Public Education Policy," on his popular education blog.
- The Dominican website *Impulsar* posted a link to PREAL Informa #40, "In Central America: PREAL Promotes Healthy Debates on Teacher Policies."
- The Office of the Secretary General of Science, Technology and Innovation (SENACYT) in Panama posted to its Facebook page a short summary of the meeting on UNESCO's Regional Teacher Strategy, which was carried out in Panama with support from PREAL. The event was also highlighted in the United Nations Information Center in Panama Panamá (CINUP), an online news source, and on UNESCO's main website.

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.

## VI. Marked Host-Country Ownership of PREAL's Work

PREAL partner *Empresarios por la Educación* (ExE) in Guatemala held the first round of judging for the 2012 edition of the 100 Point Teachers Prize. More than 250 teachers applied for the award, which recognizes excellence in primary and pre-primary classroom instruction. Through the encouragement and recognition of good teaching practices, PREAL and its partners provide incentives for teachers to innovate and to share those innovations with their colleagues to improve learning in the classroom. The annual prize is in its 7th year, and is supported by national business groups working in cooperation with ExE and the Ministry of Education.

PREAL partner in Honduras, the Ricardo Ernesto Maduro Andreu Education Foundation (FEREMA) held a series of meetings with the Municipal Councils for Community Development (COMDE) in Guajiquiro, Danlí, Orocuina, Puerto Cortés, and San José de Colinas. The meetings included the districts' education and municipal directors, the vice mayor of Danlí, and members of the COMDEs. FEREMA is working with each of the pilot COMDEs to monitor compliance with public education policies by incorporating organizational strategies and strengthening community structures, based on the framework established in FEREMA's strategic partnership with PREAL. Through its ongoing work with leaders, community groups and local governments, FEREMA is contributing directly to the effective implementation of national education policies and improved school management. Working at the municipal level also helps promote sustainability by building community ownership of the process.

FEREMA continued to meet with representatives of the seven other organizations on the Inter-Institutional Committee of the National Prize for Municipalities that Promote Education to promote the recognition of municipal authorities in education through efficient investment, innovation, and quality leadership. The award, in operation for four years, recognizes municipalities that successfully implement innovative education programs. PREAL and its partners' engagement with such a broad range of non-governmental organizations and government agencies capitalizes on each organization's expertise. These efforts have generated a program with widespread ownership among local entities, giving it a higher likelihood of success and long-term sustainability.

FEREMA co-organized three conferences in collaboration with the Honduran Ministry of Education and the Library Project for Childhood Literacy (BILI) to disseminate the teacher performance standards and quality management models developed in part under the PREAL/FEREMA strategic partnership. The conferences also included discussion of efficient implementation methods relating to student development and improving education quality in the classroom. Held in San José de Colinas, Esperanza, and Tegucigalpa, the events attracted a total of more than 164 participants, including the director of the General Directorate of Evaluation of Education Quality (DIGECE), the district director of education in San José de Colinas, the district director of education in Intibucá, and coordinators and teachers from BILI's network in Santa Bárbara. This collaboration has allowed for an expansion of the practices developed under PREAL's Honduran strategic partnership, converting the model into an adaptable, sustainable practice that improves Honduran education.

## VII. Influencing Current and Future Leaders

### ***Reaching Current Leaders***

PREAL's co-director (Gajardo) was invited by the Mexican undersecretary for basic education to give the keynote address at the sixth meeting of the International Academic Working Group (GTAL) in Mexico City. The GTAL is a group of some 15-20 senior education analysts and experts who have met regularly over the past five years to discuss educational reform in Mexico. The co-director was not able to participate due to a scheduling conflict, but PREAL consultant Juan Carlos Palafox Pérez spoke in her place and distributed 20 copies of PREAL document "Measuring Up? How Did Latin America and the Caribbean perform on the 2009 Programme for International Student Assessment (PISA)?" The co-director also prepared a set of materials for the conference, including several documents of PREAL's Working Group on the Teaching Profession (GTD), that will be published in a book co-edited by the Mexican Secretariat of Public Education (SEP). The invitation demonstrates ministry officials' high regard for the co-director's knowledge, and the usefulness of PREAL publications for national policy discussions.

