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I. INTRODUCTION

The Andean Center of Excellence for Teacher Training (CETT) Program, implemented by the Universidad Peruana Cayetano Heredia (UPCH) of Peru, with the Universidad Andina Simón Bolívar (UASB) of Ecuador and Universidad Nur (UN) of Bolivia, developed training activities in the disadvantaged urban areas scheduled for intervention during Year Four to improve the performance of public school teachers and administrators, with an emphasis on reading instruction in pre-school, first, second and third grades of primary school, by enhancing the pedagogical knowledge and skills of teachers.

The three universities participating in the Andean CETT are responsible for developing and providing in-service teacher training courses to reduce the high incidence of illiteracy and poor school performance by enhancing reading instruction in the early grades in disadvantaged communities and populations of the region. The Andean CETT is working to overcome the problem of children completing primary school without having obtained basic reading skills.

During the period October 2005-September 2006, the Andean CETT planned, implemented and evaluated its actions in the five program components: 1) teacher training; 2) diagnosis and evaluation; 3) educational materials; 4) applied research; and 5) information and communication technologies (ICT). The UPCH leads the teacher training component whereas the UASB is responsible for the evaluation and applied research components and the UN is in charge of the educational materials and ICT components.

The Andean CETT began activities in 2002. Technical and administrative personnel were hired. The UPCH signed sub-agreements with the UN and the UASB, as well as with the ministries of education of Peru, Bolivia and Ecuador. The work teams of the components of teacher training, diagnostic tools and education materials developed strategic plans, instruction methodologies and instruments. The work teams for the applied research and technology and ICT components carried out support activities.

The Andean CETT focuses on helping teachers improve their instructional practices in the classroom through an in-classroom training program and the provision of didactic materials and diagnostic tools. Although factors other than teacher performance affect the success of learning in primary school, experiences in the three countries indicate that it is possible to improve instructional processes despite economic, social or cultural limitations.

This report presents the results and activities of the Andean CETT teams from October 1, 2005 to September 31, 2006. It briefly describes the main activities, products, achievements and challenges in the work with school directors, teachers and students in the training process. Moreover, it discusses the relations and impact of the project at the level of other institutions of the public sector and civil society. Finally, it provides a summary of financial resources and expenditures during the year.

II. ACTIVITIES

2.1 Refinement of the In-service and Distance Training Programs

During the year, in-service teacher training for disadvantaged urban and rural areas, online training and mixed training were improved. The Andean CETT modified the documents of the teacher training program in urban areas and refined the skills matrix for the rural program. It also reorganized the work modules of the online training and adjusted the skills matrix. Pending activities include the comprehensive revision of each document and the changes needed to reflect the results of Phase I.

The instruments to assess phonological awareness, reading fluency, reading comprehension and writing for the different grade levels were incorporated into the online training materials.

To fine-tune the training programs, the Andean CETT drew on the results of the balance seminars with teachers and directors; the monitoring of training; the balance seminars in each country with the participation of national coordinators, specialists and trainers; the questionnaires of teachers enrolled in the online training; and the focus groups with teachers and administrators. In addition, the members of the training team fine-tuned the theory proposal.

The most substantial modification was in the distance training program. Contents were reorganized, incorporating diagnostic evaluation for planning. Modules were modified to better respond to the learning needs of teachers in the classroom. Virtual materials were improved to overcome the difficulties participating teachers had experienced. In addition, the online learning environment was refined to make it simpler and more attractive to users. The training, educational materials and ICT teams collaborated on this effort.

The Year Three balance seminar, and the planning meeting in Year Four, held in September 2005, provided valuable inputs for modifying both types of training.

2.2 Development of In-service and Distance Training

As in previous years, to select the intervention area, the Andean CETT considered the established criteria: areas of poverty, with schools and education officials willing to assume the commitment to work together during the training.

As a result, workshops were convened and collaboration was offered in photocopying and/or transporting materials; and inter-institutional agreements were signed with the Education Departmental Service and the new education districts of Bolivia, agreements were renewed with provincial education offices in Ecuador and with the Education Management Units in Peru.

During the process, 1,569 teachers were trained: 697 from rural areas, 445 through distance training and 427 from disadvantaged urban areas. These teachers apply their improved skills with 47,913 students.

In addition, the Andean CETT organized meetings with institutions and companies to establish agreements for the development of training in rural areas, such as in the

case of the agreements with the Departmental Education Service of Bolivia (SEDUCA), Cotopaxi in Ecuador, where rural education officials provide transportation and housing, and the Education Management Units in the Peruvian departments of Lima, Piura and Ucayali, which provide ongoing support with transportation, photocopies, etc. during training.

At the close of Year Three training activities in Bolivia and Peru, teachers participated in balance seminars, in October and November 2005, respectively. In July 2006, balance seminars were organized in Ecuador. In Ecuador, Bolivia and Peru, teachers in the distance training program participated in balance seminars in July 2005.

The balance seminars provided the Andean CETT will valuable input for refining the program. Teachers and administrators have stated that the training program has helped them improve their classroom performance. They create a reading environment, prepare their teaching sessions and use innovative literacy instruction strategies such as the use of news and newspaper headlines to form new words and texts. In addition, teachers review and share different texts for use in the classroom and apply some reading techniques such as reading comprehension exercises.

The children are reading and writing. A preliminary finding of the external evaluation (results are still being analyzed) indicates that the more years students have studied with CETT-trained teachers, the better their performance (for the third grade only and compiling information for the number of years that the student has studied under a CETT-trained teacher). Reading and writing skills of these students are also better than those of a comparison group. Nevertheless, the evaluation indicates that difficulties persist in explaining some results of the diagnostic tests and in aiding the few children who do not reach the expected level of learning.

In the three countries, teachers value the classroom coaching as a powerful tool that contributes to changing their attitudes and improving performance. Some teachers in rural areas feel that the materials provided are insufficient because teachers in their second year of training require materials to complement those studied during the first year of training.

Teachers participating in online training report that it has opened a window on the world for them; they now seek out information and communicate with others. Nevertheless, some teachers find the platform difficult to navigate because they only have access to older computer technology in their communities. The training and ICT teams have coordinated efforts from the beginning of the project. The training team identified key issues to address, which it communicated to the ICT team.

Training took place over a six-month period. By organizing the training into modules, teachers could advance at their own pace. The Andean CETT provided initial in-service training for the mixed training (January 2006).

The modified online platform was launched with a new mixed graphic interface (January 2006).

Two groups participated in the online training program, the first in February and the second in April. As part of the training, teachers in the mixed online training attended a meeting.

The six modules for online training were completed and the virtual environment was implemented for communication between model demonstration schools (September 2006).

The training of trainers and teachers in the different phases of training, depending on the national and regional school calendar, enabled teachers to refine and improve their teaching of reading and writing.

2.3 Selection and Strengthening of Model Demonstration Schools

At the end of Year Three of the program, it became clear that a group of teachers and schools had assumed a position of leadership and ownership of strategies to promote reading instruction in their schools. Thus, the Andean CETT proposed a strategy of model demonstration schools to support and strengthen schools that had participated in the program during the intervention years, forming a network to promote processes of change and innovation and to share practices with other teachers, schools, civil society and government organizations, with the goal of improving the teaching and learning of reading and writing.

Strengthening the best schools of the training program to make them model demonstration schools is an effective strategy for ensuring sustainable change because these schools become model schools for teaching reading and writing. Moreover, they lead the school network in their area. This gives the Andean CETT a place to demonstrate that quality reading instruction is possible in poor areas. In addition, it encourages the exchange of experiences among teachers, ensuring the sustainability and refinement of the changes achieved to date.

