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EVALUATION OF USAID/PERU'S EDUCATION PROGRAM: APRENDES AND CETT-ANDINO

FINAL EVALUATION REPORT

April 2010

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EVALUATION OF USAID/PERU'S EDUCATION PROGRAM: APRENDES AND CETT-ANDINO

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ACRONYMS

ABE/BE	Assistance to Basic Education
AECI	Agency Española de Cooperación Internacional (Spanish International Cooperation Agency)
AED	Academy for Educational Development
ANGR	Asamblea National de Gobiernos Regionales (National Assembly for Regional Governments)
AprenDes	Innovations in Decentralization and Active Schools
CEPCO	Centro de Estudios y Promoción Comunal del Oriente
CETT	Centers of Excellence for Teacher Training
CIDA	Canadian International Development Agency
CNE	Consejo Nacional de Educación (National Education Council)
CONEI	Consejo Educativo Institucional
COPAL	Consejo Participativo Local
COPARE	Consejo Participativo Regional
COTR	Contracting Officer's Technical Representative
DRE	Dirección General de Educación (Regional Office of Education)
GOP	Government of Peru
GRADE	Grupo de Análisis para el Desarrollo (Analysis Group for Development)
GTZ	German Technical Cooperation
IQC	Indefinite Quantity Contract
IR	Intermediate Result
ISP	Instituto Superior de Educación (Teacher Training Institute)
LAC	Latin America & the Caribbean
LAP	Logros de Aprendizaje (Learning Outcomes)
LOF	Ley Orgánica de Funciones (Law of Organization and Functions)
MED	Ministry of Education
MEF	Ministry of Economy and Finance
NGO	Non Government Organization
PAT	Plan Annual de Trabajo (Yearly Work Plan)
PCM	Presidencia del Consejo de Ministros (Presidency of the Council of Ministers)
PEI	Proyecto Educativo Institucional (School Vision)
PELA	Programa Estratégico de Logros de Aprendizaje (Strategic Program for Learning Results)
PEN	Proyecto Educativo Nacional (National Education Project)
PER	Proyecto Educativo Regional (Regional Education Project)
PIP	Proyecto de Inversión Pública (Public Investment Project)
PLANCAD	Plan Nacional de Capacitación Docente
PMP	Performance Management Plan

PMPE	Programa de Mediano Plazo de Educación (Medium Term Education Plan)
PROMEB	Programa de Mejoramiento de la Educación Básica de Piura (Piura Program to Improve Basic Education)
PRONAFCAP	Programa Nacional de Formación y Capacitación Permanente (National Program for Ongoing Teacher Formation and Training)
SD	Secretaría de Descentralización (Decentralization Secretariat)
SINEACE	Sistema Nacional de Evaluación, Acreditación y Certificación de la Educación Superior (National System for Evaluation, Accreditation, and Certification for Superior Education)
SO	Strategic Objective
TMG	The Mitchell Group
UGEL	Unidad de Gestión Educativa Local (Provincial Education Unit)
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPCH	Universidad Peruana Cayetano Heredia (Cayetano University of Peru)
USAID	United States Agency for International Development
UMC	Unidad de Medición de Calidad (Quality Measurement Unit)

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In the regions, we had the opportunity to meet with several regional presidents, vice-presidents, and other staff from the regional governments of San Martin, Ucayali, Amazonas and Junín. We also met with Directors and staff from the Regional Education Offices (DRE) of San Martin, Amazonas and Junin as well as various Provincial Education Offices (UGEL) of San Martin, Piura, and Lima Provinces. Our sincere thanks to them for their time and insights.

A real highlight of the evaluation was having the opportunity to visit AprenDes, CETT-Andino and non-project primary schools in the regions of Lima, Piura, San Martin, Ucayali where we observed classes and interviewed school directors, teachers, students and parents. This was a

rich experience and we thank each and every one of the individuals that we met with for their time and contributions.

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EXECUTIVE SUMMARY

Background

Between November 22 and December 10, 2009 and January 18 and March 3, 2010 a three person team, under contract to The Mitchell Group (TMG), carried out an evaluation of USAID/Peru's two education programs: Innovations in Decentralization and Active Schools (AprenDes) and the Andean Center for Excellence in Teacher Training (CETT- Andino. AprenDes was a $15,450,780 bilateral program that began in early July, 2003 and ended on August 31, 2009. CETT-Andino was a $14,826,507 regional program, managed by USAID/Peru that covered Bolivia, Ecuador, and Peru and was part of a broader Latin America regional initiative. CETT-Andino began in 2002 and ended on January 31, 2010; approximately half of the funding was for Peru. The evaluation focused on CETT-Andino's activities in Peru.

The principal evaluation objectives were to: (1) Determine to what extent the two USAID education projects achieved their respective objectives; (2) Determine the prospects for their sustainability and their further replication; (3) Document lessons learned and best practices as a contribution to the development knowledge in education; (4) Determine the extent of technical and programmatic synergy between the two; and (5) Identify success stories based on evaluation findings. Accompanying these five objectives were 31 questions. Several focused on both programs. There were also specific questions for AprenDes and CETT-Andino.

In order to address the evaluation objectives and answer the specific questions members of the evaluation team visited 25 primary schools: 12 AprenDes, 10 CETT-Andino, and 3 non-project schools. They also reviewed materials designed for teachers, teacher training curricula, student guides, program evaluations, case studies, and systematizations along with many other reference documents. The team interviewed a total of 240 individuals including: students, teachers, parents, community leaders, regional government staff including education staff in four regions (San Martin, Ucayali, Amazonas, and Junín), education opinion leaders in Lima, senior staff and technical staff from the Ministry of Education (MED), the National Education Council (CNE), the Ministry of Education & Finance (MEF), the office of the President of the Council of Ministers (PCM), the National Assembly of Regional Governments (ANGR), and staff from USAID/Peru. In addition, the evaluation team reviewed over 170 documents.

A brief overview of AprenDes and CETT-Andino

AprenDes was designed as USAID/Peru's principal vehicle for implementing its "Local Management of Quality Basic Education" strategic objective. This objective focuses on influencing policy and management practices to support decentralization of the education system and assure strong local management of quality basic education in selected geographic areas. AprenDes was designed and carried out through a Cooperative Agreement with the Academy for Educational Development (AED) in priority regions of Peru that were identified based on the broader objective of the USAID Mission which focused activities on the seven coca-growing regions of Peru and as part of USAID/Peru's response to a sweeping decentralization law that went into effect in late 2002. AprenDes developed an innovative model to strengthen decentralized management of primary public education working closely

with Peru's new regions created under the decentralization law, complemented with a pedagogical approach to improving learning, participation, and democratic behavior in rural, multi-grade schools. AprenDes, working with schools for up to five years, benefitted more than 16,577 students and 811 teachers from 364 communities, and 10,000 parents to participate in their children's education.

The CETT-Andino program, which covers Bolivia, Ecuador, and Peru, began in 2002 as part of a broader Latin America regional initiative of former President Bush. The program focuses on improving reading and writing instruction at the primary level, with a focus on grades 1 – 3, to reduce high rates of illiteracy and school underachievement. In Peru, CETT-Andino has trained 5,777 teachers, 939 principals, through one and two-year programs, and has benefitted 163,809 primary school students since 2003. Schools are located primarily in Lima (poor and peri-urban and rural communities), Callao, Cuzco, Piura, and Ucayali. The project is implemented in partnership with the Universidad Peruana Cayetano Heredia (UPCH) based in Lima.

Quality and cost-effectiveness of the AprenDes and CETT-Andino programs

The evaluators were very impressed with both programs from a technical perspective. Both, for the most part, have developed excellent materials based on solid pedagogical underpinnings; effective training programs, and accompaniment to teachers in their classrooms and schools to assist them to implement what they have learned in the training programs.

The two programs differ in that CETT-Andino focuses on improving reading in early grades primarily in larger urban and rural schools where each teacher has one grade; while AprenDes is a comprehensive program that works in rural multi grade schools covering all primary grades, all subjects, with strong linkages with parents and community members and is part of a larger regional initiative. However, both share many important aspects in common that are examples of good pedagogy. These include: teachers who are themselves treated with respect and who have a horizontal relationship with their students; comprehensive teacher training programs that include: workshops, accompaniment in the classroom, teacher circles to share experiences and problem solve, and visits to other schools; a focus on reading fluency based on a similar approach to reading; and teachers who are encouraged to constantly reflect on and improve their performance.

Special characteristics of the AprenDes program include: interactive guides that permit children to learn in a cooperative fashion and at the group's own pace; the emphasis given to Municipios Escolares to encourage student leadership, decision-making and cooperative behavior; and the active role of parents in classrooms and in the formation of CONEIs (organizations comprised of the Director, student representatives, parents, and community members that play an important role overseeing the school including identifying needs and addressing them); the formation of networks among schools; and the availability of resource centers (CRA) that teachers can use.

Special characteristics of CETT-Andino are its strong focus on preparing texts and on reading for pleasure; the establishment of Escuelas Lectoras (primary schools where all teachers participate in the program and where steps are taken to actively involve parents); a distance-teaching program over the Internet; and an ongoing program of action research. In addition, CETT-Andino has done an excellent job of melding two approaches on reading.

AprenDes has a strong database showing significant differences in performance between students in AprenDes and comparison skills on tests that assess communications and math skills; the program has also been shown to be cost effective. CETT-Andino has credible data from external evaluations that clearly demonstrate that a substantially higher percentage of teachers who been trained under the CETT-Andino program for two years exhibited desired teaching behaviors in the classroom than teachers who had not been trained under the CETT-Andino. The evaluation team was able to observe during site visits to CETT-Andino schools that students had good language mastery and confirm this with simple tests of reading fluency administered to students in first and third grades. However, due to design issues in selecting samples for both the program and comparison schools, it is not possible to demonstrate definitive differences between students in CETT-Andino and comparison schools on a more comprehensive test of communications. This, in turn, makes it difficult to reach a conclusion on cost effectiveness of the CETT-Andino approach.

Contributions of AprenDes and CETT-Andino to regionalization and national education policy in Peru

Both programs have made significant contributions to education policy in Peru at the national level and AprenDes has made important contributions at the regional level. AprenDes, by carefully designing and implementing a well documented program that focuses on Peru's many and often forgotten rural multi-grade schools, has played an important role in promoting educational equity by raising to national consciousness that effective learning can take place in these schools and at the same time benefit parents and communities. CETT-Andino has played an important role as advisor to the MED in reading and has fully supported the priority given by the MED during the current administration to early reading. Both, by building into their programs accompaniment of the teacher in the classroom, have contributed to the establishment of a nationwide program called PELA ("Programa de Estrategico de Logros de Aprendizaje" or Strategic Program for Learning Results) that emphasizes the importance of accompaniment in the classroom and, for the first time, makes limited additional budgets available to the regions make this happen. A cost effectiveness study carried out of AprenDes was instrumental in making the argument for the Ministry of Economy and Finance (MEF), under PELA, to making these additional budgets available.

AprenDes has also made several important contributions to helping regions assume their new functions under the decentralization law as well in formulating regional education policy. This includes assisting regional governments and education offices to place improving educational quality high in their long-range education plans. An addition, AprenDes, through its work in the region of San Martin which has served as a catalyst for expanding the Escuelas Activas approach in other regions, has set the standard for converting educational policy to practice by

identifying the need for and assisting in developing medium term education plans (PMPE) that, in turn, make it possible to design specific education service delivery programs that focus on increasing quality. AprenDes also assisted the region of San Martin to adapt, for use in designing and delivering education service delivery program that focus on improving education quality, a funding source from the Ministry of Economy and Finance (MEF) used by the regions for infrastructure projects (Public Investment Projects, or PIPs). A number of other regions in Peru are now adopting the PMPE and PIP models based on experience in San Martin.

In addition, under AprenDes macro-level activities were carried out to enhance the policy and institutional framework for improving the quality of education through activities with the Ministry of Education (MED), the National Education Council (CNE), the office of the Presidency of the Council of Ministers (PCM), the National Assembly of Regional Governments (ANGR), and other civil society stakeholder organizations. In so doing, AprenDes contributed to the National Education Plan (PEN) led by the CNE, and the formulation and review of the draft Law of Organizations and Functions (LOF) developed by the MED in order to identify responsibilities under the national program for decentralization

Replication of the AprenDes Escuelas Activas and CETT-Andino models and their prospects for sustainability

Both programs have been successful thus far in terms of replication. The primary vehicle for replication of the AprenDes Escuelas Activas is through PIPs (four PIPs in three regions are currently replicating the Escuelas Activas approach and four are under development) with plans by several regions, starting in 2010, to replicate the approach through added funds they are receiving to provide accompaniment to schools in the early grades under PELA. The UPCH has replicated the CETT-Andino program through post-graduate and diploma programs in reading being provided by its Faculty of Education; through implementing a distance education program in reading provided over the Internet; and with USAID support, entering into agreements with several private companies that would like to replicate the program in areas where they are operating. Challenges with replication, especially in the case of AprenDes, include: weak administrative capabilities in regional entities to support implementation of the PIPs; a MED norm that make it very difficult to hire experienced teachers as facilitators; and the fact that when the PIPs are over there is no promise that the support provided under the PIPs will be continued. Another important challenge is maintaining the quality of the approach through replication.

CETT-Andino has good prospects for sustainability. It was designed and carried out by a respected Peruvian university that is committed to maintaining the program and which has taken important steps toward ensuring its sustainability through the mechanisms described in above. In addition, the UPCH has encouraged the formation of a volunteer movement (Movimiento Pedagógico por la Lectura y Escritura) composed of over 800 teachers and teacher trainers committed to training others and helping individuals already trained in perfecting their skills. UPCH has also put a great deal of effort into training teacher trainers (capacitadores) and now has 280 teacher trainers in Peru who can be drawn upon to implement new programs. Finally, the UPCH, has competed for, won, and implemented (and is likely to continue to do so)

contracts from the MED to implement nationwide teacher training programs that include reading as a component.

AprenDes has taken a number of important steps to set the stage for sustainability. The program has wide name-recognition and support among education opinion leaders and others thanks to a concerted effort to take people to San Martin to visit the Escuelas Activas as well as through its many excellent publications that document the program for diverse audiences. AprenDes has also taken steps, in San Martin, toward integrating the methodology in pre-service training. The MED has adopted AprenDes as a validated approach for replication. However, there are concerns that, in the absence of USAID or other donor-funded entity to finance and oversee the program's implementation, replications may be carried out sacrificing quality, thus diluting the impact of the program and potentially tarnishing the AprenDes reputation. Another challenge is that, unlike CETT-Andino, AprenDes does not have an institutional home in a university, NGO, or respected foundation that can ensure continuity and quality oversight.

AprenDes contribution to democratic behaviors and respect for diversity

AprenDes is not just a program to teach children the three "Rs". It is a program that has incorporated empowerment, democracy, and respect for diversity into the texture of its design. Teachers are trained in the same way students learn, thus providing a modeling base for practicing democratic behaviors. Interactive guides used by students are adapted to reflect the environment, culture and traditions of the region. Children, as an integral part of the learning process, are sent home and into their communities to apply what they have learned, reinforcing an appreciation for environment, culture and traditions. Each student has a defined role and responsibility in the classroom. Students have the opportunity to serve in important leadership roles in the Municipios Escolares. Representatives of the Municipio Escolares serve -- alongside the school director, parents and community leaders -- on the CONEI and are encouraged to take needs and issues identified by the student body to the CONEI for resolution. Students and parents are encouraged to work together on projects and to take initiative in seeking out resources that the school needs. A challenge that remains, for AprenDes and other programs like it, is finding a credible way to document the impacts of these interventions on the lives of individuals who participate in CONEIs and Municipios Escolares (e.g., changes in self-esteem, leadership roles, democratic behaviors at home and in the community).

Recommendations

Section III of the report focuses on Issues, Section IV on recommendations; and Section V on lessons learned and good practices. Highlights of the recommendations included in Section IV follow.

<u>Related to education policy reform and regionalization:</u>

1. Be patient and keep in mind that reforms do not take place in a predictable and linear fashion. Rather, the process of reform usually takes place at its own pace, often in a top-down, bottom-up, side-ways fashion.

2. In the design of future programs that encourage and facilitate policy reform, build in flexibility to respond to opportunities as they arise.
3. Carefully select areas where USAID has the best prospects for accompanying reform and influencing policies.
4. USAID has decided wisely to incorporate the CNE and ANGR into its new project; both have important contributions to make to education policy (CNE) and to education decentralization (ANGR).
5. USAID should support PELA but strategically and with caution given current uncertainties about its future implementation; USAID would be wise to encourage the formation of a special donor-working group the focuses on PELA.

Related to improving as well as maintaining the quality and relevance of the Escuelas Activas approach as it expands:

1. Establish as a high priority working with the MED to resolve the situation under existing national MED norms that prohibit seconding experienced teachers who are named to their schools to serve as facilitators and in other technical support activities in implementing PIPs.
2. Continue collecting data on program performance that can be used for decision-making using as a principal vehicle for collecting data on student performance the MED's annual second grade census; also consider fine-tuning/reducing instruments use to monitor school performance;
3. Conduct evaluations/applied research designed to identify the impacts of the Escuelas Activas approach on teachers, students, families, and communities in terms of the adoption of democratic behaviors and leadership/problem solving skills
4. Carry out a follow-up study to identify impacts in terms of academic achievement, leadership and related skills of Escuelas Activas graduates once they enter secondary school.
5. Conduct a careful follow up of Escuelas Activas facilitators under ongoing mechanisms in order to determine their effectiveness along with areas for improvement.
6. Visit other programs in Peru supporting rural education in order to learn from their experiences and incorporate relevant aspects into the Escuelas Activas; in addition set aside funds for observation tours to other countries.
7. Consider contracting one or more individuals with extensive pedagogical experience with the Escuelas Activas approach to provide technical assistance to improve aspects of its implementation.
8. Ensure, to the extent possible, the quality of replicas of the Escuelas Activas under PIPs by providing pedagogical accompaniment in both the design and implementation of the PIPs.
9. Take steps to address the fact that regions, under their PIPs, are adapting the Escuelas Activas methodology for use in areas (bilingual education, secondary education) where the methodology has not yet been adapted/validated.

Related to ensuring the sustainability of the Escuelas Activas approach:

1. An important part of policy dialogue under USAID's new project, SUMA, should center on finding ways to ensure that increases in funds for providing support for education quality be sent to the regions in order to maintain and sustain initiatives such as the Escuelas Activas and others.
2. Consider identifying a qualified NGO, foundation, or educational institution – or if one doesn't exist finding the way to create one – that can take on the role of sustaining the Escuelas Activas methodology in Peru while maintaining its quality, and continuing to deepen and make improvements in the approach.
3. Facilitate the creation of programs in universities and Institutos Superiores Pedagógicas (Teacher Training Institutes or ISPs) designed to incorporate the Escuelas Activas methodology, specifically focused on working with rural multi-grade schools, into pre-service teacher training

Related to CETT-Andino:

1. Conduct an external evaluation of CETT-Andino's impact on student reading and writing skills that includes not only student performance on achievement tests, but other methodologies to assess: quantity and quality of student production in preparing written texts; initiatives of students and teachers to read for pleasure; activities taken by parents to encourage reading in the home.
2. Conduct a comparative study of CETT-Andino's experience contracting NGOs to implement the methodology in other regions (Piura, Ucayali, Cusco).
3. Take a close look at CETT-Andino's experience working with "capacitadores" with an eye toward extracting best practices and lessons learned for effective accompaniment of teachers under PELA.
4. The MED should consider reaching out to the School of Education at the UCPH for advice in encouraging the establishment of other volunteer movements composed of committed teachers, such as the Movimiento por la Lectura y Escritura established by Centro Andino, that focus on improving education quality.

In closing, the evaluators would like to comment that, while USAID/Peru's new project SUMA was not the subject of the external evaluation, the evaluators found it necessary to associate some of their results, in particular those that focused on replicability and sustainability of the AprenDes project, with the objectives and structure of SUMA. To this end, and based on the openness of USAID and SUMA staff to discussing the new project with the team, the evaluators met with members of the USAID/Peru education staff as well as members of the SUMA staff to obtain further information on SUMA's design and on plans for project implementation. In Section IV of the report the evaluators share some issues/concerns regarding the design of SUMA as it impacts on replicating and sustaining the AprenDes and CETT-Andino approaches while maintaining the quality of the two approaches.

I. BACKGROUND

A. Evaluation objectives

On November 13, 2009, The Mitchell Group (TMG) was contracted by USAID/Peru under the ABE/BE Indefinite Quantity Contract (IQC) to conduct an evaluation of the education programs that USAID/Peru supports. The two programs are: Innovations in Decentralization and Active Schools (AprenDes), a $15,450,780 bilateral program that began in early July, 2003 and ended on August 31, 2009; and the Andean Center for Excellence in Teacher Training (CETT- Andino), a $14,826,507 regional program covering Bolivia, Ecuador, and Peru that began in 2002 and ended on January 31, 2010. Approximately one half of the life of project funding for CETT-Andino corresponds to activities carried out in Peru. A three-person team consisting of Dr. Marcia Bernbaum, Mr. Jose Rivero Herrera, and Dr. Ernesto Schiefelbein carried out the evaluation.

The evaluation has five objectives:

Detemine to what extent the two USAID education projects in Peru, AprenDes and CETT - Andino, achieved their respective objectives.

1. Determine the prospects for their sustainability and their further replication.
2. Document lessons learned and best practices as a contribution to the development knowledge in education.
3. Determine the extent of technical and programmatic synergy between the two.
4. Identify success stories based on evaluation findings.

The evaluation scope contains thirty-one questions relating to, among others: contributions of the two projects to policy-making and systemic reform, learning impact, cost-effectiveness, sustainability and replicability. The full list of questions may be found in Annex A.

B. Evaluation methodology

Fieldwork in Peru for the evaluation was carried out between November 22 and December 10, 2009; and between January 18 and March 3, 2010. In order to address the evaluation objectives and answer additional specific questions posed in the evaluation scope of work members of the evaluation team visited 25 primary schools in the regions of San Martin, Ucayali, Piura, and Lima: 12 AprenDes Escuelas Activas, 10 CETT-Andino, and 3 non-project schools. They also reviewed over 170 documents including: materials designed for teachers, teacher training curricula, student guides, program evaluations, case studies, systematizations, and other reference documents. The team interviewed 240 individuals including: students, teachers, parents, community leaders, regional government staff and education staff in six regions (San Martin, Ucayali, Piura, Lima, Amazonas, and Junín), education opinion leaders in Lima, senior staff and technical staff from the Ministry of Education (MED), staff from the National Education Council (CNE), the Ministry of Education & Finance (MEF), the office of the President of the Council of Ministers (PCM), the National Assembly of Regional Governments

(ANGR), and staff from USAID/Peru. The protocols used in school visits and in conducting interviews may be found in Annexes K and L.

C. Brief overview of the education system and decentralization in Peru

School enrollment is high in Peru. In 2008 over 94% of the 6-11 year old population was enrolled in primary education, while 66% of the 3-5 year old population was enrolled in pre-primary education. The gap between urban and rural coverage is rather small (99% vs. 96% at the age of 7). Most students enroll on time in grade one (only 3% enrolled at the age of 8 or older), with the percentage of overage enrollments in grade at 5% in rural areas and 6% for students from very poor families.[1]

However, poor education quality and inequity exist, especially in rural areas, despite strong economic performance in Peru over the last decade. The country's diverse and often remote geography has contributed to low State public education presence and poor quality government services in many areas. Particularly forgotten are Peru's 9,126 one-teacher and 12,335 multi-grade schools located primarily in isolated rural areas[2]. Pre-service teacher training does not prepare teachers to work in rural multi grade or one-teacher schools. In addition, teacher turnover is high further complicating the possibility for students in these schools to receive an adequate education.

Peru's poor performance in education has been highlighted in many reports. A 2004 MED evaluation showed that only 12.1% of 6th grade students mastered basic education skills and less than 8% mastered math skills required by the national curriculum. In 2007 the World Economic Forum placed Peru last out of 131 countries in the quality of primary education. A recent household survey [3] indicates that even though 94% of the 15-19 age group reported that they were primary education graduates, tests administered by the MED at the end of second grade in 2008 detected that only between 15 and 17% of second grade students were able to understand what they read (at the "high" level expected to be achieved in Grade 2). Moreover, the tests found large differences between urban and rural students as shown in the table that follows. While over half of rural students are not able to retrieve a simple bit of information from a 15 to 40 words paragraph, less than 20% of the urban students have a similar problem.

In 2002 the government of Peru adopted two ambitious and wide-sweeping decentralization laws[4] that resulted in the conversion of departments dependent on the Peruvian State to a series of autonomous regions, each with its own regional president and independent bureaucracy. Between 2002 and 2006 the Peruvian central government initiated a program to gradually phase over responsibilities and budgets to the regions for service delivery. However,

[1] Source: http://escale.minedu.gob.pe/escale/indicadores/peru2008-indice.do

[2] Together, Peru's rural one teacher schools and multi-grade schools (a total of 21,461) make up 91% of Peru's 23,464 primary schools. Source: CNE Bulletin # 28, December, 2009.

[3] Encuesta Nacional de Hogares del Instituto Nacional de Estadística e Informática

[4] Decentralization Bases Law (*Ley de Bases de la Descentralización)* issued on July 17, 2002, and the Organic Law of Regional Governments (*Ley Orgánica de Gobiernos Regionales*) issued on November 19, 2002

with the advent of the Garcia Presidency in 2006, the decision was taken by the central government to send almost all these responsibilities to the regions.

The process of regionalization in Peru, since 2006, has been marked by a number of highs and a number of lows. On the positive side, the region of San Martin, in the development and revision of its regional education plan and other mechanisms for implementing regionalization in education with quality, has served as a model for other regions. Challenges include: in a number of instances responsibilities devolved from the center to the regions without the accompanying budgets required to carry out responsibilities; ongoing confusions regarding roles of the center and the regions with regard to responsibility for service delivery; confusions between regions and municipalities regarding the distribution of their roles and responsibilities; the creation in a number of regions of highly bureaucratic structures which impede program implementation; and fragile institutional structures in terms of ability to hire and maintain qualified staff for important positions accompanied by high employee turnover.

D. Overview of USAID/Peru's Education Strategy and the AprenDes and CETT-Andino programs

Since 2002 USAID/Peru's bilateral education program has provided support to the Government of Peru (GOP) in basic education under the "Local Management of Quality Basic Education" strategic objective. This objective focuses on influencing policy and management practices to support decentralization of the education system and assure strong local management of quality basic education in selected geographic areas. Two Intermediate Results (IRs) were chosen to meet this objective:

IR.1 Policies implemented to promote decentralized education management of quality basic education; and
IR.2 Improved local basic education programs in selected communities.

The AprenDes project, which has provided USAID/Peru's principal vehicle for implementing this strategy, was designed and carried out through a Cooperative Agreement with the Academy for Educational Development (AED) between July 3 of 2003 and August 31 of 2009. Priority regions were identified based on the broader objective of the USAID Mission that focused activities on the seven coca-growing regions of Peru. In order to address the above IRs, AprenDes has developed an innovative model to strengthen decentralized management of primary public education, complemented with a pedagogical approach to improving learning, participation, and democratic behavior in rural, multi-grade schools. The project has included the direct participation of national, regional, and municipal governments, education officials, teachers, parents, community members and students primarily in the Departments of San Martin and Ucayali. Macro-level activities have been carried out to enhance the policy and institutional framework for improving the quality of through activities with the MED, the National Education Council (CNE), the office of the Presidency of the Council of Ministers (PCM), the National Assembly of Regional Governments (ANGR), and other civil society stakeholder organizations. AprenDes, working with schools for up to five years, has benefitted more than 16,577 students and 811 teachers from 364 communities, and 10,000 parents to participate in their children's

education. It has also supported national policy initiatives such as the development of the National Education Plan (PEN) led by the CNE, and the formulation and review of the draft Law of Organizations and Functions (LOF) developed by the MED in order to identify responsibilities under the national program for decentralization. From its beginnings in 2003 in San Martin the AprenDes project is being replicated in the regions of Ucayali, Amazonas, and Junín in one form or another.

