

Quality Basic Education Reform Support

**1st Annual Report
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ACRONYMS

AED-W	Academy for Educational Development Washington Office
ALAC	Asociación los Andes de Cajamarca/The Andes Association of Cajamarca
ANGR	Asamblea Nacional de Gobiernos Regionales/National Assembly of Regional Governments
CEPCO	Centro de Estudios de Promoción Comunal del Oriente/Center for Communal Program Studies of the East
CETT (inglés)	El Programa de Centros de Excelencia para la Capacitación del Maestros/Program for Centers for Excellence in Teacher Training,
CIA	Círculos de Aprendizaje/Learning Circles
CNE	Consejo Nacional de Educación/National Council of Education
CONEACES	Consejo de Evaluación y Acreditación de la Educación Superior no Universitaria/Council for Evaluation and Accreditation for Non-University Higher Education
CONEI	Consejo Educativo Institucional de las Instituciones Educativas Peruanas/Educational Council for Peruvian Schools
COPALE	Consejo Participativo Local de Educación/Participatory Council for Local Education
COPARE	Consejo Participativo Regional de Educación/Participatory Council for Regional Education
COTR	Contracting Officer's Technical Representative
CPM	Presidencia de Consejo de Ministros/ Presidency of Minister Advisors
CRA	Centro de Recursos de Aprendizaje/ Learning Resources Centers
DCN	Diseño Curricular Nacional/National Curricular Design
DCR	Diseño Curricular Regional/Regional Curriculum Design
DEIB	Dirección de Educación Intercultural Bilingüe/Directorate of Intercultural Bilingual Education
DESP	Departamento de Educación Superior Pedagógica/ Department of Higher Pedagogical Education
DGP	Director de Gestion Pedagógica/Director of Pedagogical Management
DRE	Dirección Regional de Educación/Regional Education Directorate
EBR	Educación Básica Regular/Regular Basic Education
ECE	Evaluación Censal Estudiantil/ Student Census Evaluation
EIB	Educación Intercultural Bilingüe/Intercultural Bilingual Education
ETL	Equipo Técnico Local/Local Technical Team

ETR	Equipo Técnico Regional/Regional Technical Team
ExE	Empresarios por la Educación/Businessmen for Education
FPE	El Fondo Perpetuo para la Educación/Perpetual Education Fund
GDS	Gerencia de Desarrollo Social/Social Development Department
GLE	Gobierno Local para Educación/Local Government for Education
ICT	Information Communication Technology
IE	School/CONEI
IPAE	Instituto Peruano de Acción Empresarial/Peruvian Institute for Business Action
IPEBA	Instituto Peruano de Evaluación, Acreditación y Certificación de la Calidad Educativa Basica/ Peruvian Institute for Evaluation, Accreditation and Certification of Quality Basic Education
IESPs	Institutos y Escuelas Superiores Pedagógicas/Higher Education Pedagogical Institutes
JCC	Comité Consultivo/Joint Consultative Committee
LOF	Ley de Organizaciones y Funciones/Organic Law of Functions
M&E	Monitoring and Evaluation
MEF	Ministerio de Economía y Finanzas/Ministry of Economy and Finance
MCLCP	Roundtable for the Fight Against Poverty
MINEDU	Ministerio de Educación / Ministry of Education
NMGER	Model for Educational Management
OAAE	Oficina de Apoyo a la Administración de la Educación/Office of Support for the Administration of Education
OPI	Oficina de Programa de Inversiones/Investment Program Office
PAT	Plan Anual de Trabajo/Annual Work Plan
PCF	Partnership Challenge Fund
PCM	Presidencia del Consejo de Ministros/Council of Ministers
PEAR	Proyecto de Educación en Áreas Rurales/Rural Areas Education Project
PEI	Proyecto Educativo Institucional/Educational Institutional Project
PELA	Programa Presupuestal Estratégico Logros de Aprendizaje/Strategic Learning Achievement Budgetary Program
PER	Proyecto Educativo Regional/Regional Education Project
PGME	Plan del Gobierno Multi-anual de Educación/The Government's Multi-annual Education Plan

PIP	Proyecto de Inversión Pública/Public Investment Project
PIRA/DEVIDA	Plan de Impacto Rápido de la Lucha Contra las Drogas/Plan for Rapid Impact in the Fight Against Drugs
POI	Plan Operacional Institucional/Institutional Operations Plan
PROMEBA	Programa de Mejoramiento de la Educación Básica/Program for the Improvement of Basic Education
PRONAFCAP	Programa Nacional de Formación y Capacitación Docente/National Program for Teacher Development and Training
REDES	Redes Locales/Local Networks
REMURPE	Red de Municipalidades Rurales del Perú/Network of Rural Municipalities of Peru
RTI	Research Triangle Institute
SINEACE	Sistema Nacional de Evaluación, Acreditación y Certificación de la Calidad de la Educación/National System for Evaluation, Accreditation and Certification of the Quality of Education
SNIP	Sistema Nacional de Inversión Pública/National System of Public Investment
SUTEP	Sindicato Unico de Trabajadores del Perú/Teachers Union of Peru
UDECE	Unidad de Descentralización de Centros Educativos/Unit for Decentralization of Educational Centers
UGEL	Unidades de Gestión Educativa Local/Units for Local Education Management
UNICEF	United Nations Children Fund
UPCH	Universidad Peruana Cayetano Heredia
USAID	United States Agency for International Development

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1. Overview of the Project

The Quality Basic Education Reform Support Project began on September 1, 2009. This Annual Report covers project implementation activities from September 2009-September 2010 and activities undertaken between July-September, 2010. The project is implemented by the Academy for Educational Development (AED) and its partner, Research Triangle International (RTI).

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

- **Outcome 1** will improve decentralization *policy* and *practice* through participatory dialogue, research and technical assistance. Support will help *restructure* government functions at the regional, provincial and municipal levels, build *management capacity* at national and regional levels, improve the ability to use *data* for decision-making and improve the availability and access to education *finance*.
- **Outcome 2** will improve *policy* and *practice* to improve teacher quality and teacher professional development. The project will work at the national and regional levels building on *evidence-based best practices* as the foundation for developing their own strategies and plans for teacher professional development.
- **Outcome 3** will support public-private partnerships to implement innovative education methodologies and best practices through the creation of a *Partnership Challenge Fund (PCF)*.
- **Outcome 4** will support 135 schools to implement the *active school methodology* and implement laboratory schools to introduce innovations in pedagogy and management.
- **Outcome 5** will tie together all aspects of the project with enhanced *policy dialogue*, particularly by supporting the National Education Council in its role as a broker to facilitate national–regional dialogue, strengthened civil society oversight, and expanded *communication* strategies.

This report reviews the activities completed during the year and during the last quarter, provides an analysis of current challenges, and suggests solutions for how to address the challenges, broken down by component. This report also includes a separate annex to review each of the 5 priority regions as well as information relating to technical assistance to the MINEDU and regional governments and reporting on teacher training to meet the contract requirement for reporting on those issues. The Regional Annexes discuss in greater detail many of the activities discussed in the body of the report and give a greater context by region. Given that the information is presented in both location, there is some repetition of information.

2. Context— Transitioning from AprenDes to SUMA

The first challenge the project confronted was creating its own identity while at the same time carrying over some of the activities from the AprenDes project. The SUMA project began immediately following the completion of AprenDes. Most of the staff had worked with the AprenDes project which brought tremendous advantages for rapid start-up, continuity from the past and knowledge of the needs and experiences in the regions. Yet, as with any transition, this switch brought its own challenges.

From an external perspective, the stakeholders have gone through a process of understanding the differences between the two projects. Civil society was very aligned with AprenDes in terms of views on decentralization and other issues and the project had a strong reputation within civil society for the work it carried out in the regions. Relations with MINEDU, or at a minimum, with parts of the Ministry, were strained and at times the Ministry felt excluded from AprenDes activities, though at the conclusion of AprenDes the MINEDU publically supported the project and its achievements. Relations among civil society, MINEDU and the regional governments have been tense in recent years and there has been frequent disagreement on many policy issues within the project such as teacher evaluation and municipalization.

Work with the MINEDU over the past year to coordinate and carry out activities related to MINEDU priorities has generated a greater mutual understanding and confidence between the MINEDU, the SUMA Project, and Regional Governments. The project has thus been able to develop a new identity and a more positive relationship with the MINEDU, and most specifically the Ministry of Pedagogical Management and Vice-Minister Idel Vexler. However, in becoming closer to the MINEDU, the SUMA project has in turn been misunderstood by some civil society which regard this closer relationship as surrendering to the government.

The SUMA staff, given the challenges faced in the past with the Ministry, was anxious about building a strong working relationship. Despite the project's goal to support the Government of Peru in decentralizing education, the staff feared that the MINEDU was resistant to decentralization and may not be open to suggestions from the project. The Ministry, on the other hand, was willing to begin coordinating with the SUMA project as long as the priorities of the MINEDU were taken into account when planning activities and work plans.

The project has gained a great deal of MINEDU's trust over the past year, yet there is still a ways to go, as evidenced from MINEDU's hesitancy to share information. Many actors in the MINEDU are adverse to criticism and are protective of any information that might allude to the changes they are planning to make regarding these new policies. When the government changes in nine months, there will be new key actors which will bring about opportunities to create a new relationship.

A number of changes at the regional level, many of which were not envisioned when the project began, impacted work with the regions. This was the first year that the Ministry of Finance allotted a large sum of money to all regional governments as part of the Budgeting for Results program. Many regional governments lacked the capacity to utilize the funding, and one of the project's goals has been to build this capacity. The PELA program is one example of increased funding linked to improvements in student learning outcomes that created pressure at the regional level to quickly put together programs and approaches that effectively use these funds. However, even with this increased funding, the amount was not sufficient for regional governments to implement all planned projects.

The municipal and regional elections in October 2010 also affected work throughout the year, but particularly in the last quarter. Many regions delayed programmed activities as regional presidents, and occasionally vice-presidents, had to leave their positions 4 month prior to the election if they were up for re-election. In the future, some of these new regional governments may have different priorities than those of their predecessors which could affect the project.

3. Overview of Progress, Challenges and Proposed Solutions to Date

Outcome 1: Participatory and Decentralized Education Management Support

Context

One situation that has specifically affected the project's impact in Outcome 1 has been the slow progress towards an effective education decentralization policy within the MINEDU. Compared to other sectors, decentralization has progressed more slowly and there has been more tension with civil society and regional governments. The MINEDU is the only ministry that has not presented its LOF to Congress. Issues such as municipalization and policies relating to the teaching career track and teacher training have been very controversial, creating a view within regional governments and civil society that the MINEDU is resistant to decentralization. This tension in turn has made it more difficult to progress on the LOF and made the MINEDU more sensitive to collaboration and dialogue.

Major Achievements

During the first 90 days of the project, staff prepared case studies from other countries that had decentralized their education systems, something the MINEDU was working towards and for which the SUMA project was offering technical assistance. The project looked at cases from Colombia, South Africa, and Nicaragua, among others, to select parts of each country's decentralization plan and adapt it to the context of Peru. The research was used to provide ideas on how to finance, manage, and transfer decentralized systems based on experiences of other countries. The project carried out an analysis of the policy and practice gap in decentralization. These two studies were carried out through a process of consultation with the MINEDU, education experts in civil society and regional governments.

Over the past year, the project worked with the offices of the Vice Ministry of Institutional Management (Office of Educational Management Support) and the Office of Planning at the MINEDU to develop concrete plans for collaboration and technical assistance. For the Vice Ministry of Institutional Management, the SUMA project supported the formulation of the Preliminary LOF Draft and its respective matrix distribution functions. The project provided recommendations, participated with MINEDU personnel in consultation on the matrix of delimitation of functions in Junín and Ucayali, and worked closely with the MINEDU team charged with working on the LOF. The last version of the Preliminary LOF Draft shows a better understanding of how to make the law more decentralized, better distinguishes the MINEDU's role of rector that corresponds to the national government, and illustrates how to create a bridge between the projects that the local, regional and national government implement. As it currently stands, each level of the education sector has its own projects and there is little coordination between the levels. For example, the MINEDU maintains a national level teacher training program while regional governments are creating their teacher training systems.

For the Secretary of Strategic Planning within MINEDU, the SUMA project offered technical assistance in the development of a cost study which looked at per pupil costs at the primary level. This study will provide the Secretary of Strategic Planning with a management tool to assess gaps in funding and an equitable distribution of resources, and to plan budgets based on "educational packages" that can be implemented progressively to improve educational quality. This study has facilitated consensus building within various MINEDU offices (Office of Educational Infrastructure, Department of Educational

Technology, Management Mentoring and Educational Guidance, Department of Bilingual Intercultural Education) on the elements of costs necessary to promote learning in educational institutions. The cost study was finished in terms of what was initially proposed; however, the quality and coverage of the study was refined and additional time needed to complete the study. Originally, only rural schools were taken into account, but last month the project added large urban schools into the mix as well. Another addition to the study was the creation of Power Points with case study examples from 9 different schools with information on their actual costs and what the costs should have been. At the end of the fiscal year, the study was 95% completed. Next steps include consolidating the cost study with more technical criteria that establishes a "formula" to break the historical budget allocation and change it to a distribution of resources by the number of students broken down by region and municipality. Presentations of the entire cost study will be made in December to various actors including the MINEDU and the Ministry of Finance.

Progress has been made with the implementation of decentralized education management models and restructuring processes across the regions. The San Martín region adopted a regional ordinance establishing the New Model of Education Management. This model began under Aprende and was completed under SUMA. The project is implementing this new Model which requires new roles and functions at different levels of government. The project developed a decentralization laboratory in two districts to support them as they implement the model and the active schools methodology in all schools in the district. The laboratory began by implementing awareness raising activities in the two districts and has reached agreement on the new functions. The project also helped these two districts secure investment projects to be able to carry out the workplan to implement the model. The New Model of Education Management and the laboratory have received a lot of attention including visits from the MINEDU and invitations to present the experience at regional and national events, one sponsored by a large mining company and others by two prominent universities. In other regions, the project has provided assistance on how to initiate a restructuring process, create technical teams, and advance with some awareness-raising and planning activities. More information on the status of restructuring in each region is provided in the regional annexes.

Three education investment project profiles have been completed in the regions of Junín, Ayacucho and Lima, the first two with resources from the regional governments and the last would be funded with resources from the Spanish Fund, for a total of over 16 million for the three PIPs. While these project profiles have been approved, technical project documents (*expediente tecnico*) still need to be approved to enable funding to move forward. The project has also been working with the San Martín region to develop two PIPs (PIP 3 and PIP 6). PIP 6 was approved in October and PIP 3 is still being completed. SUMA worked with approximately 25-30 individuals from the regional government in a series of workshops and trainings to build their capacity and work jointly to develop the PIPs. The following table summarizes the status of the PIPs to date.