The best schools of the project were selected in each country. To this end, a matrix of criteria and selection indicators was prepared. Selection criteria included participation in the CETT program in previous years, successful reading instruction practices at the school, demonstrated responsibility and commitment, leadership in promoting literacy at the institutional level with the involvement of different actors of the education community and willingness to organize events with the community and demonstrate the results achieved, among others.

A commission was formed to evaluate the schools.

Pre-selected schools in each country were invited to become part of the program for strengthening model demonstration schools. Schools were consulted about the proposal and their participation was later requested. The Andean CETT assessed each school to develop a plan to strengthen it.

Two main interventions were planned. First, the Andean CETT prepared and implemented a training plan for each school based on the assessment of teacher training needs. Second, reading projects were implemented to resolve pedagogical problems associated with students' acquisition of reading and writing skills. The Andean CETT supports these schools through complementary strategies, such as technical assistance, exchange visits, teachers' circles, peer visits and inter-institutional meetings among model demonstration schools.

In the three countries, the Andean CETT developed support materials for training administrators and teachers in model demonstration schools and designed the different training programs. Training topics include educational leadership and empathetic communication, model school management and improving reading instruction in model demonstration schools, among others. Methodological guides and monitoring instruments were also developed to implement strategies, workshops and institutional technical assistance activities.

From the beginning, the model schools have demonstrated their commitment and have gradually assumed responsibilities such as organizing the first self-training workshop at the school level on situations that hinder the acquisition of reading and writing skills; preparing the strengthening plan based on the weaknesses and strengths identified; sharing their experiences at CETT events; compiling evidence of progress in students' reading and writing skills, and; creating interest in publishing achievements. Of the 10 schools selected in Ecuador, the CETT has worked to strengthen four, as well as 30 in Lima, Piura and Ucayali in Peru and 19 in Bolivia.

Several of these schools have taken the initiative to share their practices with teachers from other schools, including practices associated with reading instruction, work with parents, use of classroom libraries and work with other civil society and government entities to improve the teaching and learning of reading and writing skills.

The Andean CETT faces the challenge of increasing its support of the model demonstration school team in its action research by familiarizing teachers with action research knowledge and proposals (in the case of untrained teachers) and strengthening that knowledge in the case of CETT-trained teachers. To this end, the Andean CETT attempts to generate conditions enabling teachers to propose and implement future research during their work. Andean CETT national teams integrated by qualified interdisciplinary teams work together to develop concerted proposals to achieve objectives. In addition, they have a team of trainers with theoretical and practical knowledge of reading instruction, as well as strategies, methods and resources for continuous training of teachers of the early grades.

Specialists or advisors of the CETT national teams are a team of qualified professionals that provide training services, technical assistance and advice to programs to foster literacy instruction and learning. They prepare materials for trainers and teachers and work as a team with the professionals of the national and regional teams to build consensus and provide feedback for the Andean CETT proposal. They develop leadership and knowledge-seeking skills. They establish ties of trust and cooperation among team members. They also make didactic proposals appropriate for initial reading instruction. They evaluate and identify teacher training needs and demands. They strengthen the continuous training process by infusing it with a more personal and professional focus. They lead teacher training processes. At the national level, the different teams work together to achieve shared goals.

2.4 Continuous Training of Trainers

This year, the Andean CETT trained trainers and tutors (20 in Peru, 19 in Bolivia and 15 in Ecuador) using in-service (rural) and mixed distance training strategies: in-person workshops, coaching and technical assistance in the classroom, teacher circles and pedagogical fairs and workdays.

In the three countries, the Andean CETT planned, implemented and evaluated workshops for feedback and refresher training courses for trainers to update their knowledge of subjects of interest, such as evaluation and research. In addition, workshops were organized with the support of specialists in the different components. In the case of research, the emphasis was on action research in the classroom and qualitative research, which incorporated new challenges such as the model demonstration school training and training of leaders of the pedagogical movement.

In Ecuador and Peru, national specialists in the areas of action research, rural education, bilingual education, decentralization and others participated in the program.

Online tutors and trainers attended workshops on topics associated with rural training.

Finally, the training of trainers and teachers in the different phases of training, depending on the national and regional school calendar, enabled teachers to refine and improve their reading instruction strategies. This process involved new challenges, such as the model demonstration school training and training of leaders of the pedagogical movement.

2.5. Online Tutor Training Program

In an effort to contribute to strengthening tutor skills, the Andean CETT developed an online tutor training program, in which 445 teachers (222 in Peru, 100 in Bolivia and 123 in Ecuador) participated. The training covered topics of distance education, especially the practical development of a set of training strategies.

The role of the tutor is fundamental to the development of any distance program. The tutor is viewed as a mediator, as a motivator who gives participants a starring role in the learning process.

A program curriculum was designed, as was a special classroom for program development. Readings were selected in accordance with the curriculum. Online forums also were developed and participants received ongoing support.

The tutor training program has contributed to improving the performance of trainers in their role as tutors. It has enabled them to improve the management of the different classroom tools. The exchange regarding the different training strategies was a positive experience for all participants.

The program is currently being evaluated for fine-tuning.

2.6. Refinement of Training Materials

During the first quarter of Year Four, student materials were modified based on the evaluation by outside experts. In the case of the section on teaching strategies, suggestions for practical ways to evaluate skills were incorporated.

The modules for rural zones were developed based on the social and educational characteristics of these zones and the organization of work in multi-grade classrooms. Drawing on the evaluation, the following aspects were considered: comprehensiveness of the material, teacher involvement, motivating action and the attractiveness of the materials. In general, the material is quite clear, accurately reflecting the schoolteachers' classroom situations and providing recommendations for making quality education a reality in them. Suggestions included incorporating a glossary at the end of each section to facilitate comprehension by teachers and to expand their vocabulary. Teachers have requested additional information to help them improve their reading instruction practices.

The chapters were reformulated to complement teacher training in rural schools.

The Andean CETT produced and distributed texts for the distance training modules. The educational materials and training teams worked together to produce these materials.

The table below lists the chapters that were improved, distributed and used during the training process:

Table N°1: Teacher training modules

Modules	N° Chapter	Title
Educational leadership	1	Self-esteem and classroom atmosphere
	2	School leadership
Literacy-promoting environment	1	Literacy-promoting environment
	2	Promotion of reading and writing in the school and the community
Learning	1	Children learn to read and write
	2	Children learn to read and write
Reading and writing. Introduction	1	Strategies for acquiring reading and writing skills. Introduction.
	2	Strategies for acquiring reading and writing skills. Introduction.
	3	Strategies for acquiring reading and writing skills. Introduction.
Reading and writing. Consolidation	1	Strategies for acquiring reading and writing skills. Consolidation.
	2	Strategies for acquiring reading and writing skills. Consolidation.
	3	Strategies for attaining reading and writing skills. Consolidation.
Communication	1	Verbal communication
	2	Other languages
Evaluation of reading and writing skills	1	Diagnostic evaluation
	2	Process evaluation
	3	Summative evaluation

Research	1	Classroom research
	2	Workshop to analyze qualitative data in action-research projects
Information and communication technologies	1	Offline tools
	2	Online tools
Rural	1	Rural schools
	2	Multi-grade classrooms

The chapters were delivered as the training modules established in the training program were developed. Thus, the CETT first delivered section 1, on strategies for acquiring reading and writing skills, followed by section 2 and finally section 3 as some pedagogical materials and practices were discussed and strengthened. After the training materials were developed, the training, materials and ICT components were integrated in the modules and chapters corresponding to each module. During Year Four, between 19 and 22 chapters were delivered to each teacher, for a total of 103,868.