The CETT-Andino program, which covers Bolivia, Ecuador, and Peru, began in 2002 as part of a broader Latin America regional initiative of former President Bush. USAID/Peru is responsible for CETT-Andino technical management and oversight. The program focuses on improving reading and writing instruction at the primary level, with a focus on grades 1 – 3, to reduce high rates of illiteracy and school underachievement. During its first phase, from 2002 to 2006, the project focused on five activities: (1) teacher training; (2) creating teaching and learning materials; (3) production of assessment and diagnostic tools; (4) applied research; and (5) development and use of information and communication technology. The second phase had two objectives: (1) a proven, replicable, cost-effective program of excellence in teacher training for literacy instruction developed through the consolidation, refinement, and systematization of the program; and (2) strategies for sustainability identified and successfully implemented so that CETT-Andino will continue serving as a catalyst for improving literacy instruction in the Andean region.

In Peru, CETT Andino, through one and two-year programs, has trained 5,777 teachers, 939 principals and has benefitted 163,809 primary school students since 2003. Schools are located primarily in Lima (poor and peri-urban and rural communities), Callao, Cuzco, Piura, and Ucayali. The project is implemented in partnership with the Universidad Peruana Cayetano Heredia (UPCH) based in Lima.

E. Contents of this report

This report is divided into five sections: the Background Section of which this sub-section is a part; a Key Findings section (Section II) that follows, Section III that focuses on Key Issues; Section IV that based on the findings and key issues, provides a series of Recommendations. Section V, the last section, focuses on Lessons Learned from the two experiences. Section II (Findings) draws from Annex B that provides answers to the 31 questions posed in the evaluation scope of work, topics that the evaluators consider of most significance for readers of this report.

Recurring themes throughout all of the sections of the evaluation are: replicability of the two approaches, prospects for sustainability of the two approaches now that USAID funding has come to an end for both programs, and importantly how to replicate and sustain both approaches without compromising quality.

Given the amount of material included in the annexes to this report, the evaluators decided to create two annexes: “topical” annexes (which includes analysis and more in depth findings in some areas) and “reference” annexes.

- The “topical” annexes include: responses to the specific evaluation questions (Annex A); summary of data collected from visits to AprenDes, CETT-Andino and non-project schools (Annex B); an in depth review of AprenDes and CETT-Andino’s influence on education policy (Annex C); an illustrative analysis of CETT-Andino’s cost effectiveness (Annex D); key findings regarding PELA based on a series of interviews carried out (Annex E); experiences and lessons learned from Public Investment Projects (PIPs) that seek to replicate the AprenDes Escuelas Activas approach (Annex F); and success stories (Annex G).

- The “reference” annexes include: a listing of the specific evaluation questions (Annex H); individuals interviewed (Annex I), documents reviewed (Annex J), protocols used by the team in their school visits (Annex K), and protocols used in interviews in Lima and the regions (Annex L).

II. KEY FINDINGS

A. The extent to which AprenDes and CETT-Andino have met their objectives

It is the considered opinion of the three members of the evaluation – based on site visits to project schools, review of extensive documentation, and the many interviews that they carried out -- that both AprenDes and CETT Andino have met their objectives.

As was indicated in Section I.E. above, AprenDes was designed in late 2002 and 2003 to meet USAID/Peru's Strategic Objective (SO) 6 "Local Management of Quality Basic Education Programs Implemented in Selected Geographic Areas". This SO was accompanied by two Intermediate Results: "Policies implemented to promote decentralized management of quality basic education programs", and "Local basic education programs in selected communities improved". A 2008 report providing inputs for the USAID/Peru's Project Monitoring System (PMP) -- that was, in turn, based on rigorous annual external evaluations conducted by a GRADE (a highly respected educational research institution in Peru) -- concluded that due in large part to AprenDes efforts six of eight Performance Management Plan (PMP) indicator targets had either been met or exceeded, one was partially achieved, and one was not achieved.[5]

AprenDes: Achievement of Life of Project Targets under USAID/Peru's PMP for education

<u>PMP targets achieved or surpassed:</u>

SO 6 Performance Indicator #1: MOE policies related to decentralized local management implemented in selected regions.

IR 1 Performance Indicator #1: Number of recommendations for reforms to promote educational decentralization with the Ministry of Education generated by the *Consejo Nacional de Educación* (National Education Council - CNE).

*IR 1 Performance Indicator # 2***:** Assessments of successful local education decentralization efforts incorporated into Ministry of Education planning and policy

IR 1.1 Performance Indicator # 1 and indicator Definition/Measure: Percent of local authorities that demonstrate knowledge of educational decentralization and are implementing actions related to it.

IR 2 Performance Indicator #1: Percentage of students in grades 1, 3, and 6 in San Martin that are at their grade level as measured by standardized tests in Integral Communication.

IR 2 Performance Indicator# 2 and indicator definition/measure: Percentage of students in grades 1, 3, and 6 in San Martin that are at their grade level as measured by standardized tests in Mathematics

[5] Chesterfield, Ray. AprenDes Performance Monitoring Results – Year 5 (2008), Academy for Educational Development, 2009

Target partially achieved:

IR 2 *Performance Indicator # 3* Teachers use active learning methods appropriately as measured by percentage change in the measure of quality of learning as a result of teachers' use of active schools methodologies". [6]

Target not achieved:

SO 6 Performance Indicator #2: Increases in primary school completion rates in San Martín intervention schools [7]

Particularly impressive, and as will be discussed in more detail in the sections that follow, has been the strategy followed by AprenDes to achieve its objectives. Operating in a very uncertain environment brought on a decision taken by the Peruvian government to undertake a massive decentralization in 2002, AprenDes staff was able to implement an innovative model for delivering quality education to rural multi-grade schools while at the same time influencing regional policy and practice related to quality education. AprenDes "went with the flow" seeking out opportunities to gain the confidence of and collaborate with authorities at all levels of the system (local, regional, national) in order to support the implementation of this ambitious decentralization. These two activities, rather than being carried out in a parallel fashion, were implemented in such a way that the model for innovative service delivery became integrated, at all levels, into the fabric of the approach to improving the quality of education adopted by several of the regional governments that AprenDes worked with and ultimately by the MED and the MEF in Lima.

CETT Andino, while managed by USAID/Peru, was part of a larger Latin America and Caribbean (LAC)-wide initiative to improve literacy skills in the early grades throughout Latin America. The regional CETT program began in 2002 with a specific focus on improving teacher performance (thus the term "Centers for Excellence in Teacher Training" or CETT). In 2006 student reading skills was added as an indicator to also be tracked. In terms of improving teacher performance, external evaluators were able to show in 20048 and subsequently in 2006 9 that the three Andean CETTs – Bolivia, Ecuador, and Peru – had made impressive strides in improving teacher performance in the classroom.

Efforts to assess student-reading skills, initiated in 2006, ran into difficulties in terms of the evaluation design. In the case of Peru, external evaluations conducted of third grade students who had three consecutive years of CETT-trained teachers in 2006, 2007, and 2008 showed

[6] Pioneer schools were higher than control schools in time in group activities and materials use in each year of the project. These differences were significant. Sister schools also were significantly higher than comparison schools. With these modifications and the recalculated results for previous years, a projection of 55% was established for 2008. This projection was not reached as the total of the indicator for pioneer schools was 46.3%.

[7] After surpassing USAID projections in the first two years, AprenDes failed to meet projections in 2006 and 2007. The program was two percentage points below projections. The indicator was adjusted for 2008 owing to a general out-migration in the rural areas of San Martín. Again, actual AprenDes completion rate was below the projection.

[8] Chesterfield, Ray, Keri Culver, Barbara C. Hunt, and Silvia Linan-Thompson, *A Reflective Study of Teacher Development in the Latin American and Caribbean Regional Centers for Excellence for Teacher Training*, Aguirre International, 2006

[9] Culver, Keri, Barbara C. Hunt, and Silvia Linan-Thompson, *Centers for Excellence for Teacher Training Development Development Review*, Aguirre International, 2006

significant increases in student scores between the beginning and end of the year. However, due to a faulty selection of the samples (schools with CETT-Andino trained teachers and comparison schools), it was not possible to show convincingly that increments attributable to the CETT –Andino intervention were higher than the increments in the control schools.

On a more promising note, a region-wide evaluation conducted in 2009 of a sample of teachers participating in the CETT program in the Caribbean, Central America, and the Andes (CETT-Andino) found a positive correlation between classroom performance of teachers with one year of experience with the CETT approach and the achievement of their students on a test focusing on reading/communication skills. [10]

Again, and as will be further discussed in the sections that follow, based on a review of documentation, visits to schools, and numerous interviews, the evaluation team is convinced that CETT-Andino has made an important and likely sustainable contribution to improving reading skills in Peru of young children particularly in urban and rural schools where each teacher is responsible for teaching one grade.

B. Contributions of AprenDes and CETT-Andino to improving the quality of education in Peru

AprenDes and CETT-Andino have made a number of important contributions to improving the quality of education in Peru:

1. *AprenDes*

AprenDes, first in the Region of San Martin and then expanding to the Region of Ucayali, has made a significant contribution to increasing education equity by introducing an integrated education model for primary education service delivery that increases student learning for the all-but-forgotten multi grade and one teacher/classroom schools that are prevalent in Peru's many isolated rural areas. This initiative, known commonly as the "Escuelas Activas" or Active Schools, represents the first time in Peru that an endeavor of this nature has been undertaken on a fairly large scale with the support of an international donor. It also represents the first time in Peru that a comprehensive approach has been taken to improving education quality that focuses on changes needed at the school level while at the same time focusing on changes required in the entities that deliver important services to these schools at the regional and to a certain extent the national level.

As partial proof of the effectiveness of the approach used in terms of impacts on student learning, an external evaluation conducted yearly by GRADE between 2004 and 2008, showed progressive and significant increases in first, third, and sixth grade student performance on achievement tests in communications administered to AprenDes schools when compared with

[10] Rasnake, Roger and Ray Chesterfield. *Centers for Excellence for Teacher Training Impact Study, Final Report*, JBS International, 2009.

carefully selected control schools. The GRADE evaluations also showed significant, albeit lesser, increases in scores on a mathematics achievement test administered to the same children.[11]

A simple decoding test administered in late 2009 by the evaluators to first grade students in AprenDes schools that they visited where the teachers were still receiving support from AprenDes provide additional support to this finding: all of the 24 first grade children tested could decode 10 words/minute or more and 80% were able to decode 30 words/minute or more.

A further contribution of AprenDes to education quality in Peru comes by way of an amendment to the AprenDes project in early 2008 that extends the Escuelas Activas experience to pre-service education. In 2008 and 2009 two AprenDes-sponsored programs were implemented in San Martin, one with six Institutos Superiores Tecnicos (Teacher Training Colleges or ISP) and one with the Universidad Nacional de San Martin (the National University of San Martin). Both were designed to introduce the Escuelas Activas model for possible inclusion in curricula focusing on preparing rural teachers and facilitators to work in multi-grade schools.

AprenDes has not limited its focus on improving the quality of education in Peru's rural schools to the Escuelas Activas program and its variations. Through parallel efforts designed to provide technical assistance to personnel and institutions at the local, regional, and national levels, AprenDes has been increasingly successful in ensuring that education quality, especially in rural areas, is high on the agendas of local action organizations (COPAL, COPARE), regional governments, and entities, both public and private, located in Lima. These initiatives will be discussed in more detail in Section II.I. of this report.

2. *CETT-Andino*

CETT-Andino has also contributed to improving the quality of education in Peru by piloting and validating a well organized teacher training program, delivered both in-situ and over the internet, to improve reading literacy in the early grades. An important feature of this program that CETT-Andino shares with the Escuelas Activas program, is the ongoing accompaniment provided to teachers by a cadre of very well trained facilitators or "capacitadores" (trainers) who themselves receive a vigorous training program and accompaniment. CETT-Andino's effectiveness in improving reading skills is especially evident in the comprehensive approach it takes to teaching reading in its "Escuelas Lectoras" (Reading Schools), larger schools with one teacher per classroom located in urban and rural marginal areas.[12] Since 2004 more than 5,700 teachers have received training of from one to two years in this approach.

[11] The percentage of students demonstrating competency with grade level subject matter in communications increased steadily in AprenDes, rising from a baseline of 5% of mastery level when the program began in 2004 to 18% in 2008. AprenDes students also significantly outperformed students in comparison schools in mathematics; however, almost no students were at mastery levels in mathematics. **Source**: Cueto, S., G. Guerro, C. Sugimaru, J. León. *Evaluación de impacto del programa AprenDes: Informe Final*, GRADE, Marzo 2009. Lima

[12] The Escuelas Lectoras are distinguished from CETT-Andino's other teacher training programs in that all primary school teachers participate as opposed to just kindergarten through third grade teachers (thus making this an initiative that involves the whole primary school). Training and accompaniment is provided to teachers for several years, school directors and deputy directors are involved, and parents are involved.

As another contribution to the quality of education in Peru, the CETT-Andino program, operated out of the Faculty of Education of the Cayetano Heredia University of Peru (UPCH) located in Lima, has served to strengthen the UPCH's leadership as an entity specialized in promoting both pre-service and in-service training focused on assisting teachers to be more effective in teaching reading and writing in the early grades.[13] This is reflected in agreements that the Faculty of Education has to participate in nationwide in-service teacher training programs sponsored by the MED; in the creation, by the Faculty of Education, of Masters' and Diploma programs focusing on teaching reading and writing skills; and in a variety of agreements with private sector companies to support the expansion of the CETT-Andino program in geographical areas of interest to the companies. In addition, CETT-Andino has been effective in expanding the implementation of its program by entering into agreements with qualified NGOS in other regions of Peru. An especially active partner in this endeavor has been Ñari Walac, an NGO located in Piura that has, with great enthusiasm and commitment, taken on the task of expanding the CETT-Andino program to the region of Piura.

CETT-Andino has credible data from external evaluations that demonstrate that a substantially higher percentage of teachers who been trained under the CETT-Andino program for two years exhibited desired teaching behaviors in the classroom than teachers who had not been trained under the CETT-Andino program[14].

Finally, the UCPH through the CETT-Andino program has managed to overcome the syllabic approach to teaching reading (commonly used in Peru and other countries in the region) and reconciliate two existing approaches to teaching reading and writing that focus on "communication and comprehension" and "phonetic awareness" by using relevant aspects of both of approaches. CETT-Andino integrates an appropriate level of emphasis on the alphabetic principle, on comprehension, reading for meaning, and on providing opportunities for practice.

C. Factors that Contribute to the Success of the AprenDes Escuelas Activas and the CETT-Andino Models.

1. Factors that the two programs share in common

While the AprenDes Escuelas Activas program and CETT-Andino have a few basic differences (AprenDes is designed to operate in a rural multi-grade environment, with a focus on all of the basic subject areas while CETT-Andino focuses on the acquisition of reading and writing skills in the early grades in larger urban and rural schools where teachers are each responsible for just one grade) the two approaches share many characteristics in common – characteristics that are

[13] To the knowledge of the evaluators, the UPCH is the only university in Peru that, as of yet, has one or more post graduate programs that focus on teaching early reading and writing skills.

[14] 40% or more of teachers who had been with the CETT program two years observed while teaching showed that they nearly mastered or mastered expected teaching skills in phonemic awareness (44%), oral language (41%), and classroom management (42%); whereas the scores for non CETT teachers observed were 8%, 12%, and 16%, respectively. Source: *Centers for Excellence for Teacher Training Development Review*, Aguirre International, 2006.

commonly acknowledged to be fundamental to effective education service delivery at the primary level.

Characteristics of successful schools that the AprenDes Escuelas Activas and the CETT-Andino schools share in common

- Teachers who are treated with respect, stimulating them to want to constantly learn and improve their effectiveness, and in so doing increasing their self-esteem.
- Teachers who are deeply committed; many recognize that their way of working in the classroom and treating their students has changed drastically for the better leading to a more effective education for their students.
- Teachers who communicate effectively with their students in a more horizontal fashion.
- The teacher serves as a facilitator or guide who assists the student in his/her learning process as opposed to being the one individual in the classroom who is the fount of all knowledge.
- Individuals (primarily experienced teachers in the Escuelas Activas methodology) who effectively accompany teachers in the classroom, and who recognize that through hard work, patience, and dedication they can help teachers to achieve change in the classroom, with parents, and the community at large.
- Ongoing efforts to provide training and accompaniment to the individuals who accompany teachers in the classroom in order to ensure that they are carrying out their roles effectively.
- Classrooms that have a library and materials on the wall prepared by students.
- A comprehensive teacher training program that includes: periodic workshops; accompaniment to the teacher in the classroom (that includes coaching and demonstration classes) in order to assist the teacher to apply the skills acquired in training events; learning circles where teachers meet on an ongoing basis in order to share experiences and problem-solve; periodic visits to effective sister schools designed in such a way as to learn from the experiences of other teachers in applying the skills learned in the training courses.
- Fairs (CETT-Andino) and Dias de Logros (Days of Accomplishment, AprenDes) where students present to their parents and the community at large what they have learned/accomplished during the school year.
- A focus on improving reading fluency: more time devoted in the classroom to helping young children to learn to read and write; efforts to reach out to parents to encourage them to spend time at home with their children reinforcing their reading and writing skills.
- Efforts made to assist teachers, on an ongoing basis, to reflect on their own performance, assess student learning and take action accordingly.

2. Additional factors that contribute to the success of AprenDes Escuelas Activas schools

- ✓ Self-paced learning guides designed for children in each subject and at each grade level that permits children of different grade levels within a given classroom to work independently.
- ✓ A classroom working environment, through the interactive learning guides, that encourages students – depending on the task at hand – to work alone, in pairs, or in groups.

- ✓ A conscious effort to stimulate leadership, autonomy, democratic, and pro-active behavior among the students through their participation in "Municipios Escolares" (School Municipalities) and through a division of responsibilities within the classroom.
- ✓ The existence of "sectors" focusing on communications, math, environment, health, etc. that encourage students to use concrete materials (many developed by them and their parents) as an aide for more effective learning.
- ✓ A conscious effort to encourage parental participation in the classroom, accompanied by after school/evening programs where parents are trained in the Escuelas Activas philosophy and approach.
- ✓ Active involvement of parents and community members, through the Consejos Educativos Institucionales (CONEIs) [15] in developing the school's five year vision statement andimplementing activities designed to ensure that the schools provides an appropriate learning environment.
- ✓ A conscious effort to link schools, through the CONEIs, as a mechanism for learning from one another and to present needs to local education authorities (UGEL) and to local leaders (mayors and others).

3. *Additional factors that contribute to the success of CETT-Andino schools*

- ✓ Strong emphases on strengthening phonemic awareness, reading comprehension, and on having children prepare their own texts.
- ✓ Significant efforts to seek out reading material for student use in the classroom.
- ✓ Emphasis placed on encouraging students to read for pleasure.
- ✓ High priority given to training "capacitadores" both to be more effective in accompanying teachers and in order to prepare them for leadership roles outside of the project.
- ✓ An ongoing program of action research designed to assess performance in the classroom and make improvements in teacher training and background materials provided to teachers.

D. Limits to the effective functioning of the Escuelas Activas and CETT-Andino approaches

While there is no doubt that the AprenDes Escuelas Activas and the CETT-Andino approaches have made important contributions to improving the quality of education in Peru and that the two programs, together and separately, have a number of characteristics that contribute to their success, it is important to be clear on their respective limits. This is particularly important as individuals who, very enthusiastic with what they have seen of the two programs, think they can instantly, without diminishing the quality of the programs along with their effectiveness, adapt these models to new contexts in Peru.

The limits to the two models are listed in the text box below:

Limits to the effective functioning of the two approaches

[15] The CONEI is a school-based organization, headed by the Director and made up of students, teachers, parents and community leaders. Its principal role is to develop and oversee the implementation of the school's five year strategic plan.

- Both, for the moment, address the learning needs of students whose dominant language is Spanish. Adapting each approach for effective application with students whose dominant language is not Spanish must be done with special care.
- The AprenDes Escuelas Activas approach was designed to work with primary school students living in rural areas who attend either multi grade or one-teacher schools. There is limited experience with successfully adapting this program for use at the secondary level. An effective adaptation to the secondary level represents a major and complicated undertaking.
- CETT-Andino is primarily targeted at working with teachers in urban and rural schools where each teacher is in charge of just one grade. There is no evidence yet in Peru that this model has been effectively adapted for use with rural multi grade and one-teacher schools.

E. Contributions of experiences and best practices at the local and regional level to the formation of national education policy

The evaluators were able to detect four areas where experience and best practice with AprenDes and CETT-Andino at the local and regional levels have contributed to the formation of national education policy. Interested readers are referred to Annex C that provides a broader and more in-depth discussion of contributions of the AprenDes and CETT-Andino programs to formulation and implementation of national education policy.

1. AprenDes and CETT-Andino's role in elevating to national concern the importance of educational equity

The AprenDes Escuelas Activas began in 2003 as pilot program that was very carefully designed, implemented, and evaluated. The credibility of its work and its accompanying external evaluation, combined with ongoing efforts to familiarize Peruvian educators and political leaders at all levels of Peruvian society with the program, made it possible to give increased visibility to the fact that performance of students enrolled in rural multi grade and one-teacher schools (typically the lowest scoring on national achievement tests) can be positively impacted. CETT-Andino also targets underserved populations. Its focus coincides with the high priority that the MED has given to ensuring that all children learn to read in the early grades.

2. AprenDes contribution to the LAP and PELA programs

In 2007 the CNE requested assistance from USAID through AprenDes in identifying successful programs carried out in rural areas and, based on data from the programs, in developing a matrix identifying key program elements and their respective budgets. The work carried out by the consultant, a highly regarded economist by the name of Bruno Barletti who had worked with the MEF, caught the attention of the World Bank that, in turn, contracted Barletti to conduct a more detailed costing of important program elements. Given that, of the existing successful

models[16], AprenDes was the only one that had a fairly large coverage, credible impact data, and a detailed costing of program elements, Barletti used the AprenDes model as the basis for arriving at the LAP (Logros de Aprendizaje) cost-effectiveness model. The LAP has become the basis for a nationwide program, PELA (Programa Estratégica de Logros de AprenDizaje), that was piloted in 2009 in five regions and that, starting in 2010, is being used as a basis for having the MEF provide increases in operating budgets to all the regions to deliver improved education services to 10% of students in pre primary, first, and second grades based on their achievement of results in national exams. PELA places a great deal of emphasis on the importance of having highly trained individuals accompany teachers in a supportive fashion in increasing their teaching effectiveness. If successful, PELA could be the beginning of an iterative effort between the MEF and the MED to gradually increase recurrent cost allocations to the regions to enable them to carry out programs such as AprenDes and others. For a further discussion of PELA please see Annex E.

3. Influence of CETT-Andino and AprenDes on the formation of primary school teachers

Both CETT-Andino and AprenDes have developed comprehensive teacher training programs that approach teacher formation as an ongoing and interconnected process. In both cases, the training is backed by a well thought through methodology along with reference materials of high quality for teachers, and in the case of AprenDes, self-paced guides for students. This comprehensive approach to teacher training has been adopted by PELA and, to a certain extent by PRONAFCAP, a national primary teacher training program that the MED has been implementing since 2007.

Interviews with MED officials, some of whom came to their positions at the MED having participated in CETT-Andino and AprenDes, suggest that the offices in charge of teacher formation and materials development at the MED have been directly influenced by the teaching methodologies and the materials developed by both programs.

4. Contributions of AprenDes and CETT-Andino to building and strengthening regional and local capacities and, in so doing, contribute to educational decentralization

As will be discussed in more detail in Section II.I., AprenDes has complemented its service delivery model at the school and community levels with a series of actions designed to support and accompany regional governments as well as regional and provincial education offices, in improving their planning capacities. In developing its institutional strategy CETT-Andino went out of its way in its early years to selected civil society or academic institutions at the regional level to implement its programs. In the later years of the Project, CETT-Andino established linkages with several UGEL directors and their technical staff convincing them of the importance of taking on more solid programs of teacher training, such as those provided by CETT-Andino, in

[16] Other models reviewed included PROMEB that is being implemented with assistance of the Canadian government in the northern coastal regions of Peru, and Peru; TAREA that does teacher training in the provinces of the region of Cusco.

order to change teacher strategies and improve teaching of reading and writing as a social and collective effort.

5. Contributions of AprenDes to MED policy focusing on parent and community participation in schools

When AprenDes initiated its work in San Martin, a MED policy already existed that dictated that all schools should have councils called CONEIs and that all schools should form Municipios Escolares. MED policy dictated that each CONEI should develop – with active participation of teachers, students, parents, and community members) -- a PEI (Proyecto Educativo Institucional) that outlines the schools five-year strategy to be accompanied by yearly work plans or PAT (Plan Annual de Trabajo,) to guide the implementation of these strategies. AprenDes recurred to the Ley General de Educación (General Education Law) as a source of inspiration for its work with the CONEI.

Starting in San Martin, AprenDes piloted and then expanded to other regions (Ucayali, Amazonas) comprehensive approaches geared toward making both the CONEI and the Municipios Escolares more than just something that a school developed and has in its records in order to comply with a MED directive. While not totally successful in all schools, many AprenDes schools have worked closely with CONEI to help them develop PEIs that incorporate improving quality of learning into their vision statements and provide concrete actions for implementing quality improvement programs into their yearly work plans. Municipios Escolares, in many (again not all) of the AprenDes schools have become important vehicles for students to exert leadership and assume important responsibilities in school operations. (See Section II.J. for further discussion on how the work with the CONEIs and the Municipios Escolares contributes to democratic behaviors in the schools and respect for diversity).

F. Efforts to replicate both models

Both the AprenDes Escuelas Activas and the CETT-Andino experiences have generated a number of attempts to replicate the models:

1. AprenDes

The first example comes by way of the influence that the Region of San Martin, through the National Assembly of Regional Governments (ANGR), has had on motivating other regional governments to place education quality high on their agendas while at the same time, among others, attempting to replicate the AprenDes Escuelas Activas model. In 2007 the Regional President of San Martin, issued an invitation to other regional governments to become familiarized with steps taken in San Martin, with the assistance of AprenDes, to improve education quality, especially in rural areas. Regional Presidents and representatives from 14 regions attended this meeting, organized with AprenDes assistance. Not long after the meeting, requests came to AprenDes from a number of other regions for assistance in drafting or updating their PER, assistance in converting their long term plans or PER (Programas Educativas Regionales) into medium-term plans or PMPE (Programa de Mediano Plazo de Educación, and with this develop their own Public Investment Plans or PIPs (Proyectos de Inversión Pública). By the end of the Project, Amazonas had two PIPs in implementation designed to replicate the

Escuelas Activas model, San Martin was implementing one PIP and designing another that focused on replicating the Escuelas Activas model, Ucayali was implementing a PIP to replicate the Escuelas Activas model, and Junín was in the process of developing a PIP that incorporates elements of the Escuelas Activas model.[17]

The second example, already addressed in Section II. E.2. above, is the PELA program that is being implemented in 2010 on a nationwide scale with 10% of pre-school, first and second grade students as part of the MEF's broader budgeting for results exercise.

2. CETT-Andino

As of October of 2009, when CETT-Andino submitted its last annual report to USAID, the Education Faculty of the UCPH had signed agreements with two regional governments and one UGEL to replicate the model and/or train their staff. CETT-Andino was also implementing six partnership agreements with private sector companies (three of these with USAID matching funds). In addition CETT-Andino had six private sector partnerships in process and was negotiating an agreement with an additional regional government.

A particularly impressive outcome of the CETT-Andino program in Peru that has promise for replicating the model is the constitution, in 2007, of the Movimiento Pedagógico por la Lectura y Escritura (Pedagogical Movement to Promote Reading and Writing Instruction). Over 800 Peruvian educators, most teachers and "capacitadores" trained by CETT/Andino, form part of this volunteer movement. Deeply committed to the CETT/Andino approach, these individuals, in numerous ways (through the schools where they work, UGELs where they are education specialists, NGOs that they work in) are seeking out creative ways to ensure that others become interested in the approach and take steps to receive the appropriate training.

Finally, the Faculty of Education at the UCPH, which houses the CETT-Andino program, has established a diploma program that provides interested students with the opportunity to acquire a second specialty in reading and writing to accompany their Licenciatura[18]. In addition, the UPCH has established a distance learning program, conducted over the Internet with tutorial assistance and leading to a diploma in reading and writing. As of early March when data collection was coming to an end for this evaluation 70 teachers from 40 provinces in Peru had signed up to participate in this program.