Chart of PIPS and Percent of PIP Completed

N°	Name of PIP	Implementation Period	% of PIP Completed as of 10/15/2010
1	PIP 3 San Martín	2011 to 2013 (3 years)	Profile: 70% Expediente Técnico: 0% Implemented: 0%
2	PIP 6 San Martín	2011 to 2013 (3 years)	Profile: 90% Expediente Técnico: 0% Implemented: 0%
3	PIP Lima Región	2011 to 2012 (3 years)	Profile: 100% Expediente Técnico: 0% Implemented: 0%
4	PIP Ayacucho	2011 to 2013 (3 years)	Profile: 100% Expediente Técnico: 80% Implemented: 0%
5	PIP Junín	2011 to 2013 (3 years)	Profile: 90% Expediente Técnico: 0% Implemented: 0%
6	PIP1 Ucayali	2009 to 2011 (3 years)	Profile: 100% Expediente Técnico: 100% Implemented: 21.42%
7	PIP2 San Martín	Jul 2007 to 2010 (3 years)	Profile: 100% Expediente Técnico: 100% Implemented: 94.06%
8	PIP1 Amazonas	2008 to 2011 (4 años)	Profile: 100% Expediente Técnico: 100% Implemented: 39.39%

For the PELA, SUMA helped the regional governments with the preparation and administration of budgets. Initially project support was carried out with each region individually. During the year, the project established a partnership with the World Bank, ANGR, and MINEDU for training of regional teams around the country which has helped to increase the pace of program execution and to develop planning tools and a computerized financial management system called SIGMA. This system will help facilitate the formulation of next year's budget for the PELA. SUMA has also worked with the Round Table to Fight Poverty to monitor the budgetary execution of PELA. Along with other actors, SUMA supported the creation of documents to guide the regions on themes relating to budgetary management and the content of the program.

In respect to capacity building in Monitoring and Evaluation for the regional and local technical teams in San Martín, Amazonas, and Ucayali, SUMA has been assisting these regions to develop their own systems for the PIP-PELA by adapting the System of Monitoring and Evaluation that ApreNDes used. These teams are aware of the need for reliable and timely information to guide decision making. The three regions have defined indicators and monitoring instruments and SUMA has trained technical staff and facilitators in the implementation procedures, although skills are still at a beginning level. In San Martín, the development of the monitoring system is part of the regional initiative to monitor educational achievement in the region under the new management model. The project has provided technical assistance to a team consisting of representatives from the DGP, PIP2, PELA y PIR/DEVIDA.

In the project's agenda with the regional government of Ayacucho, the SUMA agreed to support the PELA technical team to design a baseline. However, after SUMA provided two workshops with the PELA technical team on how to develop a baseline and a working meeting on information system, the

Regional Government decided that it did not have the time and resources to carry out the baseline and instead requested project support with the end of the year evaluation.

Activities during the last quarter included holding a workshop with experts related to the cost study which helped adjust the inputs being used for the cost study, reaching agreement with the MINEDU and USAID to carry out a cost study relating to intercultural bilingual education, continuing work on the formulation of new PIPs and budget administration and implementation of the PIPs and carrying out the planned workshops for the decentralization laboratory. Further information on the decentralization laboratory is provided in the Annex for San Martín.

Challenges Encountered

1. A major difficulty has been the lack of resolution of issues relating to decentralization with the delay of the LOF.
2. Regional governments have had a serious resistance to beginning the restructuring process, either because of a lack of vision, pressure from unions, fear of negative fallout prior to the elections, or because they do not have the resources or capabilities to initiate these processes.
3. In terms of the PIPs, one limitation has been the restrictions established by the MEF for the approval of capacity building investment projects and the lack of reaction from the regions and from ANGR against these measures. Even though several regional governments were able to secure PIPs with support from AprenDes, there has been resistance by the MEF and the regional offices that approve the PIPs to any PIPs that are primarily oriented towards capacity building. This has greatly slowed down approval of the PIPs and could threaten approval of some of the PIPs. This could have a serious impact on the project since the PIPs are critical to many of the other objectives of the project including restructuring and retraining regional education systems, in-service teacher training programs, and replication of best practices under Outcome 3.
4. The limited development of regional technical team capabilities to manage the processes of educational change in their regions prevents proper implementation of the PIP projects. A low level of coordination among the regional teams and an excess amount of administrative work hinder management within the regions.
5. A number of technological conditions have prohibited the introduction of more efficient information systems. In addition, monitoring and evaluation was not a priority for the regional PIP teams.

Proposed Solutions

1. Members of the JCC have shared their concern on the lack of a date for agreement on the LOF within the MINEDU. Vice Minister Vexler expressed his willingness to lead the process of consensus building within the MINEDU if appointed to do this by the Minister. Through the President of the CNE, this concern will be communicated to Prime Minister Chang.
2. The Project will systematize the experience of creating the new Model for Educational Management in the two districts of San Martín. This systematization will document the process of linking the local level of management to the regional government which can serve as a model and help establish dialogue with various stakeholders, including other regional governments.

3. Carry out a study to provide evidence of the impact on productivity of the education PIPs to strengthen the case for capacity building PIPs with the MEF
4. Develop a plan for capacity development in educational management for each region that is carried out in conjunction with other institutional actors such as the ANGR, MINEDU etc. The MINEDU has the role of carrying out this capacity building process but has not yet taken action in this area.
5. Build management capacity activities around PIP implementation.
6. Come to an agreement with the regions on the minimal conditions and obligations that are necessary for quality technical assistance to ensure greater commitment. The actual context in the change of regional authorities could be an opportunity to initiate these agreements.
7. With the support of Sergio Somerville, an AED expert in integrated information systems, SUMA will carry out a diagnostic of education information systems and identify possible areas of assistance to the Secretary of Strategic Planning of MINEDU and the regional government of San Martin to improve the production and quality of data for decision making.

Outcome 1 Summary of Contract Activities

Requirement	Activity	Status	Next Steps
Requirement 1.1 Strengthen the National Policy and Institutional Framework for Decentralization in Education	Initial assessment of policy framework	Completed	Actions being taken to prepare for next Annual Assessment
	Advice provided on key policy issues	Ongoing advice provided on LOF and restructuring at the national and regional government levels	This work is ongoing
	At least three decision makers engaged in assessment process	More than 3 decision makers and senior officials involved	
	At least four national policies or institutional reforms drafted and approved.	Project has provided TA to MINEDU on LOF; approval of LOF depends on MINEDU leadership.	Project support is ongoing.
Requirement 1.2 Review and Evaluate Best Practices for Decentralized Management Systems and Process	At least three methodologies identified; GOP engaged in review and analysis; Report on lessons learned from international experiences from three best practices	Best Practice document completed including Nicaragua, South Africa, Ventanilla, Colombia and the government of Bogota.	Work completed. Document serves as foundation for ongoing work on decentralization policy
	More than five GOP counterparts included in the review and analysis.	More than 5 key decision makers participated in the process	
Requirement 1.3 Strengthen Education	Technical Assistance and Training to MED and regional offices in 5	Technical Assistance being provided in budgeting, PIP	This work is ongoing. .

Management Systems and Processes	priority regions	management, restructuring and monitoring and evaluation.	
	Technical Assistance and training to relevant units of MINEDU on education information systems	Meetings held with UMC and other relevant units of MINEDU to understand their needs in education information analysis. TA provided to three regions on M&E systems	This work is ongoing. Diagnostic will be carried out in October to assess information system needs.
	Technical Assistance to 5 priority regions on the use of education data for decision making	Technical assistance provided to San Martin, Ucayali and Amazonas governments on Monitoring and Evaluation	This work will expand to other regions once their PIPs are approved.
	Technical Assistance to MED for evaluation municipalization pilot project	This issue has been under discussion w/ MINED/USAID.	Decision pending further meeting with MINEDU.
	Technical Assistance to San Martin as an education decentralization laboratory.	Decentralization Laboratory established to implement San Martin Model for Education Management in 2 districts and to implement active schools. Regional government passed ordinance approving the Model . Training has begun to build new capacities in the laboratory districts. PIPs were developed and secured to provide funding at local levels.	This work is ongoing
Requirement 1.4 Enhance budget allocation and quality of expenditure for education	Technical assistance to MED to analyze budget and design technically sound strategies for increasing education finance	Study being completed to analyze costs per pupil at the primary level. Study will provide a management tool to assess funding gaps and support more equitable distribution of resources, and improving budgeting.	Study near completion.
	Technical assistance and training to the 5 priority regions to improve education budget allocation and improve the quality and amount of expenditures	Support provided to each region to prepare and administer PIP plans and budgets. Support includes technical assistance and training in regional governments in all regions.	Work is ongoing.
	Support the national and regional offices to carry out Budgeting for Results.	Provided training to the priority regions in how to budget and administer the PELA program.	Training and technical assistance is ongoing. Support has been directly with the regions and through the ANGR.

Outcome 2: Teaching Quality Improved

Context

The SUMA project's first year has had its challenges in terms of achieving the goals for Component 2 In training and teacher development. One policy issue that has affected the teaching career track has been the new Carrera Publica Magisterial law which changes the way teachers are hired and paid. There was great discussion about this policy and conflict with the SUTEP (Trade Union of Peruvian Education Workers). Many observers believe the union's intransigence and resistance to dialogue enabled the government's plan for the CPM to gain strength.

In terms of pre-service teacher development, a number of policies have had a major impact in this field. The application of *Nota 14*, the minimum qualification requirement for admission for candidates into teacher training institutions, led to a dramatic decline in enrolment over the past three years. The new law of Institutes and Schools of Higher Education (Law No. 29,394) was passed in 2009 and regulation of the law began in February 2010. The law created fear within IESPs, given that in some cases it could result either in closure or restrictions on service of some IESPs since some would only be able to offer in-service teacher training rather than pre-service training.

The MINEDU also began implementing the new curriculum for IESPs this year and new regulations relating to the Law of Institutions were issued. As a result, the IESPs have had to adapt to these changes. Shortly afterwards, the proposal for public teaching in higher education was developed by the MINEDU. In addition, CONEACES (National Council for Evaluation, Accreditation and Certification of Higher Education) announced the self-assessment process as the next stage of the accreditation process. This initiative had a limited impact initially because most IESPs were experiencing imminent closure and because IESPs lacked the means to finance the external review process required for accreditation. Gradually, however, the number of IESPs that have registered their quality committees has increased to 80. SUMA has encouraged IESPs in the priority regions to register. This year the MINEDU created flexibility for indigenous candidates as the MINEDU by reducing the minimum grade for entrance from 14 to 11. This helped ease the pressure on some IESPs.

The project's relationship with MINEDU in this component has been mainly with the Directorate of Higher Education Pedagogy (DESP) and the Directorate of Intercultural Bilingual Education (DEIB). The attitude of both offices has been very different from the onset. In the early months, the DESP was resistant to the technical assistance of SUMA and delayed the definition of the project's technical assistance. By May, however, the MINEDU and the project agreed to have SUMA support the MINEDU in analyzing the PRONAFCAP EIB BASICO and the definition of criteria for identifying EIB schools, which led the project to work directly with the DEIB. The DEIB, for its part, has positively received SUMA's participation.

Major Achievements

To carry out the first two studies on policy and practice and best practices, the project agreed with the MINEDU to focus on three critical areas: teacher professional development, pre-service training and teacher classroom facilitation. The study on Lessons Learned about Quality of Initial Teacher Training has been particularly useful to develop the project's initial work on teaching performance as a basis for discussion on this subject with the Committee on Teacher Performance of the CNE and guide the project's actions in relation to the research developed with DESCO, the design and approval of PIP 6, the

analysis of PRONAFCAP and technical work on the EIB. It also helped the project as it developed its matrix of recommended teacher performances which was submitted to the CNE's committee. Also, the document "Lessons Learned about Teaching Performance Assessment" has been useful for the proposal of systematization of the pilot experience of 2009 on teaching performance assessment that is being developed with MINEDU.

SUMA completed a study on PRONAFCAP EIB by gathering information from the implementation of the Program in the regions of Ayacucho and Ucayali (Atalaya) through observation of training, classroom work, and reviews of documents and reports generated from PRONAFCAP. The project prepared the "Findings and Recommendations" document that was presented to MINEDU senior managers in late October. The findings revealed that the program had achieved an important national impact in generating institutional participation and interest in teacher training. The study also revealed serious problems related to management style and the capacity of the MINEDU counterparts to implementing the Bilingual and Intercultural Education approach. While this study may generate nervousness within PRONAFCAP, it also has potential for generating useful insights into the program.

The Project organized the regional team for development, organization, and implementation of the Program for In-service Teacher Education of the Ucayali region which has been meeting regularly under the guidance of the SUMA project. This effort in Ucayali is in its beginning stages and is advancing slowly. The project assisted the regional team in the creation of a plan and significant commitments have been made by various institutions in the region. The project is also working with the region of San Martin to develop a PIP that, once approved, will implement a new strategy for teacher professional development.

One of the cross cutting themes of the project is Intercultural Bilingual Education (EIB). In Peru, a fundamental stumbling block in ensuring that bilingual schools receive the kind of support they need—one of which is having teachers trained in EIB—is agreeing on the definition of EIB schools. Many teacher education programs fail because they do not prepare teachers for the type of school they will work in. EIB teacher training has to be performed from an EIB perspective. In order to identify teachers in these schools, it is necessary to know which are EIB schools. This elementary information is not available because MINEDU has never established which schools should be considered EIB schools. With this information and the promotion of measures to strengthen teacher training for EIB, advances in defining a system-wide policy for teacher education in the country will become a possibility.

The Project has helped create an ad hoc committee with the Office of Strategic Planning and Quality Measurement and DEIB that has the objective of defining the criteria for identifying schools that should receive EIB assistance, characterizing EIB service quality, identifying conditions that ensure EIB assistance, proposing strategies for these conditions, designing policy measures that embody these EIB strategies in the short, medium and long term, and ultimately funding these policy measures. It is important to note that the mere fact that these two offices from the MINEDU have decided to work together to address this important issue, which has been pending for several years, and participating in weekly meetings is a breakthrough in itself. The committee has already defined the criteria for identifying schools that require EIB assistance and has begun to determine the conditions that must be secured to ensure the EIB assistance.

The project developed a study to determine good teaching practices in conjunction with the MINEDU. It carried out a competition to select a local organization to carry out this study and selected DESCO. This

study has carried out research in the five priority regions. The first report is expected in late October. The SUMA Component 2 meets regularly and coordinates with the research team.

SUMA collaborated with the CNE to prepare for the National Pedagogical Congress. One component of that support was to carry out dialogues with teachers at the regional level. SUMA organized and implemented regional dialogues to deliver this information to the CNE. These inputs were organized and the CNE presented a preview of the systematization of the dialogues that were carried out across the country. These dialogues were aimed at gathering teachers' opinions on what should be the indicators that guide teacher training and performance evaluation of teachers. The information that was collected is being systematized by the CNE and the final outcomes will be known by next quarter. This work should serve as an important input into the project's work in teacher training and teacher performance and provide guidance to the MINEDU.

The project has been engaged with the MINEDU to define the work to systematize teacher evaluation processes. Teacher performance evaluation was identified as one of the gaps between policy and practice. Reaching agreement on performance evaluation has been a high priority for many in civil society and the MINEDU has developed some pilot activities that will be systematized. The systematization will be a useful step in defining with more precision and rigor the policies needed for teacher performance evaluation.

The Project worked closely with the CONEACE Board to develop a scope of work that met its most urgent needs. SUMA determined that this work would be best developed by a local organization. The project selected the Universidad Peruana Cayetano Heredia (UPCH) for this work. While some initial steps have been taken, the bulk of this work will be undertaken in FY 2011. The project, together with the technical team from UPCH, has defined a roadmap for technical assistance for training the Quality Committees of the IESPS and the evaluators of the external evaluation entities for accreditation, which will be agreed upon by the CONEACES. Part of the work of UPCH will be to help the IESPs in the priority regions to carry out the first stage of the accreditation process and will be attended by the UPCH.