2.7 Student Learning Materials

The Andean CETT prepares and distributes educational materials for children to give them access to appropriate materials for developing their reading and writing skills.

These materials have created expectation among teachers and school directors, who are anxious to use instructional materials that reflect the context and curriculum of the different countries, as well as teaching principles, making them pedagogically and culturally relevant.

New materials were developed for rural zones. These materials draw on the experiences collected by trainers as well as on subjects and images associated with the reality of rural children in the case of Peru. In Ecuador and Bolivia, many of the materials were adapted to respond to the needs of those countries' rural areas.

Table N°2: Educational Materials for Children

Bolivia

Children	Teachers
- Learning folder n° 1	- Guide for learning folder n° 1.
- Learning folder n° 2	- Guide for learning folder n° 2
- Learning folder n° 3	- Guide for learning folder n° 3.
- Learning folder n° 4	- Guide for learning folder n° 4
- Learning folder n° 5	- Guide for learning folder n° 5
- Learning folder n° 6	- Guide for learning folder n° 6
- Learning folder n° 7	- Guide for learning folder n° 7

Ecuador

Children	Teachers
- Learning to read and write series– Year 1	- Guide for learning to read and write series -- Module 2 – Year 1
- Learning to read and write series – Year 2	- Guide for learning to read and write series -- Module 2 – Year 2
- Learning to read and write series -- Year 3	- Guide for learning to read and write series -- Module 2 – Year 3
- Learning to read and write series – Year 4	- Guide for learning to read and write series -- Module 2 – Year 4

Peru

Disadvantaged Urban

Children	Teachers
- Work folder (student work sheets) “Learning to communicate through play,” 1st grade	- Teachers’ guide for using student work sheets of “Learning to communicate through play,” 1st grade
- Work folder (student work sheets) “Learning to communicate through play,” 2nd grade	- Teachers’ guide for using student work sheets of “Learning to communicate through play,” 2nd grade
- Work folder (student work sheets) “Learning to communicate through play,” 3rd grade	- Teachers’ guide for using student work sheets of “Learning to communicate through play,” 3rd grade

Rural

Children	Teachers
- Work folder (student work sheets) “Learning to communicate as a community,” 3rd grade	Teachers’ guide for using student work sheets
- Work folder (student work sheets) “Learning to communicate as a community,” 1st grade	
- Work folder (student work sheets) “Learning to communicate as a community,” 2 nd grade	

The Andean CETT is validating the use of educational materials in Bolivia and Peru and their results during this school year. Experts validate the materials at different levels using information compiled by users, whether trainers or teachers.

2.8 Application of pre- and post tests

Diagnostic test. - The usefulness of the pre- and post-tests was confirmed in the three countries, whose results reflect advances in student learning. Teachers gave the tests to all students to evaluate their reading and writing level at the beginning of the school year. The results enabled them to make decisions regarding the school curriculum to focus on the topics and skills they want children to acquire during a specific period, the didactic application of reading instruction, such as the use of informational texts for preparing texts to disseminate topics of interest to children, and writing strategies such as text creation, incorporating two revision phases after sharing them.

Teachers shared the results of the testing with parents, mostly in groups, although a few did so individually. Teachers suggested strategies that parents could use to support their children's learning, such as taking more time to talk with their children and listen to their school or neighborhood experiences; read in front of or with children at certain times of day or places in their homes; incorporate reading materials found in the home, write short messages, greetings, etc.

- **Process evaluation.** - Teachers have the tools to evaluate the process of acquiring and developing the specific skills associated with processes affecting comprehension of oral and written texts and creative text production.

Teachers applied and adapted these tools after receiving training in their use.

Model demonstration schools regularly use the different evaluation tools. The most frequently used instruments in classrooms are those of reading fluency, comprehension and the reading scale. Progress is also being made in rural schools; nevertheless, the proposal needs to be further adapted for multi-grade classrooms. The Andean CETT has combined criteria for competence, performance indicators and the feedback loop.

In the online training, 70 percent of teachers participating in this training presented their assessment work in the virtual classroom. The Andean CETT applied instruments for initiation and consolidation.

With this process, the Andean CETT has advanced in establishing an assessment culture in the classroom, attempting to stimulate discussion that will change attitudes and ultimately lead to changes in classroom evaluation practices, thereby helping to improve learning in children. This change will be progressive until it is fully assumed by teachers and directors. There is still a need to strengthen the incorporation of evaluation practices at the beginning of the teacher training process as it takes time to change evaluation practices. The different actors are slow to accept diagnostic testing because it is a work-intensive, complex process to implement.

- **Results evaluation.** - This has enabled teachers to demonstrate the knowledge gained in the training process and its application in the classroom.

- Checking assessment and differentiated instruction are the first steps to support learning of all children in the program.
- The CETT experienced numerous difficulties in preparing the evaluation proposal for rural areas and distance training because of a lack of appropriate technology and the complexity of the testing process.
- No evidence exists to prove the effectiveness of the evaluation proposal in the different training formats. For this reason, it is essential to establish criteria for selecting the most relevant findings that demonstrate progress in the evaluation proposal in all formats.

2.9 Systematization of the Andean CETT experience

The systematization of Year Three of the CETT program was completed this year. The process consisted of a document review as well as 40 in-depth interviews with teachers participating in the project in each country, twice during Year Three. Drawing on this initial experience, during Year Four, the Andean CETT made significant strides in systematizing Phase I, in other words, in systematizing the project as a whole. This second effort, developed with outside expertise, enabled CETT personnel to strengthen their skills for the design, collection and organization of information for systematization. Participants at the Phase II planning meeting discussed the draft document. The final document, which will be submitted in October, will contribute to refining Phase II.

In addition, the Andean CETT has prepared follow-up reports on a small sample of teachers from urban and rural areas and those participating in distance training in the three countries.

Classroom observation has been a regular activity during the four years of the Andean CETT program. These observations, made three times during the training year (at the beginning of the year, mid-year and at the end of training) provide key information on advances in teacher performance because they focus on classroom reading instruction practices, classroom atmosphere, work climate and evaluations implemented. The results have helped training teams identify the elements that are most easily changed, those that are most resistant to change, etc., enabling them to focus training efforts on addressing these issues. However, this year there were fewer observations due to the workload of the training team in model demonstration schools and of online tutors.

2.10 Implementation of reading and writing roundtables

To ensure the sustainability of the achievements of the first three years of teacher training and to promote their dissemination among other schools and social contexts, the Andean CETT must forge partnerships with public and private civil society organizations. To this end, it proposed the establishment of reading and writing roundtables as a strategy to join efforts to promote reading and writing.

In Year Four, the reading and writing roundtables have the goal of raising awareness among all community sectors regarding the importance of reading and writing, in addition to fostering partnerships with private, public and civil society institutions for

this purpose. Ideally, different institutions will play a more active role in building consensus to promote the development of education at the local level.

The coordinator of social marketing and mobilization contributed to efforts to establish a departmental reading and writing roundtable. This involved the preparation of the proposal for reading and writing roundtables, interviews with municipal and education officials of Piura, Callao and Lima to disseminate the proposal, as well as the development of work plans for the commissions of the departmental roundtable, which are currently functioning.