G. Prospects for sustainability for the AprenDes Escuelas Activas and CETT-Andino approaches

An important element that augers well for the sustainability of both models is the personal impact that each appears to have had on individuals who have been associated with the models – teachers trained under the models; individuals trained as "facilitadores" (AprenDes) and "capacitadores" (CETT-Andino) who have seen the impact that applying these approaches can have on students and their families. In addition, there are now students, parents, and

[17] For a review and in-depth comparison of the four PIPs being implemented that include replication of the Escuelas Activas, accompanied by lessons learned, the reader is referred to Annex F to the report).

[18] A "Licenciatura" is equivalent to a BA or BS degree in the U.S. In some cases it approximates an MA degree.

community members who, having had first-hand experience with the models and who having seen the impacts on themselves and others, are deeply committed to their continuation.[19]

Another element that augurs well for sustainability is that both models have managed to reach out to and interest additional actors (educators at the regional and national level; education opinion leaders, politicians, private businessmen, members of civil society) in what they are doing. AprenDes, in particular, has wide name-recognition in education circles in Lima. CETT-Andino's name recognition is more limited; however, among those to whom it has reached out, the program has many admirers.

In addition, and has been discussed in prior sections, both approaches are technically sound: in classrooms with teachers who are effective in implementing these methodologies students are seen to improve their performance.

Having stated the above, sustainability also requires political will and commitment; it requires a strong institutional base that has the ability to sustain the approach while hopefully ensuring the maintenance of quality; and as part of the latter it requires having resources available on an ongoing basis to finance the continuation and expansion of the programs.

1. Prospects for sustainability for the CETT-Andino program

CETT –Andino has good prospects for sustainability:

- CETT-Andino was established in the Education Department of the UCPH. As USAID funding comes to a close, UCPH has the capability and the commitment to continue replicating and expanding the application of the approach through special diploma programs in teaching reading and writing offered at the university as well as a distance learning program in reading and writing that appears to have good demand.
- CETT-Andino/UCPH has trained 123 individuals to serve as"capacitadores" and has built the capability to continue training "capacitadores". These individuals that currently work in a variety of education-related venues (as teachers and directors in schools, in UGELs, DREs, education NGOs) can be drawn upon, as the need arises, to implement new programs.
- CETT-Andino/UCPH, with USAID support, has transferred its approach to NGOs in other regions of the country; at least one of these NGOs (Ñari Walac) has the ability to secure resources and continue implementing the program with minimal supervision from the UPCH.
- The program has motivated a group of 800 (and growing) volunteer CETT-Andino trained teachers and "capacitadores", through the Movimiento Pedagógico por la Lectura y Escritura, to share the approach with other teachers as well assist teachers who are already working implementing the approach to be more effective.
- CETT-Andino/UCPH has acquired the ability to dialogue with and enter into agreements with Peruvian and multi-national companies who, through their Corporate Social Responsibility programs, are looking for ways to put their monies to good use in improving education quality in Peru.

[19] Indeed, during their data collection exercise, the evaluators were given several anecdotes of students and parents in effective Escuelas Activas schools that, upon experiencing a change in teachers, have insisted that the new teacher follow the approach used by the prior teacher.

- CETT-Andino/UPCH, due to its stature and track record, has the ability to maintain contacts and dialogue with key MED staff in charge of teacher training and, in the process, influence their teacher training methodology.
- CETT-Andino/UPCH is well-positioned to compete for and receive contracts from the MED to do teacher training on a national scale; in implementing these contracts CETT-Andino/UPCH is able to implement the CETT-Andino methodology.

2. Prospects for sustainability of the AprenDes Escuelas Activas

There are a several elements that contribute to the sustainability of the AprenDes Escuelas Activas approach:

- In July of 2009 the Ministry of Education announced that the AprenDes Escuelas Activas model was one of two models that the MED recommended for application with rural multi-grade and one-teacher schools.
- AprenDes began with a focus on the region of San Martin. Over time, and with the political support of the Regional President of San Martin, steps have been taken to insert the Escuelas Activas philosophy and approach into the fabric of primary education programs in the region.
- The regions of San Martin, Ucayali, and Amazonas have been able to obtain funds through PIPs to replicate the AprenDes Escuelas Activas methodology; other regions are in the process of exploring doing the same.
- Staff from CEPCO, an NGO located in San Martin, have been trained in the application of the Escuelas Activas methodology and, with donor funding, are replicating the approach in the Province of Luya in the region of Amazonas.
- Under the AprenDes Project steps were taken, in San Martin, to progressively integrate the Escuelas Activas approach into pre-service teacher training: through support to six of the Region's ISPs in adapting and using the approach in their teaching, and through the formulation of a diploma program to train facilitators.
- AprenDes' contributed to the design of the PELA program, which has the potential of gradually increasing recurrent budgets at the regional level devoted to the key elements of the AprenDes program (facilitators, learning circles, visits to demonstration schools, etc.)
- There is broad recognition, among the educational community, of the pedagogical and organizational value of the AprenDes Escuelas Activas approach.
- Finally, and applicable both to AprenDes and CETT-Andino, the SUMA project indicates that both are methodologies that the project is willing to support through indirect efforts to achieve their expansion (e.g., through PIPs and PELA).

Having stated the above, there are a few VERY important elements that are <u>not</u> in place that are critical for the sustainability of the Escuelas Activas approach, especially if an important element is ensuring sustainability in the public sector <u>while maintaining quality</u>. Some of these elements apply to CETT-Andino as well:

- Regions have not received, with decentralization, the corresponding increases in recurrent cost budgets that they need in order to implement programs like the Escuelas Activas on a sustained basis. The PIPs provide a promising, but short-term, "fix" to replicating the methodology. PELA has the potential to move toward progressive increases in recurrent

costs budgets for the regions, but the future sustainability and expansion of this approach beyond the early primary grades is uncertain.

- While a number of regions have indicated an interest in applying the AprenDes Escuelas Activas model, there is a big leap between indicating interest and having the knowledge and capacity to apply the approach (or its iterations) in an effective manner so as to guarantee impacts on student performance.
- Regional education institutions, DRE and UGEL, currently lack the institutional capability to pick up where AprenDes/USAID has left off in continuing to support the Escuelas Activas. For this to take place restructuring of the DRE and UGEL are required, as are stimuli to qualified people to take key technical positions in the DRE and UGEL. Both will take time to come to fruition.
- At this point in time a firm institutional base is lacking (a respected NGO, foundation or university) that is positioned to maintain the quality of the Escuelas Activas approach while obtaining funds (both public and private) to assist in its expansion to new Regions and new schools.

H. Cost-effectiveness of the AprenDes Escuelas Activas and the CETT-Andino approaches

1. AprenDes Escuelas Activas

In 2007 AprenDes hired a consultant to undertake a study of the cost-effectiveness of the AprenDes Escuelas Activas approach. The consultant used three data bases to carry out the required analysis: (1) a detailed costing of all inputs required to equip an Escuelas Activas classroom (including libraries and interactive learning guides for students) as well as provide ongoing training to teachers and accompaniment through facilitators; (2) results of the GRADE evaluations for 2004, 2005, and 2006 for AprenDes and comparison schools; and (3) estimates of primary completion rates for 2004, 2006, and 2006 for AprenDes and comparison schools. [20]. Through this analysis the consultant was able to show, based on calculations of primary completion rates, that AprenDes per student costs in AprenDes schools were approximately $180 below those of students in Comparison schools. Using as a basis of comparison what it costs for a student to achieve curriculum mastery, AprenDes schools in 2006 were nearly $1,800 cheaper per student than Comparison schools. The evaluators consider that the methodology used to measure cost effectiveness in this study was reasonable.

2. CETT- Andino

CETT-Andino contracted with an independent office of the UPCH to conduct an external assessment of performance of third grade students who had CETT-Andino trained teachers for three consecutive years on a reading test. In order to carry out this test, the UPCH selected samples of third grade students from schools where the CETT-Andino criterion was met as well as a sample of third grade students from comparison schools. Students were tested at the beginning and end of the year in 2006, 2007 and 2008 with results showing significant gains in performance on the tests between the beginning and end of the year on the part of Peru CETT-

[20] Chesterfield, Ray. *Eficiencia Interna y Efectividad con Respecto al Costo de AprenDes*, Mariposa Consultants, 2007.

Andino students (for most years) but minimal (and non-significant) gains between the beginning and end of the year when the gains of students with CETT-Andino teachers were compared with the gains of students from comparison schools. [21]

However, given that there were problems with sample selection for both the CETT-Andino schools and the comparison schools[22], it is not possible to make a definitive statement on gains (or not) in student achievement. This, in turn, does not make it possible to do a cost-benefit analysis on the CETT-Andino approach.

An analysis of student performance in CETT-Andino schools and an illustrative statement on cost-effectiveness, based on the problematic samples, may be found in Annex D. In order to conduct this analysis data were used from the UCPH administered reading tests and from the 2008 results of the second grade assessment that is carried out nationally.

I. Support through AprenDes for regionalization in Peru

Early in project implementation, USAID/Peru and AprenDes agreed that the most effective way to approach educational decentralization in Peru was to adopt a three- pronged approach that operated simultaneously at the local, regional, and national levels; at each level encouraging participation and cross-sectoral engagement of a wide variety of actors. There was also agreement that, if AprenDes were to be given the opportunity, it would support efforts designed to clarify roles between the national and regional governments in education as well as assist in the transfer of appropriate functions to regional levels. Further agreed was that the reforms required for an effective decentralization would take time, from 10 to 15 years and that AprenDes and USAID had to be prepared for a process that combined bottom-up and top-down approaches to reform. Finally, there was agreement that the base of reform is the school; that students, teachers, parents, and community members need to have the autonomy to take their own decisions and assume responsibility for what takes place in their schools.

In terms of implementing this three-pronged approach it was agreed that project staff would adopt a strategy of accompanying key actors at the local, regional, and national levels as they learned to assume their new roles under a decentralized scenario. Importantly, it was agreed that this accompaniment needed to be flexible and "just-in-time" responding to needs and opportunities as they arose. It was also agreed that this accompaniment would be based on relations of respect, trust, and commitment to completing the actions that need to be taken to support decentralization.

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[21] Universidad Peruana Cayetano Heredia, Facultad de Educación "Evaluación Externa de los Resultados del Centro Andino de Excelencia para la Capacitación de Maestros en Bolivia, Ecuador, y Peru, 2006.
Universidad Peruana Cayetano Heredia, Facultad de Educación. "Evaluación Externa de Resultados 2007 (Bolivia, Ecuador, Peru), 2007.
Universidad Peruana Cayetano Heredia, Facultad de Educación. "Evaluación Externa de Resultados 2008, Peru, 2008

[22] E-mail communication from Richard Wolfe dated March 19, 2010. Dr. Wolfe was one of two testing experts who, under contract to the Aguirre Division of JBS International, provided advice and assistance to the three regional CETTs in designing tests and analyzing changes in reading among students who had CETT-trained teachers vs. students who did not.

To provide a summary of the many actions that AprenDes and USAID undertook during the life of the project to support educational regionalization in Peru would take more pages than are available in this report. In addition, AprenDes in its final project report has provided an excellent summary of its approach to regionalization and its accomplishments along the way.[23] Key actions/accomplishments of the AprenDes project in the area of educational decentralization at the local, regional and national levels are summarized below.

1. Support provided for decentralization at the local (school-community level)

Given that the ultimate beneficiary of an effective decentralization should be the school and specifically its students through delivering an education that meets their needs and leads to increased learning, AprenDes appropriately placed a major focus of its efforts on promoting school autonomy and the capability of key school actors (students, teachers, parents, community members) to assume leadership roles in making and implementing decisions designed to make their schools better places for learning. Teachers, through the ongoing training they received from AprenDes staff, were empowered to work with their students in an atmosphere of respect and trust. Students received assistance in electing their own leaders through Municipios Escolares; the elected leaders of the Municipios Escolares, in turn played an important role in assisting the teacher to carry out many of the important school functions[24]. Parents and community members, under the leadership of school directors, and with ongoing support from AprenDes facilitators, received training and coaching in how to organize school-community councils (CONEI). These councils, in turn, were responsible for developing, implementing, and monitoring school level strategic plans (PEI) that focused largely on actions needed to improve the school-learning environment. Finally, AprenDes staff assisted CONEI in different localities to form networks (COPAL) so that schools, in turn, could share among themselves experiences and lessons learned with designing and implementing their PEI. Another important function of the COPAL was to present their needs for improving the quality of primary education in their communities to district and provincial authorities (mayors, directors of UGEL, members of civil society) in order ensure that these needs (along with needs for improvements in health, nutrition, and sanitation) are incorporated into local development plans (Planes Locales de Desarrollo Concertado).

2. Support provided for decentralization at the provincial and regional level.

Durng the life of the project the AprenDes decentralization team located in Lima, in close collaboration with the Regional Project Director located in San Martin, provided invaluable assistance, first in San Martin and subsequently in the regions of Ucayali and Amazonas, in a multiplicity of areas where assistance was requested for education decentralization.

[23] Academy for Educational Development, *AprenDes Project Final Report*, November, 2009.

[24] Under the Municipio Escolar system the "Alcalde/Alcaldesa (Mayor) and her/his "Regidores" distribute important school oversight functions, thus serving in many cases as the right arm of the School Director. Functions include: opening the school day; taking attendance; managing classrooms in the teachers' absence; overseeing the school library including students who check out books; visiting students' homes in order to confirm whether or not parents have a daily "reading hour" with their children.

A key area of focus, from the beginning, was building capabilities at the provincial and regional level in education planning. Working at the level of the DRE, but with broad participation of teachers and members of civil society, AprenDes' decentralization team assisted regions to develop/update their PER to accompany the National Education Project (PEN) developed by the CNE. The team also helped these regions to prepare their PMPE, which took the priorities of their PERs and translated them into specific actions that could be taken over a three to four-year period. With the PMPEs in hand, AprenDes staff turned to assisting regional education planning teams to develop concrete projects of three to four years to be financed through the PIPs. A number of the PIPs have focused on replicating the Escuelas Activas model; others have focused on other regional priorities in education.[25] Built into the assistance provided by AprenDes in designing PIPs were guidelines and instruments to monitor and evaluate the replica experiences.

Significantly, AprenDes played a pioneering role in both developing the PMPEs and in finding a way to for the first time ever use PIPs, that until then had been mechanisms for financing infrastructure projects, as means to support service delivery, in this case focused on education. This, in turn, opened the door for other regions of Peru to use the PMPE model and the PIPs, adapted for use in service delivery in education, to improve education service delivery.

Recognizing that key to an effective decentralization that ultimately delivers quality and timely assistance to schools are clarity of roles, realignment of internal structures, and staffing with the required skills to manage the delivery this assistance, AprenDes decentralization staff, in close collaboration with staff from the Vice-Ministry of Education for Administration, also provided technical support for restructuring the DRE and UGEL. The initial focus of these efforts was on San Martin and subsequently expanded to the Region of Amazonas. This has proven not to be an easy task, given many factors that are outside of AprenDes control. Nevertheless, AprenDes and USAID have persevered and have carried forth this activity into the new project.

As of the time this evaluation was carried out, the region of San Martin has been the showcase for AprenDes work in the area of regionalization. Under the SUMA project, San Martin will continue to receive assistance from USAID, as an example to the rest of the regions, in the further work required in regionalization.

3. Support provided for decentralization at the national level

At the national level the needs for assistance in decentralizing education have been multiple and complex. At the local and regional level AprenDes, in the localities and regions where the project worked, AprenDes was for the most part the key source of technical assistance. By way of contrast, at the national level USAID and AprenDes were one of several actors in assisting the process. Others include: UNESCO, UNICEF, the Canadian Government (CIDA), the World Bank, the Spanish Agency for International Cooperation (AECD), JICA (Japan), and GTZ (Germany).

From the time the project began in 2003, AprenDes was a close collaborator with the recently founded CNE in its many initiatives to shape and guide education policy and educational

[25] There are currently four PIPs being implemented that contain components focusing on replication the AprenDes Escuelas Activas approach: one in San Martin, one in Ucayali, and two in Amazonas. The total value of the PIPs comes to S/ 19,773,858.

decentralization in Peru. Starting in 2007 AprenDes also began to work with the Vice-Ministry of Education for Administration in support of decentralization. In late 2007/early 2008 AprenDes/USAID received requests for assistance with important functions relating to educational decentralization from the Office of the Presidency of the Council of Ministers (PCM) whose Decentralization Secretariat (SD), is responsible for promoting and implementing the decentralization process.[26] AprenDes also received requests for assistance from the Education Committee of the National Assembly of Regional Governments (ANGR), based in Lima which was established in 2007 by the Regional Presidents to represent their needs to the national government on topics including: decentralization, fiscal decentralization, the transfer of competencies and the simplification and decentralization of the country investment system.

Given AprenDes close working relationship with the CNE since the beginning of the project in 2003, the evaluation team has chosen to highlight in the textbox that follows the multiplicity of support that AprenDEs provided to the CNE between 2003 and 2009. Current and former CNE staff and Counselors interviewed for the evaluation, to a person, expressed their deep appreciation for the valuable assistance the CNE has received from AprenDes.

The textbox is followed by summaries of AprenDes' responses to the MED, the PCM, and ANGR for specific assistance in the area of regionalization.

Assistance provided by AprenDes to the National Council for Education (CNE) - 2003 to 2009

- Support in developing the PEN, which outlines national policy priorities in education until 2021. The PEN, in turn, paved the way for the development, by each region, of its PER, which outline strategies for education policy at the regional level until 2021.
- Assistance in carrying out studies on educational decentralization including: the distribution of functions and competencies between the national government and regions in education, transfer of resources and financing to the regions, and education standards.
- Support for organizing and conducting annual meetings with the regions. The key objectives of these meetings were to: examine advances in the development and implementation of the PERs and their coherence with the PEN; share experiences at the regional level with educational decentralization; and make recommendations to Regional Governments and the National Government
- In anticipation of the 2006 regional government elections, assistance to the CNE in ensuring that educational policy priorities in the PEN appeared in the national media and became part of the political debate; an important outcome was agreement in all of Peru's 26 regions to place education as a priority on the electoral agendas of the political parties.
- Support to the CNE in 2007 in implementing educational policies centered on rural education, including (and using the AprenDes Escuelas Activas experience) highlighting the importance of teachers receiving accompaniment. This lead to what became the LAP that has served as the base for the PELA program.
- The establishment and organization of the Mesa Interinstitutional (Inter institutional Working Group), which has brought together institutions in Peru that, are developing

[26] The Decentralization Secretariat oversees the transfer of functions, decentralized investment and capacity building.

programs that focus on educational decentralization.
- Assistance in organizing three macro-regional events (in Lambayeque, Arequipa and Ucayali) as a vehicle for interchange on regional experiences in implementing their PER and to help regional education authorities to define a common education agenda that they can negotiate with their respective authorities.

- Technical assistance to the Office of the Vice-Minister for Education Administration at the MED in the area of regionalization consisted of: (1) assistance in developing and implementing a pilot to decentralize education functions to municipalities; and (2) assistance in finalizing the Ley de Organización y Funciones (Law for Organization and Functions, LOF).

With regard to the latter, in Peru under the Regionalization Law, each Cabinet Ministry is responsible for developing a LOF to specify competencies and roles at the level of the national government, regional governments, and local governments. Another important role of the LOF is to harmonize this regulation with other education norms and policies such as the General Law of Education and the National Education Project. In providing this assistance AprenDes was able to draw on important studies requested by the CNE that, within the context of the PEN, identified competencies to be transferred to the regions.

- ✓ Technical assistance to the Decentralization Secretariat of the PCM consisted of: (1) responding to a request for assistance in reviewing the LOF submitted by the MED and preparing a technical opinion on its contents along with an alternative final version; this version was returned to the MED to be finalized before being sent back to the PCM and from there to Congress for approval; (2) responding to a request to co-brand a series of guides being developed by the AprenDes decentralization staff based on their experience working with the regions on: medium-term planning, participatory budgeting, development of PIPs and the process of defining the structure of the education system at the regional and local levels.

With regard to the latter, the five modules were published in 2009 and distributed at a national workshop co sponsored with: AprenDes with technical and political authorities from the regions AprenDes had worked with; regional education directors from across the country; representatives and experts from the PCM, the Ministry of Education, CNE, the Mesa de Cooperación contra la Pobreza; and representatives from different international cooperation projects and NGOs working on issues of decentralization and governance. The second event was a macro-regional workshop that the PCM convened with districts involved the municipalization pilot in the northeastern area of the country. This event focused on introducing and explaining decentralization materials to the authorities and officials of the different municipalities in attendance. The PCM has committed to reprinting these modules and to continue to present them in other regions. Members of the evaluation team reviewed these guides and were impressed with the simplicity and clarity with which they are written. As introductions to each of the topics addressed, these guides provide a valuable contribution.

- ✓ Technical assistance to ANGR's Technical Committee for Education which consisted of: (1) assistance in developing Regional Planning Guidelines for Teacher Education that would help regions develop teacher professional development plans that could then be agreed upon

with the MED; (2) developing a set of terms of reference for the design of a program of PIPs for education that other regions could use to develop their own PIPs based on the AprenDes experience; and (3) assistance in analyzing the administrative and pedagogical processes for one UGEL using the results-based budget approach and the regional budgets to provide a detailed justification for an increase in regular education funds based on the concrete experience of one UGEL.

It is noteworthy that when the Technical Committee was formed in 2008 to address issues related to educational decentralization, AprenDes was invited to be part of and support the Committee based on its experience working in the regions. The evaluation team met with the Coordinator of the Technical Committee as well as the former Executive Secretary of the ANGR and was impressed with the competence and vision of both regarding the role that ANGR can play in facilitating the decentralization process. Both were also extremely appreciative of AprenDes technical support that started in 2009. Hopefully this relationship will continue into the new project.

J. Contributions of the AprenDes Escuelas Activas schools to democratic behaviors and respect for diversity

Individuals familiar with the Escuelas Activas model -- as applied in Colombia, Guatemala, and Nicaragua – have long been convinced that the impact of the approach goes far beyond student learning. With the exception of one study carried out in Colombia that showed that use of Escuela Nueva methodologies had a positive impact on social interaction of children,[27] the majority of the studies and evaluations have focused primarily on easily quantified indicators such as performance of students on achievement tests.

It is not hard, upon visiting an effective Escuela Activa to see that something "different" is happening in the classroom, among teachers, students, and parents. This something "different" is empowerment and democracy in action, cooperative learning, respect for the opinions of classmates, and participation in the design and implementation of community projects. The list that follows attempts to bring together what the evaluators have identified as important ingredients of the Escuelas Activas approach that promotes democracy and respect for diversity.

- ✓ Teachers that are trained in the same way students learn, thus providing a modeling base for sharing and democratic behaviors.
- ✓ Interactive guides used by students that are adapted to reflect the environment, culture and traditions of the country and region.
- ✓ A fourth step of the learning process that has children applying at home and in the community what they have learned, reinforcing an appreciation for environment, culture and traditions.
- ✓ Each student has a defined role and responsibility in the classroom

[27] Clemente Forero-Pineda, Daniel Escobar Rodriguez, and Danielken Molina, 2006, Escuelas Nueva's impact on the peaceful social interaction of children in Colombia, in A.W. Little (ed.), Education for All and Multi-grade Teaching: challenges and opportunities, Springer, The Netherlands, pp. 265–300.

- ✓ Students have the opportunity to serve in important leadership roles in the Municipios Escolares.
- ✓ Representatives of the Municipio Escolares serve -- alongside the school director, parents and community leaders -- on the CONEI and are encouraged to take needs and issues identified by the student body to the CONEI for resolution.
- ✓ Students and parents are encouraged to work together on projects and to take initiative in seeking out resources that the school needs.
- ✓ Parents are trained in the Escuelas Activas methodology thus enabling them to understand how their children are learning and facilitate their participation in helping in the classroom.
- ✓ Teachers, students, parents, and community members who are members of the CONEI are trained in developing long term and annual plans and coached in tracking their implementation.

If fully operational and "functional", with the attributes listed above, being affiliated with an AprenDes Escuelas Activas school can have the potential of encouraging the development of characteristics that correspond to an individual who has the attributes to function in a democratic society where there is respect/appreciation for diversity.

Were funds to be available, a study of effective Escuelas Activas that have the attributes listed above that combines qualitative and quantitative data gathering would be desirable to confirm (or not) the existence of desirable characteristics such as the following:

Desirable characteristics that one might expect to find in an effective AprenDes Escuela Activa

Student characteristics:

- ➢ Students who value who they are as individuals, who recognize the uniqueness of who they are.
- ➢ Students who respect one another, who value that each and every one of their fellow students are unique and thus have important qualities to offer.
- ➢ Students who communicate more effectively with their parents and siblings at home.
- ➢ Students who have the self-assurance to take important initiatives in the classroom, at home, and in their communities.
- ➢ Students who, rather than just memorizing what they learn are able to problem solve, both in carrying out their school assignments and in addressing needs at home and in their communities.

Teacher characteristics*:*

- ➢ Teachers who radiate this positive self-image and, in so doing, motivate students and parents to also value their positive attributes and characteristics.
- ➢ Teachers who are able to motivate and draw parents into the school both to assist them in daily classes and to, in the process, help them acquire new skills.
- ➢ Teachers who treat their students with respect and encourage them to take initiatives in the classroom.
- ➢ Teachers who value democratic processes: who are able to engage with others in problem solving or undertaking a school improvement program in such a way that other participating parties (students, parents, other members of the community) feel appropriately drawn in and able to contribute.

III. ISSUES

While the evaluators consider both AprenDes and CETT-Andino to be technically solid programs, neither is without its issues and concerns. Issues and concerns center on: (1) the importance of maintaining the quality of both program interventions as they are replicated and expanded by others; and (2) prospects for their future sustainability (and especially that of the Escuelas Activas program.

A. Relating to Aprendes

1. The first issue/challenge is to how to maintain the quality of Escuelas Activas interventions and their results as steps are taken to replicate this model: (a) high levels of teacher turnover in multi-grade schools due to teachers who are contracted and their contracts are not necessarily renewed to remain teaching at the same school; (b) the inability, thus far of UGELs, to step in and provide ongoing support for AprenDes schools after direct support from USAID or PIP funds has ended; (c) a MED norm which prohibits seconding teachers who are experienced in the Escuelas Activas methodologies as facilitators under the PIP expansion in at least one Region thus far (Amazonas) which has severely limited the ability to hire qualified individuals to serve as facilitators under PIPs that focus on replicating the Escuelas Activas approach; (de) limited staff capacities in the regions in specialized areas such as M&E that make it difficult to maintaining quality control (and thus credibility), in implementing achievement tests.
2. The second issue/concern has to do with the fact that several regions that are replicating the Escuelas Activas model under PIPs have decided not to limit this expansion to only rural-multi grade schools. In addition—and without the skills and resources to do this effectively -- they are in the process of or intending to apply the Escuelas Activas model to pre-school education, secondary education, and bilingual education. This has the major risk of resulting in programs that produce deficient or negative results and could lead to negative repercussions to the name of the AprenDes Escuelas Activas model and to USAID/Peru's role in supporting the model.
3. While the evaluators overall were impressed with the quality of the teacher training materials and the workbooks/guides prepared under both the AprenDes program, the team is concerned with the student guides in math. As currently configured, the student mathematics guides for grades two through four ask the students to spend unnecessary amounts of time copying the contents of the guides into their own workbooks. In addition, the guides are not explicit about sending students, at appropriate times in the lessons, to the math sector to make use of a number of manipulables, which are provided both by the Project and made by students and parents.
4. There are a number of weaknesses at the regional level in both the DRE and the UGEL that make it difficult to set the needed base for replicating the Escuelas Activas approach with quality. They include: (a) individuals named to the position of Director of the DRE and the UGEL don't always have the skills and experience needed to fill their positions; (b) instability and constant rotation in the vast majority of the DRE and UGEL positions given that they are

filled with individuals temporarily seconded from their schools or hired under contract; (c) the relatively unattractive salary for positions in the DRE and UGEL for seconded teachers given that, if the teacher comes from a rural school, s/he ceases receiving the special salary stimulus that s/he received while working in a rural school; in addition the seconded teacher must work longer hours.