This past year, the project helped to develop the document "Balance of the Teacher Evaluation Process Driven by the Ministry of Education for the Period of 2008 – 2010," which will allow the Ministry of Education to critically review and reflect on this year's advances in an effort to make decisions on priorities for next year.

The primary focus during the quarter has been the implementation of the PRONAFCAP study, work on the bilingual education criteria, reaching agreement with UPCH for the CONEACE work, ongoing work with the Ucayali region on its plan for in-service teacher training, support to DESCO and planning for training in ICTs under an alliance with Intel. The work on PRONAFCAP included a review of program documents as well as interviews with coordinators and supervisors of PRONAFCAP, senior representatives, trainers and monitors of the training institutions. There were also observation visits to the schools.

Challenges Encountered

As mentioned above, one challenge the project has encountered since the beginning of the project has been an attitude of self-reliance among some directors and officers at the mid-level of the Ministry of Education (DESP), who showed disinterest in promoting technical assistance measures and have tremendously slowed down implementation. However, over time, relations have improved and there is

a greater openness.

Solutions Proposed

1. The presentation of the document "Findings and Recommendations" in relation to PRONAFCAP will allow us to see the reaction of the Ministry of Education in relation to our technical assistance work for this component. The project hopes that the MINEDU will be responsive and open. SUMA has chosen to make this presentation at very senior levels to focus attention on the study.
2. With regard to the systematic evaluation of teaching performance with DESP-MINEDU, greater involvement by the Chief of Party to coordinate with the Director of DESP will be required to ensure this moves ahead more quickly.

Outcome 2 Summary of Contract Activities

Requirement	Activity/ Target	Status	Next Steps
Requirement 2.1	Strengthen the National Policy and Institutional Framework for Teacher Training and Professional Development	Completed. The policy analysis included a focus on three critical areas agreed to with the MINEDU: Pre-service training, teacher performance evaluation and teacher classroom support (pedagogical accompaniment)	Actions being taken to prepare for next Annual Assessment
	Advice provided on key policy issues	Ongoing advice being provided on in-service teacher training (PRONAFCAP) and Bilingual Education standards.	This work is on-going
	At least three decision makers engaged in assessment process	More than three senior decision makers have been involved in all this work.	
	At least four national policies or institutional reforms drafted and approved	The project is working towards changes in policies relating to PRONAFCAP in EIB.	Project support is ongoing.
Requirement 2.2 Review and Evaluate Best Practices in Teacher Training and Professional Development		Best Practice document completed for pre-service training, teacher performance evaluation and in-classroom teacher support.	Work completed. Document serves as foundation for ongoing work on teacher evaluation,
	GOP counterparts included in the review and analysis.	More than 5 key decision makers participated in the process	
Requirement 2.3 Provide Technical Assistance to enhance teacher training systems	Technical Assistance to the MED and priority regions in designing and implementing in-service programs.	Technical Assistance being provided in in-service teacher training, bilingual education and teacher performance evaluation.	Approximately 25-30 officials from the MINEDU and Ucayli Regional Government received technical assistance
	Technical Assistance and training to enhance teacher management for optimal performance	The project has developed a plan with the MINEDU to systematize the Ministry's pilot in teacher performance which will provide	This work is ongoing.

		input into policies relating to teacher performance evaluation	
	Technical Assistance and training to the regions to develop a cadre of teacher-trainers who can provide support to teachers in a larger scale.	Project has trained teacher trainers under the PELA and PIP programs in Lima Region, Ucayali, San Martin and Ayacucho under Outcome 3.	This work will be ongoing.
	Implementation of in-classroom teacher support based on best practices.	Project has helped regions develop and implement a strategy to provide in-classroom teacher support in Lima Region, Ucayali, Ayacucho, San Martin and Ucayali under Outcome 3	This work is ongoing
	Creation or continuation of teachers' networks for collaboration and exchanges, as part of the teachers' professional development and continuing education	Teacher networks are operating in San Martina and Ucayali with project support. Teacher networks will be part of many of the PIPs once they are approved.	This work is ongoing
Requirement 2.4 Provide technical assistance to enhance pre-service training	Assistance and training to the CONEACES to develop accreditation systems based on international practices and standards	Agreed on technical assistance plan with CONEACE. Selected local organization, UPCH, to provide technical support to CONEACE. Support includes helping ISPs in priority regions to carry out the self-assessment process, the first step towards accreditation.	This work will be ongoing.
	Technical support for the selection and training of accreditation institutions in priority regions for the accreditation of ISPs in priority regions.	UPCH will support the CONEACE for the selection of accreditation institutions.	This work will begin in FY 2011.
	Support the participation of civil society organizations in the accreditation processes in priority regions	Including in FY 2011 workplan	This work will begin in FY 2011.

Outcome 3: Implementation of Best Practices Supported

Context

SUMA provided a report on the PCF on October 15. That report discussed the design and management of the PCF. For a longer review of the decisions and activities support, please refer to that report. This section of the annual report will review the technical accomplishments and issues that have arisen under those activities. Activities to develop PIPs are reported on under Outcome 1.

The two major activities relating to replication of best practices are under the PELA and PIP programs. The Strategic Program for Learning Outcomes (PELA) and the Public Investment Projects (PIP) implemented in the SUMA priority regions have opened opportunities for replication of successful innovations, particularly the Active Schools proposal, aimed at improving primary and initial education outcomes.

In coordination with USAID, the SUMA team decided to seize the opportunity to provide technical assistance, in coordination with USAID, to the priority regions on the following: i) pedagogical management of PELA and ii) pedagogical management of the PIP. SUMA also provided support on the budgeting for PELA under Outcome 1.

The MINEDU expanded the scope of the PELA program to all regions of the country in 2010, providing essential financial resources to in-service teacher training, some educational materials, and facilitators to provide support through visits to schools, with a particular focus on the early grades of primary education in rural schools. In 2010, the PELA should reach 10% of schools and has been proposed to be expanded in the years that follow to a much larger scale. The PELA, which was designed with World Bank support, is based in part on the experiences of the USAID-funded AprenDes project, and it provides support for teacher training, classroom support through facilitators and some support for materials. The MINEDU has not indicated a particular pedagogical approach that should be used in PELA for the early grades and has left that decision up to each regional government. The program was launched just before the start of the school year and most regional governments did not have a pedagogical approach to guide the program in their region. Therefore the regional governments were eager to support this new program and requested assistance from SUMA.

The project discussed this possibility with the USAID and decided that this was an important way to support the replication of best practices in educational innovation and the proposed methodology could lead active schools or at least could introduce many of the principles of this methodology. Four of the five regions solicited support from the SUMA project for the PELA. The project identified the potential costs and funding leverage related to PELA and received approval from the COTR of USAID for these costs and activities. This year, the leveraged resources for PELA reached a total of approximately \$ 5 million.

Over the past year, the SUMA teams in San Martin, Ucayali and Amazonas have supported the regional governments as they implement their PIPs which are opportunities to leverage a publicly funded effort to replicate a best practice in pedagogy. Amazonas was the first region supported under the PCF and USAID decided to make it the first of two PCF regions. Amazonas fit the goals of the PCF as it is a public sector-funded activity to replicate a best practice that USAID had introduced and the MINEDU has approved. Support for all PIPs included technical assistance to design and implement facilitator training

and teacher training and provide ongoing guidance to the regional PIP teams. In Amazonas, support has also included technical assistance and training on monitoring and evaluation and support for budgeting and reporting on the PIP. All three of the PIP technical teams have required extensive support on the implementation of the PIPs on both administrative and pedagogical issues.

SpotLight: PIP1 in Ucayali

In Ucayali, the SUMA Project has been working with the regional government on PIP 1, which started under the ApreDes Project in 2005. The program helped PIP facilitators use materials in bilingual schools for students to learn in their native languages (Shipibo and Ashaninka), which affords a higher quality of learning in the early grades.

According to Ucayali's Director of Pedagogical Management, Jose Diaz, SUMA was successful in building upon the work of ApreDes, which focused on technical assistance in the classroom, to provide a more concentrated training and capacity building program which will increase sustainability in the region. While the PIP 1 in Ucayali is scheduled to end in 2011, the regional government's technical team insists that, having received technical assistance from SUMA, they are better prepared to apply and implement a PIP on their own in the years that follow. Facilitators have noted that though there are many projects currently operating in Ucayali, none are as well directed or organized as the activities supported by SUMA.

According to one member of the regional technical team, "We know where we are going with our activities and have been able to build on our successes from the ApreDes project. From the support offered by the SUMA team, our staff have developed into more than just facilitators, but have now become leaders."

One of the most notable successes of the project in Ucayali is the manner in which the SUMA technical team and the regional technical team have been able to work together to ensure a smooth transition from the ending of the ApreDes project to the beginning of SUMA. The partnership has been strengthened even further by support from local government leadership, who despite recent re-elections, have maintained the current technical staff rather than hire new staff, a common practice after regional elections. This local support is a sign of recognition from the regional government that they are content with the advances that this PIP has had in the area, which is important to continued success with future PIP activities and a positive relationship between the SUMA project and the regional government.



Facilitators at a training for bilingual

During the year, USAID conducted an evaluation of the ApreDes project that included a focus on the PIPs in San Martin, Ucayali and Amazonas. These PIPs were secured under ApreDes and had just begun before the project ended. The evaluation occurred during the first half of the year of SUMA. The evaluation highlighted several challenges within the PIPs including a reduction in funding for the PIPs, administrative challenges that resulted from heavy staff turnover within the regional teams and the low level of capacity to implement educational programs. The evaluators commented on the difficulty of transitioning from direct implementation of the Active School methodology to one in which the regional government takes on the implementation. The evaluation illustrated that the SUMA project design did not sufficiently emphasize support for the implementation for the PIPs and therefore recommended greater support be incorporated into the project.

In the second quarter, USAID and SUMA agreed that Cajamarca should be the second priority region given the strong private sector partners and the collaboration between the private sector and the regional government. USAID approved having the project provide this support and participation in the PCF and approved activities to support PELA and to support the design of new project that would be supported under the Alliance.

Major Accomplishments: PIP

In Ucayali, the SUMA team based in Pucallpa has providing regular and frequent support to the PIP technical team. As has occurred throughout the year, SUMA trained the PIP facilitators together with the PELA facilitators, the regional technical teams and specialists in rural education during the last quarter. SUMA also supported the regional government in the teacher training workshops. As noted in the spotlight box discussing collaboration with the regional government, SUMA has helped the regional government on all aspects of the PIP

and the DRE frequently asks for advice from our SUMA local staff. Although there have been significant challenges with the PIP in Ucayali, as discussed in the regional annex, the project staff has been able to minimize those challenges through its regular and frequent support.

In San Martín, SUMA has supported the technical team of the PIP in planning, designing and implementing all aspects of the program. During this quarter, support focused on the design and implementation of plans and workshops, study tours and CIAs for teacher facilitators (known as “formadores” by the PIP team). There was a particular focus on school management issues during the quarter. Over the year, the PIP team has become stronger with a greater understanding and more confidence in their knowledge of the methodology. The team has strengthened the ability to evaluate progress on school management issues and can identify the issues that enhance or detract from community participation particularly as it relates to learning support in the classroom. One example of this greater maturity of the regional authorities is that the UGEL in Rioja strengthened the capacities of the directors and teachers in the construction of PEIs that have a strategic vision, mission and objectives which leads to better management in the schools.

In Amazonas, the regional technical team, PIP facilitators and teachers have strengthened their capabilities and organization. The region has achieved, albeit with delays in some cases, most of the activities included in its operational plan in relation to: teacher training educational support, preparation or updating of educational materials, and primary and secondary system of monitoring and evaluation, among others. SUMA has helped to strengthen and expand the case for Active Schools for the region by including PIP 3 in the training of facilitators, development of materials, and design of the monitoring system. PIP 3 is under the responsibility of CEPCO.

During the last quarter, the region carried out the second monitoring exercise developed with SUMA. The project, in supporting the facilitators, continued the process of revising and designing educational materials and worked closely with the PIP 1 team, PIP 3 team and SUMA staff in Lima. The facilitators and specialists have been providing observations on the learning guides and created a set of criteria to organize these observations. The project supported the workshop for teacher facilitators in communication, math, school management and the provision of classroom support. The workshop was oriented towards issues that had arisen during the previous semester. The facilitators had a positive attitude towards what they were learning despite weaknesses in some areas and the ETR and the facilitators were appreciative of the workshop. During school visits in July, a SUMA specialist noticed a significant improvement in the implementation of the Active School methodology. One of the findings from that visit was that the facilitators need differentiated strategies for schools at different levels and with different conditions. The facilitators will need to prioritize their activities for the last quarter of the year. In terms of monitoring, the monitoring instruments are being installed and the process is being systematized. The facilitators and SUMA staff have been working together to define the instruments for collecting information.

Challenges Encountered: PIP

As mentioned above, the regions face significant challenges implementing the PIPs given the weak capacity of regional authorities in administration, management, budgeting and pedagogy. While the project is working to build capacity in these areas, it will take time for those capacities to be built. Some of the specific challenges include:

1. Technical assistance to the PIP in all the regions has focused on supporting the ETR and training of facilitators but the support has not reached the school level. This level of support is insufficient for building a sufficient understanding of the methodology and how to manage it.

2. SUMA does not receive information from the region on how the implementation of the Active Schools methodology is progressing. SUMA is helping the region build the capacity to monitor the programs but the regions have progressed slowly in building monitoring systems and the regions have not kept up with their commitments. San Martin has started collecting data for the monitoring report, and the goal is to have it consolidated before the end of the year.

3. In Ucayali and Amazonas, the budget for the PIPs has been reduced which has limited the ability to implement some activities. For example, in Ucayali the ETR has not funded printing of some of the learning guides due to limitation of funding. The lack of funds, therefore, impacts the ability for the program to accomplish its results. In Amazonas, only 60% of the budgeted amount was allocated for the PIP. This has prevented various activities of the PIP operational plan in the region (operation of resource centers, strengthening of COPARE and COPALE, purchase of materials) from taking place and led to a postponement of some technical assistance activities (in particular those concerning the development of the management model and educational restructuring in the region). This situation has caused some discontent among teachers and demonstrates the difficulty of achieving the expected results when all components are not implemented in a coordinated and timely manner

4. In San Martin and Ucayali, supervision visits by the MINEDU has resulted in providing teachers with contradictory guidance and created insecurity among the teachers regarding the Active School methodology since the MINEDU staff criticized teachers for using the Active School learning guides in the PELA schools and told teachers they should only use these materials as a reference. The Chief of Party communicated these incidents to the President of the Executive National Committee for PELA who confirmed that teachers have the autonomy to select the materials they wish to use. This critique from the MINEDU staff creating insecurity among teachers and regional and local government staff about using the guides.

5. The rotation of facilitators, especially in Amazonas and Ucayali, slows the process of training them, and therefore, support to schools.

Major Accomplishments: PELA

When PELA began the regions were given flexibility in terms of what pedagogical strategies would be used for the program; however most regions lacked the capacity to design their own approaches. Similarly, since this was one of the first programs that most regions had managed that involved teacher training and facilitators, they lacked management and administrative capacity to implement the program. Once USAID and SUMA decided to support PELA, SUMA helped each region rethink through strategies for the program. They helped define the profile for facilitators and in some cases supported the selection of the facilitators. The level of support has varied in each region as has each region's interest in project support and their ability to put into place the project's recommendations.