In an official letter to PREAL partner in Honduras, the Ricardo Ernesto Maduro Andreu Education Foundation (FEREMA), the vice minister of education in technical-pedagogical affairs requested PREAL's and FEREMA's support in developing regulations for pre-school education, teacher training, and professional development. Through such requests for collaboration, PREAL partners directly influence the formation and implementation of education policy.

FEREMA collaborated with the National Congress of Honduras and the Secretary of Education to hold a meeting with the Technical Group for Education Transformation and the vice president's office. Participants included the manager of Congress, two advisors to Congress, and the vice minister of education, and the technical advisor to the president's office. By holding such meetings, FEREMA maintains good working relationships with national leaders and decision-makers and provides them with practical advice for raising awareness of education challenges and implementing new policies.

The coordinator of PREAL's projects with FEREMA met with the mayor of the Orocuina municipality to develop a plan for how the municipality can both maintain pre-established strategies for education improvement and comply with new restrictions set forth by Honduras' new *Ley de Fortalecimiento*. The meeting demonstrates the trust FEREMA has built with municipal leaders, and its ability to work directly with communities to address local education challenges.

### ***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.***

An education student from the *Universidad de Santiago de Chile* (USACH) requested information on teachers' social and political engagement for her thesis on the organizational climate of professional technical teaching.

PREAL's partner in Costa Rica, *Fundación Omar Dengo*, maintains an archive of PREAL publications in its Specialized Research Center that are being used to support a series of seminars on education policy at the Institute for Policy Research at the University of Costa Rica. The seminars will focus on promoting quality and innovation in education.

A 2011 publication entitled, "Teacher Unions in Latin America: A contribution to the debate", by Julian Gindin, recognized the importance of PREAL's multi-country empirical research to the literature on teachers unions in Latin America. Several PREAL documents were also cited in a previous paper by the same author on teachers unions in Brazil. By providing high quality information on understudied topics, PREAL helps shape future research and policy debates in the region.

PREAL hosted study tours in Boston and Toronto to bring promising young Latin American educators and administrators to learn about successful practices in education in countries outside of their own. Participants in Boston, who represented government ministries, educational institutions, and NGOs, provided final reflections in a short video highlighting what they learned during the week. This video, combined with PREAL's meticulous selection of qualified candidates and their continued efforts to spread information to a wide audience, increases PREAL's influence in the region. Several of the study tour participants have already given significant positive feedback as a result of the study tour:

- A participant in the Toronto study tour from El Salvador remarked on his experience: "I thought that to reach their performance level, the Canadian schools would be rely heavily on technology, but I realized that the classrooms were full of books and papers written by students and posters stuck to the walls. This is what stimulates learning and reading."
- The General Director of Evaluation and Educational Research at the Ministry of Education in Guatemala participated in the Boston study tour. Following the week's activities, she sent a message saying, "I do not want to miss this opportunity to thank you for the high quality of both the presentations and the field trips...the quality of the professionals with whom we have shared has been very unique."

The PREAL study tours have offered participants unique exposure to new education initiatives, providing them with innovative educational ideas to adapt to their own country context.

## VIII. 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.***

The President and CEO of Partners of the Americas voiced his appreciation for the Inter-American Dialogue's decision to recognize the *Coalición Educación Digna* at its 30<sup>th</sup> Anniversary Gala and its efforts to further educational reform in the Dominican Republic. He noted the Dialogue's role in helping to revitalize interest in education reform within several chapters of Partners of the Americas and suggested to the organization's Partners Board and Staff that they "should explore with the Dialogue how we might complement each other." PREAL's ability to identify and publicize the good work being done by civil society groups, many of whom are PREAL partners, helps keep education in the spotlight and builds momentum (and potential new partners) for reform in other institutions.

The wife of the CEO of Deutsche Bank in Argentina and member of the Board of Educar 2050 and *Enseñá por Argentina*, sent an e-mail praising PREAL's document, "Measuring Up? How Did Latin America and the Caribbean Perform on the 2009 Programme for International Student Assessment (PISA)?" She noted that business people in particular need to be aware of the "sad" facts about the state of Argentine education, and that short documents like "Measuring Up" bring home key points quickly and clearly. Communications like these show the wide reach of PREAL's publications and their value as tools to inform and inspire action.