In Bolivia, the departmental reading and writing roundtable was established on May 5, 2006 at an event held in the offices of *El Deber* newspaper. The roundtable now implements activities with other institutions, such as the launching of a public awareness campaign for literacy. The departmental roundtable meets monthly. The following sub-committees have been formed within the reading and writing roundtable: a) library, b) reading, c) awareness raising, and d) sustainability. Sub-committees also meet monthly. The Andean CETT, civil society organizations and 15 non-governmental organizations are roundtable members.

In Ecuador, the UASB contacted the civil society organization Social Contract for Education (Contrato Social por la Educación), which brings together several community organizations and non-governmental organizations to raise awareness on education, monitor education and demand more government responsibility for quality education administration. At the first meeting, the Social Contract for Education presented the project to all of its members, which expressed keen interest in the project. The Christian Children's Foundation requested training for a team of teachers with which it works and the subsequent signing of other cooperative agreements.

In Peru, reading and writing roundtables were formed in Lima in the districts of Comas and Puente Piedra, and in Piura in the provinces of Piura, Sullana and Paita. Reading and writing roundtables have launched several initiatives such as journalism and theater workshops and social activities with 200 students from Comas schools to raise public awareness on the importance of reading and writing.

During Phase II, reading and writing roundtables require strengthening and continued coordination and implementation of activities to promote reading and writing together with local government and school officials. In Peru, the Andean CETT will re-establish contact with some organizations and newly contact others because many new officials assumed office in late 2006, for which reason coordination must be re-established and officials informed on the progress made to date.

2.11 Advances in the pedagogical movement

The pedagogical movement is an Andean CETT strategy to ensure the sustainability and continuity of the improvement in reading instruction achieved through CETT training of teachers and directors.

The Andean CETT implemented two activities before forming the pedagogical movement:

- First, it prepared a document defining the movement. Drawing on the information and work experience of previous years, the CETT prepared a proposal defining the

- Second, the CETT selected teachers in each zone for the organization committee of the pedagogical movement. To this end, teachers were asked to identify their leaders.

In Lima, eight delegates comprised the committee. The 36-member committee then divided into district teams of five to seven members each.

The pedagogical movement organizes a variety of activities at different levels to promote literacy in the different districts, with the participation of children, parents and teachers:

In Peru: San Martin, literacy activity for children. The first phase took place at each school whereas the second phase covered the district as a whole. In Ventanilla, teachers met to review reference materials on reading and writing. In Comas, three teacher circles met and also invited schoolteachers who are not in the program to discuss concerns with reading instruction. In Puente Piedra, two teacher exchanges were organized, and schoolteachers not participating in the program also were invited. In Rimac, a teacher circle met to discuss how to promote reading in the school. In Carabayllo, the Andean CETT organized two exchanges with teachers from non-participating schools.

The activity that brought together all districts was organized by the organization committee of the pedagogical movement, with the participation of more than 1,200 children, parents and community members in a public event promoting reading and writing.

To design and implement the pedagogical movement, Ecuador received support from a specialist who organized two meetings at the UASB. Two hundred CETT-trained schoolteachers expressed their willingness to form a school network to support and continue classroom innovations. In addition, an online group was formed and an online newsletter was designed.

Despite selecting leader teachers according to CETT criteria, the Andean CETT found that some local teams showed limited commitment to promoting reading and writing. Their commitment must be strengthened to consolidate the pedagogical movement in Phase II of the project.

Local coordinators had difficulty autonomously assuming activities since local teams waited for instructions from the Andean CETT, although some members who had become more confident in their work took the initiative to implement literacy promotion activities. In the current phase, efforts should focus on strengthening the autonomy of leaders to improve proposals and develop plans.

In Peru, representatives note a lack of institutional support – whether from the university or school – because they have no letter or other document confirming their representation and that enables them to demonstrate their capacity to carry out collective activities to promote literacy and develop proposals to improve reading and writing in the intervention areas.

Andean CETT members have few opportunities to coach the reading promotion activities that coordinators organized in their areas. The Andean CETT should strive to participate more actively in the activities proposed by these leaders.

Another constraint is the lack of the director's support of leaders; in many cases, directors actually hinder efforts and initiatives of representatives, thereby limiting the implementation and success of the proposals. In Phase II, a mechanism should be developed to inform directors of leaders' efforts and encourage their support of these actions.

2.12 International reading conference

In Bolivia, the IV International Reading Conference took place on October 7-8, 2005 at Don Bosco School and the CAINCO Torres Convention Center. Approximately 500 teachers from Santa Cruz and neighboring departments attended the event.

The V International Reading Conference was held July 4-6, 2006, with the participation of approximately 500 representatives from eight of the country's nine departments.

In Ecuador, the Second International Reading Conference took place in late June. The theme of this conference was "from thought to the written word." Participants included a Ministry of Education official from Chile and an expert from the Pedagogical Research Institute of UNAM. These two specialists in reading instruction were impressed by the coherency, consistency and relevance of the project's theoretical-methodological proposal.

In Peru, the Third Reading Conference was held on August 2-4. Respected national and international speakers participated. Participants discussed the innovative experiences taking place in classrooms and provinces around the country.

All of these events helped raise awareness of the alarming problem of substandard reading instruction, which led to the drawing up of a declaration on the problem. They also helped disseminate Andean CETT strategies among teachers. In addition, the events contributed to strengthening partnerships with institutions involved in reading instruction, particularly at the ministerial level. Within the Andean CETT, the events stimulated the sharing of lessons learned and encouraged model demonstration schools to present their products and achievements at a pedagogical fair.

III. ACHIEVEMENTS AND CONSTRAINTS

3.1 Children

The most important achievements concerning children were:

- In classrooms, children are happy to learn to read and write, thanks to the emphasis on teachers' sustained application of reading strategies. Stories of children who have become successful readers (see the stories of Davida and Mauricio) have been reported, and of others, who, because their teachers focused on activities for learning the alphabet, finally learned to read (see Macario's story) or became skilled in codifying and decoding words and support their classmates in developing this skill through games (see successful stories).

- Students of the different grades have produced a variety of texts (posters, recipes, letters, stories, poems) which they exhibit at school fairs.
- Second- and third-grade students who were behind in acquiring comprehensive reading and writing skills have made significant strides thanks to the methodological changes introduced by their teachers after receiving CETT training.
- Kindergartners and first-graders have developed oral comprehension and text production skills in accordance with their possibilities, and they are motivated to learn letters and letter combinations.

The most important constraints facing teachers in their work with children are:

- Second- and third-graders are lagging far behind in their reading and writing skills, especially in rural schools, requiring teachers to devote significant time to strengthening skills before beginning the program.
- Most of the children do not receive the support they need from parents, who work mostly in informal trade and agriculture, leaving the school solely responsible for educating their children. Efforts were made to train parents and teacher-parent associations about the importance of supporting their children in acquiring reading and writing skills, but more needs to be done.
- Students' learning needs are insufficiently addressed because of the large number of students per classroom (50 in some cases) and due to some limitations in applying methodologies in multi-grade classrooms.
- In rural areas, children must travel long distances to reach the school, for which reason they arrive to class quite late. Therefore, effective learning time is reduced from four to three hours.
- Materials for rural students do not reflect the rural environment, which hinders learning.
- Students' ability to work together and independently and to follow instructions and organizational rules needs to be reinforced.