5. The evaluators have a number of issues and concerns related to the future sustainability of the AprenDes Escuelas Activas with quality: (a) lack of clarity, once the PIPs come to an end, regarding how to maintain important ongoing support to the schools (e.g. continuity in terms of facilitators, trainings, interactive learning guides); (b) lack of funds available in region's recurrent cost budgets to cover costs to maintain the Escuelas Activas (e.g. facilitators, interactive guides, ongoing trainings); (c) absence of a clear strategy for identifying and obtaining the commitment of one or more qualified NGOs or Universities that could maintain quality oversight over time with regard to the key program inputs; (d) 2010 and 2011 are both highly political years in Peru and thus present risks for the implementation of actions (such as redefinition of roles and structures of DRE and UGEL) that are designed to set the stage for program sustainability; (e) lack of clarity of roles and responsibilities in setting standards and delivering education services between the MED and the regions.

B. Relating to CETT-Andino

1. While CETT-Andino has had credible external evaluations carried out that review materials and teacher performance, there have been problems with the design and conduct of evaluations focusing on student outcomes. A good amount of work, with credible external assistance, was put into developing a usable reading assessment instrument. However, faulty sampling both in selecting the CETT-Andino schools and the comparison schools has reduced the ability of CETT-Andino to make definitive statements on advantages that students with CETT-Andino teachers have in terms of advances in reading skills.

2. CETT-Andino has prepared an excellent series of "fasciculos" or reference materials to guide teachers on working with their students to teach them to read and write. However, the materials prepared for guiding teachers who work in multi-grade schools are very limited and do not show a clear appreciation for how a multi-grade school operates. In addition, student' workbooks and accompanying teachers' guides for use in second and third grades, which are printed in multiple colors, are given to students for them to work on and keep. It is not clear that this is a cost-effective or sustainable strategy.

3. CETT-Andino has put in place a variety of mechanisms designed to facilitate sustainability of its approach. A number of these experiences remain to be documented in terms of how they were carried out, impacts, opportunities and challenges, lessons learned along the way.[28]

[28] These include: contracting with three NGOs to replicate the approach in the Departments of Piura, Ucayali, and Cusco; impact of using the internet to carry out distance learning and quasi distance learning programs on student reading and writing skills; teaming up with private companies to replicate its training program in other regions and environments.

4. To the previous issues and concerns, the evaluators add a series of issues and concerns listed in the prior sub-section with regard to the AprenDes Escuelas Activas. They are: (a) institutional weaknesses in the regions at the level of the DRE and UGEL which make it difficult to set the base for sustainability for either model when the key implementer is the public sector; (b) lack of funds available in region's recurrent cost budgets to cover costs to maintain the schools (e.g. "capacitadores", training materials for teachers, ongoing trainings); and (c) lack of clarity of roles and responsibilities in setting standards and delivering education services between the MED and the regions.

C. Relating to USAID's new Project, SUMA

On September 1, 2009 USAID/Peru signed a contract with the Academy for Educational Development entitled the "Quality Basic Education Reform Support Program". The overall objective of this contract is to "support systemic reforms and capacity building in basic education – specifically primary education – to improve student learning outcomes". This new program, known as SUMA, continues where AprenDes left off with a dual focus on educational policy reform and support for regionalization while at the same time supporting the delivery of quality education to schools. SUMA differs from the prior AprenDes program in that it seeks much closer relations with the MED. In addition, under SUMA USAID/Peru has taken the conscious decision to move from direct service delivery (e.g. as was done under AprenDes and CETT-Andino directly financing the inputs needed for implementing each program at the school level) to providing indirect support through assistance to regions in designing and implementing PIPs (and starting in 2010 supporting the implementation of PELA). The program, with five key outcomes, is complex and ambitious.

In the spirit of this evaluation – where the evaluators have specifically been asked to examine prospects for replication and sustainability of the AprenDes and CETT-Andino models (the authors have added to replication and sustainability the term "maintaining quality) the evaluators would like to share the following observations/concerns regarding the design of SUMA.

1. Given its broad objective, SUMA opens USAID and the contractor to responding to multiple requests for technical assistance from different offices of the MED as well as requests from other entities such as CONEACE/SINEACE, the MEP, the PCM, and ANGR. USAID and the contractor will need to exercise great care in selecting those requests that are most within the contractor's sphere of capability and USAID's priorities; otherwise the contractor could become deluged with requests that go beyond the contract's capability, in terms of staffing and funding.
2. The contract names the AprenDes Escuelas Activas and CETT- Andino as two priority initiatives to be implemented under SUMA. However, with a few specific exceptions, SUMA is designed to provide indirect support to schools (for example, policy dialogue leading to changes in education policies, assisting regions to develop and implement their PIP, assisting regions to implement PELA). This more indirect approach does little to support ensure the expansion, and sustainability with quality of either approach.

3. The contract establishes a number of specific indicator targets that are outside of SUMA's control to be achieved during specified time frames. To hold the contractor accountable to achieving specific indicator targets under situations where many of the variables are outside of its control would be unfair as well as counter-productive to the contractor and to USAID itself. Examples follow:

   - Outcome 1, Requirement 1.3, establishes that the DRE and UGEL in the five priority regions will be re-structured by the end of the contract. Given the delicateness of this process, as it involves people's jobs as well as political factors, it does not make sense to establish such a firm indicator target for the end of the contract.

   - Outcome 2, Requirement 2.4, establishes that by the end of the contract at least four ISP's for each of the five priority regions are to be accredited under a new accreditation system to be developed with USAID support and that 100 teacher-trainers with new skills will be working in the accredited ISPs. This assumes (with many factors outside of USAID's and the contractor's control) that this accreditation system will be developed and approved during the life of the project. It also assumes that at least four ISPs in each region will actually be accredited in time and that 100 teacher-trainers with new skills will be working in these institutes.

   - Outcome 3, Requirement 3.1, establishes specific targets in terms of increases in student performance on achievement tests that depend on many factors outside of USAID and the contractor's control given that the focus of SUMA is not on direct service delivery where one could more comfortably establish targets given that the majority of the factors contributing to increased performance on achievement tests would be within the control of the implementer.

   - Outcome 3, Requirement 3.1, establishes two deliverables: (a) demonstration project in each priority region that showcases best practices; (b) at least 10% of the teachers from multi-grade schools in the five priority regions will be trained in new methodologies by the second full school year, with the regions' resources. To accomplish this would imply having viable PIPs or other mechanisms in place almost immediately after the signature of the contract that has both not been possible and is outside of the control of USAID and the contractor.

   - Outcome 3, Requirement 3.2, specifies that teams in each priority region will be established to design and implement PIPs within the first year of the Project. No matter how hard the contractor pushes (and there is question as to the value of pushing), each region will develop its PIP at its own rhythm.

4. The new Project (Outcome 3) provides for the creation of public-private partnerships. Targets are provided for the amount of funds to be leveraged in the partnerships, along with time frames. Lessons learned and best practices elsewhere with the successful establishment of public-private partnerships in education suggest that more important than the funds leveraged and the number of partnerships created is the nature and quality of the partnership as well as what one would desire to accomplish under the partnership. In the case of SUMA, the ideal would be to look for partnerships that enhance replication of best practices while maintaining quality and privileging partnerships that have as one of their primary objectives ensuring sustainability of best practices such as AprenDes.

5. The terms of reference for SUMA refer to the role of the contractor in supporting the development of the PIPs. However, no specific mention is made of the role of the contractor in supporting the implementation of the PIPs from an administrative and pedagogical perspective, especially where the principal focus of the PIP is conducting a replica of the Escuelas Activas or the CETT-Andino approach.

6. The evaluation team understands that USAID/Peru has taken the decision to expand the contractor's scope of work to include technical support to the regions that it is working in to include support for the PELA program. PELA provides a number of important contributions to improving education quality[29], and in fact uses the AprenDes elements and costing basis as the structure for designing the program. However, the team suggests caution for the following reasons in adding support to implementing PELA to the SUMA scope of work, especially if this requires taking significant staffing and resources (note: this does not mean to say that USAID and AED shouldn't be open to supporting specific and discrete aspects of the implementation of PELA): (a) it is not clear how long the program will last and whether, if the region is successful in meeting targets, whether the region will maintain its increase recurrent budget; (b) targets for increases in performance on the second grade census between 2010 and 2011 are much too ambitious.[30]; (c) given that this year and next are electoral years, it is not clear whether this initiative will continue over into the new government.

7. Junin, Lima Provincia, and Ayacucho – the additional regions that have been selected for expansion under SUMA -- are very different from San Martin, Ucayali, Piura, and Amazonas where AprenDes and CETT-Andino have focused their implementation. Given their differences, USAID and the contractor will have to develop and implement specific strategies adapted to each region that may or may not include the Escuelas Activas and the CETT Andino approaches. This adds to the difficulty of the contractor in implementing SUMA. In addition, it may detract from needed efforts to focus on the expansion and sustainability of the AprenDes and CETT-Andino approaches while maintaining the quality and integrity of each program.

8. Finally, the evaluation team would like to express its concern regarding the way in which SUMA has been configured for decision-making. The team considers that it is highly appropriate under SUMA to improve linkages with the Ministry of Education and to commit SUMA to supporting education policy at the national level. However, many individuals that the team interviewed volunteered a concern that, as currently designed, the MED has excessive influence on the decisions to be taken under SUMA. This is aggravated by the centralist tendency that currently exists among senior MED officials and the difficult relations that the MED has with the donor community and with institutions that are influential in the education sector.

[29] For an update on the status of PELA, based on interviews carried out by the evaluators toward the end of their consultancy, the reader is referred to Annex E.

[30] In San Martin, for example, the percentage of students at N2 (sufficient) are estimated to increase from 17.66% in 2010 to 28.17% in 2011 in communication; in math they are expected to increase from 14% to 24.71%. Source: *Cuadro de simulacion de metas regionales para las areas de comunicacion y matematica* prepared by the MEF and the MED in 2009

- The formation of a Consultative Committee – made up of the Vice-Minister of Education responsible for Pedagogy, USAID, the CNE, ANGR, and SINEACE – represents an important mechanism for consultation regarding decisions to be made regarding project implementation. However, information and opinions obtained through interviews suggest that key decisions are taken mainly between USAID and the MED, limiting the role of other institutions on the Consultative Committee in decision-making.

IV. RECOMMENDATIONS

A. Related to improving as well as maintaining the quality and relevance of the Escuelas Activas approach as it expands:

1. Establish as a high priority working with the MED to resolve the situation under existing national MED norms that prohibit seconding experienced teachers who are named to their schools to serve as facilitators and in other technical support activities in implementing PIPs.
2. Continue collecting data on program performance that can be used for decision-making using as a principal vehicle for collecting data on student performance the MED's annual second grade census; also consider fine-tuning/reducing instruments use to monitor school performance;
3. Conduct evaluations/applied research designed to identify the impacts of the Escuelas Activas approach on teachers, students, families, and communities in terms of the adoption of democratic behaviors and leadership/problem solving skills
4. Carry out a follow-up study to identify impacts in terms of academic achievement, leadership and related skills of Escuelas Activas graduates once they enter secondary school.
5. Conduct a careful follow up of Escuelas Activas facilitators under ongoing mechanisms in order to determine their effectiveness along with areas for improvement.
6. Visit other programs in Peru supporting rural education in order to learn from their experiences and incorporate relevant aspects into the Escuelas Activas; in addition set aside funds for observation tours to other countries.
7. Consider contracting one or more individuals with extensive pedagogical experience with the Escuelas Activas approach to provide technical assistance to improve aspects of its implementation.
8. Ensure, to the extent possible, the quality of replicas of the Escuelas Activas under PIPs by providing pedagogical accompaniment in both the design and implementation of the PIPs.
9. Take steps to address the fact that regions, under their PIPs, are adapting the Escuelas Activas methodology for use in areas (bilingual education, secondary education) where the methodology has not yet been adapted/validated.

B. Related to ensuring the sustainability of the Escuelas Activas approach

1. An important part of policy dialogue under USAID's new project, SUMA, should center on finding ways to ensure that increases in funds for providing support for education quality be sent to the regions in order to maintain and sustain initiatives such as the Escuelas Activas, CETT-Andino and others.
2. Consider identifying a qualified NGO, foundation, or educational institution – or if one doesn't exist finding the way to create one – that can take on the role of sustaining the Escuelas Activas methodology in Peru while maintaining its quality, and continuing to deepen and make improvements in the approach.

3. Facilitate the creation of programs in universities and Institutos Superiores Pedagógicas (Teacher Training Institutes or ISPs) designed to incorporate the Escuelas Activas methodology, specifically focused on working with rural multi-grade schools, into pre-service teacher training.

C. Related to CETT-Andino:

1. Conduct an external evaluation of CETT-Andino's impact on student reading and writing skills that includes not only student performance on achievement tests, but other methodologies to assess: quantity and quality of student production in preparing written texts; initiatives of students and teachers to read for pleasure; activities taken by parents to encourage reading in the home.
2. Conduct a comparative study of CETT-Andino's experience contracting NGOs to implement the methodology in other regions (Piura, Ucayali, Cusco).
3. Take a close look at CETT-Andino's experience working with "capacitadores" with an eye toward extracting best practices and lessons learned for effective accompaniment of teachers under PELA.
4. The MED should consider reaching out to the School of Education at the UCPH for advice in encouraging the establishment of other volunteer movements composed of committed teachers, such as the Movimiento por la Lectura y Escritura established by Centro Andino, that focus on improving education quality.

D. Related to education policy reform and regionalization:

1. Be patient and keep in mind that reforms do not take place in a predictable and linear fashion. Rather, the process of reform usually takes place at its own pace, often in a top-down, bottom-up, side-ways fashion.
2. In the design of future programs that encourage and facilitate policy reform, build in flexibility to respond to opportunities as they arise.
3. Carefully select areas where USAID has the best prospects for accompanying reform and influencing policies.
4. USAID has decided wisely to incorporate the CNE and ANGR into its new project; both have important contributions to make to education policy (CNE) and to education decentralization (ANGR).
5. USAID should support PELA but strategically and with caution given current uncertainties about its future implementation; USAID would be wise to encourage the formation of a special donor working group the focuses on PELA .

V. LESSONS LEARNED AND BEST PRACTICES

The AprenDes and CETT-Andino experiences provide a rich laboratory from which to draw lessons learned and best practices. The lessons learned/best practices listed below are not comprehensive as to list all that can be drawn from these two experiences could easily fill another report.[31] These lessons/learned best practices are divided into three categories: for actions in support of effective practice at the school/ community level; for achieving sustainability with quality; and for actions in support of policy reform and regionalization.

A. For actions in support of effective practice at the school/community level.

1. A positive teacher attitude, including an increase in self-esteem, confidence and commitment, is key to successful education service delivery. Both the AprenDes and CETT-Andino experiences have demonstrated that it is not sufficient to just focus on assisting teachers to acquire new teaching skills. Both projects, through training and other activities, did a very good job of consciously building self-esteem, confidence, and commitment in participating teachers.

2. Accomplishing effective change at the school/community level takes time and patience. New methodologies and materials need to be designed and piloted. Teacher, student, parent, and community buy in must be obtained. Time needs to be given to teachers, who join new initiatives with different levels of knowledge and motivation, to accept new approaches and adopt them as their own. In addition, as was shown in the case of CETT-Andino, where teachers had two years of training and accompaniment as opposed to one year (the focus at the beginning of the program), they were more apt to show improvements in teaching practice.

3. In working in rural multi-grade environments an integrated approach is key. The AprenDes experience has shown that to be effective working at the school level – especially in isolated rural areas with multi grade schools – requires an integrated approach that provides materials that students in different grades can work with at their own pace; teachers who operate as facilitators and guides; students who assume leadership roles in the school and in the classroom; parents who understand and support, both in the classroom and at home, what their children are learning; and community leaders who are motivated to assist the school.

4. Approaching training as a continuous, long-term process to effect change in teacher practices is important. Both experiences have served as a reminder that change in teacher

[31] The AprenDes final report and the systematization carried out by AprenDes both provide a number of very specific lessons learned for the Escuelas Activas**:**

Academy for Educational Development. *AprenDes Project Final Report*, 2009.

Ministerio de Educación,USAID/Perú, AprenDes*, Factores claves que transforman la escuela rural multigrado. Sistematización de la experiencia del Proyecto AprenDes*, 2009

behaviors in the classroom requires a series of well designed workshops for teachers accompanied by: ongoing follow-up in the classroom by an individual who has the capability to coach the teacher and provide demonstration classes; periodic meetings of teachers to reflect on their experiences and to problem solve; along with opportunities to visit successful schools to see good teaching in practice.

5. There are a number of characteristics that are necessary for children to read. They include, as has been seen with both the CETT-Andino and AprenDes experiences: adequate time and emphasis given to reading especially in the early grades; an approach to reading that situates learning to read as something that is fun and pleasurable; having knowledge of a variety of techniques for teaching children to read and being able to adopt the appropriate techniques with children as they need them; ready availability of relevant reading materials; ideally time set aside each day (or a certain number of days per week) for reading for pleasure; and encouraging parents to provide support for reading at home.

6. There are multiple benefits to integrating learning with the students' home environment as well as the community at large. A particular strength of the Escuelas Activas approach to learning is that, at the end of each learning unit, the student is guided to carry out a relevant activity at home with the student's parents and siblings or in the community at large. Not only does this bring classroom learning to the reality of students' everyday lives (thus reinforcing what the child has learned at school), it also serves to involve parents, siblings, and community members in the child's learning and in the process gain an appreciation for the value of this learning.

7. School is not a place one goes to in order to just learn the three "Rs". The three Rs and other subjects are an important part of the overall curriculum. However, in AprenDes Escuelas Activas and to a certain extent in classes given by CETT-Andino trained teachers, students are exposed to a learning environment that is based on respect (between teacher and student, student and teacher, student to student); where autonomy, initiative, and creativity are encouraged; and where students acquire skills and experience in being leaders. All of these are fundamental to the student's' ability as s/he grows up to cope constructively in what is often a confusing world.

8. Achievement tests, while useful, should be complemented with indicators that measure changes in initiative, leadership, self-esteem and democratic behaviors. GRADE, a highly respected Peruvian education research institution was contracted by USAID/Peru to collect and analyze annual data on achievement in communications and math over a five-year period. A random sample of 70 AprenDes "Pioneer" and 70 "Sister" schools was tracked yearly as were a group of carefully selected comparison schools. While the data produced were highly credible, and ultimately put to a number of uses (among others in calculating cost-effectiveness of inputs that led to the PELA program), missing are credible data that focus on the impacts of programs such as AprenDes on initiative, leadership, self-esteem, and democratic behaviors in teachers and students.

9. Distance learning can be helpful, especially in a country where there is wide access to Internet. In Peru, most cities and towns have Internet cafes ("cabinas de internet") where individuals who don't have computers can spend time on a computer at a minimal cost. CETT-Andino decided to take advantage of this situation to design and implement distance programs to provide skills to teachers in early reading and writing. While evaluation data demonstrating the effectiveness of this approach is not yet available, the mechanism has been popular, and a number of teachers have now graduated and are applying their newly acquired skills in the classroom.

B. For achieving sustainability with quality

1. Fundamental is having a valid and proven technical approach. In the case of this evaluation the evaluators have had the good fortune of evaluating two programs that they believe are technically solid. The challenge, as USAID funding for direct service delivery has come to an end, is to find ways to permit these programs to be replicated and sustained without compromising the key elements that make them strong programs.

2. Having access to PIPs to implement programs at the regional level designed to improve education quality represents an advance in the area of decentralization and in making use of national funds for regional education. However, care must be taken to ensure, in both design and implementation, that the appropriate quality controls are built in. San Martin set the standard with using PIPs for education service delivery and specifically for replicating the Active Schools approach. An important lesson learned along the way and taken into consideration under the USAID/SUMA program is that, for the experience to be successful there must be an ongoing accompaniment, in PIP design and implementation from individuals with administrative experience, pedagogical skills and in depth knowledge of the Active Schools approach.

3. Key for sustainability with quality is an independent institution (NGO, foundation) staffed with qualified individuals that have bought into the approach and that can provide quality control and continue to develop new materials/approaches. As CETT-Andino comes to an end it has a respected university based in Lima that designed and implemented the approach and plans to continue to do so. The Director of the School of Education at the UPCH is committed to continuing with the program and the UCPH receives a variety of sources of funding, including student tuitions. It also has the capability to seek out and enter into linkages with other entities in Peru's public and private sector that will enable it to receive funding to replicate its methodology. This is something that the AprenDes Escuelas Activas approach currently lacks.

4. Ensuring sustainability requires a pro-active approach that constantly seeks out multiple venues for support. CETT-Andino is doing a masterful job of progressively building its technical base (it now, for example, has 280 trained "capacitadores" that it can tap for future training opportunities; it also has a cadre of 800 motivated teachers as well as teacher trainers who have participated in the CETT-Andino program who have established a movement committed to maintaining the model). CETT-Andino has also developed a

strategy for sustainability that draws upon revenue from students taking courses leading to diplomas in teaching reading and writing as well as students signed up to receive training over the internet. Finally, UPCH has established alliances with several companies to finance replicas of the program in their regions, and UPCH incorporates the CETT-Andino approach into teacher training programs with the MED for which it competes.

5. Finally, key for sustainability is having buy-in and support for the approach from all levels of the system. AprenDes, although it does not have a private sector institutional "home" as does CETT-Andino, has done an excellent job of seeking out buy-in and support at all levels of the system: at the school level from parents, students, teachers and community members; at the regional level from Regional Presidents and their staff, Regional and Provincial directors of education and their staff, and civil society organizations. At the national level AprenDes and its Escuelas Activas has built a wide web of understanding and support from influential organizations such as the CNE, the PCM, ANGR, and the Mesa Rural, the Mesa Contra la Pobreza. An important element of USAID/Peru's new project SUMA, is achieving the buy-in and support needed from personnel at all levels of the MED.

C. For actions in support of policy reform and regionalization

1. In order to have a positive influence on education policy at the national and regional levels it is fundamental to develop a broad network of relationships based on trust, and be able to dialogue with entities that either influence or make policy. Early on AprenDes and USAID/Peru set up a broad network of contacts at the national, regional, and local level. AprenDes went out of its way to invite key individuals at all levels to visit project schools. AprenDes and USAID also looked for opportunities to be of assistance to key actors in carrying out their (the latter) agendas rather than presenting their own policy dialogue agenda. In the process AprenDes was able to open access to and have dialogue with key personnel from the regions where it was working, the MED, PCM, MEF, ANGR, CNE, donors and important civil society organizations. CETT-Andino was able to establish very good relationships with the Vice-Minister for Pedagogy at the MED and with the private enterprises it was working with.

2. Achieving true policy reform takes time, it is not lineal, it is unpredictable and assisting the process requires patience, flexibility, and respect. When AprenDes began in 2003, Peru was in its first year of undertaking a massive decentralization. Roles and responsibilities needed to be worked out in an atmosphere where the path was unclear. USAID and AprenDes looked for opportunities to be of assistance and doors began to open. The result was increasing requests coming to AprenDes for substantive support. AprenDes staff was also flexible and patient and provided needed technical assistance in a respectful and collegial fashion.

3. To be an effective actor in promoting policy reform entails simultaneously taking a bottom-up and a top-down approach. From the beginning USAID and AprenDes primary focus was on improving the quality of rural multi-grade schools in Peru. AprenDes worked all angles: a bottom-up approach that brings to the attention of leaders at the national level what can

be done to support rural multi-grade schools; a top-bottom approach of working with the CNE, the MED and others to ensure that the National Education Plan Project and other policies served as an adequate vehicle for assisting regions to develop their own Regional Education Plans and policies.

4. In assisting reform it is helpful to have on one's staff individuals who are known and respected who can accompany the process and have access as needed to senior level officials ultimately responsible for approving policy. This was clearly the case in San Martin and one of the reasons that so much has been accomplished in this region. Teocrito Pinedo, as AprenDes Regional Coordinator for San Martin, was committed and persistent. Due to his many contacts in the region and the respect with which he is held, he opened doors to AprenDes as a participant in the regional education reform process. In the case of CETT, the prestige of the UPCH and its Dean of the faculty of Education, Manuel Bello, has been an important contributing factor to the program's success.

5. Finally, and equally important, if the reform or reforms have as their ultimate objective achieving change at the school level it is important to keep a close eye on the ultimate beneficiaries – schools with their teachers, students and parents. AprenDes built in from the beginning an ongoing feedback loop that permitted incorporating findings at the school level into the substance for key policy decisions (a key example being PELA).

ANNEX A
Answers to Specific Questions Included in the Evaluation Scope of Work

TOPIC/QUESTION	
GENERAL QUESTIONS	
Contributions to policy-making and systemic reform	
1. What are the key contributions of USAID's two education programs, AprenDes and CETT, to the improvement of quality in Peru?	See Section II.B. of the report
2. How do these experiences contribute to the replication of the model in Peru?	See Section II.F. of the report
3. Is a single model or multiple education models applied throughout the country the most appropriate for public policy consideration?	It is possible to have several models. However, there are certain key elements that a model should have in order for its to be considered for public policy consideration: • Materials for children to use individually and in groups with the assistance of teachers. • Careful selection and special training for teachers who can accompany other teachers in the classroom to assist them in applying what they are learning through training workshops. • Continuous training for teachers through: participation in workshops; accompaniment by more specialized teachers who assist the teacher in the classroom to apply what s/he has

TOPIC/QUESTION	
	learned; opportunities to visit schools that are doing a good job of implementing the methodology; and opportunities in teachers' circles to share experiences with applying what they have learned and to problem solve. • Treating teachers with respect, being there to support and stimulate them as opposed to supervising/chastising them. • Finding ways to stimulate and take advantage of the initiative of parents. • Promoting leadership and pro-active behavior among student through school functional school governments that are democratically elected and operate based on good democratic principles. • Finding ways for regional and local government to assume the program as their own.
4. How can experiences and best practices generated from the regions contribute to national policy on education?	See Section II.E. of the report
5. What do the experiences from both programs tell us about evidence-based policy making?	• Evidence on student performance in AprenDes schools collected by GRADE, combined with cost-data on AprenDes inputs, has been used to design the PELA program whose objective is to provide funds to regions for teacher accompaniment and other good practice. PELA is being implemented nationally in 2010.
5a. Was there sufficient coordination and synergy with other USAID programs such as decentralization and alternative development?	• The USAID/Peru Education office and AprenDes staff, since the program's inception, have coordinated closely with the mission's Alternative Development (AD) and Decentralization programs. • In the case of AD, the selection of school locations in San Martin and Ucayali has been done in close collaboration with the AD contractors in San Martin and Ucayali. The AD

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	contractor, through competitions carried out regionally, has given special awards to AprenDes schools. Finally, in a 2006 evaluation of AD programs, outside of direct AD inputs, communities indicated that what they most appreciated were the AprenDes schools. • In the case of Decentralization, there has been close coordination and synergy in the Department of San Martin. The AprenDes regional coordinator for San Martin has played an important role in guiding the coordination of the many civil society entities that the Decentralization contractor works with.
5b. What about with other education initiatives in the region (PEAR for AprenDes, Plan Lector of MED for CETT)?	PEAR AND APRENDES • Both AprenDes and PEAR operated in the region of San Martin: AprenDes in nine provinces and PEAR in one. • Given their geographical proximity, it was agreed that each program would share with one another, for review and comment: their methodologies, materials, and monitoring instruments. In most areas the two programs coincided in their approaches, in a few areas there were differences. • The two programs also explored the best way to approach teachers so as to avoid confusions. • In 2005 PEAR and AprenDes collaborated to develop a proposal for a pilot of PEAR in San Martin that would be implemented by AprenDes; the objective of the pilot was to situate the PEAR program within the context of the decentralization that was taking place in San Martin; this pilot, however, did not take place. • In late 2005 AprenDes organized an observation trip (pasantia) to visit 8 AprenDes schools in San Martin; participants in the trip were: the MED Director of Basic Education, the individual at the MED in charge of PEAR, and the World Bank representative responsible for overseeing the PEAR program on behalf of the World

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	Bank. • In the formation of networks in San Martin, PEAR had a proposal that served as a base. This was complemented with experiences from other institutions with the formation of networks, such as EDUCA (a Peruvian NGO), the formation of teacher networks in Ecuador. The outcome was the formation of regional networks of CONEI that are currently in operation. • Finally, USAID provided financing for and assisted the MED in preparing a systematization of PEAR. This systematization and a companion document prepared by AprenDes focusing on the Escuelas Activas were formally presented (along with the MED's official approval for the two approaches) by the Vice-Minister of Pedagogy for the MED at a closing ceremony for AprenDes that took place in August, 2009. CETT-ANDINO AND PLAN LECTOR CETT-Andino promoted the importance giving to reading in order to learn as well as the importance of reading for pleasure (two objectives of Plan Lector) by: • Distributing books for children at all the schools it worked in. • Including the Plan Lector activities in the training that it provided to teachers as part of its overall strategy for improving the teaching and learning of reading. • Supporting initiatives focused on promoting reading in the schools that it worked in. • Including the Plan Lector experiences in its fairs and other activities oriented toward families and communities.
Learning Impact	

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1. Looking at children's learning and teachers' performance in both AprenDes and CETT, what were the most successful aspects? What were the least successful?	TEACHER'S PERFORMANCE: MOST SUCCESSFUL ASPECTS See Section II.C. of the report CHILDREN'S PERFORMANCE: MOST SUCCESSFUL ASPECTS See Section II.B. of the report TEACHER'S PERFORMANCE; LEAST SUCCESSFUL ASPECTS <u>General limits of both approaches</u>. • Both approaches, for the moment, are focused on working with students whose primary language is Spanish. • AprenDes is designed to work with multi-grade and one-teacher schools in rural areas, although the methodology has been shown to be successful when applied in large schools where each teacher is responsible just for one grade. • CETT-Andino is designed to work with students in urban and rural schools where the teacher has just one grade. <u>AprenDes</u> The problem is not with the methodology itself but lack of appropriate use of comprehension of the methodology as applied by the teacher. In classrooms where the teacher has limited ability

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	to implement the methodology: • Teachers, instead of promoting student autonomy, speak simultaneously to all children in a loud voice. • Teachers permit their students to copy excessively from the student guides without giving them the appropriate orientation. • Teachers do not encourage children to use the materials available in the learning corners or "sectores". • The Municipio Escolar and the CONEI either don't function at all or function minimally. • Parents are less involved in the classroom and in the school overall. <u>CETT-Andino</u> Again the methodology is solid and effective when applied appropriately. However, it depends on teachers who are well prepared in the approach, who themselves like to read, and who are able to make decisions based on the various options provided to them to teaching their students to read. • Distance education, through Internet, is popular, although there is as of yet no concrete proof that student performance in class improves as a result of the training received by the teacher. • In addition, in order to use the methodology, teachers must dominate the use of computers and Internet and have access to Internet. • There are also some indications (to be borne out by further visits to schools) that, as delivered, there may be insufficient ability to adapt to the differing needs of teachers. • Lacking is solid evidence that the approach works when applied in multi-grade and one-teacher schools.