The program coordinator of UNESCO's Regional Office for Latin America and the Caribbean (OREALC) in Santiago, Chile expressed her satisfaction with UNESCO's alliance with PREAL in carrying out the Central American and Dominican Chapter of PREAL's Working Group on the Teaching Profession (CCAD/GTD) National Workshops on Teacher Policy, noting that "it has been an excellent experience and I think that our alliance is very powerful. From our side, we are strongly committed to continue working with PREAL, and we are sure that together we can make sustainable advances in our region." Such a strong endorsement attests to PREAL's ability to form strong relations with other regional organization in order to reinforce each other's efforts and expand the reach, ownership, and sustainability of activities.

Throughout the quarter, PREAL received many praises for its work in coordinating the CCAD/GTD National Workshops throughout Central America and the Dominican Republic. Several examples of the positive feedback received include:

- The academic coordinator of the *Instituto de Educación Xabier Gorostiaga* (IDEUCA) praised PREAL for the results of the workshop in Nicaragua and for the impact it had on each of the participants.
- The manager of academic development of the Ministry of Education in El Salvador thanked PREAL for "the excellent support you consistently offer to the development of teacher training in El Salvador

and Central America. I consider the national workshop to be a success, and I am so happy to see that this theme is heading down a good path. I can tell that our collective thought is getting stronger and we already have more sectors working for the same goal, focusing on the crux of education quality."

- The vice minister of education of El Salvador thanked the coordinator of the CCAD/GTD for the invitation to participate as a panelist in the workshop there. He noted that "For our institution it will be of great interest to learn about innovative experiences that can help us enrich the process of designing new study plans and programs for teacher training currently underway."
- Following the national workshop held in Tegucigalpa, the vice president of Honduras was quoted in the press saying, "this event will be given the full importance and relevance that it deserves, because talking about better teachers means talking about better students, a categorical imperative that cannot be taken lightly in any nation, much less in Honduras." Additionally, the Honduran vice-minister of education praised the event and its great relevance in the issues facing Honduran education.

Such acknowledgements from a wide range of actors speak not only to the quality and relevance of the teacher policy events, but suggest that participants will also carry lessons learned into their future work.

The director of the Education and Philosophy Department at the *Pontificia Universidad Católica Madre y Maestra* (PUCMM) in the Dominican Republic noted that an email PREAL and its partners circulated about experience with the "Parent Trigger" in the United States is inspiring an important debate in the context of Dominican education. This type of feedback is an example of how the information PREAL circulates can catalyze national discussions on key education topics, even when the publication is not produced by PREAL.

The Assistant Secretary of Public Education in Mexico thanked PREAL for its continued involvement in the International Academic Working Group (GTAI), praising PREAL staff for contributing their expert analysis to the group's work. The assistant secretary also expressed a desire to maintain strong relations with PREAL in the future.

A senior researcher at the *Centro de Investigación y Acción Educativa* (CIASES) in Nicaragua remarked that PREAL's events and conferences were "tremendously useful" and that "she hoped to continue learning from PREAL and its efforts to improve education quality in Latina America."

## **IX. Annex- Press Coverage and Agendas**

### **A. Selected Press Coverage**

1. "Minas Gerais: escuela en desarrollo," by Cristóbal Trujillo in *La Patria*, Colombia. June 29, 2012.
2. "Experiencias de las pruebas nacionales," by Annia Valdez in *Listín Diario*, Dominican Republic. June 18, 2012.
3. "Por la dignidad de la profesión docente," by Rosa Marías Vivas Moncada in *La Prensa Gráfica*, Nicaragua. June 15, 2012.
4. "Coalición Educación Digna recibe premio del Diálogo Interamericano," in *Acento*, Dominican Republic. June 9, 2012.
5. "Reconocen la Coalición Educación Digna en sede de la OEA," in *Noticias Sin*, Dominican Republic. June 8, 2012.
6. "La UNESCO contribuye al diseño de políticas docentes en El Salvador," in *Notisv*, El Salvador. June 8, 2012.
7. "Educación Digna recibe premio internacional," in *El Caribe*, Dominican Republic. June 7, 2012.
8. "Discuten cómo profesionalizar a maestros," by Leyla Jarquín in *El Nuevo Diario*, Nicaragua. June 6, 2012.
9. "Políticas docentes no son prioridades," by Juan Eduardo Tomas in *Listín Diario*, Dominican Republic. June 5, 2012.
10. "Citan problemas en la oferta maestros de buena calidad," by Rosa Alcántara in *Hoy*, Dominican Republic. June 2, 2012.