3.2 Directors

Achievements:

- Most directors, after receiving training in educational leadership and developing consultation skills, exercise a much more democratic leadership in decision-making associated with the school administration. They demonstrate an attitude of greater respect in their interactions with teachers and students and increased concern for students' acquisition of reading and writing skills.
- Directors of model demonstration schools are strongly committed to implementing the innovations proposed by CETT and to improving the quality of reading instruction. They are actively involved in activities to strengthen teachers' professional training and in the implementation of reading projects. Teachers' teams at selected schools are now implementing plans to strengthen professional training. The directors of three schools in Montero have consolidated a network of model demonstration schools in their district and have supported activities such as reading and poetry contests, organized workshops for their teams of early-grade teachers and for teachers from other schools. In addition, they disseminate their experiences by giving interviews to local television and radio stations.

Constraints:

- Some directors lack leadership skills and others run a traditional administration, which pays little attention to pedagogical issues, thereby hindering the effective implementation of Andean CETT innovations.
- The change in district directors affected the continuity of work commitments assumed by their predecessors. Although the Andean CETT arranged meetings to discuss the CETT proposal, many directors declined to participate, such as in the case of the Saavedra district principal.

3.3 Teachers**Achievements:**

- Most teachers in urban and rural schools (particularly those who work just one shift) have learned to expose children to different texts used in their homes and communities, as well as texts, lexical cards produced by teachers and those made by the children themselves. With these materials, children systematically form natural ties with the world of reading and writing, which encourages them to revise and improve subsequent texts.
- Teachers have made significant changes in the classroom environment, in that they are now better able to encourage children to learn to read and write. They also show significant advances in developing strategies to introduce reading and writing to children in a comprehensive, creative way, such as encouraging children to copy what the teacher writes, create and narrate stories, exhibit their work, compile family and community stories, among others. Moreover, they introduce the subjects of body language, the development of creativity through artistic expression and appreciation, oral expression and comprehension, among others.
- Schoolteachers participating in in-service and distance training demonstrate an increased capacity to provide efficient reading instruction after receiving Andean CETT training, which is having a positive impact on children's acquisition of reading and writing skills. For example, they now organize their classrooms, plan learning activities and make better use of classroom libraries.
- Teachers efficiently use diagnostic and evaluation tools to collect information that enables them to plan and better support their students' acquisition of reading and writing skills. This is especially apparent in the model demonstration schools, where teachers have made major strides in providing differentiated instruction to students.
- Teachers participating in the mixed distance training¹ who were unfamiliar with computer and Internet technology have received training and improved their reading instruction. Other teachers participating in distance training² have completed the training and passed the course, despite limited Internet access and economic constraints.
- Teachers participating in teacher circles have learned to work as a team. They work together to plan and seek solutions to pedagogical problems that arise.

¹ Training that uses both online and in-person strategies, such as classroom visits and workshops.

² Training provided online.

- Four hundred and fifty schoolteachers and directors participated in the reading conference organized by the Andean CETT, facilitating workshops and sharing their experiences with colleagues from different cities.

Constraints:

- Initially, some teachers in rural areas were hesitant about being observed in the classroom, especially when trainers took notes in front of them. This required trainers to take notes after the observations, which affected the timely recording of the processes observed and often caused trainers to forget to note key processes that they later had to address.
- There is a need to strengthen the incorporation of testing in the teaching process because changing evaluation processes requires more time to accept and therefore should be introduced at the beginning of training.
- The large number of students in some classrooms makes evaluating learning difficult for some teachers, leading some to avoid it altogether.
- Most teachers have difficulty changing their traditional methods of teaching reading and writing and the practices of copying and dictation, for which reason trainers must coach and monitor teachers on an ongoing basis.
- The long distances between rural schools hinder several teachers' attendance at teacher circles, which limits their opportunity to share their classroom experiences and work with their colleagues to develop solutions.
- The lack of computer literacy of many teachers in the mixed distance training program has hindered their continued participation in different activities of the virtual learning environment.
- Teachers' uncertainty about their professional future has impeded many teachers from applying the methodological innovations proposed by the CETT.

3.4 Trainers

Achievements:

- Greater capacity of trainers and tutors to train teachers using the different training strategies given that they have discussed and proposed some adjustments, such as allowing more time for feedback after the visits and carrying out demonstrations with the support of better trained teachers.
- The team of trainers and tutors has a clearer understanding of the training process because of the experience gained in previous years. In each country, training of trainer workshops focused on strengthening skills for training teachers and directors, specifically, the comprehensive evaluation of reading instruction strategies, differentiated instruction, etc. In addition, trainers learned mechanisms for training model demonstration school teams in the following areas:
 - Education quality
 - Communication skills
 - Leadership
 - Management
 - Innovative projects

- Pre- and post-tests, the use of monitoring records and refined process evaluation tools.
- Tutors participated in online training, which focused on aspects of distance training, as well as the importance of having advisory tools and skills to assist in independent learning.
- Self-evaluation and monitoring helped trainers refine the learning evaluation process in the different training formats.
- This year, the Andean CETT decided to serve rural areas with trainers in the intervention zone. This decision enabled trainers to provide more organized assistance and coaching. Rural schools generally only operate during the mornings, enabling trainers to tailor training to teachers' specific needs.
- Trainers successfully persuaded institutions (schools and businesses) to support the process, at times with computer training (Otavalo), transportation (Huacho/Huaral-Lima) or photocopies (Ucayali).
- Nine trainer circles were established (three in each country) that develop autonomous professional training, especially with model demonstration school teams, which have been developing capacities to investigate and propose solutions to issues arising in the schools.
- Advocacy for education policy and the education plan for Santa Cruz Department, through the active participation of two trainers in events organized by the Education Service Department.

Constraints:

- Trainers' heavy workload limits the time they have available to carry out planned coaching and technical assistance activities.
- There is a delay in organizing and introducing information from workshops, trainer circles and classroom coaching into the database because of time constraints.
- There is little time to develop the virtual classroom modules given the characteristics of the teachers participating in distance training.
- Training programs for rural schools still require consolidation (training needs, materials, training of trainers), which impedes the team of trainers from implementing a more strategic intervention in those schools.

3.5 CETT Specialists or Advisors

Achievements:

- Increased integration among advisors, trainers and the national coordinator, which benefits training processes.
- Stability of the team of advisors in Phase I of the project, which permitted them to carry out ongoing research and progressive improvement of the CETT training proposal for reading instruction.

- Ongoing commitment to quality and consensus building to achieve CETT objectives, inspired by the ethical, responsible leadership of the group coordinators.
- During this phase, consensus has been strengthened among the members of the national teams through work meetings, which has favored more coordinated work and ultimately, better service to teachers.
- National teams are composed of qualified multidisciplinary teams that work together to develop concerted proposals to achieve CETT objectives. In addition, the team of trainers is responsible for managing reading instruction theory and practice, as well as strategies, methods and resources for the ongoing training of teachers of the early grades.

Specialists or advisors of the CETT national teams are a team of qualified professionals that provide training services, technical assistance and advice to programs to foster reading instruction and learning. They prepare materials for trainers and teachers and work as a team with the professionals of the national and regional teams to build consensus and provide feedback for the Andean CETT proposal. They develop leadership and knowledge-seeking skills. They establish ties of trust and cooperation among team members. They also make didactic proposals appropriate for initial reading instruction. They evaluate and identify teacher training needs and demands. They strengthen the continuous training process by infusing it with a more personal and professional focus. They lead teacher training processes. At the national level, the different teams work together to achieve shared goals.

Constraints:

- Delays in approving the distance training program led to a delay in the implementation of training, which meant that some documents had to be prepared and reviewed more quickly.
- Trainers experienced difficulty in preparing the evaluation proposal for rural schools and distance education because of the lack of appropriate computer technology and the complexity of the process.