Despite many challenges, there has been progress in terms of the establishment of PELA technical teams and better defined strategies to incorporate teaching strategies to enable schools to complement or enhance the PELA, such as the involvement of parents in learning processes and cooperative work.

SUMA was able to influence the regional governments to increase the amount of time for training of the PELA facilitators in particular for training in communication and mathematics at the primary level. Based on what they have learned, the regional teams have made changes and revisions to their workplans. Regions also now have information sheets that contribute to a greater understanding of certain concepts and procedures for improved educational management of the program. These documents provide greater clarity on the PELA program, discuss how to provide classroom pedagogical support and include strategies for disseminating information and raising awareness of the program. These documents were created by the Commission of PELA of the Institutional Roundtable of the CNE with SUMA's input and with the review and approval by the MINEDU.

Of all the regions, Lima Region has developed the best strategies and has the strongest capacity to implement PELA. They have established an effective strategy of having "*monitoras formadoras*," or monitor/trainers, a group of well-organized professionals that carry out monitoring and training to the facilitators in various provinces. During the last quarter, SUMA has focused on supporting the second mini-workshop of facilitators in three provinces that were led by the *monitoras formadoras*. SUMA also supported the workshop for facilitators. The teachers had a very positive attitude and showed strength in some areas of communication and mathematics, although both school teachers and the facilitators still need strengthening. It appears that the teachers are not using the MINEDU texts in both subject matters. It will be important to continue supporting the monitors and help them reorient the work of the facilitators.

In Ucayali, the region decided to use the active school methodology for the PELA program. This has allowed the region to jointly train the facilitators for both programs and to use similar strategies and approaches. SUMA subject area specialists have helped facilitators develop strategies in communications and math. During the quarter, SUMA supported the workshop for facilitators with a mathematics specialist and the SUMA coordinator, and supported a CIA of facilitators. The CIA was focused on reinforcing the topics covered at a MINEDU sponsored workshop in Ayacucho. The project also supported the workshop for teachers that took place in two locations. Topics covered included teacher classroom support, strategies for improving skills in writing and reading in second grade, the "*Mi Nombre*" project and math strategies for bilingual students.

In San Martin, the region initially only requested minimal support as it was awaiting guidance from the MINEDU. Over time, the request for support has increased. During the quarter SUMA supported the ETR for PELA in the planning of workshops focused on management of the school council, CONEI and school networks, strengthening the capacities to support the teachers and actors in the priority districts. In addition, the staff supported the ETR for PELA and the DRE to share the design and materials for the workshops for the facilitators. The ETR has improved its capacity to promote community participation at the local level.

In Cajamarca, as part of support for the administration and management of PELA, SUMA has supported the design of its operational plan and budget for classroom facilitator support. In terms of pedagogical support for PELA, SUMA worked with the regional ETR on training plans and training of the facilitators. During the last quarter, SUMA worked with the ETR to revise the training plan for teachers and teacher facilitators, the activities relating to teacher classroom support and the planning for other upcoming activities. SUMA and subject area specialists participated in workshops for trainers and pedagogical staff of the UGEL. SUMA's support has helped the ETR better define its needs for training in the area of pedagogical management.

In the case of the Ayacucho region, project support began by helping the region develop its overall strategy. SUMA encouraged the regional government of Ayacucho to narrow the scope of the program, to focus on maternal language only. Support to the region declined over time as the ETR could not commit the time needed to carry out the commitments under the agreement for technical assistance with SUMA. The ETR has recently requested SUMA support to systematize the PELA experiences to be presented to the PELA National Congress in November in Ayacucho, including SUMA's experience in some regions. This will be an opportunity for the project to compare progress of PELA in Ayacucho against progress in other regions.

Challenges Encountered: PELA

The SUMA project is currently facing several challenges, as listed below. As noted earlier, the PIP and PELA programs are large, ambitious, complex and require broad support. For many of the region's governments, the PELA and PIP are the first opportunity they have had to plan and implement their own pedagogical approaches, and require technical and management support to facilitate its implementation. The regional annexes provide more information on the challenges relating to PELA.

1. In all of the regions, the PELA technical teams have a weak understanding of the educational plans of the region and what is entailed in managing pedagogical support in the classroom. Weaknesses were seen at the level in the ETR and the facilitators in pedagogy and in content area knowledge.
2. Lack of understanding of managing for results has limited the use of adequate and timely financial resources.
3. Facilitators are not directly responsible for the implementation of PELA workshops which uses a team of trainers, or consultants, preventing the promotion of a common language and common approaches.
4. Some PELA ETR awaited directives from the MINEDU in the area of pedagogy. Given the history of a centralist government and the slow process of transferring decision making and resources, the regional government often waited for national guidance before making decisions that should be taken regionally.

Proposed Solutions for PIP and PELA

The success of these PIPs and PELA should be a top priority for the PCF. Greater priority should be given to investment in the quality of implementation of partnerships rather than having a greater quantity. SUMA has learned that technical assistance for the implementation of Active Schools is different from implementing Active Schools directly. Below are other specific solutions SUMA is reviewing to improve support for PIP and PELA. The ability to implement these actions will depend on decisions relating to how the PCF is implemented and the level of project support that can be provided to support the regional governments' implementation of PIP and PELA.

1. Review the technical assistance strategy to SUMA regions. It is important to consider the development of pedagogical, administrative and budgetary management for the technical teams, and from the regional to the local teams, because ultimately they drive the daily intervention in schools.
2. SUMA needs to work with the regional governments to create a better understanding of what is required of them to ensure greater success. Agreements with the regions for the next calendar year

should be more explicit on the commitments of the regions and should include greater integration of SUMA specialists into PIP and PELA technical teams. This is particularly important with the new regional governments.

3. During the next fiscal year, SUMA will focus support to PELA in two regions that have demonstrated the greatest commitment to PELA. The lessons learned in both interventions should serve to improve the management of PELA in the areas of pedagogical and budgetary management and should serve other priority regions and the National Executive Committee for PELA.

4. The project will better articulate technical assistance to the regions with work around the country through regular meetings with the National Executive Committee.

5. Support the regions in completing the design and putting into motion the information and monitoring systems of the schools and facilitators, which will provide information not only on the management of the PIP but also on SUMA technical assistance.

6. Technical assistance for implementing Active Schools indirectly through regional governments requires more time and more human resources. Therefore, SUMA planning must take this into consideration and make adjustments to obtain better results. This includes more frequent presence in the PIP and PELA regions where the Active School model is being implemented including participation in all workshops, school visits, greater support for facilitators, etc. The ability to do this will depend on USAID's decisions relating to how PCF funds are used.

5. SUMA and the regions must agree on which elements of active schools can be implemented through PELA based on the goals of PELA and Active Schools, and design technical assistance accordingly.

Major Advances for Other Outcome 3 Activities

During the quarter, SUMA reached agreement with MINEDU on the work to identify best practices for replication. This work had been delayed due to difficulties in coordinating this activity with the Director General for Basic Education. SUMA had drafted a document describing each of the best practices and presented that to the Director. She suggested a shorter and more detailed format for use by Regional Education Directors and requested that the project wait to proceed until she received feedback from the Directors. Later, when that input was not received from the regional governments, she agreed to having the project use a format for two of the best practices (Active Schools and "*Escuelas Lectoras*"). These examples would then be provided to the regional directors of pedagogical management for feedback on the format. Once feedback is received on these two examples and on the format, the project will proceed with the other best practices.

During the last quarter, SUMA revised the PCF design document following conversations with the contracts officer and prepared a re-budgeting based on proposed PCF strategy. SUMA is waiting for a response from USAID on how to receive the issue of how PCF funds can be used. SUMA held discussions with several potential Resource Partners. New discussions were held with Antamina regarding the company's interest in collaboration to support IESPs in the region with a special focus on bilingual education. Antamina was also interested in discussing the possibility of implementing active schools in the region. Since the two priority regions have already been identified, it is unclear whether the project will be able to provide support in other regions. As greater clarity is reached on the

priorities, amounts of funding available within the PCF, and whether the project will support activities in other regions, the project will decide whether to continue discussions with Antamina.

Conversations continued with Intel relating to an alliance to support teacher training in ICTs under the Intel Teach program. Current discussion relates to the training of 110 teachers, trainers and regional technical staff in Junin, San Martin and Ucayali. These activities could later be expanded depending on the success of these initial efforts. Meetings were also held with Right to Play, a potential implementing partner which has support from various companies and funds. The organization invited SUMA to visit one of its projects.

In Cajamarca, USAID signed the MOU between USAID and ALAC. ALAC and SUMA agreed that a consultant would be hired to develop the final project design. ALAC and SUMA developed the terms of reference and ALAC will hire the consultant.

Further information on the PCF activities from the past year can be found in the annual PCF report.

Challenges Encountered

1. As mentioned in the annual PCF report, the pending issues to be resolved regarding how the PCF funds are spent has left uncertainty in terms of planning future activities of the PCF.
2. In Cajamarca, the progress of the alliance has been at a rate slightly lower than expected given that the regional government and the board of education, the electoral and administrative overhead officials, have made it difficult at certain times for more effective coordination. As for ALAC, an institution with a multiplicity of interventions in the region and a small professional team, it is not always easy to verify the coordination and implementation of their commitments. However, ALAC has been trying to overcome these problems thanks to the interest of all parties to carry forward the alliance.

Proposed Solutions

1. In the case of Amazonas, the PIP technical team has the expectation that, before the end of the year, the technical assistance plan for 2011 can be agreed upon with USAID and the SUMA project. The operating plan is beginning to be developed, a process which also defines whether to extend the duration of the PIP until 2012 (to ensure three full years of intervention in schools) or to finish as planned next year. In the case of Cajamarca, the drafting of the final project plan and budget for the PCF will be completed in December, and in early 2011 the project hopes to contract the institution that is responsible for the implementation of this project. For this reason, it is crucial that decisions on how the PCF will support partnerships and whether it will have a role in technical assistance activities financed by the PCF are made as soon as possible to allow sufficient time before the start of the school year.
2. SUMA hopes that there can be sufficient flexibility in the management of the PCF to address issues that may arise in partnerships. Research on public-private partnerships highlights the importance of flexibility to address issues arising from projects with multiple stakeholders.

Outcome 3 Summary of Contract Activities

Requirement	Activity/ Target	Status	Next Steps
Requirement 3.1	Technical assistance to the MED to evaluate innovative methodologies and best practices for enhancing education quality, define best practices and lessons learned and carry out cost analysis for replication.	This activity is behind schedule. A draft report was developed, however, MINEDU has requested a different approach. The project is working with the MINEDU to revise the document. MINEDU wants input from regional governments prior to finalizing the document. .	This work is ongoing.
	Establish one demonstration project in each priority region by first full school year of the project.	PELA established as demonstration project in four of five regions. Junin was not interested in project support for PELA. PELA has introduced elements of the active school approach.	This work is ongoing
	Provide technical assistance for evaluation of learning outcomes in five priority regions.	Project has trained staff in San Martin, Ucayali and Ayacucho in monitoring and evaluation.	This work will be ongoing.
	Technical assistance to the MINEDU and the five priority regions for promoting private sector involvement and establishing public-private alliances to support replication of innovative methodologies	The project is working with the MINEDU on their strategy for multi-stakeholder alliances. The project has met with the San Martin region to help them develop strategies for public-private alliances.	Project support is ongoing.
	Engagement of public and private sectors through the design and implementation of the PCF totaling \$2 million and leveraging \$8 million with \$1 million from the private sector.	Alliances begun in Ayacucho, Cajamarca, Lima Region, Ucayali, San Martin and Ayacucho. Alliances supported to date total more than \$8 million. Partnership in process with a private sector partner which is expected to reach \$1 million in addition to smaller partnership with Intel.	Work of PCF is ongoing.
	PIPs secured for the priority regions	PIP profiles have been approved for Lima Region, Ayacucho and	

		<p>Junin. Technical expedient documents still need to be approved.</p> <p>Two additional PIPs profiles are being developed for San Martin.</p>	
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Outcome 4: Active Schools Methodology in Alternative Development Schools Implemented

Context

In Ucayali, the project continued working in 90 schools through December 2009 and with 35 schools throughout 2010. The project supported direct intervention in 55 schools in San Martin. Schools in the Alternative Development Program are in their final year of the 4 year intervention program known as Active Schools. It is also important to note that the context and conditions of the SUMA project have not been the same as in the previous AprenDes project.

A major change that has affected the program this year has been the impact of the new public teacher career track law (**CPM**) which enables teachers to become tenured if they score well on teacher examinations. For those teachers who do not achieve a high enough score to enter the public career track, they can work as contracted teachers as long as they received a minimum score. Last year, the nomination process for teachers to enter the newly approved public teacher career track began. The teacher examination process and the opportunity to enter the new public career structure has resulted in a high level of rotation among teachers throughout the school year. Typically, contracted teachers do not start until April, at least one month after the school year has begun. When teachers are approved to become part of the public career system, they can be assigned to a new school. During the 2010 school year, the project saw significant instability among the teaching pool in alternative development schools.

There are two other teacher programs, PRONAFCAP y PELA, that overlap in the implementation of the Active Schools program, which leads teachers to have to determine which approach to follow in terms of curricular programming and educational methodology. While the Active Schools model has been well received by officials in the regional government, at the school level and among certain groups of educators, especially the new teachers, there has been hesitancy and resistance towards implementing the Active School model.

In Ucayali, the project does not directly implement Active Schools but rather supports the regional government in its implementation of the PIP while supplementing some activities that the PIP does not fund. In addition, the PELA program is operating in the region, but it applies the Active Schools proposal in Spanish speaking schools. This means that SUMA has lost power and the ability to make decisions for the program.

In San Martin, the SUMA team had a change in leadership, and it took time for the new coordinator to learn the specifics of her functions and responsibilities.

Major Achievements

During the last quarter, the project held facilitator and teacher training workshops, a teacher study tour, CONEI workshops and facilitator school visits. One of the elements of the methodology is that teachers have opportunities to share their experiences and reflect on their work through monthly learning circles (CIA). When schools are first learning the methodology, project facilitators play a strong role in organizing the CIAs. Over time, the teachers and the UGELs take on this task. This is a sign of greater ownership of the methodology and of the teachers' own interest in reflection and improvement. The project has found that in most cases teachers with a good command of subject areas are leading CIAs and working groups. However, only 10% of the teachers have this level of expertise. Teachers continue to see the learning guides as a valuable tool for work in multi-grade classrooms.

The San Martín UGEL recently decided to allow teacher to devote one day per month for teacher CIAs. In Ucayali where the schools are supported under the PIP, the technical team of the PIP has not supported the facilitator CIAs as a regular activity. Nevertheless, the more veteran facilitators have developed their own CIA of facilitators to explore the themes of the guidelines, to continuously review the pedagogical proposal for Active Schools, and to analyze and discuss alternatives to the situations encountered during visits. This initiative and ownership is a good sign of the support for the methodology and the maturity of these facilitators.

Teacher training workshops sponsored by SUMA during the quarter have focused on math, evaluation of the ECE, and how the themes link to the learning guides. The project has established a detailed monitoring system to regularly track progress in the schools. Under this system, the project identified concerns relating to progress in the schools during the year.