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	CHILDREN'S PERFORMANCE: LEAST SUCCESSFUL ASPECTS (BASED ON EVIDENCE) • AprenDes: While students in AprenDes schools outperform students in comparison schools in mathematics the differences between the two are less than in communications (note: data from the 2008 second grade census administered by the MED, by way of contrast, suggest that students in AprenDes schools are above district averages in mathematics). • CETT Andino: Due to limitations in simple selection both for CETT-Andino schools and comparison schools it is difficult to comment on differences in student performance. Nevertheless, external testing carried out, based on this samples, do not significant differences in performance on the part of CETT-Andino students.
2. What key factors have contributed to those results? Examples of these factors include: teacher training, in-classroom coaching, active student participation, teamwork, autonomy in the classroom, parent and community participation, education policy, learning materials, etc.	There are no data (studies/evaluations) that provide an "evidence based" response to this question. Nevertheless -- based on visits to schools, review of documentation, and numerous interviews with a wide variety of actors –it is possible to provide the following: • Few programs in Peru have given such much importance to a well organized and implemented comprehensive teacher training program, understanding as "teacher training": training courses where teachers meet for a period of time to acquire new skills, accompaniment/coaching in the classroom provided by experienced teachers skilled in the methodology, periodic "learning circles" where teachers get together to share experiences applying the methodology and to problem

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	solve, having the opportunity to visit successful schools. • In the case of AprenDes having interactive student guides are of tremendous use to teachers who have to simultaneously teach two or more grades as well as effective vehicles for students to learn in groups and at their own pace. The emphasis on promoting parental participation was complemented in the case of AprenDes with the "Dias de Logro" and in the case of CETT-Andino with "Ferias Educativas". • Active participation, in the case of AprenDes in the "Municipios Escolares" and in division of responsibilities within their work groups, which promotes autonomy, leadership, and pro-active behavior. • In the case of CETT-Andino, the option to receive training over the Internet has implied methodological adaptations and provided a stimulus for teachers to become computer and Internet literate.
3. Were the methods used to assess student achievement and teacher performance effective?	METHODS USED TO ASSESS STUDENT ACHIEVEMENT: <u>AprenDes</u> • The external evaluator, GRADE, selected a random sample of AprenDes and comparison schools, developed, validated, and implemented tests for three grades (1, 3, 6) in communications and mathematics. • The results, showing significant differences in performance, were credible and have been used in part as a basis for justifying the PELA program, which is now being administered nationwide. • However, the data collected could have been used for a variety of more in-depth analysis. • One limitation of the methods used to assess student achievement is that it focused exclusively on traditional

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	learning (communications, mathematics); there were not attempts to measure impacts on leadership, general problem solving, and proactive behavior among students <u>CETT-Andino</u> • Due to limitations in sample selection (both CETT-Andino schools and comparisons) it has been difficult to interpret the student achievement data gathered by the external evaluator. This has hampered the ability of CETT-Andino and USAID/Peru to use these results in an effective fashion. METHODS USE TO ASSESS TEACHER PERFORMANCE: <u>CETT- Andino</u> • External evaluations conducted by Aguirre International in 2004 and 2006 of a sample of teachers in CETT programs in Central America, the Caribbean, and the Andes (CETT-Andino) were based on a credible methodology and carried out by specialists in the field of Reading. The results for CETT-Andino show significant differences in teacher performance between CETT-Andino trained teachers and teachers not trained in the methodology. These results have been used by CETT-Andino to justify the quality of its teacher-training program. • Since these external evaluations were carried out CETT-Andino has initiated and carried out two new programs: "Escuelas Lectoras" and distance learning over the Internet. Pending is carrying out evaluations to identify teacher and student performance under both programs. <u>AprenDes:</u> • AprenDes facilitators, since 2007, have been applying a set of instruments to assess school effectiveness in implementing the methodology, with a major focus on

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	teacher effectiveness. In addition, the GRADE external evaluation started with 4 questions (subsequently cut to 2) to assess teacher effectiveness in applying the methodology. • It is not clear that either of the results have been put o effective use either for decision making within the program or to justify the effectiveness of the program with external audiences.
Cost Effectiveness	
1. Were AprenDes and CETT cost effective**?**	See Section II.H. of the report
2. What was the experience of the programs in terms of sustainability and replication at regional and local levels? What factors are contributing most to replication?	See Sections II.F. and II.G. of the report
3. What was the degree of engagement of stakeholders in both programs (MED and other regional authorities, regional/local authorities, parents, community, civil society, and the private sector) in the implementation of the project and how do they ensure sustainability?	DEGREE OF ENGAGEMENT OF STAKEHOLDERS: APRENDES *MINED* • Frequent meetings between USAID, AprenDes and MED senior staff in the early years of the Project, primarily to inform them of activities in San Martin and solicit their cooperation. • AprenDes invited MED staff to Nicaragua and San Martin to see the Escuelas Activas methodology in action. AprenDes staff also invited MED staff to El Salvador, Colombia, and Ecuador.

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	• AprenDes, on several occasions, requested MED assistance in reviewing its student self-paced guides and other documents; the response from MED personnel was that they didn't have time. • With the arrival of the new government in 2006 and problems with PEAR, relations between USAID/AprenDes and the MED become distant and there was hardly any relationship with the Vice-Minister for Pedagogy and his staff. • Nevertheless, starting in 2007 USAID/AprenDes develop a close and fluid relationship with the Vice Minister of Administration responsible for decentralization and his staff. *CNE*: • A close and fluid relationship throughout the life of AprenDes with AprenDes responding in an effective manner to the CNE's many requests for assistance.. • AprenDes invited CNE counselors and operational staff to visit San Martin. • AprenDes also facilitated contact between the CNE and the region of San Martin; the CNE, in turn, gave visibility to San Martin in several of its events. *SAN MARTIN* • Close collaboration between AprenDes staff and the Regional President of San Martin and other authorities in the region. These individuals were invited to visit Escuelas Activas in San Martin, they were also invited to visit model schools in Nicaragua. • Regional authorities requested assistance from AprenDes in: updating their PER, developing their PMPE, restructuring their DRE and UGEL, curricular realignment, development of PIPs to improve the quality of service delivery in San Martin. • In 2008 the Regional President of San Martin invited Presidents and senior officials from other regions to become acquainted with the experience in San Martin, carried out with AprenDes assistance. • AprenDes maintained a close relationship with member of

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	the Mesa de Concertación de la Pobreza en San Martin (San Martin Working Group on Poverty): members of the mesa were invited to visit Escuelas Activas and AprenDes staff visited the Mesa on several occasions to make presentations on the Project. • Constant invitations to personnel of the DRE and UGEL to visit schools, participate in trainings and teacher circles; the Project has had an open invitation to the DRE director and the UGEL directors to assist them in areas related to improving their oversight of the delivery of services to schools, related especially to the Escuelas Activas methodology. *UCAYALI and AMAZONAS* • Invitations to regional DRE, and UGEL personnel to visit Escuelas Activas in San Martin. • Close collaboration with personnel at all levels of the education system in developing their PER, PMPE, and in developing and implementing their PIP that are focused on replicating the Escuelas Activas methodology. *SCHOOL DIRECTORS, STUDENTS, PARENTS, COMMUNITY MEMBERS* • Teachers were involved in the review/updating of the self-paced student guides. • Parents and community members, through trainings and their participation in the CONEI, were encouraged to participate in school activities and to provide quality oversight to the schools. • Students, through their participation in the Municipios Escolares – and in the case of the "Mayor" who is represented on the CONEI, were encouraged to participate in decisions made about the schools operations; they were also encouraged to make their own recommendations about improvements needed in school operations, which the Mayor would take to the CONEI for action.

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	ENSURING SUSTAINABILITY: APRENDES • The actions described above cannot ensure sustainability, given that to be sustainable requires a series of factors (budget, political) outside of AprenDes' control. • However, and especially in San Martin, the close relationship with the Regional President, the constant presence of AprenDes in important events in the region, the ongoing invitations to visit Escuelas Activas, and the Project's flexibility to be available to provide assistance in implementing decentralization has helped set the base for sustainability. DEGREE OF ENGAGEMENT WITH STAKEHOLDERS: CETT-ANDINO <u>*MED*</u>: • CETT-Andino was more successful than AprenDes in its relations with the Ministry of Education. • Both the Project Director, a former Director of Teacher Training at the MED, and the Director of UPCH's School of Education where CETT-Andino was housed maintained good relations with senior MED officials throughout the life of the project. • They were able to dialogue with individuals in charge of teacher training at the MED and to some degree influence national level teacher training strategies related to teaching reading and writing. • While CETT-Andino was being implemented, the UPCH bid for and was awarded a contract to participate in a massive in-service teacher-training program carried out nationally. UCPH incorporated materials and methodologies from CETT-Andino in training focusing on reading and writing skills. • The Vice-Minister of Pedagogy has, on several occasions, provided public recognition to the work of the UPCH and in particular CETT-Andino.

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	REGIONS: • At the regional level CETT-Andino reached out to three NGOS (Nair Wallace in Piura,; Pukllasunches in Cusco, and CEPCO in Ucayali) to build their capability to replicate the CETT-Andino model; the experience in Piura was particularly effective as Ñari Walac has, with great enthusiasm and commitment, taken the program on as its own. • CETT-Andino has also reached out to several of the UGEL in the regions where it has been working (for example; the UGEL of Sullana, UGEL04 of Comas/Lima, and the UGEL de Huacho y Huaral in Lima province) to involve them in the implementation of the program. • CETT-Andino has actively reached out to involve Peruvian and international companies in diverse efforts to replicate their program both through in-situ and internet training. *TEACHERS, SCHOOL DIRECTOR AND PARENTS* • CETT-Andino consciously built in an important feedback loop into its training programs and in the design of its teacher training materials. Teacher and director feedback was used on an ongoing basis to make improvements in both. • The Ferias Educativas, in which students shared their work during the year, were successful in drawing in parents and community members. • The establishment of the Movimiento Pedagogico por la Lectura y Escritura in the northern cone of Lima, with a membership of 800 dedicated teachers and "capacitatores" trained by CETT-Andino and growing, is a tribute to CETT-Andino's effectiveness in involving and committing stakeholders in program implementation. ENSURING SUSTAINABILITY: APRENDES • The actions listed above are critical to ensuring sustainability: good working relations with the MED, the

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	establishment of the Movimiento Pedagogico pro Lectura y Escritura, channeling its program through NGOs in three regions, collaboration with private enterprise.
Synergy between CETT and AprenDes	
• What factors, both administrative and technical, limited coordination and synergy between AprenDes and CETT?	<u>Commonalities between the two models:</u> • Both have developed high quality, albeit somewhat different, materials to teach reading. • Both models approach teaching reading following the same philosophy; <u>Differences between the two models</u>: • CETT-Andino focuses on teaching reading and writing skills in kindergarten through third grade, whereas the AprenDes Escuelas Activas methodology focuses on all primary grades and all subject areas; • In its early years CETT-Andino had the teacher as its primary focus and the program to train teachers was of a relatively short duration whereas the AprenDes approach from the beginning envisioned at least four years of support and not just to the teacher but the whole school; • CETT-Andino has shown itself to be effective in larger urban and rural schools where each teacher has her/his own grade, whereas the Escuelas Activas approach has been designed for application in rural multi-grade and one teacher/one classroom schools. <u>Synergies</u>: • In the early years (between 2003 and 2006) there was a very close working relationship between the entities responsible for implementing the two programs. Staff

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	from both programs met on a regular basis. Both were in the early stages of designing their programs and it seemed highly appropriate to share. GRADE, which was responsible for designing the AprenDes evaluation, turned to CETT-Andino staff for assistance in identifying test items. AprenDes staff visited school where CETT-Andino had trained teachers and CETT-Andino staff visited AprenDes schools. • In 2006, with a change in AprenDes leadership, relations became more distant. Regularly scheduled meetings stopped taking place. While CETT-Andino staff continued visiting AprenDes schools, reciprocal visits were not carried out by AprenDes staff to schools that had CETT-Andino trained teachers. • The evaluators found during interviews with CETT-Andino and AprenDes staff that neither had closely reviewed the others' materials. This was extremely unfortunate as both had a good deal to learn from one another. <u>Observation/recommendation of the evaluators</u>: • Given their differences (see above), the evaluators believe that it does not make sense to meld the reading materials used by the two programs into one. Neither does it make sense to insist that AprenDes transfer the CETT-Andino methodology and materials to Escuelas Activas for use in teaching reading. • What the evaluators would like to recommend is that, in more "advanced" Escuelas Activas, where the teacher dominate the methodology, it <u>does</u> make sense to share CETT-Andino teacher "fasciculos" as, by this time, the Escuelas Activas teachers should be in a position to receive them and learn from them. • The evaluators are not necessarily recommending that Escuelas Activas teachers receive all of the "fasciculos"; rather they should receive those that SUMA staff consider most appropriate.

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• What was the degree of coordination and synergy between AprenDes and CETT in Ucayali?	• There was relatively little coordination and synergy between AprenDes and CETT-Andino in Ucayali • CEPCO began in Ucayali before AprenDes in 2005 with a much lower level of resources (that limited the capability of the "capacitadores" to visit schools that were distant from Pucallpa); the individuals hired from the region to be "capacitadores" had relatively limited experience and there was limited follow up from the CETT-Andino staff located in Lima; the intervention for most schools was just for one year; and the approach to teaching reading and writing was not oriented toward working in one teacher and multi-grade schools. • AprenDes, with funds from USAID's Alternative Development program, initiated activities in 2006 with a much higher level of resources and a proposal that was more appropriate and attractive to teachers in multi-grade schools (the program covered all grades and all subject matter, with a close relationship with parents and community; in addition the intervention lasted at least four years). • Although an effort was made to offer AprenDes to schools that were different from the schools receiving CETT-Andino support, several of the CETT-Andino schools lobbied for and were successful in entering the AprenDes program. • To the evaluators' knowledge an effort has not been made to carry out an analysis of what happened and what lessons can be learned from this experience.
APRENDES-SPECIFIC QUESTIONS	
Impact on decentralized management	

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and policy reform	
1. What was the impact of AprenDes on decentralization in education? Major successes? Major obstacles? How were obstacles addressed?	See Section II.J. of the report
2. What technical assistance activities have been most useful in improving regional and local office (DRE and UGL) capacity (e.g. planning, financial management, training systems, implementation and monitoring, evaluation)?	• Ongoing effort to incorporate personnel at all levels of the DRE and UGEL in AprenDes activities (visits to school, participation in workshops, participation in learning circles). • AprenDes made available assistance, as needed, by the UGEL in San Martin (training of teachers and primary education specialists; assistance in developing materials; working with CONEI, PEI and Municipios Escolares; invitations to visit Escuelas Activas) with the objective of helping the UGEL to increase their profile as entities that are being proactive in improving the quality of education in their provinces. • Opportune and welcome technical assistance primarily to the DRE in planning (developing/updating their PER, preparing their PMPE, developing PIP which include financial aspects, monitoring and evaluation). • This assistance has been of great importance as the implementation of PELA in the regions in 2010 requires the ability at the level of the DRE, to cost out inputs, and put in place M&E plans not to mention the experience acquired by the DRE and UGEL that AprenDes has worked with in implementing the Escuelas Activas approach, which several regions are purportedly planning to use to implement PELA.
3. To what extent did regional and or local education offices provide support to teachers? What were the	SUPPORT PROVDED IN SAN MARTIN[32]

[32] Most of the experience thus far has been in San Martin. To the evaluators' knowledge in Ucayali in early years there were Directors of the DRE who were very supportive in the development of the PER, PMPE, and the PIP.

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major successes and weaknesses in this area?	• The DRE (when Jose Natividad Linares was Director): assisted by seconding teachers to be facilitators under AprenDes • In the early years, before the new teacher law came into effect, the DRE also took steps to ensure, where possible, that contracted teachers stayed at the AprenDes schools from one year to the next. • In the early years several of the Primary Education specialists assigned to the UGEL were invited to participate in workshops, teacher circles, and accompaniment to school alongside AprenDes facilitators. However, with the turnover that is characteristic in these positions, there now remains only one Primary Specialist (in Bellavista) who continues to accompany the Escuelas Activas. WEAKNESSES IN SUPPORT • Lack of capability to provide support due to a: (1) lack of interest on the part of several DRE and UGEL directors; (2) Lack of capacity of technical personal (most of whom are primary teachers seconded to the UGEL who receive little or no training to carry out their new roles); (3) constant rotation among personnel in the DRE and the UGEL; (4) lack of resources to visit schools; y (5) too many schools for which the technical specialists are responsible. • The support of the UGEL to the AprenDes schools has been limited primarily to donating equipment (computers and other materials) to some, but not all schools.
4. Can policies implemented and promoted by AprenDes to strengthen decentralized management of quality education	SUSTAINABILITY AT THE REGIONAL LEVEL:

However, at the time of the evaluation the PIP, moving into its second year of implementation, did not have support from either the DRE or two of the three UGEL.

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programs be sustained at the regional level? At the national level?	• The ability to sustain policies implemented and promoted by AprenDes at the regional level will depend in large part on initiatives taken by future regional presidents and the funds they are able to obtain. • The PIP, which has been the major vehicle until now for expansion of the Escuelas Activas approach, is time limited. • Restructuring of the DRE and UGEL has not yet been accomplished in San Martin or elsewhere so it is too early to talk about sustainability. SUSTAINABILITY AT THE NATIONAL LEVEL • PELA has the potential of generating new scenarios whereby recurrent cost budgets for education destined for the regions will be progressively increased and ultimately turn PELA into a sustainable initiative. • Were the National Education Plan (PEN), which was approved in 2008, actually implemented, there would be more resources available for programs like the Escuelas Activas. • Finally, SUMA could serve as an important vehicle for increasing education budgets destined to improve the quality of education services. This will depend, in large part, on the ability of SUMA in close collaboration with the MED bring on board as strategic allies the MEF, the PCM, the CNE, and ANGR.
5. What technical assistance was most useful to regional governments supported by USAID?	• Support in the development/updating of the PER. • Support in the development of medium term planning documents (PMPE) that, in turn, pave the way for PIPs or support through national programs such as PELA. • Support for the design and implement PIP (primarily in

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	help to overcome administrative obstacles as well as obstacles encountered in releasing needed funds budgeted under the PIPs). • En San Martin, the critical role played by Theocritus Pined who, among others, has direct access to the Regional President. Mr. Pined is also a member of the Commission Regional de Education (Regional Education Commission) along with the Regional Vice-President, the Director of the DRE, the regional president's education advisor.
6. In what ways was the capacity or leadership role of the CNE strengthened? Can this be sustained?	STRENGTHENING LEADERSHIP CAPACITY/ROLE OF THE CNE: • The Cane's linkages with AprenDes made it possible for the CNE to orient its work toward the regions as an institutional priority. • This strengthened its national leadership role and made it possible to generate synergies en terms of linkages of the national PEN and the regional PER. • For example, AprenDes supported the CNE in carrying out studies on the reality of education at the regional level, the production of TV and radio programs regarding educational policies addressed under the PEN, ongoing dialogue with teachers unions regarding the Carrere Publican Magisterial and teacher training. CAN THIS BE SUSTAINED • It is important that SUMA maintain and strengthen its cooperation with the CNE, for example, in the areas of teacher selection and training and in teacher accompaniment in the classrooms. • The evaluators suggest that SUMA support the CNE in the

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	following priority areas: (1) decentralization (followed up and adjustment of the PER; (2) support to the CNE to help broker consensus between the MED, teachers unions, SINEACES, and civil society on criteria for effective teaching (including evaluating and training teachers); (3) assist the CNE on conducting campaigns to support increasing fiscal funds for education. • It, however, does not bode well, in terms of sustainability of the actions of the CNE, that the government in 2010 has cut the Cane's budget down to one third of what it was in prior years.
7. In what ways did AprenDes strengthen MED capacity at the Central and Regional levels? How was local education management strengthened? Can this be sustained?	STRENGTHEN MED CAPACITY AT the CENTRAL LEVEL • AprenDes provided technical assistance to Luciano Chang and his office to both monitor and evaluate the municipalization pilot. • AprenDes staff worked closely with MED staff responsible for decentralization in restructuring the DRE and UGEL. • AprenDes shared with the MED office in charge of tests and measurement its methodology and materials for collecting data on student achievement in first, third, and sixth grades , as well as its instruments for monitoring teachers in the classroom. STRENGTHEN MED CAPACITY AT REGIONAL AND LOCAL LEVELS • AprenDes supported DRE and UGEL in San Martin, Ucayali, and Amazonas in the development/updating of their PER, the development of their PMPE, the development and accompaniment of PIP, and in the restructuring of DRE and UGEL (in process). • AprenDes provided training to instructors in six Teacher Training Colleges (ISP) in the region of San Martin in

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	designing interactive guides following the Escuelas Activas methodology. • AprenDes, in San Martin, developed the capacity for staff at the regional level to establish an ongoing dialogue with staff at the MED in the area of teacher training. In San Martin, AprenDes has contributed to the creation of a regional sub-system for teacher training. CAN THE ABOVE BE SUSTAINED? • It is too early to tell. • Sustainability will depend on the priorities of the next government (President, Congress, Regional Presidents) to be elected to office over the next year and a half, regional initiatives, agreements made with the MED, and the effectiveness of SUMA.
Learning Impact and Active Schools	
1. What technical assistance at the school level was most useful?	➢ Training for teachers in the Escuelas Activas approach along with accompaniment by a trained facilitator. ➢ Support provided by the facilitators and teachers in the establishment/operation of the CONEI. ➢ Support provided by the facilitators and teachers in the establishment/operations of the Municipios Escolares. ➢ Training provided to parents in order to understand/use the student self-paced study guides. ➢ Assistance provided by CRA facilitators to teachers, parents, and students in preparing materials for the learning corners or sectors.

TOPIC/QUESTION	
2. Were the AprenDes teaching and learning materials used appropriately? Can their use be sustained over time?	APPROPIATE USE OF LEARNING MATERIALS • The use, and appropriateness thereof, of the teaching and learning materials depends on the ability of the teacher to understand/implement the Escuelas Activas methodology. • In some schools one notes the use the appropriate use of the sectors and the student self-paced guides. • However, in others, the evaluators observed that students were not using the sectors, that they copied too much material from the guides (especially mathematics) into their notebooks, and had minimal interaction with the teacher. PROSPECTS FOR SUSTAINABILITY Sustainability will be very difficult if the following conditions are not met: • Arrival of sufficient numbers of self-paced student guides for use in each grade • Replacement of the guides after 3 or 4 years; • Facilitators (or a person from the UGEL) are available, trained to accompany teachers in the classroom, and have the resources to visit the schools on a regular basis, • Availability of workshops and learning circles to permit teachers to update their knowledge.
3. Did the students, teachers, and parents benefit from the Resource Centers (CRA)? Were the CRA effective and fully utilized?	STUDENT, TEACHER, PARENT BENFITS FROM THE RESOURCE CENTERS • In their data collection at the school level the evaluators

TOPIC/QUESTION	
	visited 12 AprenDes schools in San Martin and Ucayali; half (6) of the teachers indicated that they had visited the CRA near to them. • When asked how they benefited from the CRA, the most frequent response was that they went to the CRA to photocopy materials for use with their students; a couple indicated they went to the CRA to access reference materials, to obtain student tests, and to meet in teachers' circles. • Most of the teachers in San Martin also indicated that they received periodic visits from the CRA facilitator; during those visits the facilitator helped parents to develop materials for the learning corners, or "sectores"; they also provided assistance to the teachers in using the self-paced student guides. EFFECTIVE AND FULL UTILIZATION OF THE CRA Effective/full utilization of the CRA depends on three factors: • Having a locale for the CRA that is available to teachers after work hours during the week and on the weekends (a number of CRAs are located in small towns where teachers return home for the weekends, thus the only time to use the CRA is over the weekend) • Having a motivated person in charge of the CRA who knows the Escuelas Activas methodology, has the ability to dialogue with and orient teachers, find adequate reference materials for them when they need them, and who is willing to work after hours and on weekends to accommodate to teachers availability to visit the CRA. • Having the ability to maintain and, as needed, replace equipment (computers, photocopy machines, video cameras, etc.) It also helps, where available, to have access to the internet.