IV. PRODUCTS

4.1. Teacher training

- Online training program.
- Tutor training program.
- Training program for rural areas.
- Agreements for inter-institutional collaboration signed with the Departmental Education Service (SEDUCA) and with directors of Education Districts (Bolivia).
- Pedagogical models for training of trainers, tutors and teachers refined for each training stage. These are included as annexes to this document.

- Plan for strengthening teacher training in model demonstration schools developed and in implementation.
- A team of trainers and tutors qualified to train primary school teachers in reading instruction.
- 1,569 teachers (Ecuador: 522, Bolivia: 420, Peru: 627) of pre-school and the early grades of primary school and 519 directors (E: 210, B: 105, P: 204) of rural schools completed training and meet certification requirements (See Table N°3).

Table N° 3: Targets for Year Four

Country	Directors			Teachers		
	New	Participating	Total	New	Participating	Total
Peru	156	48	204	490	137	627
Bolivia	88	17	105	340	80	420
Ecuador	114	96	210	304	218	522
Sub-Total	358	161		1,134	435	
Total	519			1,569		

4.2 Training Materials

- The same training materials were used for rural areas, incorporating two new chapters on work in rural communities and multi-grade classrooms.
- Training materials on multi-grade classrooms for rural schools are well-received by teachers because they give recommendations for organizing children to improve classroom work. Nevertheless, they still lack specific strategies for addressing classroom diversity.
- Based on the in-service training materials, the Andean CETT developed new materials for distance training, taking into account the criteria of length, language and characteristics of links and forums, respecting the structure of material used for online training.
- Online training materials for new teachers were refined.
- Materials were prepared for the teacher conference in July 2006 at CETT Bolivia.

4.3 Diagnosis and Evaluation

- Learning assessment was established as an ongoing practice in several schools, with the active participation of teachers.
- Teachers used several systematized diagnostic tools to make decisions on the teaching-learning of reading and writing skills, especially those of reading fluency, comprehension and reading scale.
- The CETT has a proposal for validating the use and content of evaluations of children's learning for disadvantaged urban areas.
- In the online training, 70 percent of teachers presented their assessment work in the virtual classroom. The Andean CETT applied instruments for initiation and consolidation. Nevertheless, they require further refinement to adapt them to the evaluation proposal of online training, specifically with respect to the criteria for

evaluating the level and relevance of teacher participation in forums and discussions of their work.

- Trainers independently use assessment tools in the classroom and in the direct work with teachers: instruments for diagnostic, process and results evaluations.
- Trainers and teachers use evaluation tools and procedures that help them make classroom planning decisions.
- The diagnostic testing chapters briefly review theories and practices for assessing learning, discuss the reasons for diagnostic assessment and the instruments and procedures for this type of evaluation. There is also a chapter on process evaluation materials, which promote discussion on this type of evaluation and demonstrate some techniques and tools for applying evaluations in the classroom. The section on summative evaluation presents the definition and requirements for this evaluation, the attitudes involved, the preparation of indicators to develop and process tests, actions needed and communication with parents.
- The CETT has a draft document on differentiated instruction that provides an overview of learning difficulties that may occur in the classroom, their origin and ways teachers can deal with them. Children also may have difficulties before learning reading and writing skills and evaluation mechanisms should be implemented to prevent these. In addition, the material addresses the types of learning difficulties children may have in acquiring reading skills, some activities the teacher can do to detect these difficulties and how he or she can support students facing them. Finally, the material considers the different types of difficulties children may have in writing texts, how the teacher can detect them and how he or she can aid students with writing difficulties.
- Differentiated instruction strategies used in the classroom, such as: demonstrating steps and strategies the student should follow; giving multiple examples; providing several opportunities for practicing; structuring enough reviews and opportunities for learning; giving oral assistance; using paraphrasing, thinking aloud and reinforcing knowledge expressed by students; assisting with procedures; using effective techniques; flexible grouping, and ; face-to-face teaching, guidance and modeling.
- Trainers and teachers also use checking assessment as a strategy for refining differentiated instruction in the classroom. Checking assessment refers to the teachers' monitoring of learning of students who experience difficulties. This should be carried out after each class activity and should be associated with the students' specific difficulties.
- The materials are used during workshops and group learning activities to encourage discussion.

4.4 Applied Research

- Systematization of Year Three implementation of the CETT project in Bolivia, Ecuador and Peru (final documents by country).
- Design of the plan to systematize Phase I of the CETT project (Dr. Fanni Muñoz, outside consultant, helped design the plan).

- Systematization of Phase I of the CETT project in Bolivia, Ecuador and Peru (this work will be completed in late October 2006).
- Reports of classroom observations in a sample population of XX schoolteachers participating in the Andean CETT project (these reports were submitted to the training team). The reports from Bolivia and Peru are diagnostic (initial) and follow-up (process) observations of teachers of Year Four; in Ecuador – due to the different school year – diagnostic, process and final stage observation reports were submitted.
- Reports of balance seminars to discuss Year Three results in the three countries, and Year Four findings in Ecuador (due to the different school year). These reports have been submitted to the training team.

4.5 Information and Communication Technology

- New design of the virtual platform implemented, with a new graphic interface with the following new or improved features:
 - a) Migrated to MOODLE version 1.7, which improved navigation in the classrooms.
 - b) Used the FTP server to publish HTML and SWF resources to facilitate navigation in virtual classrooms.
 - c) Implemented the DIÁLOGO communication tool, which served to establish a private communication link between tutors and users, enabling users to receive specific feedback.
 - d) Improved information boxes by simplifying the data presented and using a cleaner, simpler design.
 - e) Improved interfaces that exhibited reference materials, facilitating their navigation.
 - f) Customized the icons used in the classrooms to facilitate locating each resource.
 - g) Simplified the classroom presentation, giving the participant access only to the resources and tools necessary for navigating classrooms.
 - h) Implemented a system to verify participant authorization before granting access to the courses.
- Document assessing online training during Year Three.
- Final document of the pedagogical online training model refined and approved. (Training unit, with input from the ICT unit).
- Six modules for online training prepared in accordance with the criteria, objectives and content matrix of the distance training program.
- Single design for a virtual communication environment among model demonstration schools for the three countries. This design is ready for implementation.

4.6 Marketing and Social Mobilization

- **Development of international reading conferences:** At these events, ministries of education and national and international experts work to build consensus on reading instruction. Project achievements are presented at the conferences.
- **Implementation of reading conferences:** In Piura, the II Reading Conference was organized in July. Ñari Walac, a partner institution of the UPCH, organized the event,

with support from the National Institute of Culture, the Piura Regional Education Directorate and the reading and writing roundtable.

- **Dissemination activities with the Ministry of Education and other institutions:** In Bolivia, the CETT organized activities in La Paz with international cooperation agencies and non-governmental organizations. The first event was a workshop for teachers and directors of La Paz schools, where CETT project achievements and work strategies were presented.
- **Event to deliver Scholastic materials:** In Bolivia and Peru, an official event was organized to deliver materials donated by the Scholastic global publishing house and media company. It was a symbolic event of delivering materials to schools participating in the Andean CETT project this year.
- **Tour by children's entertainer Jaime Barri:** As part of the activities organized by the departmental reading and writing roundtable, the Andean CETT organized a tour for children's entertainer Jaime Barri from August 20 to 26, 2006. Barri is a social educator who has given over 2,000 children's performances in several countries. At these events, children can experience the magic of songs and dances from around the world and listen to stories extolling different values.
- **Collaboration with other institutions**
 - CETT-Debercito (El Deber)
 - CETT-Department of International Relations (Universidad Núr)
 - CETT- Simón I. Patiño Center
 - CETT-Chamber of Books
- **Presentation of the pedagogical movement:** In Ecuador and Peru, an event was organized to present the objectives of the pedagogical movement and the work plan of the movement to school officials, government authorities and representatives of the education community.