Challenges Encountered

1. Since 2009 almost all schools in Ucayali have been under the management of the regional PIP, so there is no longer a direct intervention by SUMA. The project's ability to support the intervention is affected by some regional education officers who are not convinced by the Active Schools model. While SUMA has supported the planning of training events for facilitators and

SpotLight: *Municipios Escolares*

SUMA staff oversaw the transition of school council activities, or *municipios escolares*, from AprenDes to the current SUMA project whose staff in San Martín have worked diligently to enrich the school council experience for both the community and students in Pajarillo and Cuñumbuque. Before the school council initiative, students in these districts rarely spoke up in class or engaged in conversation with adults. Since the development of the school councils, there is a greater sense of organization in the schools and students have begun to understand that they play an important role in their own learning process. Teachers have noticed an increase in confidence levels of their students and through activities like suggestion boxes, students have begun to feel as though they can be part of the decisions that are made at the school level by voicing their opinions.

School councils have also worked with other community members to address community issues and facilitate dialogue and action that respond to the issues. The school council from the Institución Educativa de Armayari in Parajillo joined together with parents and community members to lead a local book drive in an effort to promote reading and learning. This initiative resulted in the collection of 1,000 books and a small library that is now utilized by the entire community. The activity further increased the roll of parents in their child's learning process and increased access to reading materials for all community members.

Preceding the recent local elections in Parajillo, 14 school mayors from the district worked together to host a debate in which all 11 mayoral candidates appeared on a panel in front of the community. The students asked each candidate to speak to their priority issues related to education such as teacher training, school libraries, learning materials, and recreation spaces on school grounds. Following the debate, the students summarized the issues and stances of each of the candidates, and made the document available for anyone in the community who was unable to attend the meeting.

School mayor speaking at the electoral debate



teachers, and supplements the PIP activities by supported activities such as the CONEI workshops that are not part of the PIP, decisions and monitoring of the schools are in the hands of regional education officers, who do not always follow SUMA recommendations.

2. Changes in the way teachers are contracted have resulted in a shortage of teachers. Therefore, the UGELs have not been able to keep their commitment to providing project facilitators. There have been great delays in receiving facilitator assistance and in some cases the project has had to hire facilitators in order to continue providing support to the schools. For example, the project worked with a reduced number of facilitators for a period of two months. The project technical staff had to fill in for those facilitators which in turn meant there was more limited capacity to design the workshops and provide the regular functions of organizing and managing all the activities related to these schools in the region. Given the shortage of UGEL provided facilitators, the project hired several facilitators after consulting with USAID about this additional cost.

3. The UGEL imposed a new condition for all UGEL funded facilitators this year which indicates that the facilitators must spend 20% of their time supporting the UGEL which limits the time they have to dedicate to the project. In addition, the UGEL has provided facilitators with insufficient experience in some cases.

4. This year there was a high percentage of new teachers with 44% in San Martin and 29% in Ucayali. This instability of teachers occurred the prior school year as well. Since the teacher is the main factor in the success of implementing the methodology, this high level of teacher turnover has an enormous impact on the success of the methodology.

5. According to monitoring reports, there is an increased weakness in the activities relating to school management, especially in the operation of the CONEI and the student councils. These activities require extra time and dedication for the teachers and many of the teachers are not willing to devote this extra time because they have other obligations or professional demands; some teachers participate in PRONAFCAP and these teachers are asked to design their own materials rather than use the learning guides, and many are concerned about preparing to enter the new teacher career track. In addition to the extra time for the CONEI, the process of participatory management that the Active School methodology promotes requires a paradigm shift in teachers and civil society which can be slow and can require different strategies for schools depending on the context in each community.

6. While attempts have been made in the training of teachers to emphasize the cognitive processes that children develop, some teachers have struggled with this. Training strategies must better articulate teacher practice with theoretical knowledge and training in real situations and children should also be incorporated.

7. During several years under Aprender, the project had content specialists based in Tarapoto which provided constant support in the area of communications and mathematics. Under SUMA, the project uses content area specialists during the teacher workshops. While the specialists are useful for the workshops, they cannot provide a constant source of feedback and innovation.

Proposed Solutions

Outcome 4 will conclude at the end of 2010. However, SUMA is seeking to make improvements in Active Schools to address the aforementioned concerns as it supports the continuation of the PIP in Ucayali under Outcome 3. Ucayali has an additional year of intervention with the PIP and SUMA is trying to revise the strategy for technical assistance as well as create greater clarity in the procedures and the conditions of SUMA support to the regional technical team in charge of the PIP. In San Martin, a similar strategy will be implemented once PIP 3 is approved and support continues to the alternative development schools in San Martin.

Under the proposed expansion for the alternative development program, SUMA has suggested that it hire almost all of the project facilitators to ensure their availability and full time commitment to the new schools entering the project. SUMA is also encouraging the regional governments to include the role of facilitator as a formal part of the educational management model. The SUMA team is also revising the monitoring system to include tracking of facilitator performance.

Outcome 4 Summary of Contract Activities

Requirement Number	Activity/ Target	Status	Next Steps
Active School Methodology in Alternative Development Schools Implemented	Training the teachers and provide in-classroom support	Teacher and CONEI training carried out as planned.	This work will be completed in December, 2010.
	Support continuation of teachers' learning circles.	Teacher learning circles have been promoted and they continue to function.	This work will be completed in December, 2010
	Promote the participation of parents, local communities and students using existing mechanisms.	CONEI and student councils continue. Some student councils organized activities for the municipal elections	This work will be completed in December, 2010
	Provide learning materials for students and teachers	Completed	Completed
	Engage regional government and UGEL specialists	Technical teams provide training and technical assistance to the regional and local governments.	This work will be completed in December, 2010
	Conduct M&E for the alternative development schools	2009 annual evaluation completed. Regular Monitoring continued throughout the year	This work will be completed in December, 2010

Outcome 5: Policy Dialogue, Communications, and Civil Society Participation Enhanced

Context

Dialogue between the government and civil society regarding educational policy is still a limited practice in Peru and institutionalized mechanism for such dialogue is lacking. The education sector in Peru is

SpotLight: *The JCC*

The USAID-Peru SUMA project has successfully developed an advising committee known as the Joint Consultation Committee (JCC) comprised of members from the Regional Governments National Assembly, USAID representatives, the SUMA in-country Project Director, and the Vice-Minister of Education for Pedagogical Management. The committee, which was initiated by USAID, serves as a sounding board for suggestions to resolve issues that the SUMA project encounters in one of its various components. The Vice-Minister of Education for Pedagogical Management, Idel Vexler, has voiced his satisfaction with the committee and its ability to successfully formulate positive relationships while providing solutions to real education sector issues in a transparent manner.

“I have been very satisfied with the Joint Consultative Committee. In my 8 years as Vice-Minister, this is the first time that I have seen or participated in an initiative like the JCC.”

The Vice-Minister has noted that a major advantage of the JCC is that it serves as a mechanism to suggest ideas in an open environment and to receive feedback from those who work across different regions in a variety of contexts. Vice-Minister Vexler noted, “I would like to see other education projects that work with the Ministry of Education (in Peru) adopt this model.”

According to Vice-Minister Vexler, if a consensus is not reached during a JCC meeting, the subject is put on the agenda for the next meeting, which are held monthly. The SUMA project is charged with setting the agenda and inviting the participants, however the agenda is open for modification once the meeting has convened and the discussion begins.

Most recently, an important topic raised in the JCC meeting was finding a way to accurately figure out the cost per student to attend school for an entire year. This would include access to education, materials, administrative costs for schools, and salaries for teachers. By figuring out this number, the education sector would be better able to plan activities and map out how to appropriately distribute the funds for education projects.



Vice-Minister Idel Vexler talking about the JCC

known for its centralism and its limited openness towards inter-sectoral and intergovernmental dialogue. After extensive consultation, initiatives to build consensus on education such as the Foro Educativo, the Foro del Acuerdo Nacional, and the CNE have been developed and a series of principles, policies and targets for the medium and long-term in the national education system have been agreed to but there has been little progress in the implementation of such agreements. The young SUMA project still needs to work on how to approach actors who have different perspectives and interests in education to help build bridges among civil society and the MINEDU.

Major Accomplishments

The project quickly entered into institutionalized dialogue on national education policies such as the Inter-institutional Roundtables of the CNE and the Education Commission of the ANGR. In these instances of dialogue the project reflected on and developed perspectives and joint initiatives with other institutions over decentralized education management and improving teacher performance. The same occurred in some priority regions where the project participated in forums for dialogue with the Network of Education and Culture of Ayacucho and the Regional Education Council of San Martín. The dialogue project in these instances met mainly with representatives of civil society organizations and the public sector and, to a lesser extent, international organizations and the private sector.

The project also worked to achieve mutual understanding and trust with officials from new MINEDU offices such as the Departments of Pedagogical Higher Education, Strategic Planning and Quality Measures, and Bilingual

Intercultural Education. The same occurred with other public sector organizations such as CONEACES, IPEBA, MEF, CEPLAN, and PCM, among others, whose cooperation is key to achieving several of the results of the SUMA project including improving the quality of expenditures, accreditation of quality teacher training institutions, and medium-term planning or capacity building in educational management.

Dialogues with civil society institutions focused on the discussion of matrices and preliminary delineation of LOF roles, building information systems and monitoring of PER policies, the definition of priority educational policies for the medium-term with representatives of regional governments, and building performance criteria for high-quality teacher performance and social control of education, among others.

Collaboration with the CNE over the past year has been fruitful. The project supported the organization and development of the National Pedagogical Congress for Teacher Performance in August, preceded by discussions in the SUMA priority regions with rural and urban teachers to collect their perceptions of what is successful teaching performance. SUMA also participated in the preparation and facilitation of dialogue with electoral candidates for the regional governments in which they shared advances in education and identified regional priorities of education policy for 2011-2014.

The project supported a study on the status of COPARE and its social monitoring role as well as other forms of supervision and monitoring of the education system by civil society. The results of this study were presented to the directors of the CNE and serve as a basis for a strategy to strengthen the COPARE, to be led by the CNE in 2011. Representatives of the COPARE are participating in the collection of data for the tracking systems of the PERs that the CNE has developed with project support.

As part of an effort to help civil society monitor progress at the regional government level, the project supported the CNE to create a database and tracking system of the PERs. During this last quarter, work focused on adjusting the indicators and the structure of the system. The regional SUMA consultants supported the regions in generating data required to feed the monitoring system. Experience to date has shown there is a great variety in terms of the capacity within the regions to understand and use the data. SUMA agreed with the CNE that it would have the regional coordinators work with monitors at the regional level to use the system.

The project participated in dialogue with senior officials at MINEDU to develop and approve a technical assistance plan which began early in 2010. The project participated in similar dialogues with officials from the regional governments and utilized the election process of new officers in the regional and municipal governments to organize regional political dialogue, in collaboration with other institutions such as the Roundtable for Poverty Reduction, in order to agree on priorities for education policy and governance arrangements among candidates.

SUMA staff participated in technical meetings with other international agencies like the World Bank, UNICEF, the Canadian Cooperation and ANGR for the development of a virtual system (SIGMA) of budget monitoring for the Strategic Program Learning Outcomes and training of regional government staff for implementation of the SIGMA system to manage and monitor the program budget that is

developed as part of the Plan for Budget Implementation for Results led by the MEF.

Outcome 5 Summary of Contract Activities

Requirement	Activity/ Target	Status	Next Steps
Requirement 5.2 Provide support to Enhance Policy Dialogue on Critical Aspects of Quality Education	Support the CNE to fulfill its role as MINEDU advisor and its efforts to promote policy dialogue with the participation of regional actors and civil society organizations.	Project provide support for National Pedagogical Congress, the study of COPARE/COPALE, the development of a database to track the PERs, international expertise in teacher performance	This work will be completed in December, 2010.
	Support the CNE and/other civil society organizations for regularly and advocating for higher budget allocations.	This will be part of the workplan for 2011. This work will be supported by the cost study and other proposed education finance studies.	This work will be ongoing.
	Support the COPAREs and COPALEs to strengthen their capacity to oversee education quality and learning outcomes	The project supported a study of the current status of the COPARE/COPALE to serve as a foundation for the strategy to improve these civil society monitoring bodies. The study provided recommendations for improving the COPARE. The CNE has built on those recommendations and has already begun training the COPARE.	This work is ongoing
	Strengthen oversight mechanisms for transparency, accountability and civil society involvement. Design and implement plans for oversight mechanism.	Design for oversight mechanisms completed with strategy for COPARE was completed	Completed
	Support meetings of the JCC.	Meetings with JCC have been held bimonthly at the beginning and monthly more recently. . The project serves as the Secretariat for the meetings.	This work is ongoing.
Requirement 5.2	Communications Strategy	Draft Communications	Final Communications Plan will be

Develop and Implement Communication Plan	developed and regularly updated.	Strategy submitted. Subsequent revisions have been made following discussions with USAID.	completed in October.
	Information gathered on teaching quality, student learning, educational policy, finance and decentralization and shared with relevant educational authorities.	Information gathered on education at the regional level in advance of the regional and local elections. Data is being gathered on education finance as part of the cost study which is being shared throughout the preparation of the study. Best practice and policy/practices gaps studies have been shared. An information system to follow-up PER policies is underway.	This activity will be ongoing.
	Five priority regions have developed ways to communicate education policies, initiatives and results	The communication technical team of the Regional Government of Amazonas was trained to design its communication strategy by SUMA staff. The project also collaborated with other stakeholders to develop communication materials relating to education and the election.	

The Joint Consultative Committee (JCC) of the SUMA project met regularly in the Office of the Vice Minister of Pedagogical Management to discuss an agenda of educational policy issues, including project activities, and to generate recommendations or common views on the problems and their solutions. The regular meetings of the JCC has allowed for better connections between the actions of USAID with the political priorities of MINEDU. The MINEDU has appreciated the JCC as a forum to discuss project matters and to bring together the different stakeholders regularly to discuss issues.

Challenges Encountered

1. Although the project has advanced in building trust and dialogue with the political and technical teams within MINEDU, it remains difficult to provide technical assistance in highly sensitive issues such as teacher assessment, where there is still resistance to sharing information.
2. Intergovernmental dialogue remains a challenge for the Project. There is an asymmetrical relationship between the MINEDU and regional governments, as the MINEDU still maintains much of the

decision making, and the capacity of the regions to develop their own strategies for educational reform is weak. Similarly, the regional government's lack the political will to undertake institutional reforms in dialogue with local governments.

3. The project has a communication strategy that took longer than expected to develop due to difficulties in finding a professional with the experience and skill requirements needed within the project's budgetary constraints.

4. The project and USAID still need to build consensus and common understanding on how to address specific issues such as municipalization and clarify some different interpretations of the project's scope of work.

Proposed Solutions and Next Steps

1. Strengthen staff skills in policy reform and develop new strategies for promoting inter-regional and inter-governmental policy dialogue. The transition to a new national government will present an opportunity to create new relations and means of dialogue.

2. Assess the cooperation with the MINEDU from the past year and identify ways to overcome barriers that have prevented more rapid progress in activities such as the systematization of the pilot of MINEDU's teacher evaluation system to support a successful transfer of this experience to the incoming government.

3. Improve internal and external project communications, with particular emphasis on communication with USAID.

6. Documentation of Best Practices that can be Taken to Scale

The contract requests a review of the documentation of best practices as part of the annual report. This section summarizes the status of this work.