TOPIC/QUESTION	
	EVALUATORS' CONCERNS: The notion of having a CRA has become very popular among UGELes and Mayors of small communities; all the PIPs focusing on replicating the Escuelas Activas approach have CRA's built in, the idea of a CRA (or something similar) is built into PELA. A number of Mayors are offering to finance the CRAs. The evaluators have the following concerns: • The risk that the CRA becomes transformed into something that is "magic" and that "resolves everything. • The risk that the CRAs become places where teacher come only to make photocopies. • The risk that localities end up investing in the local and equipment required starting a CRA without the ability to maintain the CRA and without adequately trained individuals in charge of the CRA. The evaluators believe that what has been lacking in AprenDes, and should be addressed under SUMA, is developing strategies to ensure the sustainability of the CRA. On the positive side, the CRA have the potential to be an important factor in the establishment of networks between schools.
4. What can the AprenDes evaluation data contribute to the broader literature on Active Schools methodology?	• The GRADE external evaluation is the only evaluation focusing on student achievement carried out with a solid sample base and over a multi-year period of the Escuela Nueva/Escuela Activa methodology that the evaluators know of. External evaluations of the Model School program in Nicaragua and of the Escuela Nueva program, focusing on student achievement, have been carried out in prior years. However, neither have the advantage of having been carried out based on both treatment and control schools that were selected randomly. In addition, neither has tracked schools over more than a couple of year. In Peru, the Escuelas Activas have been tracked over a five-year period: from 2004 to 2008. • The results of the GRADE evaluation provide credibility to the statement that, under the appropriate conditions, one

TOPIC/QUESTION	
	can generate significant improvements in communications and, to a lesser extent in mathematics, in rural multi-grade and one-teacher schools.
5. Why does the AprenDes program have stronger impact on improving literacy outcomes than math?	• AprenDes gave more emphasis to communication (more time/day spent on learning to read, a special effort to develop materials for teaching children to read in first grade, ensuring that each classroom had a small library, encouraging parents to set aside one hour per day at home for reading). • The evaluators identified some weaknesses in the student guides for mathematics (excessive copying of guide contents into notebooks and limited instructions in the guides for students to access the math manipulables for use in hands-on learning of basic mathematics concepts) that may have impaired/slowed down learning in math. • Finally, mathematics is an area where teachers in general are more poorly prepared).
6. What have been the gains of the project in democratic behaviors and respect for diversity?	See Section II.K. of the report
7. Can project gains in democratic behaviors and respect for diversity adopted by students, parents, and teachers be sustained over time?	To answer this question would require a longitudinal study of students, parents, and teachers.
Accountability	
1. Is there evidence of accountability by schools to parents (e.g., school report cards) and by teachers to students?	The evaluators were not able in the schools they visited, to encounter examples where the schools had adopted the report cards. AprenDes, to the evaluators' knowledge, did not carry out any studies on this topic.
Contribution to Alternative	

TOPIC/QUESTION	
Development	
1. To what extent does AprenDes in alternative development communities support the overall alternative development program objectives?	• One of the criteria for selecting the AprenDes schools in San Martin was their location in Alternative Development communities, • AprenDes staff in San Martin and Ucayali coordinated all of their activities very closely with the USAID contractors located in those regions that were working in alternative development and USAID education staff in Lima met regularly with the Alternative Development staff in USAID. • A 2006 evaluation of the Alternative Development program found that, apart from direct alternative development interventions, the AprenDes schools were mentioned most frequently by residents of alternative development communities as having been important additions to their communities.
2. What needs to be done to ensure that work in alternative development continues after the project is completed (e.g., after four years of USAID intervention)?	• Ideally, the UGEL and DRE need to have the commitment, resources, and capacity to continue supporting the Escuelas Activas. • However, since this has not happened, it would appear that the 110 Escuelas Activas in San Martin that ceased receiving assistance under AprenDes at the end of the 2008 school year have been having a difficult time with several appearing to be under-performing.
CETT-SPECIFIC QUESTIONS	
General Project Objectives	
1. What components of the CETT methodology were most effective in improving literacy instruction?	• Fasciculus (teachers reference materials), for the most part, very well written and informative.

TOPIC/QUESTION	
	• Emphasis on training the "capacitadores" • Effective accompaniment of teachers in the classroom by the facilitators. • Ferias educative (educational fairs) where community members, parents, and other students can see the work done by the students during the year. • Emphasis on investigation/action. • A great deal of importance is given to having students create texts. • En the Escuelas Lectoras all primary classrooms participate and parents are encouraged to participate • Emphasis on learning to read as something that is pleasant and fun.
2. Can the CETT model be sustained? To what extent has it reached its objective of financial, social and institutional sustainability?	CAN THE CETT MODEL DE SUSTAINED? See Section II.G. of the report EXTENT TO WHICH CETT-ANDINO HAS REACHED ITS OBJECTIVE OF FINANCIAL, SOCIAL AND INSTITUTIONAL SUSTAINABILITY It is too early to tell, the answer to this question will depend on Punch's ability over the coming years to successfully build on the programs it has initiated and to continue to find other sources of assistance (through agreements with businesses, through implementing PIPs in the regions, through assisting in implementing PELA, etc.)
3. To what extent can CETT be applied at the national, regional, local level?	• The CETT-Andino methodology is appropriate for use with schools where each teacher has one grade. • The capacity to apply the model at the national, regional and local levels will depend on the capacity of the UPCH to develop other institutional capabilities (NGOs, other academic institutions) and individuals (e.g. a stock of capacitadores) in various regions of the country that have the ability to respond to opportunities from the public and private sector to finance replicas of the program. •

TOPIC/QUESTION	
4. How was the institutional relationship with the MED?	• CETT-Andino has actively supported initiatives of the MED related to reading and writing in the early grades. This support has been recognized many times publically by Vice-Minister of Education Idle Velar. • CETT-Andino represents a concrete example of putting into practice a recent policy of high priority to the MED which has been to improve reading and writing skills among public students at the primary level. • From its beginnings, CETT-Andino has shared all of the documents and other materials that it has produced with the MED; in addition it has shared its experiences in many meetings with MED senior and technical staff at the MED and in the UGEL. • CETT-Andino has offered ongoing support to the Directorate General of Basic Education and the Directorate of Primary Education. As one example, CETT-Andino has participated in a number of meetings with the staff in charge of PELA; during these meetings CETT-Andino has given its opinions regarding the design of PELA, CETT-Andino has also put its experience to the disposition of the staff responsible for PELA. • Another example is the frequent exchanges with the Directorate of Teacher Formation where CETT-Andino has shared all of its materials regarding the training of teachers and "capacitadores".
5. To what extent did CETT support MED-specific initiatives?	• CETT-Andino supported Plan Lector • CETT-Andino, as a MED contractor, supported the implementation of PRONAFCAP. • CETT-Andino, as indicated above, provided direct support to MED policy under the current government that places as a high priority teaching children to read and write in the early grades.
Learning Impact	
1. What conclusions can be drawn	• Given that there were problems with the selection of both

TOPIC/QUESTION	
from the CETT statistics about student learning?	the treatment (e.g. CETT-Andino) and comparison schools, it is not possible to draw any definitive conclusions from the external evaluation regarding student learning. • An independent test of reading decoding and fluency conducted by the evaluators in 10 CETT-Andino schools shows that the students tested in the CETT-Andino schools were showing good reading fluency at the end of first and third grades.

ANNEX B

Data collected from AprenDes, CETT-Andino, and non-project schools

Between November 25 and December 7, 2009 the evaluation team visited 25 primary schools, spending a half-day in each school. The team visited 12 AprenDes Escuela Activas schools in the regions of San Martin (8) and Ucayali (4); 10 CETT-Andino schools in the regions of Piura (7) and the northern cone of Lima (3); and 3 non-project schools (2 in San Martin and 1 in Ucayali). All of the CETT-Andino schools were Escuelas Lectoras that were still receiving assistance under the Project. Eight of the 12 Escuelas Activas schools visited (4 in San Martin and 4 in Ucayali) were still receiving assistance from AprenDes (three of the Escuelas Activas in San Martin were demonstration schools); the remaining four stopped receiving Project assistance at the end of 2008.

During their stay in each school the evaluators observed students in first and third grades; administered a simple reading-decoding test to up to five first graders and five third graders; and recorded general information on the condition of the school and its environs. In addition, they interviewed the school director, a first grade teacher, and a third grade teacher. In the AprenDes schools the evaluators also interviewed members of the Municipio Escolar and parents and community leaders who were members of the CONEI and/or the APAFA.

- Attachment 1 provides more detail on specific data collected and coded. Section 4 of Attachment 1 (classroom activities during the time of the observations) contains a textbox with narratives of what the evaluators observed in a sample of AprenDes, CETT-Andino, and non-project schools.
- Attachment 2 lists the schools visited.
- Attachment 3 provides the results of a test of decoding/reading fluency administered to up to five first graders and three third graders in each school visited; included are only the schools (8 AprenDes and 10 CETT-Andino) that were still receiving support under the respective projects in 2009.
- Attachment 4 provides the same results, including all school visited, e.g. 12 AprenDes, 10 CETT-Andino, and 3 non-project schools.
- The instruments used by the evaluators for the school visits may be found in Annex K.

The evaluators would like to comment that the results of the school visits described below provided the team with an additional point of reference. As such, they complement the GRADE external evaluation of AprenDes and external studies done of CETT-Andino. They should not, however, be taken as representative of all AprenDes and CETT-Andino schools. The evaluation team is convinced, had they had time to visit more schools that they would have encountered an additional richness in the data and possibly some differences in the trends that may be found in the following pages.

Summaries of the information collected from the 25 schools are as follows:

<u>General information on the schools visited (all schools)</u>:

- All schools visited had good infrastructure, water, and septic or other sewerage disposal.

- There was a wide variations in numbers of classrooms, teachers and enrollments, with AprenDes and non-Project schools ranging from one to three classrooms with one to three teachers and enrollments of between 10 and 103 students, while the much bigger Centro Andino schools had between 10 classrooms and 10 teachers to 24 classrooms and 43 teachers and enrollments of between 227 and 1,352 students.
- In AprenDes and non-project schools, which are all rural, most students come to school by foot, most with less than a 15 minute walk; while in the more urban CETT-Andino schools half of the students come by foot and half by vehicle; reported travel time to school is also a maximum of 15 minutes.
- A wide variation in terms of hours/day that the schools meet and estimated number of days/year that classes were held in 2009.
- Most common ailments among students are parasites, followed by colds.
- All CETT-Andino and non-project schools participated in the 2009 second grade census; a little over half of the AprenDes schools participate in the census. [33]
- All of the schools that participated in the census received the results and almost all shared the results with parents; the majority, based on the results of the census, report taking remedial action with their students.

Background information on teachers and directors interviewed (all schools):

- Half of AprenDes teachers and two thirds of CETT-Andino teachers live in the community where the school is located, none of the non-project school teachers live in the community.
- Most teachers had many s (between 15 and 30) years of teaching experience.
- Most of the AprenDes teachers interviewed had between 1 and 15 years teaching experience in their schools, whereas most of the CETT-Andino teachers had between 15 and 30 years teaching experience in their schools; all of the non-project school teachers interviewed had 5 years or less experience teaching in their schools.
- Teachers in AprenDes schools tended to have taken more training courses not related to AprenDes than was the case with CETT-Andino teachers; the non-project school teachers interviewed had received relatively little training.
- While teachers interviewed mentioned having received a wide variety of training courses, the courses most frequently mentioned were PLANCAT and PRONAFCAP, two courses delivered nationwide by the MED.

Classroom organization during the period the evaluators did classroom observations (all schools):

[33] The reason for this is that the census generally does not go to one teacher schools given low second grade enrollments.

- With few exceptions, where students were seated in rows, in the overwhelming majority of classrooms observed students were seated in groups.
- In most classrooms (except those being painted at the time of the observation) student materials were up on the walls.
- All of the AprenDes and CETT-Andino classrooms visited had small libraries; this was not the case with non-project classrooms visited.
- All of the AprenDes classrooms had learning corners or sectors; however, very few sectors were used (the same being the case with classroom libraries) during the classroom observations.
- Almost all of the AprenDes classrooms visited had canastas de matematicas en their math sector.

Classroom activities during the time of the classroom observations (all schools):

- While some teachers observed in AprenDes and CETT-Andino classrooms used frontal teaching, most teachers were either working with students one on one or in small groups groups.
- Students in AprenDes and CETT-Andino classrooms were working either in groups (with or without the teachers) or individually (again with or without teachers), students in the non-project schools – while seated in groups – were working individually.
- In only one AprenDes school visited were there parents working in the classroom with students.

Teacher observations on the AprenDes and CETT-Andino experiences:

- Teachers in both schools indicated that they appreciated the accompaniment they received from facilitators (AprenDes) and capacitadores (CETT-Andino).
- Teachers in both schools particularly appreciated they constructive feedback they received based on time spent by the facilitator/capacitador observing in the classroom. CETT-Andino teachers also volunteered that they very much appreciated the fact that the capacitadores spent time doing demonstration classes in their classrooms.
- When asked what they most liked about the two experiences, CETT-Andino teachers focused primarily on the training they received along with the accompaniment from capacitadores; whereas AprenDes teachers provided a broader array of answers: the interactive student learning guides were mentioned with frequently followed by, the new methodologies they had learned, the training they received, opportunities for interaction with parents, their increased ability to teach students to read; and the learning they saw taking place in their students.

AprenDes teachers observations on aspects specific to AprenDes:

- All of the teachers interviewed indicated that they had been taken to visit successful AprenDes schools; each took away from the experience different impressions.
- Half of the teachers interviewed indicated that they had visited the learning resource centers (CRA).
- Those who had visited the CRA indicated that the main reason they went was to photocopy materials; several in addition indicated that they had gone to search references, and meet with other teachers in teachers circles.
- Teachers in San Martin indicated that the CRA facilitators had come to their schools[34]; while at the schools they helped parents to develop materials for the learning centers and assisted the teachers in the use of the interactive student guides.

Composition, operations, impacts of the Municipios Escolares (AprenDes schools only)

- All schools visited except one school had a Municipio Escolar.
- More than half of the Municipio Escolar officers were boys; nearly three quarters were in grades 5 and 6.
- Most Municipios Escolar officers and school directors interviewed reported that the Municipio Escolar had three or more responsibilities/activities (up to 7) that they carry out.
- Most frequently reported as activities of the Municipio Escolar by both the Municipio Escolar officers and the school directors interviewed were: cleaning the school, assisting with school maintenance, and assisting with raising funds for the school.
- Mentioned by both, but with less frequency, were: taking charge of the school/class in the teacher's absence, keeping the library in order; following up to make sure parents read with their children at home, overseeing school academic and art competitions.
- Most frequent impacts on students of participating in the Municipio Escolar (as reported by the school directors interviewed) include: students who more expressive/participatory, and students exerting more leadership; this was followed by increases in self-confidence and willingness to assist at school.

Parental occupations and student aspirations (AprenDes schools only):

- An overwhelming majority of parents work in agriculture
- All students interviewed aspire to go to secondary school
- None of the students interviewed aspire to jobs in agriculture; rather they would prefer white collar (primary) or blue collar (secondarily) occupations

[34] In Ucayali, the CRA facilitators did not visit project schools.

What the students interviewed most liked about their school and what they saw as being the impact of AprenDes on their school (AprenDes schools only):

- Top, in terms of what, students liked about their school were the student learning guides along with the access they had to the library and the opportunity to read for pleasure.
- In terms of impacts of AprenDes on their school, the impacts most mentioned were having the interactive guides as well as having the opportunity to participate more actively in class.

Parental participation in the AprenDes schools:

- All schools had a CONEI, most having met within the last month, and most had a PEI [35]. The primary focus of the PEI was on actions that could be taken to improve education quality.
- Parents (as reported by directors) are most active in: assisting in generating funds, assisting with cleaning and school maintenance, assisting with Dias de Logos, assisting with the Escuelas Vaccinates
- Also mentioned by directors were: assisting teachers to make materials for the learning corners, helping the teacher in the classroom, and running the class in the teacher's absence.
- Parents (as reported by parents) assist equally with pedagogical activities as well as school cleaning/maintenance. Examples of the former include: providing oversight to the teachers, assisting in the classroom, assisting with the Talia Viagra, assisting with reading at home.

Parents views of AprenDes and support they receive from AprenDes:

- Parents interviewed were particularly appreciative of the training they has been given in the student guides and how to use them; those that had the opportunity also appreciate being able to visit, and learn from, successful AprenDes schools.
- Parents most like about the AprenDes approach the way their children learn working in groups; they also appreciate the importance given to reading.
- The principal change that parents saw in their children as a result of being exposed to the AprenDes methodology was that they are now more expressive and proactive whereas before they were more inhibited.

Reading (all schools):

- In both AprenDes and CETT-Andino schools teachers reported a wide variation (from 30 minutes to 3 hours) in terms of time devoted per day to reading. Most non-project teachers reported devoting 30 minutes/day to reading.
- Three quarters of AprenDes teachers and all CETT-Andino teachers reported setting aside time for reading for pleasure; in both cases the time set aside varied from 30

[35] A PEI is a five-year strategic planning instrument required of all schools; the evaluators did not have time to review each PEI.

minutes per week to one hour per day. None of the non-project teachers set aside time for reading for pleasure.

Reading decoding/fluency among first and third grade children tested (all schools)

- All first grade students in AprenDes and CETT-Andino schools that were continuing to receive assistance from the two projects at the time the testing took place could decode at least 10 words per minute, and 80% were able to decode 30 words per minute or more. In one non-project classes visited none of the first grade students tested could read and in another only one could read.
- In the case of third grade students, the overwhelming majority (89%) of those in AprenDes schools that were continuing to receive assistance from AprenDes could decode 60 words per minute or more and 58% could decode 80 words per minute or more. Figures for the CETT-Andino schools were similar albeit slightly higher: 96% and 76%, respectively. There were varied reading patterns in the non-project schools: in one both students tested could read 80 words/minute or more. In the other two one child each could read 60 words per minute of more.

ATTACHMENT 1
Data Tabulations

1. General information on the conditions of the schools and the students:

- Infrastructure: All of the AprenDes schools visited had infrastructure that was in good condition; in the regions of San Martin and Ucayali the evaluators found instances where a new school (built with funds from USAID's Alternative Development project) had been built parallel to the old school (many of which were in fairly good condition), leading to under use of space. While one school was quite old, all ten Centro Andino schools had infrastructure in good condition. All three non-project schools were in good conditions.

- Potable water: All of the non-project schools had potable water; three quarters (75%) of the AprenDes schools had potable water, and all of the CETT-Andino schools had potable water.

- Septic tanks: All schools had septic tanks for sanitary disposal or in the case of the Centro Andino schools were connected to sewerage systems.

- Number of classrooms and teachers and student enrollments: One AprenDes school visited had 3 classroom seven had two classrooms and four had one classroom with a total of 18 teachers. By way of contrast, the 10 CETT-Andino schools visited had between 10 and 24 classrooms (over half had between 18 and 24 classrooms) with a total of 177 teachers; most schools ranged from 16-23 teachers and one had 43 teachers. Unlike the AprenDes schools that met just in the morning, many of the CETT-Andino schools had double shifts. AprenDes schools tended to have very low enrollments (between 10 and 33 students), while enrollments in CETT-Andino schools started at 227 and went up to 1352 (with five schools ranging in enrollments from 357 to 750 students). The non-Project schools had between one classroom and one teacher and three classrooms and three teachers with enrollments of between 19 and 106 students.

- School gardens: One quarter (25%) of the AprenDes schools had a school garden, none of the Centro Andino or non-project schools had school gardens.

- Number of hours in the school day: The evaluators were surprised to find that, as reported by the Directors, there were not a standardized number of hours in the school day. Of the AprenDes schools visited four met every day for 5 ½ hours, four met 5 ¼ hours daily, two met 5 hours daily, and one director reported meeting 4 ½ hours daily. Six of the CETT-Andino schools reported meeting 5 hours/day, three met 5 ¼ hours, and one met 4-½ hours/day. One of the non-project schools met 5-½ hours/day and one met 5-¼ hours/day.

- Estimated number of days each school met during 2009: Directors' reports on the number of days their schools had met during the 2009 school year showed wide variation. Five AprenDes school directors reported meeting 170 or more days/year (one reported meeting 180 days in 2009), while three reported meeting between 150 and 160 days. One reported meeting only 142 days in 2009. In

the case of the CETT-Andino schools three reported meeting 160 days/year, two 150 days, one 170 days, and two over 180 days. Non-project schools reported meeting between 170 and 180 days.

- How students get to school: Most students (with only one exception at an AprenDes schools) walked to school while nearly half of the CETT-Andino come via vehicular (car, Moto taxi) transportation.

- Duration of time travelling to school: In seven of 11 AprenDes schools the duration of the walk to school was 15 minutes or less; the remainder walked for between 15 minutes and a half an hour. In 70% of the CETT-Andino schools students traveled 15 minutes or less, with the remainder traveling between 15 and 30 minutes.

- Common student illnesses: When asked what the most common illnesses there were among students, parasites came out as a clear number one (in 9 of 11 schools in AprenDes), followed by colds (4 of 11 schools). The same pattern was found in non-project schools. Few illnesses were reported by CETT-Andino teachers; of those that were mentioned the most frequently mentioned were parasites (2 schools).

- Students coming to school with breakfast: Four AprenDes school directors reported that all children came to school having had breakfast; four reported that most of the children came to school having had breakfast; and one reported that about two thirds of the children came having had breakfast. In the case of the CETT-Andino schools most (7 schools) reported that the children came with breakfast; three reported that most came with breakfast. In the case of the non-project schools, two reported that most came to school having had breakfast; in one school the director reported that half came with breakfast.

- School participation in the second grade annual census: Five of the AprenDes school directors interviewed reported that their school had participated in the second grade annual census; while half had not. Similarly, in the case of the non-project schools one reported having participated in the census and one not.[36] All CETT-Andino school directors reported participating in the census. All who reported participating in the census indicated that they received the results. In the case of the AprenDes schools in three out of 6 cases the results were shared with parents and served as a basis for remedial activities with the children. In the CETT-Andino schools 8 reported sharing the results with parents and 5 reported undertaking remedial activities.

2. Background information on the teachers and Directors

- Years of teaching experience: Of the 18 AprenDes teachers interviewed, half reported having teaching experience of between 15 and 30 years; and half between 1 and 5 years. The greatest frequencies were found in the 20 – 30 year range (8 teachers) and in the 5 – 15 year range (8 teachers). Of the 29 CETT-Andino teachers and directors interviewed the vast majority (26 out of 29

[36] The evaluators followed up to find out why half of the sample of multi grade schools had not participated in the census. The response is that if the school is a one teacher school and/or have under a certain number of children enrolled in second grade they are not eligible to participate in the census.

or 90%) had between 15 and 30 years of teaching experience. Two of the non-project school teachers had between 16 and 19 years teaching experience and one had between 20 and 24 years teaching experience.

- Time teaching in school visited: In terms of time teaching at the school we visited, fifteen of the 18 AprenDes teachers interviewed had been at the school between 1 and 15 years and three had been at the school between 25 and 29 years. The overwhelming majority (85%) of the CETT-Andino teachers had been at the schools visited between 15 and 30 years. All three of the non-project school teachers had been at their school between 1 and 5 years.

- Where teachers lived during the school week: Half of the AprenDes teachers reported living in the community where the school was located while nearly two-thirds of the CETT-Andino teachers reported living in the community where the school was located. None of the non-project teachers reported living in the community where the school was located.

- Training received by teachers: There was a wide variation in terms of training received as reported by the AprenDes teachers: five reported receiving 4 trainings, three reported receiving 3 trainings, five reported receiving 2 trainings, and 3 reported just having received one training. All had received AprenDes trainings. Among the CETT-Andino teachers interviewed nearly half (10 of 22) had received CETT-Andino training and one other training; the remainder were equally distributed between having just attended CETT-Andino training and three trainings, including CETT-Andino. Two non-project teachers interviewed had received two trainings and one had received one training

- Sources of training other than AprenDes and CETT-Andino: Other sources of training reported most frequently were: two national training programs implemented over the past several years by the MED: PLANCAT and PRONAFCAP. Mentioned, but with less frequency were training in the one-computer-child program which began in June of 2009, as well as specific training provided by their UGEL.

3. Classroom organization

- Way students were seated: In terms of the classroom environment, in 11 of the 12 AprenDes schools visited children were seated in groups around tables and in one classroom in a combination of groups and lines of desks. In the CETT-Andino classrooms observed most (15 out of 18) were sitting in groups. In two of the three non-project schools visited children were seated in groups, and in one they were in lines of desks.

- Materials prepared by students on the classroom wall: In half of the AprenDes schools visited the evaluators were able to observe materials prepared by students on the walls, two did not have student materials on the walls, and in the case of the remaining four since the walls were being painted materials had been removed from the walls. Most (14 out of 18) of the CETT-Andino classrooms visited had student materials on the walls. In two of the three non-project schools visited the evaluators were also able to see student materials on the walls.

- Existence of classroom libraries: Nearly all (11 out of 12) of the AprenDes schools visited had small libraries in each classroom and all CETT-Andino classrooms had libraries; this was the case for only one of the three non-project schools visited.

- Organization of libraries and availability of children's stories: In eight of the 11 libraries found at AprenDes schools the books were attractively organized; five of the 11 libraries had children's stories. Only one of the three non-project schools visited had a library.

- Learning corners or "sectores": Eight of the 12 AprenDes schools had learning corners or sectors (e.g. area where children could find manipulables in communications, math, environment, science, etc.), two did not, and in two cases since the classroom was being painted the sectors had been temporarily dismantled. Only one of the three non-project schools visited had sectors.

- Canastas de matematicas: The evaluators were able to find canastas de matematicas[37] in ten of the twelve AprenDes schools visited.

4. Classroom activities during the periods when teachers and students were being observed

- Teacher interactions with students: Fifteen (15) AprenDes teachers were observed. Almost half (7) were working with children in groups as the children were working with their interactive guides. Two were applying frontal teaching methodologies and the remainder was working with combinations of groups of children and individually with specific children. Of the 18 CETT-Andino classrooms observed there were a mixture of teacher approaches to working with the students. In seven cases teachers were using frontal methodologies, in seven cases the teachers were working individually with the students, and in eight cases they were working individually with students. In

[37] The canasta de matematicas is a box that contains a variety of mathematics manipulables for use by children at different grade levels in learning mathematics, for example abacus, cuisinaire rods, etc..

the case of the three non-project teachers observed, one was providing frontal teaching and the two were working with children in groups.

- What children were doing: In six of the 15 AprenDes classrooms the children were working in groups or individually, in two classrooms the children were listening to the teacher who was sharing information with them. In half of the CETT-Andino classrooms observed the children were working in small groups, the remainder were either listening to the teachers or involved in individual work. In the non-project schools in all classes children were working individually, in spite of the fact that in two of the three they were seated in groups.

- Use of learning corners and classroom libraries: Of great surprise to the evaluators, during the observations in the AprenDes classrooms, was that they only found three classrooms where children were actually using the sectors and only one where children were consulting books from the library. It is possible that activities that called for using the sectors did not coincide with the times that the evaluators were observing. By way of contrast, in other countries where the evaluators have observed in Escuelas Activas classrooms they found a lot more activity with the sectors and the libraries during their classroom observations.

- Parents helping the teacher in the classroom: In only one AprenDes classroom visited were the evaluators able to observe parents in the classroom helping the teacher. Again this is different from observations in other countries where the evaluators were able to see more parental participation.

Notes from observations in seven of the schools visited may be found in the textbox below:

Notes from Classroom Observations

AprenDes schools

Alto Junao Demonstration School, San Martin - two teacher school

First grade

The classroom, which houses second, fifth and sixth grades, is very cheerful with a lot of the children's work on the walls and attractively organized learning corners with materials made by parents. The children were working on first grade guide "Ya Se Leer y Escribir" (I Now Know How to Read and Write) with the assistance of a mother (the teacher was out sick that day). They were working on words that end with "g" and "to. The environment was highly interactive with the teacher asking the children to volunteer words. Another parent, who is working with the fifth and sixth grade students, is a member of the CONEI and the Lieutenant Governor of the community. He is very grateful to AprenDes for the training he and other parents received in how to work with students on the self-paced learning guides and how to work with the CONEI.

Cumbers de Divisor, Ucayali – two teacher school

First grade

I arrive at the beginning of the day. The class has 1st, 3rd, and 6th grades. The sixth graders are showing what they know in math (summary of what they did yesterday). The professor gives each grade a math problem: The problem for Grade 1: "Luis collects 12 flowers in the morning and 28 flowers in the afternoon. How many flowers did he collect in total?" All of the first graders respond correctly. The children then start working in groups of two to work with a first grade guide "Ya Se Leer y Escribir" (I Now Know How to Read and Write). They are reading the guitar together. The teacher circulates from group to group in a low key fashion to observer what they are doing and to provide support as needed. A nice atmosphere. When I ask the teacher what he most appreciates about the Escuelas Activas approach he responds, the self-paced student guides: they make it much easier for him to plan classes and it gives him space to work with the first graders on reading.

Nuevo San Jorge, Ucayali - one teacher

When I arrive it is the beginning of the day the Alcaldesa of the Gobierno Municipal is at the front of the classroom asking each student, in turn, to describe what they learned the day before. When she is finished the teacher has the full class do a mental game in which, if they don't get it right, they have to go to the front of the room. When it comes to me I get it wrong and have to join the others in the front of the room. Everyone is enjoying the game. After the game the monitors go to the bookcase to bring the guias for the students in each grade. The first graders are reading a story on the blackboard. A very nice, low key atmosphere with the teacher circulating from group to group checking students' work and providing assistance, as needed. When I asked the teacher what he most appreciate about the Escuelas Activas his response was that before he taught in a "subjective" fashion; now what the child learn is "real" and they get to practice what the learn in the classroom, at home, and in the community.