11. "Expertos analizan políticas educativas de América Latina," by Rosa Alcantara in *Hoy*, Dominican Republic. June 1, 2012.
12. "Grupos evaluarán educación en AL," in *El Día*, Dominican Republic. May 29, 2012.
13. "Autoridades nacionales y extranjeras evaluarán política pública docente en el país," in *Hoy*, Dominican Republic. May 29, 2012.
14. "Expertos de América Latina en reunión técnica de educación en Panamá," in *Prensa Latina*. May 28, 2012.
15. "UNESCO realizará en Panamá reunión sobre políticas docentes," in *Hora Cero*, Panama. May 21, 2012.
16. "La reforma docente en Ecuador," by Oscar Picardo Joao in *La Prensa Gráfica*, El Salvador. May 16, 2012.
17. "Empresa privada debe invertir en Educación," by Mauricio Miranda in *Conexiones*, Nicaragua. May 16, 2012.
18. "Primeros pasos de reforma de la carrera magisterial," by Diana Choc in *El Periódico*, Guatemala. May 16, 2012.
19. "Calidad Educativa," by Roberto Moreno Godoy y Debbie Álvarez in *El Periodico*, Guatemala. April 27, 2012.
20. "Gobierno inaugura taller sobre políticas docentes," in *Proceso Digital*, Honduras. April 18, 2012.

#### **B. Sample News Articles (Attached)**

- "Citan problemas en la oferta maestros de buena calidad," by Rosa Alcantara in *Hoy*, Dominican Republic. June 2, 2012.
- "Coalición Educación Digna recibe premio del Diálogo Interamericano," in *Acento*, Dominican Republic. June 9, 2012.
- "Minas Gerais: escuela en desarrollo," by Cristóbal Trujillo in *La Patria*, Colombia. June 29, 2012.
- "Por la dignidad de la profesión docente," by Rosa Marías Vivas Moncada in *La Prensa Gráfica*, Nicaragua. June 15, 2012.
- "UNESCO realizará en Panamá reunión sobre políticas docentes," in *Hora Cero*, Panama. May 21, 2012.

#### **C. Articles Published by PREAL Staff Members (Attached)**

- "El estudiante va primero," by Verónica Spross de Rivera in *Siglo 21* (Guatemala). June 27, 2012. Spanish.
- "Education in Mexico" by Jeffrey Puryear, Lucrecia Santibañez and Alexandra Solano in *A New Vision for Mexico 2042: Achieving Prosperity for All*. April, 2012. English.
- "Will Higher Corporate Taxes Improve Education in Chile?" by Jeffrey Puryear in the *Latin American Advisor*. May 7, 2012. English.
- "At the Crossroads of Education Reform," by Scott Odell. Published in the *Salt Lake Tribune* (United States). June 16, 2012. English (with a Spanish translation on the PREAL Blog)
- "Reformas necesarias en educación," by Verónica Spross in *Siglo 21*. May 2, 2012. Spanish.

#### **D. Agendas from Selected Events (Attached)**

- "National Workshop on Teacher Policies," PREAL (CCAD/GTD) and CoSPA. Panama City, Panama. May 30, 2012.
- "International Workshop on Management and Leadership for Education Quality," FEPADE and PREAL (GTGEE). San Salvador, El Salvador, May 8, 2012.
- "International Workshop on Teacher Policies," PREAL (CCAD/GTD), CIEDHUMANO, and EDUCA. Santo Domingo, Dominican Republic, June 1, 2012.