In order to provide guidance to the DREs throughout the country as they select good pedagogical practices that they might want to implement in basic education, SUMA selected eight pedagogical approaches that have had a positive impact on student learning in disadvantaged communities. These pedagogical approaches and the institution that has designed or validated them are the following:

1. Active School (USAID/Aprendes and USAID/PERU/SUMA)
2. Reading Schools --*Escuelas Lectoras* (USAID/Centro Andino for the Excellence in Teacher Training or CETT)
3. Project to Improve Basic Education --*Proyecto para Mejorar Educacion Basico* (Canadian Agency for International Development)
4. Reading is One Step Forward --*Leer es Salir Adelante* (Banco Continental/Instituto de Estudios Peruanos)
5. Project for Education in Rural Areas -- *Proyecto de Educación en Áreas Rurales* (Ministerio de Educación)
6. Building Successful Schools --*Construyendo Escuelas Exitosas* (Instituto Peruano de Acción Empresarial),

7. Preschool Literacy and Pedagogical Training --*Alfabetización Infantil y Formación Pedagógica* (Asociación de Publicaciones Educativas Tarea)

8. Girls are Important Too -- *Niñas también Somos Importantes* (Programa de Educación Rural de Fe y Alegría/Instituto Peruano de Educación en Derechos Humanos y la Paz).

SUMA developed technical information sheets that describe 7 pedagogical proposals that were presented to the Director General of Basic Education of MINEDU. The Director suggested a revision to the format being used to make it shorter. The new format was revised jointly with the Director and later consulted with the Regional Directors for Education throughout the country. After receiving varied comments from the region, the Director decided that SUMA should prepare the documents using the new format with only two projects, Active Schools and Reading Schools, and those would be shared with the Directors for Pedagogical Management in the regions to obtain their feedback. Based on their feedback and a decision on which other approaches should be included, SUMA will complete the information on the larger group of projects.

7. Project Management

During the last quarter, project management issues covered developing the workplan for FY 2011 and addressing requests relating to the PCF including a draft re-budgeting relating to the PCF. Another issue that affected project management was the decision by several staff members to leave the project for a variety of personal and professional reasons. Despite the change in status, all of these staff members expressed a desire to support the project through consulting in other areas of their specialty.

Reflecting upon the year, many of the issues highlighted as potential concerns in the first and subsequent quarterly reports remain the same and reflect the nature of this project. These are:

- The challenge of meeting contract deliverables and targets when progress in many areas depends on actions taken by others. The most significant example of this are the PIPs. The contract indicated PIPs for each region should be approved within the first 180 days of the project. Since the regions were selected, the project worked intensively with the regional governments to develop PIP profiles. However, the PIPs are documents of the regional governments that must be approved through a participatory process and then through various levels of regional government authorities under regulations and guidelines set by the Ministry of Finance. The project's role is to help the regional governments develop their plans and prepare the documents. SUMA staff and consultants have worked intensively and tirelessly to build capacity within the regional government and to support the preparation of the required documents. In some cases, delays have resulted because the regional government changed its plan and others from delays within the regional governments. The most significant issue, however, is that the regional offices that approve the PIPs are more narrowly interpreting guidelines about which type of projects can be approved. While earlier PIPs were approved for capacity building projects such as those the project is supporting, there is now a reluctance to approve this type of project. This delay, and the potential for rejection of the PIPs, is having a significant negative impact on the project.
- Relations with the MINEDU have improved tremendously as reported in other sections; however, work with any political authorities requires a lot of sensitivity and time. Technical work, even when well backed by evidence, may not be well accepted by the Ministry due to

political considerations that may affect an issue. This can reduce the ability to control all of the technical work. The creation of the JCC and the strong relations developed with senior staff of the MINEDU has helped enormously. Frequent communications at senior levels of the MINEDU, particularly by the Chief of Party, is one strategy to minimize potential issues.

- Since many of the SUMA staff worked under ApreNDes, they were accustomed to working under a cooperative agreement. They appreciated the flexibility to innovate and respond to needs and opportunities as they arose. It has taken the staff time to adjust to work under a contract and some of the staff have felt frustrated. This frustration was one of several reasons why several staff members have decided to leave the project.
- The project has an enormous scope of work and the needs are so great that it has been a challenge to put limits around what the project can realistically accomplish. The project staff constantly see other needs and opportunities and are often eager to provide more support than the project can manage. This issue is one of resources as well as management capacity to support such a heavy workload. This limitation on the project's ability to respond to needs is another source of frustration.

Next Steps for the Next Quarter

- Evaluate our assistance to PELA and share it at the Pedagogical Congress of PELA that will be held in November
- Participate in organizing and developing the CNE's National Meeting of Regions in December. SUMA has participated in the preparatory macro-regional meetings that will help define policy priorities for the regions. SUMA hopes to present the Cost Study at this meeting
- Support the San Martin region in carrying out an assessment of the work realized in the Decentralization Laboratory and the development of its medium term plan
- Start a productivity study on the PIPs to collect evidence to present to the MEF to demonstrate the impact of capacity building PIPs
- Begin disseminating information relating to the cost study and the cost of the basic package for primary education
- Launch the project website and begin a process of continuously providing information about the project
- Complete the project team by hiring a specialist in teacher professional development, a coordinator for decentralization, and a specialist for regional development
- Begin dialogue with the DESP on improving policies and strategies and tools for PRONAFCAP based on the project report
- Work on the document to assess policies in decentralization and teacher professional development
- Complete technical assistance for the alternative development schools in San Martin and Ucayali
- Complete the monitoring system for the project

Annex 1: San Martin Regional Report

The SUMA Project began in October 2009 with the goal of continuing and enhancing the educational changes in the San Martín region through the process of decentralization of education management participation along with improving pedagogical practices of teachers. The two strategies for change that SUMA is supporting are i) the implementation of the New Model for Educational Management (NMGER) through the Decentralization Laboratory and 2) assistance to implement Active Schools in 55 rural schools and in two priority districts. In this process, the SUMA project adds an important element to the Regional Education Management Model known as Local Governance of Education, which is key to quality learning and sustainability and is being implemented in the two targeted districts.

There have been several elements that have worked in favor of the change process. For one, the regional government has political will to move forward on education change, expressed in the work of the Regional Education Commission (responsible for the implementation of educational policies). This political will allowed the Regional Government to improve the distribution of interventions among the GDS, the DRE and UGEL in policy and operational aspects. There has also been improvement in the planning process. In addition to the PER, the region developed a multi-year plan, the Plan del Gobierno Multianual de Educación (PGME) 2008 - 2012 and operational planning or Plan Operativo Institucional (POI) of the DRE and UGEL, which includes the programming of activities, results and resources. The process is currently articulating the POI of the UGEL with local governments, CONEIs and local education networks.

The PIP, as a funding strategy, helps to carry out the planned innovation in pedagogy and educational management, providing resources through participatory budgeting. Additionally, technical teams are strengthening capacities to develop methodologies and tools to put into practice the education proposals in progress.

There have also been, however, many elements that hindered or disrupted the process. For one, the process occurs without the systematic involvement and commitment of civil society (particularly teachers). As decision makers, the GDS and DRE have expressed little interest in involving the community in the change process, which prevents engaging civil society organizations.

Another factor has been the poor communication of the progress of the change process, whether through print, radio or television, a fact that has drawn criticism in the media sector and among teachers. Furthermore, what happens at the regional level often occurs separately from what happens at the local level. Regional government officials and technical staff are not conscious yet of the need to involve the local level of government, which creates tensions and distortions particularly in the implementation of the NMGER.

The major achievements for the region of San Martin have been the following:

Institutionalization of NMGER. The project has worked to institutionalize the NMGR and start its implementation with the support of PIP3. This PIP, which the government has committed to approve, will allow funding to implement the new functions in the DRE, the UGEL, the GL, networks and IE/ CONEI, in a manner which makes pedagogical concerns a priority and with a focus at schools.

Commitment of funds for the regional government. The funds have been committed to ensure the continuity of the change process such as: 1) implementing the NMGER through PIP3, supplemented by laboratory districts of Parajillo and Mariscal Cáceres, with their respective PIP funds and; 2) implementation of a system of continuous training of trainers in PIP 5, early childhood care and prioritized policy of PER through PIP4, and expansion of the PPI and NMGER / GLE (Local Governance in Education) with PIP3.

Vision and consensus. A shared vision has taken hold in the process of educational change by the regional government, the GDS, and the DRE, directing it towards a systemic process of educational reform, which strengthens educational change. The consensus reached through advocacy around the regional elections campaign on the need to continue, expand and deepen the educational changes taking place in the region and ensure its quality is another relevant accomplishment supported by SUMA. The same process occurred at the local level under the leadership of school municipalities.

Sustainability. The proposed changes in education in the region were approved by the Regional Education Commission (CRE) together with the approval of a PIP2 continuity plan to provide resources to continue the activities that began under PIP 2 for the three more years. These decisions will allow the Regional Government to pursue the policies of the PER for the same period of time. Technical and pedagogical aspects of PIP2 management will be closed at the end of the year.

Laboratory Districts. The Education Decentralization Laboratory model was approved by regional ordinance and publicly presented to the education community on May 30, 2010. The project has provided the regional government with the opportunity to perform on-site monitoring of the model (two districts) and will gather information that will enable more informed decisions on how to adjust the model and replicate it at the institutional levels or within other local districts in the region.

Priorities of some functions have been identified for schools, networks, UGEL and municipalities for education management in the two laboratory districts in order to develop local capacity, policy reforms and process redesign.

The project has been in contact with researchers for the development of a laboratory baseline which will subsequently measure how and to what extent the new features have an impact on improving learning for children in the two districts. Additionally, the regional government has been kept informed of the laboratory activities through the Regional Education Commission.

For the first time, the project will be implementing the Active Schools methodology in all schools within a defined region. Previously, schools where the methodology was being implemented were scattered across several districts and therefore municipal political authorities and community leaders could not commit as much effort as they can now.

The following are challenges for 2011:

The SUMA team will support the participatory assessment of the implementation of PER policies, which help to demonstrate the successes and oversights of its support, uncovering the strengths and weaknesses of the region to allow the project to organize a systemic intervention for educational reform, as mandated by the second term of the recently reelected Regional President.

The implementation of the new functions of the local actors in Local Governance of Education, articulated at the regional level, should effectively contribute to improving student learning in the two laboratory districts and will be an issue to be addressed. The team should also support the organization of the intervention in 2011 of the GR / DRE with the implementation of PIP3, PIP5 and Sustainability Plan for PIP2, as part of the process of educational reform. At the local level, there will be implementation of the small PIPs of the laboratory districts.

There will also be a re-launch of the Integrated Pedagogical Proposal for Active Schools, to help innovate and recreate the methodology, with pedagogical and didactic strategies to help arouse interest and involvement of stakeholders in the education community

Annex 2: Ayacucho Regional Report

In late 2009, the Ayacucho region initially agreed on a Regional Agenda with the collaboration of SUMA for the educational processes that are underway in the region, ensuring the implementation of the PER on decentralized management and quality of education.

In this context, SUMA has been interacting with the key education actors in the region such as DREA, the Network for Educational Quality, teachers through SUTE-A, and the Regional Government. The Regional Education Director has been key to supporting the ongoing process because of the trust developed with the Regional President, and in dealing with the pressure from the confrontational SUTEP and the DREA Union in relation to the PELA. This process of resolving conflict between different parts of government and between the Regional Government and trade unions has been a favorable factor for educational management this year, creating more favorable conditions for the PER to move forward.

SUMA has been working to strengthen its relationship with the Network for Quality Education by the development of the PIP and later through policy dialogues on regional education priorities among political parties running for office, building of the Information System for the PER and the eventual formulation of the Medium-term Plan for the implementation of the PER once the *expediente tecnico* of the PIP is finished. The scope of work of the Network, which coincides with the objectives of SUMA, aims to bring together the efforts and influence of political, economic and social actors to implement policies in the region and thereby ensure the improvement of educational quality.

The COPARE has failed to rethink their actions and their role in accompanying and monitoring the decentralized education management activities. Therefore, it is necessary to develop other areas of participation and monitoring management policies for the PER-Ayacucho, one of which may be through the Network.

The major achievements of the SUMA technical assistance in the region are:

1. Formulation of the PIP at the *expediente tecnico* level. SUMA has given great attention in recent months to complete the *expediente tecnico* of the PIP "Strengthening Teaching and Managerial Skills in the Education System of the Ayacucho region," (code 123350 SNIP) which began under the technical assistance by ApreDes in 2008 and 2009.

The formulation and completion of the *expediente tecnico* of the PIP has been the main objective of the DREA, the Network for Educational Quality and the Management of Regional Social Development of the Regional Government in Ayacucho, although the presence of DREA specialists has been reduced in recent months. This task of formulating the *expediente tecnico* with ETR was completed in first two quarters of 2010.

In July, on the verge of completing the *expediente tecnico*, the technical assistance from SUMA was suspended briefly by the change of regional consultants in the area. The new project consultant coordinated with the Regional Technical Team to establish 3 working committees to complete the final document. With the institutional support of SUMA as well as other organizations such as Tarea, several work meetings were held. Between the 16th and 20th of August, meetings were held daily and the matrices of the 3 components were completed. From the 26-28 of August a workshop was coordinated, organized and carried out with members of the Regional Technical Team to validate the final version of the *expediente tecnico*.

In August and September, the SUMA team responded to comments from the OPI of the Regional Government, and expects to receive final approval for implementation to begin implementation at the beginning of 2011.

2. Advocacy for regional elections. In Ayacucho, advocacy and policy dialogue was initiated by the Bureau for Cooperation to Fight Poverty and supported by the Advocate of the Township, the Regional Government of Ayacucho, and the Network for Education Quality of Ayacucho, an important group of institutions whose efforts contribute to educational development and implementation of the Regional Education Project, consisting of Centro Loyola, Kallpa Association, UNICEF, Tarea, USAID / PERU / SUMA, Andean Development Workshop TADEPA, Chirapac, World Vision, and Movement of Working Children and Adolescents MANTHOC, among others.

The roadmap developed with technical assistance from SUMA first focused on a review of the implementation of the PER, to later agree upon an assessment of educational policies "From PER to the Regional Agenda: Assessment." These early findings will be brought to the attention of various actors involved in educational issues in the "Education First" forum to sign the Governance Agreement. SUMA supported the assessment of the implementation of educational policies that lead to the review or "Balance" developed by the Network. The commitment of the institutions and elected officials after signing the agenda, suggested that the Forum would be permanent, and that once the appointment of the new regional authority was official, they would ratify the commitments and develop strategies and programmatic alignment in the planning and budgeting for the new government.

The "Education First" forum provided the space for the signature of the Governance Agreement "On Intercultural Education and Inclusive Regional Development of Ayacucho" in the city of Huamanga on September 9th, and the document of priorities was signed by the political parties and candidates for the Regional Government.

In the Southern Macro-Regional Meeting organized by the CNE and ANGR for the definition of a common educational agenda, the delegation of Ayacucho, with the technical support of SUMA, was one of the 2 regions that shared their experience of advocacy and signing of the agreement as a model for other regions. SUMA's commitment for the next quarter is to work on the adequacy of governance

arrangements in education in a communication document intended for civil society and the new regional authorities that were elected on October 4th.

3. Design of the information system for monitoring the PER. At the request of the CNE and as part of the collaborative partnership with SUMA, the project has been contributing to the process of information gathering and developing of the monitoring and reporting system of the PER, for which the SUMA regional consultants have participated in training, workshops, and work meeting in the region to complete the data requirements of the CNE.