CETT-Andino schools

Rosa Merino (Rimac, Lima) 43 teachers

First grade

The first grade teacher is enthusiastic and has a very warm relationship with his students, In spite of an initial lack of order in the classroom, the teacher encouraged the students to write their own texts; the students frequently went to the teacher for guidance. The teacher uses texts written by former first grade students as a means of teaching his first grade students to read. He also stimulates the students to read using cards, poster boards and flip chart paper taking care to relate the children to this material. "The most important thing is to have students become familiar with a wide variety of texts", says the teacher. The teacher is grateful to CETT-Andino, not only for having given him tools to be a better teacher but for facilitating his entry into the Carrera Publica Magisterial.

Caserío Monteabierto, Sullana, Piura, 17 teachers

Third grade

In third grade the theme during the observation was the circulatory apparatus. There was a great deal of dynamism in the class with students carrying out different tasks, each focusing with great attention on what s/he doing while helping other children with their assignments. The teacher, for this lesson, used the official science text, combined with studies, fables, and newspaper clippings brought by the students. The new word during this session was "capillary". The teachers and students talked at the end of the class about the next day's theme, "relations within the community, customs, and traditions."

Miguel Cortés, Castilla, Piura, 10 teachers

First grade

The walls are filled with work produced by the students. The teacher demonstrates an ability to work with the three groups that are organized to read books that they themselves have selected from Plan Lector. The teacher has distributed to each child printed pages in which they are to note their comments on these books. The children indicate that they can read and that they like to read, although six say they can read "more or less" The teachers is very grateful for the training and accompaniment she has received from Ñari Walac, the NGO that CETT-Andino has selected to implement the program in Piura. The teacher values the teachers' circles where, with her colleagues they compare their experiences applying what they learned, resolve problems they have encountered and take actions to improve their teaching strategies.

Non-project school

Nuevo Tunuya, Ucayali – two teachers

First, second and third grade

The students are lined up in rows and there is no material whatsoever on the walls. The second and third grade students are working on math problems that the teacher has written on the board. The first graders have been assigned the task of making drawings. An older child goes up to the teacher to ask for help. A number of the other students, instead of working on their assignment, are distracted talking to one another (not clear if this is due to my presence). The teacher, instead of walking around the class monitoring the children to see what they are doing, sits at his desk. I went around to look at what the second and third graders were doing. A small number were completing the assignments. About half had written down the assignment but hadn't filled in responses or the responses were incorrect. The remaining quarter hadn't even written down the assignment.

5. Teacher observations on the AprenDes and CETT-Andino experiences

- Visits from facilitators: Of the 12 AprenDes teachers interviewed on this topic: 7 indicated that when the facilitators came they observed and provided feedback to the teacher, 5 volunteered that the facilitators were able to identify and help them address their shortcomings, and 4 indicated that the facilitators were of assistance to them in orienting them in the use of the children's guides. Eight teachers provided specific examples of how they were helped by the facilitator [38] The 20 CETT-Andino teacher interviewed on this topic observed that the "capacitadores" observed and provided useful suggestions (13 responses) in addition to doing demonstration classes (12 responses)

- Synthesis of what has most struck the teachers about the AprenDes and CETT-Andino methodologies: When the AprenDes teachers were asked in what way they were most impacted by adopting the AprenDes methodology, two thirds (8 of 12) pointed to the interactive student guides; 5 highlighted that they had learned new methodologies; 4 mentioned the training they received; 4 the materials they received; 4 the opportunities for interaction with parents; 4 the way children now learn to read; and 4 the changes that they saw in their students as a result of applying the AprenDes methodology. Three each commented on the opportunity the AprenDes provided to them to exchange experiences among teachers and on the way they now work with the Municipios Escolar. Two teachers mentioned the work with the CONEIs. CETT-Andino teachers, when asked the same question highlighted the value of the trainings they had received (10 responses) and the assistance they received from the "capacitadores" (9 responses). Mentioned, but with less frequency were: the new methodologies they had acquired through CETT-Andino (5 responses), the materials they had been given (4 responses), and the opportunity to work with their students in preparing texts (3 responses)

6. AprenDes teacher observations on aspects specific to AprenDes

- Experience with the learning resource centers: Half of the teacher interviewed (6) indicated that they had visited the CRA and half indicated that they had not. The most frequent reason (given by all those that visited the CRA) was to photocopy materials; less frequent (although mentioned 4 times) was that they would go to the CRA to look for materials or references. Three indicated that they visited the CRA to participate in the interactive learning circles (GIAs), and two indicated that they visited the CRA to develop student tests. In San Martin where the CRA facilitators actually visited the school as well (this did not occur in Ucayali), the assistance provided was to develop materials for use in the sectors (two instances) and to provide assistance to the teacher in using the interactive student guides (two instances).

[38] Individual responses included: idea para afianzar lectura, como trabajar mejor con los niños, ayudar en comunicaciones y matematicas, ayudar a que los niños salgan leyendo, ayuda con ambientacion del aula, ayudar que el niño trabaje mas independientemente, ver como llegar al alumnos, trabajan con los alumnos

- Visits (pasantias) to see other AprenDes schools: All of the AprenDes teachers interviewed had participated in at least one observation trip to another AprenDes school. When asked what most struck them, in terms of what they observed at the school(s) that they visited: 4 indicated the way the classroom was organized, 4 noted the way the teachers interacted/worked with the students; 2 were particularly interested in the techniques that the teachers visited used to teach their children to read; and 2 were particularly interested in the materials available in the sectors.

7. Composition, operations, and impacts of Municipios Escolares

Eleven of the 12 schools visited had Municipios Escolares, organizations elected by the students to represent them with the CONEIs and to oversee school activities. Both the school directors and the representatives of the Municipios Escolares were interviewed on the topic of the composition and role of the Municipios Escolares.

- Composition of the Municipios Escolares by gender and grade level: the majority (23 out of 38 or 60%) were boys, and the majority (27 out of 38 or 71%) were fifth and sixth grade students, with a predominance of students (17 out of 27) in fifth grade; 6 members were in fourth grade, 3 in third grade, and 2 in second grade.

- Numbers of activities carried out by the Municipios Escolares ; 3 or 4 activities were mentioned most frequently (55% of the time by school directors and 44% of the time by Municipio Escolar members), although there were several instances in which directors and students mentioned 5, 6 or even 7 activities for which the Municipios Escolares responsible.

- Nature of activities carried out by the Municipios Escolares (by school directors): A wide variety of activities were mentioned by both directors and students. Most mentioned by school directors were help in cleaning the school (5 mentions) and maintaining the school garden (4 mentions). Also mentioned (twice each) were: mayor in charge of the school/classroom in the teacher's absence; assistance in class organization; in charge of maintaining/putting away school materials, following up with parents to make sure they were reading with their children, overseeing school competitions (in math, reading, and drawing).

- Nature of activities carried out by the Municipios Escolares (by representatives of the Municipios Escolares): Most mentioned in interviews with representatives from the Municipios Escolares were: maintaining school gardens (5 mentions), keeping the school clean (4 mentions), raising funds (4 mentions), sharing student concerns with the CONEI (3 mentions), responsibility for the Taelita Viajera[39] (3 mentions), responsibility for the suggestions box (2 mentions), responsibility for keeping the library in order (2 mentions), and assisting with school construction activities (2 mentions).

- Impact of participating in the Municipios Escolares on the students. This question was asked of the school director. Most frequently mentioned were: students who were more participatory, expressive, autonomous (7 mentions); increase in student leadership (5 mentions); increase among

[39] Footnote on the taelita viajera.

students in self-confidence (3 mentions); and an increased willingness to help in the school (3 mentions).

8. Parental occupations and student aspirations

Information for this topic was obtained both through the interviews carried out with members of the Municipios Escolares.

- Parental occupations: Of thirteen responses obtained, the overwhelming majority (10 out of 13) was that their parents worked in agriculture, mostly on their own farms. One reported a parent who was a cook, another parent who was a teacher, and another a parent who worked in a company.

- Student aspirations: All of the students interviewed indicated that they wanted to complete secondary school. When asked what type of occupation they aspired to none mentioned an occupation in agriculture. Instead the focus was on white collar professions: teacher (8), engineer (4), lawyer (3), accountant, secretary, doctor, and nurse, pilot (1 each); and on blue collar professions: policeman (8) and driver of heavy machinery (2).

9. What the students most liked about their school and what they saw as being the impact of AprenDes on their school

Members of the Municipios Escolares were asked what they most liked about their school and what they saw as the impact of AprenDes on their school.

- What students most liked about their school: As one might expect, there were a variety of responses. The top two were: the interactive learning guides (6 responses) and the opportunities they had to access a library and read for pleasure/read stories (6 responses). All other responses were from two or less students.

- Impact of AprenDes on their school: This question was asked later in the interviews; it did not cover all schools. Of the five schools where this question was asked, the most frequent responses (3 students interviewed) were that they now had guides. This was followed by the observation that they had learned to participate more in class (2 responses), that they learning to be more responsible (1 response), and that parents now participated more in the school (1 response).

10. Parental participation in the AprenDes schools

Information on parental participation in the schools came from interviews with the directors and with parents. Eleven school directors were interviewed along with 12 parents and two community leaders; five of the parents were members of the school's APAFA (parent-teacher council).

- Existence of a CONEI and a PEI: All 11 directors interviewed indicated that they had a functioning CONEI. Most (7 out of 11) had met within the last month, the remaining 4 in the last two or three

months. Nine directors indicated that they had a PEI, one indicated that the school was preparing its PEI. Only one said they had no PEI.

- Activities and accomplishments of the CONEI: Five directors pointed to accomplishments in improving learning, and five to accomplishments in improving infrastructure. In terms of activities, the most frequently mentioned were: assistance in generating funds (10 mentions), assistance in cleaning and school maintenance (10 mentions), and participation in meetings (10 mentions). Also highlighted were: parental participation in the Dias de Logro (9 mentions), in running the Escuelas Vaccinates (7 mentions), in helping to prepare school snacks (6 mentions), in making materials for use in the classroom (6 mentions), helping the teacher in the classroom (5 mentions) and substituting for the teacher when the teacher can't come to school (5 mentions).

- Parental support for the school: Five of 12 responses had to do with pedagogical support and school operations (with the Taelita Viajera, the hourly reading at home, assisting in developing the school's work plan, assisting the teacher in grade one, and providing oversight to the teachers). The remaining seven had to do with fund raising, school maintenance and cleaning the school (2 answers each) and helping out with snacks (1 answer).

11. Parents views of AprenDes and AprenDes support

The twelve parents interviewed were asked what kind of support the received from AprenDes, whether they had visited other schools, what they most liked about the AprenDes approach and what changes, if any, that they saw in their children.

- Support received by parents from AprenDes: Five parents volunteered that through AprenDes they had received training on the student guides and how to help the teacher in school. All were very enthusiastic with the support they received. Four had participated in visits to other AprenDes schools where they were impressed with the way children were learning (2 responses) and picked up ideas of activities to take back to their schools (2 responses).

- What parents most liked about the AprenDes approach: Every parent interviewed had at least one, if not more observations, about what they liked about the AprenDes approach. Four indicated that they liked the way that children learn working in groups; 4 indicated that they were pleased with the emphasis put on reading (the Taelita Viajera, emphasis on reading at home, more books available for the children to read). Other comments focused on that they observed that children were learning more rapidly, that they were learning to think.

- Changes that parents saw in their children as a result of attending AprenDes schools: The majority (7 out of 12) agreed that an important change in their children was that they were now more expressive and proactive, whereas before they had been quite inhibited. Five focused on improvements in their children's reading skills (they were learning to read earlier, they were more effective readers). Two observed that their children used to memorize but now they think.

12. Reading

Twelve AprenDes teachers, 18 CETT-Andino teachers, and 4 non-project teachers were interviewed on the subject of reading. They were asked how many hours they spent a day on reading. They were also asked if they set aside time for reading for pleasure and, if so, how long/often.

- Time spent each day on reading: Responses from AprenDes teachers ranged from 30 minutes to three hours/day. The most frequent responses, with three teachers responding to each were: 30 minutes per day, one hour per day, two hours per day.[40] CETT-Andino teacher responses also ranged from 30 minute to three hours/day. Half (9) indicated they spent one hour/day and 6 indicated spending two hours/day on reading. Three of the non-project schools responded 30 minutes/day and one hour/day.

- Time set aside for reading for pleasure: Nine of the twelve AprenDes teachers indicated that they set aside time for reading for pleasure. Again, the time set aside varied widely from: one hour/day (one teacher), to 30 minutes twice a week (three teachers) to 30 minutes per week (1 teacher). All 19 CETT-Andino teachers reported that they set aside time for reading for pleasure. Time set aside ranged from 30 minutes/week (4 teachers), to one hour/week (4 teachers), to 15 minutes/day (4 teachers). None of the non-project teachers reported setting aside time for reading for pleasure.

13. Reading decoding/fluency among students tested (all schools)

In each school that the evaluators visited they asked up to five first grade students and up to five third grade students to read a passage. Children were timed to see how many words they can read/minute. Two charts were prepared on reading results: one that includes AprenDes and CETT-Andino schools that were still receiving direct assistance from AprenDes and CETT-Andino projects (Attachment 3) and all AprenDes schools visited, including schools that were no longer receiving assistance under the AprenDes project (Attachment 3). [41]

- First grade decoding/fluency: In the AprenDes classrooms where teachers were continuing to receive support from the AprenDes project all (100%) the first graders tested could decode at least 10 words per minute and 80% could decode 30 words a minute or more. Both figures drop somewhat when including all AprenDes schools (e.g. those that were continuing to receive support from the project and those that weren't) to 70% and 49% respectively. In CETT-Andino schools, as with the first grouping of AprenDes schools all children (100%) could decode at least 10 words per minute and 80% could decode 30 words a minute or more. In one non-project classroom visited none of the first graders tested could read, in another one in three could read. In the third classroom visited all three children could read, two over 80 words per minute.

[40] An important factor to keep in mind with regard to amount of time spent/day in reading is the grade level(s) that the teacher has. First grade teachers are more apt to spend time on reading per se as a topic since a major focus is on helping children learn to read.

[41] Four of the schools visited, as of the beginning of 2009 (all four in San Martin), were not receiving direct assistance from AprenDes.

- Third grade decoding/fluency: In the AprenDes classrooms where teachers were continuing to receive support from the AprenDes project 89% the third graders tested could decode at least 60 words per minute and 58% could decode 80 words a minute or more. Both figures drop slightly (less than the drop in first grade) when including all AprenDes schools (e.g. those that were continuing to receive support from the project and those that weren't) to 85% and 40% respectively. In CETT-Andino schools 96% of third graders tested decode at least 60 words per minute and 76% could decode 80 words a minute or more. In one non-project school visited one of five students could read 80 words per minute or more, the other two could not read 60 words per minute or more. In another school one of two could read 60 words per minute or more. In the third both students tested could read 80 words per minute or more.

ATTACHMENT 2

Schools Visited

AprenDes schools

School name/community in which it is located	*Type of school*	*Enrollment*	*Region*
Delicias del Gera	One teacher	27	San Martin
Utcubamba	One teacher	10	San Martin
Nuevo San Pedro	One teacher	25	Ucayali
Nuevo San Jorge	One teacher	18	Ucayali
Flores del Rio Mayo	Two teachers	31	San Martin
Alto Junao	Two teachers	36	San Martin
Santa Ana	Two teachers	32	San Martin
Santa Catalina	Two teachers	33	San Martin
Nueva Union	Two teachers	33	San Martin
Cumbres de Divisorio	Two teachers	Info. lacking	Ucayali
La Unión	Two teachers	Info. lacking	Ucayali
Perlas del Indañe	Three teachers	75	San Martin

CETT-Andino schools

Nombre/comunidad de Escuela	*Classrooms*	*Teachers*	*Enrollment*	*Location*
Virgen de las Mercedes	10	10	227	Rimac
Rosa Merino	24	43	1352	Urbana
Miguel Cortez	20	10	253	Piura
Magdalena Seminario	18	20	750	Piura
San Martin de Porres	23	23	716	Piura
Victoria Augusto Villeda	12	12	230	Piura
Caserio Monteabierto	14	17	357	Piura
Quepepampa	18	18	420	Huaral
Maria Reiche	16	16	500	Puente Pierre

Non-project schools

School name/community in which it is located	*Type of school*	*Enrollment*	*Region*
San Pedro de Cumbara	Three teachers	106	San Martin
El Milagro	One teacher	19	San Martin
Nueva Tunumayo	Two teachers	Info. lacking	Ucayali

ATTACHMENT 3

AprenDes Schools that Were Still Receiving Assistance Under the AprenDes Project

First Grade Reading

	Child 1	*Child 2*	*Child 3*	*Child 4*	*Child 5*	*AVERAGE*	*10+/minute*	*30+/minute*
APRENDES								
San Martin								
Alto Junao (M2)	30	24	12	10		***19***	80%	25%
La Perla del Indane (M3)	61	54	51	31	14	***42***	100%	80%
Santa Ana (M2)								
Ucayali								
Nuevo San Jorge (U)	49	45	37			***44***	100%	100%
Nuevo San Pedro (U)	39	29				***34***	100%	100%
Cumbre de Divisorio (M2)	123	62	50	17	17	***54***	100%	60%
La Union (M2)	34	31	30	20	17	***26***	100%	60%
Average/minute						***39***		
Average percent							***97%***	***80%***
CETT- ANDINO								
Piura								
Montebiento	40	36	59	42	43	***44***	100%	100%
Victoria Supueta	30	20	23	47	50	***34***	100%	60%
San Martin de Porres	66	77	89	99	72	***81***	100%	100%
Virgen de las Mercedes	48	51	42	40	62	***49***	100%	100%
Ricardo Fabre	36	32	26	18	49	***30***	100%	60%

Magdalena Seminario	99	70	68	50	32	***66***	100%	100%
Miguel Caceres	62	73	33	42	35	***53***	100%	100%
Lima								
Rosa Merino (Rimac)	70	47	43	50	68	***56***	100%	100%
Marie Reiche (Puente Piedra)	80	20	34	48	19	***40***	100%	60%
Quepepampa (Huaral)	0	27	31	0	0	***12***	40%	20%
Average/minute						***36***		
Average percent							***94%***	***80%***

Third Grade Reading

	Child 1	*Child 2*	*Child 3*	*Child 4*	*Child 5*	*AVERAGE*	*60+/minute*	*80+ /minute*
APRENDES								
San Martin								
Alto Junao (M2)	84	96	94	55	19	**70**	80%	75%
La Perla del Indane	82	64	62	86	83	**75**	100%	60%
Santa Ana (M2)	116	60	52	69	64	**72**	80%	20%
Ucayali								
Nuevo San Jorge (U)	87	113				**100**	100%	100%
Nuevo San Pedro (U)	96	65				**81**	100%	50%
Cumbre de Divisorio (M2)	96	86	80	80	79	**84**	100%	100%
La Union (M2)	62	99	62	56	53	**66**	60%	20%
Average/minute						***78***		
Average percent							***89%***	***58%***
CETT- ANDINO								
Piura								
Montebiene	96	108	111	115	113	**109**	100%	100%
Victoria Supueta	113	96	120	84	69	**97**	100%	80%
San Martin de Porres	96	71	84	75	93	**84**	100%	60%
Virgin de las Mercedes	102	108	106	93	100	**102**	100%	100%
Roberto Fabio	108	93	63	64	93	**84**	100%	60%
Magdalena Seminario	128	71	101	124	112	**107**	100%	80%

Miguel Caceres	113	115	113	108	116	**114**	100%	100%
Lima								
Rosa Merino	117	111	122	102	94	**109**	100%	100%
Marie Reiche	48	75	146	108	109	**97**	60%	60%
Quepepampa	99	135	99	108	80	**104**	100%	80%
Average/minute						***103***		
Average percent							***96%***	***76%***

ATTACHMENT 4

All AprenDes Schools

First Grade Reading

	Child 1	*Child 2*	*Child 3*	*Child 4*	*Child 5*	*AVERAGE*	*10+/minute*	*30+/minute*
APRENDES								
San Martin								
Alto Junao (M2)	30	24	12	10		***38***	80%	25%
Las Flores del Rio Mayo (M2)	10						10%	0%
La Perla del Indane (M3)	61	54	51	31	14	***42***	100%	80%
Santa Ana (M2)								
Nueva Union (M2)	15	15	14	0	7	***11***	60%	0%
Santa Catalina (M2)	20	15	12			***16***	100%	0%
Nuevo Utcubamba (U)								
Las Delicias de Gera (U)	32	12	0	0	0	***9***	40%	20%
Ucayali								
Nuevo San Jorge (U)	49	45	37			***44***	100%	100%
Nuevo San Pedro (U)	39	29				***34***	100%	100%
Cumbre de Divisorio (M2)	123	62	50	17	17	***54***	100%	60%
La Union (M2)	34	31	30	20	17	***26***	100%	60%
Average/minute						***27***		
Average percentage							***79%***	***47%***

NON PROJECT

Nueva Tunuyo (M2)	0	0	35			***12***	33%	33%
San Pedro de Cumbara (M3)	0	0	0	0		***0***	0%	0%
El Milagro (U)	88	90	20			**66**	100%	67%

CETT- ANDINO

Piura

Montebiento	40	36	59	42	43	**44**	100%	100%
Victoria Supueta	30	20	23	47	50	**34**	100%	60%
San Martin de Porres	66	77	89	99	72	**81**	100%	100%
Virgen de las Mercedes	48	51	42	40	62	**49**	100%	100%
Ricardo Fabre	36	32	26	18	49	**30**	100%	60%
Magdalena Seminario	99	70	68	50	32	**66**	100%	100%
Miguel Caceres	62	73	33	42	35	**53**	100%	100%

Lima

Rosa Merino (Rimac)	70	47	43	50	68	**56**	100%	100%
Marie Reiche (Puente Piedra)	80	20	34	48	19	**40**	100%	60%
Quepepampa (Huaral)	0	27	31	0	0	12	40%	20%

Average/minute						***36***		
Average percentage							***94%***	***80%***

ANNEX C

The Influence on Public Education Policies and of the Centro Andino

José Rivero[42]

1. PERU: BETWEEN GROWTH AND ACCUMULATED POVERTY

Peru is immersed in an accelerated process of economic recovery, the fruit of the national effort of its residents and the persistence of macroeconomic policies over several five-year periods. In 2008, GDP growth of 9% was achieved, placing it, according to CEPAL[43] estimates, as the country with the highest economic growth in the entire Latin American region.

In spite of Peru's excellent performance in the area of sustained economic growth, from a medium term perspective, Peru has recently emerged from a prolonged period of economic stagnation which lasted three decades, and economic analysts consider that the growth rates achieved are not sustainable over time, because they surpass the potential growth rate of the Peruvian economy (estimated at 7% annually), creating inflationary pressures and deficits in the current account of the balance of payments.[44]

A serious problem not resolved by that growth is that it has not led to a similar reduction in the enormous current poverty: one of every two Peruvians continues to be poor and the per capita income shows signs of regression compared with other countries.[45]

Data from the National Home Survey (ENAHO, as per Spanish acronym) indicate that more than half of the Peruvian population is poor and almost one-fifth is in a situation of extreme poverty; that is, without access to a minimum basket of basic goods and services. This data reflects, in addition, differences between urban and rural zones. Metropolitan Lima shows lower poverty levels, while the mountain regions have higher poverty rates. The highest rates of poverty and extreme poverty are found in Huancavelica: 88% and 74% respectively.[46]

In Peru, poverty is associated with large inequalities in income distribution. A family in the D segment has an average income of 230 dollars per month, while sector A earns an average of 3,320 dollars, and some families from sector E at times do not exceed 60 dollars monthly. The proportion of

[42] Consultant, member of the TMG team in charge of external evaluation of the USAID AprenDes and Centro Andino projects

[43] CEPAL Latin American Economic Study 2007 – 2008. Santiago de Chile (2009)

[44] See Gustavo Yamada, Investing in quality education will consolidate the process of growth and development in the country. Boletín CNE Opina (2008)

[45] In 1970, the per capita income of Peru was higher than that of Chile. Currently it is less than half of that of that bordering country. Source: "Perú. Opportunity for a different country. Prosperous, equitable and governable". World Bank. Lima. 2006

[46] Source: ENAHO 2004-05 (May 2004-April 2005), prepared by the Instituto Nacional de Estadística e Informática (INEI)

consumption of the poorest quintile, relative to total consumption, is equivalent to 5.91% of total urban consumption and 7.68% of total consumption in rural zones (UN Peru 2004).[47]

The educational level of heads of households is closely related to the poverty situation of their families; an average head of a poor household has only primary studies, compared with secondary or university studies among heads of households which aren't poor.

The educational differences are clear. While in the urban environment, 22% of employed persons have higher education (university and non-university), in rural areas, only 5% reach that level. This has repercussions on higher income and employment opportunities for those living in urban areas.[48] To the above is added the impact of the application of new technologies, determinant for workers with limited qualifications, who face unemployment, the loss of participation in income, or both, thus creating growing inequality compared with those who are highly qualified, whose economic opportunities are increasing.

A curious fact is the increase in informality: from 45% of GDP in the 1980s, it rose to 60.9% in 2000, according to a study from the University of Linz, which makes the Peruvian economy the sixth most informal in the world.[49] A high percentage of the employed population does not have full professional or technical education; it is a heterogeneous group with empirical experience, little job training and without knowledge for work.[50]

The above elements reinforce the importance for educational policies to more emphatically consider the social context of poverty and, especially, how to contribute to overcoming the "vicious cycle of poverty" by associating learning with productive factors.

2. EDUCATIONAL EXPRESSIONS OF SOCIAL INEQUALITY

In educational processes, social inequality is manifest in multiple ways:

- Close to 13% of children from poor homes state that they do not attend school, compared with 8% from homes that are not poor. This difference is most notable in rural zones and at the highest educational levels. An important finding is that there are significant disparities between poor homes: Children from homes with a female head of household have lower matriculation rates that those from a male head of household.

- The percentage of school age children not matriculating in school is higher in rural zones (14%) than in urban zones (9.7% in Metropolitan Lima and 8.2% in other urban zones). This difference is

[47] Source: Towards fulfillment of the millennium development objectives in |Peru. A commitment of the country to end poverty, inequality and exclusion. 2004 Report. UN, Peru 2004

[48] *National Policy Guidelines for Professional Education in Peru*. MED, MTPE, COSUDE, CAPLAB. March 2007.

[49] Surpassed only by Bolivia, Georgia, Panamá, Zimbabwe and Azerbaijan (*El Comercio*, 10.1.2005).

[50] *National Policy Guidelines for Professional Education in Peru*. Op. Cit.

greater at the first levels of schooling and among younger children. In urban areas, the lack of matriculation in primary school is higher in marginal neighborhoods than in more affluent ones.

- Even when the majority of students matriculate in primary school, only a small percentage of those enrolled--those who come from homes with higher incomes--complete it and continue secondary and university studies. Of 900,500 boys and girls who entered primary school in 1992, 233,230 did not complete it and only 444,847 finished secondary school, although 76.4% of them did so by repeating five courses in primary or secondary school.[51]

- Gender differences are more notable among children from poor homes and among those residing in rural zones; the matriculation rate of boys is higher than that of girls, especially in higher age groups and at higher schooling levels. Especially in secondary school, girls from homes with a woman as head of the family have less chance of matriculating than their male siblings, in contrast with homes headed by men, regardless of income.[52]

- Matriculation rates are lower among poor indigenous children than among the non-indigenous poor; the same situation is seen with non-poor indigenous and non-indigenous in rural zones.

- Students that come from families with higher incomes have access to better public or private schools. In those schools, the teachers—better trained and better organized—provide better teaching because they dedicate more time to teaching tasks and have more resources for facilitating their tasks. The least favored social sectors receive, in contrast, an education by means of procedures and with teachers who are not prepared to respond to either the requirements or the heterogeneity characteristic of those socio-economic classes.

- In homes with higher incomes, in general the parents obtain better conditions so that their children access books, mass media and information (cable television, Internet) and, in not a few cases, private teachers to strengthen some subjects or teach others. The time that they dedicate to conversing with their children and their greater cultural baggage also have an impact on their education. In contrast, parents with low educational levels and who are preoccupied with daily survival are not in a position to stimulate their children's education.