In Peru, the CETT formed an organizing committee and six zonal teams, which meet regularly to prepare work plans and implement activities such as the following:

In Carabayllo, during the district's anniversary celebration, the Andean CETT made a brief presentation emphasizing the professionalism and leadership of CETT-trained teachers.

The first inter-district public meeting and march for reading and writing was entitled "Together we promote reading and writing." This event, held in late September, took place in Rimac District, with the participation of more than 2,000 people, including students, parents and teachers of different districts where the Andean CETT works. The event included a parade, a writing fair and activities to promote reading.

First reading and writing event for "little writers," held on July 14, with the participation of schools in San Martín de Porres district.

Academic events: As part of the celebrations for the 45th anniversary of the UPCH, the Andean CETT experience was presented as an innovative

project to improve the quality of education. Teachers and directors from several public and private institutions attended.

- **Establishment and successful coordination of the roundtables:** During Year Four, the CETT organized a series of meetings to disseminate its work to improve reading instruction. It also began coordinating with representatives of governmental and non-governmental institutions working in the education field. In the three countries, joint actions were agreed upon and participants discussed ways to disseminate proposals of the roundtable and identify strategies for mutual support of projects based on concerted objectives.

In Peru, roundtables of Puente Piedra and Comas have developed activities to promote reading. In Comas, with support from PROMOLIBRO, the roundtable has installed a community library.

- **Campaign to raise awareness:** The departmental reading and writing roundtable launched a campaign to promote reading and writing using television spots, posters, press articles and radio spots for dissemination in Santa Cruz Department, in an effort to raise awareness and demonstrate the importance of reading and writing for personal and community development.
- **Story marathon:** CETT-Ecuador brought together a large group of people from different sectors of Quito for this May event.
- **Participation in the book fair:** In Santa Cruz, Bolivia, the Andean CETT had a stand at the book fair and trained several teachers during the fair.
- **Participation in “The World of Reading:”** CETT-Peru participated in this event sponsored by PROMOLIBRO, an agency of the Ministry of Education. The Andean CETT was responsible for activities during 15 days of the 90-day event. Activities included conferences, workshops for teachers, parents and children, an exhibit of materials produced by teachers, children, directors and trainers. A children’s reading room was also established.
- **Presentation of the Andean CETT and delivery of educational materials:** In Peru, the activities of the Andean CETT were disseminated in Sullana – Piura, Lima (at the UPCH auditorium) and in the Lima provinces of Huacho and Huaraz. Activities included the following:

.On April 28, the Ñari Walac Education Research and Development Center, a UPCH partner, organized the public event “Together we can improve education for children in rural Sullana and Paita,” to launch the program and distribute educational materials and school supplies.

. In Ucayali, on May 8, 10 and 12, the Andean CETT delivered educational materials for teachers and children in Aguaytía, Campoverde and Von Humbolt.

.On May 16, the CETT organized an event in the UPCH auditorium to deliver educational materials to model demonstration schools of Lima.

.On July 21, CETT specialists visited Huara Province to deliver teaching manuals and workbooks to teachers and children in grades one through three, benefiting 1,104 students of Huara Province and 1,829 students of

Huaraz Province, as well as more than 133 teachers with materials to foster reading instruction in the classroom.

- **First Reading and Writing Day:** On August 25, teachers and students from schools of Comas District attended an event led by CETT specialists at the Comas auditorium, benefiting more than 250 children.

V. IMPACT AND RELATIONS

5.1 With the Ministry of Education

The CETT-Ecuador project has the support of the Ministry of Education and Culture of Ecuador, with which the CETT carried out a pilot project of the Ecuadorian government under a ministerial agreement. This relationship with the ministry has lent legitimacy to the project and permitted the Andean CETT to organize in-service training without difficulty. School officials support the project by hiring substitutes for the early-grade teachers, who must miss class to attend training sessions.

The Universidad Andina Simón Bolívar has an agreement with the Ministry of Education and Culture to train teachers. The project, which is part of the School of Education of the UASB, enjoys the benefits of this agreement, for which reason the Ministry certifies the training hours teachers receive to enable them to be promoted.

In Bolivia, thanks to Andean CETT activities in La Paz during February 2006, relations greatly improved with the Ministry of Education. The vice-minister of higher education participated in the working breakfast organized to present CETT work. As a result, CETT staff members subsequently attended several meetings with the vice-minister of higher education, the vice-minister of scholastic education and some experts in curricular development and multicultural, bilingual education.

These meetings provided an opportunity to present the training proposal nationwide. Andean CETT advisors presented a proposal to the ministry.

Political factors led to changes in the Ministry of Education, which negatively affected relations with the ministry. Currently, due to the new political scenario and the changes occurring in the country with respect to the education law, CETT activities have been suspended. The CETT is awaiting the implementation of changes proposed by the current government to determine if the program can advance in its efforts to improve teacher training in the country.

In Peru, the Ministry of Education and the UPCH signed a new two-year cooperative agreement on August 24, 2005 to guarantee the implementation of the CETT program to improve reading instruction in public schools in selected areas. Year Four activities include the following:

- Coordination and work meetings with coordinators of the area of pedagogical administration and with specialists of the local education management units, as well as coordination with UGEL specialists, who have agreed to contribute to the training process by summoning schools in selected areas, providing meals to participating teachers and transporting trainers to classroom coaching and technical assistance visits.
- Participation of Ministry of Education officials in the third reading conference. The vice-minister of education, the national directors of pre- and primary school and of teacher training, as well as other specialists, shared experiences at the conference.
- Participation in different Andean CETT events, such as the public delivery of educational materials to teachers and children in participating schools of Piura and

Lima. The vice-minister of Pedagogical Management of the Ministry of Education of Peru participated in several Andean CETT activities. He accompanied directors and CETT specialists on visits to rural schools of Piura and participated in three public acts to share project achievements with the community.

- Participation of the director of the Rural Education Coordination Office and the national director of the Multicultural, Bilingual Education Office in the first training of trainers workshop.
- The Andean CETT submitted a report on activities and achievements of Year Three of the project to the Ministry of Education.
- Coordination with PROMOLIBRO, an autonomous agency of the Ministry of Education, to participate in the organization of materials and speeches during a week of the World of Reading II event, which is a series of activities to foster learning and the creation of a reading culture. This event takes place from April 23 to late June and the CETT's participation is scheduled for May 30 to June 4 of this year.

5.2 With Educational Institutions

From the beginning, the CETT project has enjoyed good relations with different educational institutions. In all project intervention districts, the Andean CETT has established relations of cooperation and support with district school officials and staff.

At the departmental level, the Andean CETT works closely with SEDUCA, both in training activities and in the work with the departmental reading and writing roundtable, where numerous organizations participate, thereby providing a platform of action for the Andean CETT.

In addition, the CETT has provided information on the project to some institutions, cooperation agencies and non-governmental organizations that work in education. The Andean CETT is now studying the possibility of collaborating with these organizations.

In Ecuador, the Hatun Sacha Foundation agreed to summon and recruit participating teachers, provide free Internet access in the Foundation's community telecenters, provide computer training and support the monitoring of participants during the distance training process.