Annex 3: Lima Regional Report

The first year of SUMA technical assistance to the Lima region was spent accompanying the technical and regional government authorities and the Regional Bureau for Education within the framework of the Regional Agenda for joint collaboration with USAID / PERU / SUMA for 2010. This agenda provided a common set of education interests between the project and the region, which will be formalized through a signed Memorandum of Understanding, which will happen in late 2010.

Policies for educational change in the region have not been articulated through a shared vision, as the PER is a document in progress and that has not yet been socialized or owned by those involved in regional education. The presence of SUMA in the region, therefore, has had a favorable effect in bringing the actors into a common approach towards educational management and strengthening the technical and the political voice of certain groups of officials and authorities inside and outside the region. During 2010, activities were focused mainly on PELA, the formulation of a Public Investment Project organized by the Spanish Cooperation of Peru to finance the Regional Curriculum Design, an in-service teacher training program, and the completion of the final version of the Regional Education Project and monitoring that is performed by the COPARE. A permanent presence of the project has been achieved by having a regional consultant who knows authorities and political processes, allowing SUMA to have a substantive role in promoting opportunities for dialogue in the pre-election scene as well as the political decisions of the regional government.

The most favorable factor at this stage is that the individual actors who lead some of these initiatives are beginning to understand the PER as an instrument of regional educational policy and less as an abstract vision. Although still concentrated in a small group of individuals, these actors are working towards change and are participating in various opportunities for consultation at the same time. Their level of influence with the authorities has increased, allowing them to coordinate and integrate processes with the objectives of the PER.

The processes, however, are advancing slowly due to poor coordination between the Social Development Division of the regional government and the Regional Bureau for Education (DRE), as there is distrust and high turnover of staff at headquarters and inside the DRE. Additionally, the technical teams responsible for managing key processes are overloaded with administrative tasks. While it is clear that there is political will for change in the objectives of the newly formulated PER, the pre-election climate meant that the regional government was not able to concentrate on specific policy priorities and sustain it throughout the year.

Another factor that has contributed to slow down these processes and others committed in the Regional Agenda has been the absence of the Regional President Nelson Chui who tried to start his campaign reelection in October 2009.

The achievements for the region have been:

1. Completion of the PER. Since SUMA first began working in Lima region in November 2009, the project has provided technical assistance for the editing and publishing of a reader-friendly version of the Caral Regional Education Project 2021, which was approved by Regional Resolution Direction 001812 on December 10 and presented in a public ceremony by the Regional Chairman, Mr. Nelson Chui, and to Regional Director of Education, Bertha Terrazas, on December 14th 2009.

With the technical assistance of SUMA, the Technical Secretariat formulated a roadmap to include the identification of goals and formulation of indicators to get approval by Regional Ordinance before the year's end. In September, SUMA supported the development of workshops with the Technical Secretariat for this purpose as well as in the socialization of the COPARE assembly. The roadmap has been fully completed.

2. PELA Management. SUMA technical assistance to the management of the "Learning Outcomes on Completion of the Third Cycle PELA" began in December 2009 with the formulation of a roadmap for planning and program implementation for 2010. The project provided constant support for operational and financial planning to the technical team of the DRE through three workshops with planners, financiers and DRE staff to ensure resources for teaching strategies and identify targeted educational institutions. Despite these efforts, there has been gridlock in financial planning at the level of the UGEL because of the confusion caused from the dual relationship with both the Planning Office of the DRE and with the Planning Office of the Regional Government.

SUMA provided ongoing technical assistance to the Regional Technical Team, formed in April 2010, providing guidance for business planning, development of the contents of the training and support strategies for trainers and facilitators, and for materials development, monitoring and evaluation guides, and other education management documents. SUMA supported a Workshop I (April 26-30 in Huaura) and Workshop II (August 23-31 in Huacho) in which participants included teacher facilitators, evaluators and specialists from the UGEL. In the first training there were 118 teacher trainers from initial and primary, and 12 evaluators and specialists. The second training had 75 teacher trainers and 16 evaluation and specialists from UGEL.

The SUMA project has maintained a connection with the ETR, accompanying them in the workshops organized by the MINEDU, advising them and being part of the training sessions and dialogue driven in macro-regional workshops of the ANGR (July 2010), and in opportunities for exchange promoted by SUMA where teams of five priority regions have been able to exchange strengths and challenges.

3. Formulation of the PIP at the profile level. In early April 2010, the region agreed to participate in the Spanish Cooperation of Peru request for proposals and requested technical assistance from SUMA to formulate a proposal for the Public Investment Project that focused on Regional Curriculum Design, In-service Training Programs, and the strengthening of educational management. A team was formed with

members composed of the DRE, GDS and some from UGEL, and with the support of the DRE director and the DS manager.

From April to September, SUMA helped organize 5 Project Formulation Workshops and three meetings with the Regional Technical Team appointed by the Director of the DRE. The DCR Coordinator of the Junin region visited Lima Region to exchange lessons learned from this process there, and the San Martín educational experience was shared by members from the region from June 14-18.

After completing the PIP profile "Strengthening the Development Capacity in Basic Education in the Lima Region," it was presented to the regional authorities on July 20th, officially submitting the project for consideration. On August 2nd, it was endorsed by the Regional President.

If Lima is awarded funding by the FPE, SUMA is committed to support in the formulation of the PIP's *expediente tecnico*. If this is not the case, the regional government will incorporate these initiatives within its modified 2011 budget, thereby ensuring that regional policies reflect priorities that can be implemented.

4. Restructuring process. Since completing the Regional Agenda, one of the priority activities was to initiate the process of restructuring in education in the Lima region because the President had declared the regional education system to be in emergency status in 2009 and had appointed a Reorganization Commission to outline a first draft of the necessary restructuring actions needed towards modernization, contextualization, and decentralization of its educational management model. There was also explicit political will to support the decisions necessary for reorganization and there were technical teams and resources devoted to this task.

In the first quarter of 2010, SUMA took several approaches to dialogue with the actors of the Reorganizing Commission regarding the preliminary proposal designed, and shared with them the technical inputs and recommendations necessary to address its implementation, including accurately defining the decentralized model of the proposal, developing a participatory formulation process with local stakeholders and communities, and targeting a first pilot district intervention. SUMA accompanied the region in several coordination meetings with the Office of Management and Education Support (OAAE) at the MINEDU and raised the possibility of forming a multidisciplinary team to develop the plan. The SUMA project also facilitated dialogue with the General Manager, Regional President's advisers and the Director of Social Development to try to resume the process and test a new model of decentralized management in the region. Unfortunately, in the second and third trimesters, this process has been paralyzed by the political changes from the regional elections.

5. Promotion and advocacy for regional electoral dialogue. The year has been a particularly busy one politically speaking due to the pre-electoral climate in which 16 parties and regional movements were listed (an increase from 10 candidates listed in 2006).

Given this context, since June 2010, the group accompanying the MCLCP in the region agreed to the formation of the Initiative Group of the Regional Governance Agreement, whose objective is the development of the "Regional Governance Agreement" and the organization of the event in which the candidates for Regional Government sign the document in a public forum.

On June 24, SUMA joined a group convened by the MCLCP to offer technical input for the strategies presented by the National Board and Advocacy Committee of the CNE and Inter-Institutional Board of Management and Decentralization, helping to define a roadmap for the Governance Commission. During August and September, SUMA collaborated with the Commission to create a balance in the implementation of educational policies in the region, and found gaps and challenges associated with those gaps. That input has enabled the Commission to develop the outline and methodology so that on September 21, 14 of the 16 candidates for the regional president could sign the "Agreement on Governance for Human Development and Decentralization of the Lima Region 2011 - 2014," at an event attended by over 600 participants from various organizations and institutions in the region. SUMA's commitment after the signing of the Act is to support in the last quarter of 2010 establishing education priorities in a short communicational document and distribution to the community and new authorities.

On September 27, SUMA participated in Lima region 2nd Mid-West Macro-regional Meeting sponsored by the CNE and ANGR called, "Towards a Common Educational Agenda" where the delegation of the Lima region was one of the 2 regions convened that could share the experience of the signed agreement previously mentioned and can serve as a model for implementation of similar processes in other regions.

6. Information system. One of the SUMA's commitments was to support the CNE in the development of an information system and monitoring of the PER. The Lima region has developed the Monitoring Committee of the PER who, with the technical support of SUMA, has been preparing the necessary inputs for the System.

In April and September 2010, SUMA supported the CNE in developing workshops in the regions for the collection and analysis of information required in the system's indicators. The Lima region participated in both workshops as well as the regional SUMA consultant.

The consolidated information by the region to meet this request of the CNE has been utilized to create a regional assessment that will support the version developed by the PER.

7. Teacher Education. Since the beginning of 2010, the DRE, through its director, Attorney Humberto Rossi, referred to the development of a program for in-service teacher training as a priority for the Lima region. SUMA pledged to support this effort and suggested that the region incorporate this activity into the PIP profile that was being designed. SUMA participated in the formulation of the PIP workshops to guide the team in drawing on the contents and focus of the program.

The project also promoted the organization of Dialogues of Good Performance with teachers from the region, in coordination with the CNE. On June 4th there were 46 teachers from urban schools that participated and there was participation from 38 teachers in rural schools.

One concern brought up by the regional government this year was the delay in the signing of the MOU with USAID. This should be of great priority in the coming months for USAID/Peru to reschedule a date for this public signing to maintain positive relations with the regional government.

Annex 4: Junín Regional Report

Context

The Junín region received support from USAID/PERU under the Aprender project when it received support to begin developing a PIP in education, a model for educational management and a strategy for in-service teacher training programs, both of which were priorities in the region's PER. The project involved authorities and officials from the region in exchanges with other regions in the Aprender project and facilitated dialogue between regional authorities and other organizations such as the CNE, and MINEDU ANGR.

As a product of the trust and collaboration that grew over time, both the regional president and the Regional Director for Education signed a letter which laid out the technical assistance the project would provide. Because the regional government was initially focused on completing the curriculum design, more intensive work in Junín did not begin until late March 2010.

In terms of political, social and technical development, the work on the DCR has been a mechanism to bring together different views on teaching and a means for stimulating priority policies in the region. SUMA began its work by using the PIP as an opportunity to articulate regional priorities and place the DCR as the central focus for the implementation of the PER.

In conversation with the regional government, SUMA agreed to support three technical teams and worked with each team to develop an action plan. These teams, created under a resolution, are in-service teacher training, model for educational management model and formulation of PIP. Over time, another technical team for the DCR also worked closely with SUMA. In addition, the three teams created mechanisms for collaboration among them to create a common vision of educational change. SUMA also believed it needed to engage with the COPARE given its role in coordination and monitoring and its potential role to advocate for policy priorities with the next regional government and its role in validation and management of information systems that were tracking progress on the PER.

Given the large workload, and the need to build a strong relationship with the regional government, SUMA thought it was essential to have a regional coordinator. The accomplishments in the area are the following:

1. **Formulation of a PIP profile.** This line of work focused on the development of the review and revision of the PIP and advocacy activities with regional authorities to facilitate its approval and the development of the PIP technical document. In April, a series of workshops and meetings were held with the technical team to develop the PIP profile study "Improving the quality of education at the primary level educational institutions of the EBR located in 17 districts in the first quintile of the Junin region". In May, the team began a socialization and advocacy process with the office responsible for the PIPs within the regional government, the OPI, and as part of the participatory budgeting process to include it as one of the priorities to be financed in 2011.

Beginning in June, the OPI office provided its observations primarily focusing on whether the profile is consistent with the objectives of the public investment program. These political and bureaucratic processes and disagreements have greatly delayed the process of approving the PIP profile. SUMA hoped these issues would be resolved by October which was the target date set to work on the technical document of the PIP which would be developed as part of a Diploma program under an agreement with the Universidad del Centro with the Gerencia of Education. This work with the

University will enable the members of the PIP development team to build capacity in project design while receiving a certification and recognition for this work. This collaboration with the University and the process of developing the technical document will be an essential phase in building the capacity of the regional team members.

- 2. Teacher Training.** The project committed to support the development of a plan for in-service teacher training as part of the implementation of the DCR and as part of the PER which places a high priority on capacity building for teachers in the regional governments education plan through 2012. The team has developed an action plan and an initial list of teacher competencies and competencies for teacher training and focus areas for teacher performance in a manner consistent with the PER. SUMA proposed that the this team be in charge of the design of the teacher training component of the PIP once the work on the technical document begins.

A critical moment in this process has been the identification of the pedagogical principles that underlie the regional curriculum which came out a teacher training plan developed under the AprenDes project and the out of the active school methodology. This process affirmed the pedagogical principles that are part of the PER's vision for education and the development of the DCR. SUMA facilitated this reflection of the pedagogical approach behind the teacher training program.

- 3. Model for Educational Management.** One of things that the region of Junín learned from the experiences of AprenDes in San Martin, Amazonas and Lambayeque was the process of designing of a new model of educational management. Beginning early in 2010, the region formed a technical team responsible for creating the roadmap for the design of the model its design, ensuring that the model was appropriate for the PER, and incorporating the strategy and activities into the PIP profile.

SUMA assisted in the facilitation and implementation of four meetings between April and July with the management team (made up of approximately 15 people including officials from the DRE, COPARE members, UGEL managers and school directors) to develop the timeline for decentralization, the chronology for decentralized management of the regions, the approach and principles of the decentralized management model and a diagnosis of educational management. Since these first meetings, the team has focused on making the PER the starting point for the management model with placing education management and the school at the center of the model. One of the critical moments of this process of reflection was the dialogue created by the project with the MINEDU region to exchange views and positions regarding the roles of the school in a decentralized context and implications of this in the creation of the LOF.

Unfortunately, the dynamics of this team is very centered around the coordinator who uses the management model proposed by AprenDes as a reference point and the principles of the DCR to define the design of the management model design. While this approach is interesting because it places what the students will learn at the center of the process, it presents the road map as a step to create the DCR and not to create a regional educational management system. This confusion was resolved but attention will need to be placed on creating greater clarity among these two goals as the process moves ahead.

SUMA staff had the opportunity learn about an interesting experience in local management in the

Janjaya community where the district municipality is taking on the challenge of building governance practices and school management with the active involvement of the community while also looking at the schools within a multi-sectoral framework. The experience of this community can be helpful as SUMA supports the development of innovative models for local management.

- 4. Citizen Participation.** SUMA has also promoted dialogue and consensus building for the COPARE focusing on three activities promoted by the CNE, the information system for the PER, dialogue on good teaching practices and advocacy around the elections.

Within information systems, the regional coordinator has been actively participating in the COPARE assemblies and working committees designed to collect information necessary. Unfortunately, the committee has not had very consistent level of activities and has not been able to complete the request and timeline set by the CNE even though SUMA used strategies to promote greater awareness and interest over time.

In terms of the dialogue with teachers that took place in June, the project supported dialogue with a large number of teachers in rural and urban areas and their comments was incorporated into the larger work done by the CNE.

In terms of the elections, SUMA participated in the organizations created by the Round Table for the Fight Against Poverty beginning in June that resulted in the signing of an agreement among the regional candidates and support the development of an assessment of the implementation of education policies in the region. In September, the Agreement for Governance in Decentralization and Development for the region was signed with an acknowledgement of the support of SUMA and other projects. The commitment with the region was to create indicators and goals related to the governance agreement for education in a short, communicative and accessible document oriented to civil society and focused on the transfer of functions to the new regional and local authorities.