5.3 With Local and Regional Governments

After the CETT presented the project to representatives of the municipalities of La Paz, El Alto and the La Paz Prefecture, letters of understanding were signed with the municipality and prefecture of La Paz. These letters expressed the desire of the two institutions to implement the Andean CETT program in their respective areas and to support fundraising efforts to make this possible.

The CETT is following up these contacts, but no funding has been obtained to date and consequently, the program cannot be expanded.

The governments of Santa Cruz and municipalities in the Andean CETT intervention area have financed meals during training sessions and provided other materials. Relations are strong with these institutions, which are always willing to support CETT activities.

The Municipality of Otavalo (Ecuador) supported the training process by financing the basket of fungible materials for schools participating in the mixed distance training, the basket of fungible materials for the in-service training, the cost of Internet access for all teachers participating in distance training, as well as computer training, enabling teachers to become literate in ICT tools.

In Peru, the CETT supported the regional government of Piura in reactivating its commission for reading and writing.

Mayors and representatives of municipalities are interested in improving children's reading and writing skills, for which reason they have committed to establishing children's libraries and continuing their work with the reading and writing roundtables.

5.4 With the Private Sector

In Bolivia, Ecuador and Peru, the Andean CETT worked to establish partnerships to raise funds to ensure the quality and sustainability of program activities.

Partnerships with the private sector

During Year Four, the CETT made significant strides in forging partnerships with the private sector.

Bolivia's political and social situation hindered efforts to maintain and establish new contacts with private companies. Petroleum companies, one of the best options, were threatened with nationalization in May and no longer implement social assistance programs.

Notwithstanding, since July, the Andean CETT has been approaching different companies to support the departmental reading and writing roundtable's campaign to promote reading.

In Peru, meetings continue with several companies. Aguaytía Energy supported teacher training in Ucayali by providing photocopies and meals. Banco Sudamericano (now Scotiabank) continues to coordinate with UPCH and made significant contributions to the II Reading Conference.

A cooperative agreement was signed with Pluspetrol for interventions in Pisco and the lower Urubamba Valley. A letter of understanding was signed to work together for three years. The company also supported the III Reading Conference and has offered to contribute to the Third Meeting for Reading and Writing by providing transportation, room and board to all teachers trained in Pisco and representatives of participating schools in each community. At the Reading Conference, a panel addressed the responsibility of the private sector in improving reading and writing.

During Year Four, the Program Implementation Unit prepared a draft sustainability plan, taking into account the suggestions of Dan O'Brian. This document was used to carry out more systematic activities to position the Andean CETT.

With support from an outside consultant, the CETT carried out an assessment of potential private sector partnerships in the three countries. A market study is now being prepared to complement the Andean CETT sustainability plan, which will be implemented in Phase II of the project.

VI. RESOURCES AND BUDGET

6.1 Advances and disbursements

Between October 2005 and September 2006, UPCH disbursed US\$ 730.031,23 to the Andean CETT, as per the table below:

Disbursements made:

MONTH	Amount in US \$
October 2005	0.00
November 2005	0.00
December 2005	574,765.50
January 2006	0.00
February 2006	0.00
March 2006	216,178.84
April 2006	409,531.55
May 2006	207,699.43
June 2006	0.00
July 2006	0.00
August 2006	259,122.40
September 2006	212,786.00
TOTAL	1,880,083.72

Balance 1 October 2005 US\$ 419,040.83
 Disbursements (Oct 05-Sept 06) US\$ 1,880,083.72
 TOTAL Available resources in the period US\$ 2,299,124.55

Year Four Financed US\$ 1,561,809.00
 Balance pending disbursement US\$ 86,301.56

6.2 Spending

Between October 2005 and September 2006, monthly spending of the Andean CETT (by university) was as follows, in US \$:

MONTHS	UNIVERSIDAD PERUANA CAYETANO HEREDIA	UNIVERSIDAD NUR	UNIVERSIDAD ANDINA SIMÓN BOLÍVAR	TOTAL IN US \$
October 2005	83,669.76	66,683.52	13,562.23	163,915.51
November 2005	111,242.87	61,573.23	45,014.14	217,830.24
December 2005	121,249.52	67,231.07	39,251.15	227,731.74
January 2006	33,446.64	68,196.52	30,033.61	131,676.77
February	63,411.39	49,643.15	48,015.03	161,069.57

2006				
March 2006	84,986.53	56,655.84	22,998.07	164,640.44
April 2006	59,665.41	55,304.29	27,662.25	142,631.95
May 2006	97,340.63	56,314.43	49,725.34	203,380.40
June 2006	51,600.47	83,014.37	46,328.32	180,943.16
July 2006	73,065.41	49,347.81	29,089.24	151,502.46
August 2006	78,139.00	45,292.47	8,991.97	132,423.44
September 2006	84,673.59	53,650.08	86,326.89	224,650.56
TOTAL	942,491.21	712,906.78	446,998.24	2,102,396.23

A total of 91.44 percent of the amount disbursed has been spent.

VII. ANNEXES (Digital files of products, activity reports, photos, CDs, DVDs, etc.).

7.1 Teacher Training

- 7.1.1 Products, January-March 2006 quarter.
- 7.1.2 Products, April-June 2006 quarter.
- 7.1.3 Products, July-September 2006 quarter.
- 7.1.4 Training program design Bolivia – 2006.
- 7.1.5 Data Bolivia 2006, updated to 22 September.

7.2 Educational Materials

- 7.2.1 Online training modules.
- 7.2.2 Rural multi-grade classroom module.
- 7.2.3 Material for the V Reading Conference (July 2006).

7.3 Assessment and Evaluation

- 7.3.1 Teachers' manual for the three grades.
- 7.3.2 Final version of diagnostic test, first grade.
- 7.3.3 Final version of diagnostic test, second grade.
- 7.3.4 Final version of diagnostic test, third grade.
- 7.3.5 Diagnostic evaluation materials.
- 7.3.6 Process evaluation materials.
- 7.3.7 Results-evaluation materials.
- 7.3.8 Approved document on differentiated instruction.
- 7.3.9 Draft of proposal for rural instruction.

7.4 Applied Research

- 7.4.1 Report on interviews, Year Three systematization.
- 7.4.2 Systematization report (final version).
- 7.4.3 Report on classroom observations (classroom assessment).
- 7.4.4 Report on the Reading Conference.

7.5 ICT

- 7.5.1 Animation.
- 7.5.2 PDF contents.
- 7.5.3 Spanish phonemes.
- 7.5.4 Games.
- 7.5.5 HTML contents.
- 7.5.6 Tests.
- 7.5.7 Videos.

7.6 Marketing and Social Mobilization

- 7.6.1 Annex 1: Event to deliver Scholastic materials
 - Photos of event
 - Photos of donation in schools
 - Video of donation in schools
 - Video of the event at Universidad Nur
 - Video of the event in rural area
- 7.6.2 Annex 2: Departmental Reading and Writing Roundtable
 - Photos of meetings
 - Video of meetings

- Departmental Reading and Writing Roundtable logo
- Library Commission
 - i. Photos, librarians' meeting
 - ii. Photos, reading fairs
 - iii. videos, reading fairs
- Commission to Raise Awareness
 - i. Public awareness campaign
 - 1. Spots
 - 2. Ads
 - 3. Posters
 - ii. Photos, Jaume Barri tour

7.6.3 Annex 3: Fifth International Reading Conference

- Poster, fifth conference
- Photos, fifth conference
- Video, fifth conference
- Declaration of the fifth conference

7.6.4 Annex 4: Institutional Video

7.6.5 Annex 5: CETT radio spots