- 5. Articulation of these processes within the framework of regional development.** SUMA has been working to find opportunities for reflection with all the actors involved and to integrate their different activities. For example, the process of revising the PIP was an opportunity to stimulate the work of the ETR to address other issues relating to public policy. The early workshops to create the roadmap for the teacher training groups were done to help them reorient the strategy so that it was seen as part of the larger development of education in the region. The teams also saw the DCR as a central policy that affects teacher education, educational management, participation in civil society, development of materials and equipment/infrastructure. As a result, the PER would be linked to the DCR, the in-service teacher training program, the design of the educational management model and the development of education materials. This should allow for a gradual systemic transformation of the regional technical teams. The challenge for SUMA is now guaranteeing that this progress continues with the new regional authorities that were recently elected.

Annex 5: Ucayali Regional Report

Context

SUMA began its activities in the region of Ucayali in September 2009. The Project launched into its work by first contacting the PIP ETR to learn about the activities the team had scheduled for the year and what work they would like SUMA to help implement during 2010.

On November 23, 2009, at the headquarters of the Regional Government of Ucayali, a meeting was convened by the Regional Vice President, Mr. Lutgardo Gutierrez, which included authorities and officials from the education sector and as well as from international donor organizations. The goal of the meeting was to define and validate the 2010 education agenda for the Ucayali region, in terms of its work with international donors and within the framework of implementing the Ucayali Regional Education Project. The objectives of the agenda included:

- Validate the 2010 education sector priorities for the Ucayali region and define the mechanisms for working with international donors.
- Discuss the possible interventions provided by donors according to the educational priorities of the Ucayali region.

A few issues came up during these initial discussions with the ETR which SUMA had to resolve before it could begin its work in the region. Since all of the alternative development schools are part of the PIP, SUMA's support to these schools takes place in a different context. Rather than directly implementing programs at the school level, the Project provides technical assistance to the ETR and the team of facilitators. Initially, this type of collaboration was not well received by the PIP ETR since they thought the Project support would interfere with their work but this resistance was overcome after several coordinating meetings.

Another issue facing the SUMA team is the elections for local and regional governments. Leadership within the Social Development and Regional Education offices were focused on communications and the elections and gave less attention and resources to the PIP and PELA. At one point, different political interests threatened the continuation of the implementation of the PIP. In addition, coca growers in the province of Padre Abad also took advantage of the elections to voice their own demands, causing the postponement of some workshops and other disruption to the normal implementation of the Project's activities.

However, despite disruptions from the elections, SUMA was still able to collaborate with political leaders in the region and secure greater support for continued work in the area of education in Ucayali. One of the important political achievements of this year included working with the vice president of the region to secure a decision to maintain the work of the PIP for another year. SUMA was also able to convince the Regional Education Director through the Director of Pedagogical Management to utilize the pedagogical approach of active schools as the education model to be replicated in the region through the implementation of PELA in March 2010. This Director has been very clear that he wants Active Schools to be the pedagogical approach for the region. The Project also helped to establish the technical team for the development of the In Service Teacher Education System.

Activities Specific to PIP and PELA

The technical assistance that the SUMA team provided to the PIP included supporting the ETR through the entire process of designing, organizing and implementing 3 training workshops for facilitators and 2 workshops for teachers. This included contracting specialists in mathematics, communications and materials and engaging the efforts of SUMA's technical teams from Ucayali, Tarapoto and Lima. SUMA also included the PELA team at these workshops. In addition to these specific activities, SUMA provides ongoing and frequent guidance on the overall strategies and implementation of both programs. The SUMA team worked hard to communicate to the Vice President of the region the importance of maintaining the same ETR and facilitators for the continuation of the PIP. Thanks to the support of the Vice President to keep the team together, the PIP was able to continue its work smoothly through the year and the facilitators and ETR continued to build their capacity.

System of In Service Teacher

In June, SUMA began talks with the President and Education Director of the region, to begin planning the development of the Regional Teacher Education System. Since these initial discussions, the SUMA team has started to design the system with the help of a consultant who provides technical assistance. SUMA has also managed to establish a technical team which was approved by the directorate. The Project implemented two workshops to discuss and develop issues concerning the diagnosis of the education situation in the region.

The Regional Teacher Education System is being developed in coordination with UNICEF who has hired a consultant to coordinate the work with the SUMA consultant. The UNICEF consultant is also responsible for tracking each of the tasks of the workgroups and to systematize the information. Two teachers from the DRE for Ucayali have also been working as part of the technical team for this activity.

Challenges

Because project staff do not directly act at the school level, it is harder for the project to ensure appropriate implementation of the methodology in the classroom. Cuts in the PIP budget have meant that the regional government did not have funds to print the second and third learning guide, support the Resource Centers and some of the schools do not have a sufficient number of guides due to an increase in students or because the guides have deteriorated over time.

Due to national policy changes discussed elsewhere in the report that affects how teachers are hired and mobilized, there is a high turnover of teachers. Twenty-nine percent of the teachers in the group of 35 schools are new and in many cases are resistant to the changes the Project proposes. This follows on many changes in teachers in the prior two years. Another challenge is a lack of coordination between the PIP and PELA interventions in some schools can create confusion for the teachers.

In terms of the facilitators, teachers were not released from their positions to become facilitators which resulted in a three month delay for some facilitators to be named. This negatively influenced the schedule for training and support. In a few cases, the facilitators do not have the experience in active schools and therefore lack the knowledge necessary to support teachers that already have been working with the pedagogy.

Despite the good relationship between the ETR and the SUMA team in Ucayali, the ETR and SUMA have at times struggled to get support from the DRE. For example, due to decisions by the DRE and the UGEL from Padre Abad, there have been cases where positions left open by teachers who become facilitators have not been filled. The consequences of these decisions have meant that students in the *Nuevo Oriente* school have been left without a teacher and the Andres Avelino Caceres school have had to close since the UGEL and DRE did not have other teachers to fill the positions. Some principals and teachers leave schools for two or three days per month and none of the governing agencies do anything to prevent this from happening.

Other challenges result from the fact the PIP did not include funding for the full methodology. For example, the PIP does not cover the CONEI workshops. While the Project has paid for these workshops for the Project schools, the omission of this component of the active school methodology undermines this component in the eyes of the teachers even though the CONEI is a means for improving school management. When school directors do not play a leadership role with the CONEI, the functioning of the CONEI is typically much weaker.

Administrative issues have created other challenges. SUMA does not have access to timely information on the schools' progress and challenges and the region has not determined the process for delivery of monthly reports. The lack of monitoring data, makes it hard for the project to guide the facilitators in how to address challenges. New time-consuming administrative processes have meant that facilitators spend less time in schools and more time processing paperwork and the region has not set policies for per diem reimbursement creating a disincentive for carrying out all school visits. The schools have been affected by the loss of facilitator support, which may be part of the low results in the most recent monitoring report. The end result of this constant shifting in policies and procedures. that The report shows that Only 16% of schools reached the intermediate level, the third of four levels, this year as opposed to 48% in 2009, while the majority, 51%, are still at the beginning level and 23% at the first level which is for schools that have not reached the beginning level.

Interference from the Ministry of Education has also caused some issues for SUMA. Instead of allowing the regions to choose the pedagogical approach they would like to implement in the PELA supported schools, the Ministry has asserted that it has the authority to decide what happens in the schools. Furthermore the ETR and those working with PELA have shown little commitment to the work to be undertaken. Another issue is that the regional government technical team has demonstrated serious resistance to managing capacity development projects, making it very difficult to ensure proper management of the PIP.

Next Steps

- Funding within the PIP budget has been secured to continue support to the group of 35 schools. It is therefore vital that at the start of the year, USAID, the Regional Government, SUMA and the ETR for the PIP have a planning meeting to develop a support plan and outline the work, responsibilities and commitments to be completed by both SUMA and the ETR.
- With input from both the ETR and the Regional Government it will be necessary develop an evaluation of 2010 PIP activities and include documentation of the experience of implementing the PIP until the end of 2011.
- The project should strengthen development capacities of the UGEL technical teams to implement and monitor the Active Schools methodology in the PIP2 and PELA.

Annex 6: Indicators

N	Indicator	Date measured	Period	2010 Data				2011 Data	2012 Data	2013 Data
				Target	Result	Region/Population Covered	Comments	Target	Target	Target
I. Standard Indicators										
1	3.2.1.C Number of administrators and officials trained	Sep-10	Jan - Sep 2010	300	1109			300	300	300
	3.2.1.C-a number of men	Sep-10	Jan - Sep 2010	240	671			225	219	210
	3.2.1.C-b number of women	Sep-10	Jan - Sep 2010	60	438			75	81	90
2	3.2.1.N Number of learners enrolled in USG-supported primary schools or equivalent non-school-based settings	Jun-10	Jan - Sep 2010	30000	62034	Corresponds to: 1.SUMA Schools (35 in Ucayali, 55 in SM, 20 Laboratory schools), 2. PIPs: PIP2 SM, PIP1 Ucayali, PIP 1 Amazonas 3.PELA: SM, Ucayali, Lima Region, Ayacucho and Cajamarca		40000	50000	50000
	3.2.1.N-a number of men	Jun-10	Jan - Sep 2010		4234	Corresponds to: 1.SUMA Schools (35 in Ucayali, 55 in SM, 20 Laboratory schools), 2. PIPs: PIP1 Amazonas	The Regional Government does not have information on the number of students disaggregated by sex, except in the case of PIP1 in Amazonas			
	3.2.1.N-b number of women	Jun-10	Jan - Sep 2010		3956	Corresponds to: 1.SUMA Schools (35 in Ucayali, 55 in SM, 20 Laboratory schools), 2. PIPs: PIP1 Amazonas	The Regional Government does not have information on the number of students disaggregated by sex, except in the case of PIP1 in Amazonas			

3	3.2.1.X Number of teachers/educators trained with USG support	Sep-10	Jan - Sep 2010	2000	29204	Corresponds to: 1.SUMA Schools (35 in Ucayali, 55 in SM, 20 Laboratory schools), 2. PIPs: PIP2 SM, PIP1 Ucayali, PIP 1 Amazonas 3.PELA: SM, Ucayali, Lima Region, Ayacucho and Cajamarca		300 0	400 0	400 0
	3.2.1.X-a number of men	Sep-10	Jan - Sep 2010		117	Corresponds to: 1.SUMA Schools (35 in Ucayali, 55 in SM, 20 Laboratory schools)	The Regional Government does not have information on the number of teachers disaggregated by sex.			
	3.2.1.X-b number of women	Sep-10	Jan - Sep 2010		99	Corresponds to: 1.SUMA Schools (35 in Ucayali, 55 in SM, 20 Laboratory schools)	The Regional Government does not have information on the number of teachers disaggregated by sex.			
4	3.2.1.R Number of Parent-Teacher Association or similar 'school' governance structures supported	Jun-10	Jan - Sep 2010	100	103	Corresponds to: 1.SUMA Schools (35 in Ucayali, 55 in SM, 20 Laboratory schools)		20	20	20
5	Number of people trained in monitoring and evaluation with USG assistance	Sep-10	Jan - Sep 2010	50	221			50	50	50
	a) number of men	Sep-10	Jan - Sep 2010		135					
	b) number of women	Sep-10	Jan - Sep 2010		86					
II Other Required Indicators										
6	PELA indicators									
6 a	Number of PELA supported schools	Sep-10	Jan - Sep 2010		1491	Corresponds to: Ayacucho, San Martin, Lima Region, Ucayali and Cajamarca	This information has been taken from SIGMA - Integrated Management and Monitoring System for Accompaniment of PELA.			
6 b	Number of PELA supported teachers	Sep-10	Jan - Sep 2010		27551	Corresponds to: Ayacucho, San Martin, Lima Region, Ucayali and Cajamarca				

6 c	Number of PELA supported students	Sep-10	Jan - Sep 2010		53844	Corresponds to: Ayacucho, San Martin, Lima Region, Ucayali and Cajamarca			
6 d	Total amount of PELA budget in 5 priority regions (S/.)	Sep-10	Jan - Dec 2010	S/. 18,000,000 .00	S/. 22,776,199 .00	Corresponds to: Ayacucho, Lima Region, Junín, San Martin and Ucayali.			
6 e	Total amount of PELA execution in 5 priority regions (S/.)	Sep-10	Jan - Dec 2010	S/. 10,800,000 .00	S/. 14,274,413 .00	Corresponds to: Ayacucho, Lima Region, Junín, San Martin and Ucayali.			
6 f	Percentage of students who achieve mastery level in Mathematics	Dec-09	Jan - Dec 2009		8%	Corresponds to: Ayacucho, San Martin, Lima Region, Ucayali and Cajamarca			
6 g	Percentage of students who achieve mastery level in Communications	Dec-09	Jan - Dec 2009		11%	Corresponds to: Ayacucho, San Martin, Lima Region, Ucayali and Cajamarca			
7	PIP indicators								
7 a	Number of PIP supported schools	Sep-10	Jan - Sep 2010		544	Corresponds to: PIP 2 SM, PIP 1 Ucayali and PIP Amazonas			
7 b	Number of PIP supported teachers	Sep-10	Jan - Sep 2010		1437	Corresponds to: PIP 2 SM, PIP 1 Ucayali and PIP Amazonas			
7 c	Number of PIP supported students	Sep-10	Jan - Sep 2010		35512	Corresponds to: PIP 2 SM, PIP 1 Ucayali and PIP Amazonas			
7 e	Total amount of approved PIP budget in supported regions (S/.)	Sep-10	Jan - Sep 2010	S/. 9,000,000. 00	S/. 10,990,501 .67	Corresponds to: PIP1 Ayacucho and PIP1 Lima Region			
7 f	Total amount of PIP execution in supported regions (S/.)	Sep-10	Jan - Sep 2010	S/. 1,500,000. 00	S/. 2,633,805. 22	Corresponds to: PIP1 Amazonas, PP2 San Martin, PIP1 Ucayali			

7g	Total amount of PIP budget that are in preparation in supported regions (S/.)	Sep-10	Jan - Sep 2010	S/. 15,000,000.00	S/. 17,031,782.22	Corresponds to: PIP3 San Martin, PIP6 San Martin, PIP1 Junín			
7h	Percentage of students who achieve mastery level in Mathematics	Dec-09	Jan- Dec 2009		10%	Corresponds to: PIP 2 SM, PIP 1 Ucayali and PIP Amazonas			
7i	Percentage of students who achieve mastery level in Communications	Dec-09	Jan- Dec 2009		7%	Corresponds to: PIP 2 SM, PIP 1 Ucayali and PIP Amazonas			
8	PCF indicators (private companies)								
8a	Number of PCF supported schools								
8b	Number of PCF supported teachers								
8c	Number of PCF supported students								
9c	Number of policies related to teacher quality and education decentralization:								

* 5 Regional resolution creating the PELA Regional Executive Committee and formation of the regional technical team in the regions of Lima, San Martin, Ucayali, Cajamarca and Ayacucho. The project supported the drafting of proposed resolutions.

* Recommendations to the Ministry of Economy and Finance and the Ministry of Education on planning and budgeting for PELA will be incorporated into the Budget Law for the public sector for the 2011 fiscal year. These recommendations were drawn up jointly with the National Assembly of Regional Governments (ANGR) and other development agencies (World Bank, UNICEF and ACDI).

* Regional Ordinance 011 - 2010 - GRSM / CR dated May 31, 2010 approving the DCR and the Decentralized Education Management Model for San Martin as two regional education policies. It is the first regional ordinance in the country to adapt a regional Management Model.