- Care and stimulus during early childhood and the expansion of early education correspond in general to families with better living conditions. At the end of the last decade, the percentages of children in the poorest quintile that enjoyed early education were much lower than those coming from more affluent families.

- Access to computers is determined by the structure of income distribution: in the segments with highest incomes (A and B) of Metropolitan Lima, 38% of homes have computers; in the sector with least income (E), only 0.3.[53]

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[51] Source: Pedro Orihuela, Report Nº 31, Instituto de Pedagogía Popular, December 2004

[52] "Poverty and inequality". Carolina Sánchez-Páramo. Chapter 23 of the book *Peru. Opportunities for a different country.* World Bank. Lima, 2006

[53] Source: Nelson Manrique. *Information and Technologies and Development.* En Unodiverso. Ciencia, Tecnología y Sociedad. Year 1, N°1. CONCYTEC. Lima, 2005.

The main result of all of the above is the very low levels of learning registered in educational centers in rural areas. In the last comparative evaluation conducted in 2007 by the UNESCO/SERCE, Peru stood out as having the most inequality of any country of the Latin American region, since it was that which showed the largest gaps between results of children studying in rural areas compared with those obtained by students in educational centers in urban sectors.

3. BASIC OVERVIEW OF PUBLIC POLICIES IN PERU

The General Education Law Nº 28044[54] is the main framework which feeds public policies.

The National Educational Project that was approved by means of Supreme Decree 001-2007-ED is the most significant national effort to organize long-term public policies.[55]

There is a consensus indicating that, for the political class and the three governments and congresses that cover the 2006 – 2021 period, it should be a key instrument for bringing about – with the investment of sufficient effort and resources - the urgent structural changes that the country needs in the area of education. Executing the National Education Project (PEN, as per Spanish acronym) requires keeping alive the openness and flexibility that characterize their construction and the bidding process.

The Ministry of Education, since 2005, has revised its orientation and defined its policies in the framework of the Multiyear Strategic Sectoral Plan foreseen until 2011: access and quality, teacher training, diversified curriculum programs, publication and distribution of educational materials in different languages, educational management with community participation, standardization of languages, etc.; a framework for its action is the new regulation for the organization and functions of the central office, approved in 2006.

According to the National Education Council (CNE, as per Spanish acronym), in an evaluation made as of the third year of the approval of the PEN, it was concluded that the educational policy of recent years has been centered, at the government level, on literacy, student and teacher evaluation, implementation of the Public Teacher major, teacher training "taking advantage of the potential of universities", the transfer of resources to schools for infrastructure maintenance, decentralization, the bringing to the municipal level of early and primary education, as well as the distribution of laptops in poor towns of the country.

Nevertheless, according to the CNE itself, other areas of the educational system received less attention, such as education in rural areas, especially bilingual intercultural education, the training of

[54] It was promulgated July 28, 2003 by the President of the Republic, Alejandro Toledo

[55] The PEN is a fundamental contribution to the country, a proposal of Peruvian specialists with different professional experiences and plural visions. Its construction meant a citizen movement of educational transformation with a great deal of internal debate and with multiple core institutions in the country.

high-level human capital and the development of mechanisms that ensure lifelong education. "*There was little progress, or inefficiency was seen, in the ability of educational management to implement the key reforms, to execute programs that improve the technical capacities of human resources and to take advantage of budgetary increases*. *Thus arose the criticisms of the execution of programs such as the Bringing of Education to the Municipal Level, teacher training, calls for the commissioning and incorporation of the Public Teacher major and the reform of the organizational structure of the Sector".*

There are opinion makers who indicate that the PEN would compete with another governmental agenda which is not included in its six priority objectives and that a large portion of the new resources for the sector will be used for presidential initiatives and strategic projects that do not coincide with the PEN. This is aggravated, according to the CNE, by the *"reluctance of the central government to transfer resources of strategic projects such as literacy, training and infrastructure, to delegate decisions on the execution of the budget by results, in addition to it being urgent to overcome the abundance of authorization procedures and execution of spending that reign in the budgetary rules"*

While it is true that the dynamic of the evolution of the economy has made it possible for the budget for opening of the education sector to increase from S/. 6,769 million in 2000 to S/. 11,9191 million in 2009, in a low inflation scenario, it is also true that the average investment per student continues to be very low, not just compared with more developed nations, but also compared with the majority of countries in South America.

The preceding is combined with poor development in the area of management of the educational sector, which further jeopardizes the limited global budget. At the end of the year, the Education sector was the second least efficient sector in the execution of investment projects, only surpassed by the Interior Ministry. Low efficiency is also seen in the allocation of goods and services.

Thus the importance of initiatives in the Ministry of Economy and Finance (MEF, as per Spanish acronym), such as the program "Learning Achievements as of the Conclusion of the III Cycle of Regular Basic Education" (PELA) and an increase of the social contribution in the educational sector through taxes and mining royalties, which have become an important category of the budget of various regional governments and there is a greater number of social responsibility initiatives arising in support of the different teaching levels. For better taking advantage of these resources, it is required, nevertheless, to create a mechanism that compensates for inequalities, because the benefits of this social contribution do not arrive equally to all regions; some are very disfavored.

It is recognized in the country that growing interest is seen in the regional and local governments in education and in having projects formulated with broad participation of civil society. Most regional government have their respective Regional Educational Project (PER, as per Spanish acronym). There is also growing influence of the National Assembly of Regional Presidents (ANRG, as per Spanish acronym), demanding more resources for education or different initiatives complementary to the educational sector.

It is important to indicate that a ongoing contradiction in the Peruvian state, and across all of its institutions (central and subnational) "*lies in the tensions and vacuums that are created between the purposes promised by one administration, which establishes a standard or an array of standards, versus the lack or limited political will to deliver the promises or to comply with the regulations, and the fragility of the conditions such as the weak conditions for implementing them and realizing certain specific changes…with a centralist and beaurrocratic regulatory focus that assumes and intends to resolve a complex reality by making rules , which in general tends to surpass the scope of that focus and its management actions.*" [56]

4. CENTRAL CHARACTERISTICS OF THE APRENDES AND CENTRO ANDINO EXPERIENCES

In the report of this consulting firm, abundant data is given on both projects.

Regarding this data, it can be indicated in synthesis that they are two excellent projects that have fulfilled their central objectives, making effective contributions to the education of the country.

AprenDes built an integral pedagogical profile of Active Schools, having as its focus the development of capacity of school stakeholders, through diverse education strategies, appropriate classroom organization and staging, and pertinent educational materials. This proposal develops participative and democratic school management, including the increased presence of parents and the organization of school municipalities to give rise to increased child self-esteem and protaganism.

AprenDes, by focusing its actions first on the San Martín region and later in Ucayali, was established as a decisive factor for educational regionalization in both regions, particularly in San Martín, supporting innovations in the decentralization process, the building of Regional Educational Projects providing technical assistance for the construction in both regional governments of the Regional Planning System for education and of the new regional educational management model; the positive effects of these supports had an influence on the extension of technical assistance to regions such as Amazonas, Junín, Lambayeque and Ayacucho, where interest in the AprenDes Program grew. The influence of this Program has been recognized on the national level, having among its strategic allies the National Education Council (Consejo Nacional de la Educación), the National Assembly of Regional Governments (Asamblea Nacional de Gobiernos Regionales), national and regional units of the educational sector and the Presidency of the Council of Ministers (Consejo de Ministros).

The **Centro Andino** has built a strategy specialized in teacher training for teaching and learning of reading and writing, both in on-site and virtual mode, with particular emphasis on the consolidation

[56] See Congress of the Republic. Multiparty commission in charge of studying and recommending the solution to the problem of indigenous peoples (Legislative period 2009-2010) “Public policies report for indigenous peoples” (February 2010)

of an option for assistant teachers/trainers. It was developed with heterogeneous institutions in the regions of Piura, Cusco, Ucayali, Metropolitan Lima and Lima Provinces, as well as by means of accords with business entities.

The Program has an integrated mode of teacher training that includes the following elements: (a) abilities and strategies for literacy teaching; (b) evaluation tools and skills for evaluating and better tackling the learning needs of students; (c) didactic materials and training modules for teachers; (d) specific strategies for creating teachers and students who produce texts; (e) educational fairs in which the achievements and products of student learning are stimulated before the community.

The Promotion of Reading Schools[57] and training of nearly six thousand teachers that have improved their literacy teaching practices have been achieved from the perspective of, and with the leadership of, a solid academic institution recognized in the country, as is the Universidad Peruana Cayetano Heredia.

5. THE MAIN INFLUENCES ON PUBLIC POLICIES OF BOTH PROJECTS

Both AprenDes and Centro Andino, with different institutional origins and strategies, have had as the focus and direction of their support actions in educational centers, what the regulatory framework - The General Education Law and Educational Policy, the National Educational Project – has defined in each of their corresponding fields of action.

It is known that the decision in the area of public policies corresponds to the Executive or Legislative Branches of the State. The influence that is highlighted here is in some cases direct, and in other cases, it can be given in an indirect or potential manner.

In any case, what has been achieved by both projects is in the logic of trying to influence from below to above, trying to ensure that the different regional realities of a country or towns of a region are taken into account in the design of national or regional policies. This logic does not oppose the need for a national regulatory structure and the gradual redistribution of functions at the different levels of action. Experience shows the advisability of progressing simultaneously in both directions.

The external evaluation developed is indicative of the institutional influences of both projects with regards to educational equity, renewed teacher training strategies, the current educational decentralization process, the fortification of educational management in regions, and, finally, in their

[57] The Reading Schools were a formative proposal for the Centro Andino that seek to consolidate the lessons achieved by teachers from educational institutions that have participated in the training strategy developed; in them, spaces for continuous educational are promoted in which the director and teachers assume a leading role in actions for improved management, going in depth on disciplinary aspects and the socialization of their experiences in other schools in their environment. A central idea is to achieve an increasingly autonomous educational process in these schools.

institutional supports to institutions with an influence on the generation and development of public policies.

a) Influences on the subject of educational equity

Both projects have worked in public schools that serve children from towns in situations of poverty.

AprenDes is the first massive, broad-spectrum project that focuses its action on single-teacher and multi-grade public schools from the rural sectors of San Martín and Ucayali.

The pedagogical methodology and the educational materials have been designed for facilitating the work of teachers in charge of two or more classes in difficult socioeconomic contexts and in sectors such as the rural one, with weak State presence and severe problems for achieving the effective teaching of children.

Centro Educativo has focused its action on multi-teacher schools in marginal urban zones and, to a lesser extent, rural ones. Its methodological strategy was used so that, in public schools serving students with families with limited resources, significant progress was achieved in literacy teaching and the creation of texts by those students.

Both projects together have achieved teachers who are more stimulated for practicing their profession and with better pedagogical weapons; they have achieved greater self-esteem among poor children and better potential for learning basic literacy knowledge and applying it in their daily lives. The interest and presence of parents were greater, comprising an active part of the teaching process.

Their option for greater social and educational equity through solid educational strategies in public educational centers in areas of clear rural and urban marginality creates a marked contribution in a country with unequivocal characteristics of social inequality such as Peru. This is most relevant with regards to single-teacher and multi-grade schools which, in spite of their number, have not merited action strategies specifically oriented to them by the Peruvian State.

When, due to initiatives of the Ministry of Economy and Finance and of the National Assembly of Regional Governments, consultants are used with the backing of the World Bank to organize a technological package that is useful for the Strategic Program

"Teaching Achievements at the end of the III Cycle" (PELA), it is significant that both the consultants and officials of the Peruvian state in charge of that task who were interviewed stated that the experience of AprenDes in San Martín and Ucayali has been the main inspiration for the technological package chosen to be proposed to the country.[58]

The main components of that package include pedagogical follow-up for the schools with periodic visits; training to assistant teachers; specialized educational materials and consumables; training workshops or continuous teacher education workshops; the organization of inter-learning groups for assistants; intern teachers, and the resource centers that, jointly, helped to make AprenDes a integral project as a project applied in contexts of poverty of single-teacher and multi-grade schools.

Both AprenDes and the Centro Andino also advocate the potential of the teachers who work in precarious conditions in marginal rural and urban areas. One of the keys of their success was putting trust in teachers' ability to learn through good treatment, professional respect and mutual collaboration so that the training enables better learning for the children.

b) Influences on teacher education strategies

Among their main achievements, both projects have seriously tackled successful teacher education strategies and had an influence so that the country starts to give special importance to the option of assistant teachers, as a distinct and central piece of the success of teacher training in service.

The **Centro Andino** developed training based on a solid pedagogical structure for adult education, in which monitoring of training is considered to be a crucial element for correcting the weaknesses of previous approaches of initial teacher training. The materials used for the training of trainers and teachers and the use of information and communication technologies for broadening the scope and range of the interventions give innovative leadership to the experience of the Centro Andino

Training in the project offers teachers the knowledge necessary for applying the proposal of literacy teaching from the initial to the third grade of basic education, provides technical assistance and follow-up to teachers in the classroom through demonstration classes, observation and feedback on their performance, creating in the teachers reflection and criticism of the knowledge and practice proposed in the training. It is sought to create in the teachers an attitude of motivation and compromise with the

[58] Also mentioned, although with less influence compared with that of AprenDes, were the experiences of PROMEB in Piura and Tarea in Cusco.

improvement of the quality of education. The teacher with these weapons has an influence on the students engaging in the tasks of reading and producing texts with pleasure. One unplanned result has been the request of teachers in charge of classrooms not included in the project to be participants in the training and in the multidisciplinary learning groups organized to reinforce the training.

AprenDes conceives teacher training as a permanent process aimed at gradually promoting new pedagogical practices and changes in teacher attitudes on the basis of continuous reflection about their own practice and pertinent strategies to provide quality education to boys and girls from single-teacher and multi-grade schools. Critical reflection on the experience is strengthened with spaces for multidisciplinary learning in which the teachers have the chance, previously denied, to become participants in the debate over quality in rural schools.

The essential aspect of the pedagogical proposal and of teacher training in the project lies in the transformation of the styles and the form of interaction of students and teachers in the classroom, with the goal of enabling students to develop their capacity and to not repeat, but instead learn, communicate, socialize, change their environment and participate as protagonists in the school, in their families and in community life. The student is the main actor in his own learning and the teacher facilitates it.

In the country, trainer training programs that guarantee depth in disciplinary, pedagogical, methodological and didactic knowledge are practically non-existent. The task of the trainers has become to "replicate" what has been received; this transmission of knowledge has departed from them being the ones that know, without taking into account that the teachers are adult professionals. The experience accumulated by both projects is particularly valuable for the education sector. This is shown by the first steps that are being taken to assume teacher training with renewed approaches and to give the assistant teacher a different role based on the fruits of experiences such as those of the Centro Andino and AprenDes.

Teacher education has been developed in both projects, taking very much into account the adult professional status of the teachers, approaching them with respect and in dialog between colleagues that exchange knowledge and nourish their experiences with higher objectives to serve the boys and girls of their classrooms with similar respect and through dialog. The accumulated experience allows for confirming that this type of approach to the head teacher is much better received by the teachers than the demanding and commanding supervisions provided in many UGEL. [59]

[59] The constitution of a Pedagogical Movement for Literacy by 800 leaders and teacher volunteers trained by Centro Andino is a good example of the effects of teacher training.

c) Influences on the subject of educational decentralization

The contributions of **AprenDes** to educational decentralization are framed in three central processes: (a) supporting a process of State reform that affirms participation, consensus, inter-sectorial action, and the readjustment of responsibilities among the national, regional and local levels ; (b) technical support in San Martín and Ucayali in another process of transfer of functions from the national government to regional governments; and (c) supporting another process specifically referring to education, giving authority to educational institutions that allows them to make their own decisions and take on responsibilities regarding the results of their own actions.

A central element of the experience of AprenDes, which is in accordance with institutional efforts and public pronouncements of the National Education Council and entities such as the Educational Forum (Foro Educativo), has been to grant the school the first and main instance of management of the decentralized educational system. This concept has worked to stimulate processes of capacity development in the educational actors of single-teacher and multi-grade schools, which has helped them to gradually achieve greater institutional autonomy. This autonomy created greater capacity for identifying, choosing and executing actions which were most advisable for the improvement of institutional operations, among them making effective progress in achieving learning and increased attention to students.

Granting the CONEI the status of the first instance of management in AprenDes not only endorses the General Education Law, creator of these local councils, but also gives school management a participative and democratic nature, consisting of parents, the local community and students. The preparation of the Institutional Educational Projects and of the Annual Working Plans of the school, encouraged in the development of AprenDes, had, in the CONEI which became functional, a central role and support.

A singular aspect encouraged by the Active School philosophy has been the protagonism of children by means of the Municipal Schools as a democratic institution that not only supported work in the classroom, but also management of the school itself. In visits to educational centers supported by AprenDes, it was possible to dialog with children, mayors and councilors, who skillfully discussed the progresses and unresolved problems in their schools. The creation and operation of this participative institution, not indicated in school regulations, also helped change the attitude of teachers who were used to vertical, non-dialog contact with their pupils.
In coordination with AprenDes, the Regional Education Office in San Martín stimulated the promotion and organization of Institutional Educational Networks as part of a regional educational strategy, helping to transfer the experience of the USAID/AprenDes project to rural zones in 11 priority municipalities.

The maintenance of a Network is closely associated with the operation of the CONEI, which participated through discussions with other institutions and institutions at the local level. The establishment of these educational networks took place in the framework of the Regional Educational Project of San Martín, covering nearly 100 single-teacher and multi-grade schools.

d) Supports for the fortification of educational management in regions

Both AprenDes and the Centro Andino helped with the fortification of the regions where they operate.

The contributions of the **Centro Andino** were expressly aimed at the regional fortification of institutional capacities and teachers on the subject of good literacy teaching and of the establishment of Reading Schools closely associated with the philosophy and objectives of the Reading Plan provided by the Ministry of Education. The regions of Piura and Metropolitan Lima stood out in this context. The option for establishing accords with regional entities such as Ñari Walac in Piura, Pukllasunchis in Cusco or CEPCO in Ucayali to put them in charge of the project demonstrates this determination to give greater protagonism to regions.

The contributions of **AprenDes** are of a much larger nature and have an influence that transcended the regional limits of San Martín and Ucayali.

USAID/AprenDes effectively supported the participative preparation of the Regional Educational Project (PER, as per Spanish acronym) in San Martín.[60] The conversion of the Management Committee for the preparation of the PER in COPARE (Participative Regional Education Committee) was important for building and recognizing in the approved PER the management instrument that orients the goals of education in the region.

In the dialog and interaction between the Regional Government of San Martín - USAID/AprenDes Project, an innovative action which arose in the educational financing of the country was the construction of the first Public Investment Project (PIP) aimed at capacity development. The decision of the regional government was different from the option of the PIP in the country used exclusively for infrastructure works, which required making an occurrence analysis at the regional and national level with the MEF for obtaining support for the ordinances that the Regional Government of San Martín had issued. To this first PIP with which the preparation of the PER was financed was added,

[60] The preparation of the PER San Martín began in 2004 with support of the National Education Council, the Popular Pedagogical Institute

also with the active support of AprenDes, the preparation of the technical file of other PIPs to support the realization of the on-service teacher education plan in 11 priority districts and a third one aimed at on-service teacher education for capacity development in students of Basic Rural Schools of the region. This represented an expansion of the assistance and technical follow-up of AprenDes to the Regional Government.

AprenDes supported, in addition, the formulation and consultation of the Medium Term Education Plan and the creation of a New Management Model that restructured management institutions for assuming functions assigned in the decentralization process. Thus, planning vacuums were filled and a more operative level of breakdown of the PER was enabled.

This experience meant significant progress for the Regional Government of San Martín: fortifying capacities of its regional and local technical teams[61]; obtaining significant resources, as well as fortification of educational networks.

The San Martín Region gained visibility and prestige in the area of education in relation to other regions of the country. This was facilitated by the dissemination of its achievements and initiatives in National Regional Meetings promoted by the National Education Council, and particularly by the Regional Meeting convoked at the end of 2007 by the government of San Martín for presenting its achievements in the area of educational reform and decentralization, in which 14 invited regions participated.

Thus, regions like Ucayali, where the involvement of USAID/AprenDes began in 45 rural schools in 2006, as well as Amazonas, Junín, Lambayeque, Ayacucho, Cajamarca, Ica, Cusco and Arequipa, learned about and valued the contribution of the Project to the improvement of the teaching and the design of actions and strategies that provide viability to educational decentralization.

The above created important requirements for support and technical assistance from USAID for enabling the presence of AprenDes in regions. Budgetary limits prevented attending to these requirements. Only 5 regions in addition to San Martín could be served: Ucayali (updating of the PER and regional impact project[62]), Amazonas (assisted by the Project on the subject of building of its educational PIP[63]), Junín (in implementation of the PER and formulation of the regional on-service teacher training plan and formulation of PIP in education), Lambayeque and Ayacucho (these two regions were assisted in formulating and providing viability to the PIP).

[61] The excessive mobility of officials and instability of technical teams openly conspired against the consolidation of those achievements

[62] The region of Ucayali obtained the amount of 5,701,554 new soles for that Project, which included 300 rural schools. Work was done in alliance and with the support of UNICEF.

[63] Amazonas obtained resources of 9,855,935 new soles for a regional PIP and other provinces financed with resources of the region and of the tenderable Peru-Spain fund

The assistance and technical accompaniment for these regions were coordinated with and agreed to with the Regional Presidents, the Social Development Manager and the Regional Education Offices.

Later, there was the National Assembly of Regional Governments (ANGR), the entity that took into account this background to reinforce its initiatives before organisms such as the MEF, the MED and the World Bank.

e) Supports to institutions influencing public policies

Ministry of Education

The contributions of **USAID/Centro Andino** to the Ministry of Education refer fundamentally to its policies and actions tied to the improved teaching of reading and writing. The MED units in charge of the on-service education programs were enriched by the Project's teaching of literacy, prepared considering the array of situations where its involvement merited permanent review, the experience of classroom work, the training needs of the teachers, family and community expectations regarding their children's learning, educational policies in effect, as well as the different trends in teaching literacy.

It had an influence particularly so that greater importance was given to follow-up activities in the design of on-service training, and in incorporating the assistant teacher factor into the official teacher training model. The MED observed teachers trained in the Centro Andino and several members of the team which collaborated in the Project were later incorporated in the Higher Pedagogical Office and in the Basic Education Division, reinforcing that influence.

The Vice-minister of Pedagogical Management, Idel Vexler, who accompanied several activities of the Project, made public statements putting high value on the political level that the Cayetano Peruvian University contributes to the country in teacher training through the Centro Andino Project and expressed that the MED will embrace their contributions. He was able to verify the effects of the Project on the head teachers by attending activities of the Pedagogical Movement for Literacy promoted in the networks of educational centers of Metropolitan Lima.[64]

[64] This Movement is comprised of head teachers from the zones of Rímac , San Martín , Comas, Puente Piedra, Carabayllo and Ventanilla that have participated in the Centro Andino Program of Excellence for Teachers of the Universidad Peruana Cayetano Heredia, who have assumed a leading role with autonomy and a proactive attitude in the Challenger of promoting that other teachers get involved for creating spaces of education for improving strategies for literacy teaching in their classrooms.

Dr. Manuel Bello, dean of the School of Education of the UPCH in charge of the Project, recognized that the Centro Andino could have had more influence on the process developed in the MED on the Strategic Program “Teaching achievements at the end of the III cycle" (PELA), particularly with respect to training and teacher follow-up as part of the technological package adopted. Nevertheless, the initiatives on the subject were not able to be agreed on in the discussions held with the Basic Education Division.

The ties of the **USAID/AprenDes** with the Ministry of Education were not fluid and had ups and downs. From a close initial relationship, the relationship with the MED was impacted by the fact that the Project took over its activities in the San Martín Region and then responded to the requirements of the schools attended in Ucayali, creating an imbalance in favor of the regions and reducing ties with the MED; in addition, the circumstance that the Ministry tried to implement the Rural Area Education Program (PEAR, as per Spanish acronym) in eight regions, with goals similar to those of the Project, also had an influence on the relationship with USAID/AprenDes.

The main relationship of the Project has been with the Vice-minister of Pedagogical Management and Institutional Management.

With the Vice-minister of Pedagogical Management, there was coordination and exchange with the PEAR, holding several working meetings on the pedagogical proposals, institutional strategies and the materials used, in addition to internships of the management team of basic education of MED in the schools of the San Martín region. The System of Information, Evaluation and Monitoring, developed by AprenDes, was shared with units of the Secretary of Planning. Also shared were construction of evaluative classroom tests and impact evaluation reports of cross-sectional studies made during the execution of the Project. AprendDes supported, in addition, the systemization of the process of construction, experimentation and validation in the Divisions of Basic Regular and Primary Education of the Multi-grade Attention Module. As of the close of the Project, a national event was developed with the MED to present to the educational community of the country as models of educational attention for multi-grade primary school in rural areas: the one developed by the MED and that experienced by USAID/AprenDes.

With the Vice-minister of Institutional Management, the main ties and contributions of USAID/AprenDes were the following: (a) work meetings with MED officials for the construction of the Regional Educational Management Model; (b) recommendations for the next stages of the municipalization of management of education, in terms of the classification of municipalities, the support of the CONEI in the schools, the education financing strategies which create District or Regional Funds for education, and the design of strategies with regional Governments to articulate their educational initiatives with

municipalization; (c) consultation workshops to provide the MED with a Matrix of Distribution of Functions to be used as the foundation of the draft of the LOF (Law of Organization and Functions)

National Education Council

USAID/AprenDes encouraged, via contractual accords with the CNE, the annual convocation and holding, since 2004, of the National Regional Meetings in which a space was provided for dialog and exchange on the subject of educational progress, innovative successful experiences and progress in educational decentralization. The boost from these meetings and from support missions to regions of CNE counselors and technical team made this important organism a leader and natural counterpart of educational action and of the decentralization process taking place in the 25 regions of the country.

The USAID/AprenDes continuously supported the CNE for: (a) conducting studies on educational decentralization, distribution of functions and competencies, transfer of resources and education financing, educational standards, prospective education studies; (b) the development of regional dialogues throughout the country; (c) the development of the aforementioned National Regional Meetings; (d) the presence and participation of the Counselors in regional educational activities.

Other notable supports include the fortification of networks of national and regional journalists, highlighting education as a key topic in electoral processes, including the prioritized policies in the PEN on the agenda of mass media and the joint organization of activities and, in 2007, the CNE was supported in its educational support policies in rural sectors, especially with regards to the proposal of pedagogical follow-up for teachers in the framework on the PEN, taking the achievements in San Martín and Ucayali as the main reference.

In the years 2008 - 2009, the Project supported the CNE in the preparation of studies on the repercussions of world trends on the future of basic education, in the development of national standards of Teaching Achievements, the creation and organization of the "Inter-institutional Table" as a space for consensus, gathering entities with programs tied to educational management and decentralization. The V National Regional Meeting was preceded by 3 macroregional events (Lambayeque, Arequipa, Ucayali) backed by the CNE with USAID/Aprendes as spaces for coordination and exchange of experiences for the proposal of channels that promote improved implementation of the PER and the definition of common educational agendas for those macroregions.

Presidency of the Council of Ministers

As the product of meetings of representatives of the USAID/AprenDes Project with the Secretary of Decentralization of the Presidency of the Council of Ministers (PCM) and of the analysis of the material produced in San Martín, la PCM considered it timely to

disseminate the support strategies for educational decentralization developed in the project to other regions. One national event and another of a macroregional nature were the setting.

The PCM received, in addition, technical support from USAID/AprenDes for examining the draft of the LOF presented by the MED, contracting the Ruiz de Montoya University to perform, with support of AprenDes, the technical review, validation and readjustment of the Law of Organization and Functions of the Ministry of Education. The alternative proposal prepared of the matrix of distribution of functions and of the LOF, meant consultations with specialists of the Constitutional Tribunal, the Ombudsman's Office, the MED, the ANGR and with experts from the education sector and specialists from the PCM

National Assembly of Regional Governments

Following the deactivation by the Executive Branch of the National Decentralization Council, the regional presidents took the initiative in creating the National Assembly of Regional Governments (ANGR). In 2008, a Technical Education Commission was created in the ANGR, inviting **USAID/ApreDes** to integrate it, contributing based on its regional work experience.

The ANGR requested technical support from the Project for the preparation of the Guidelines for the Regional Teacher Training Plans and of the Terms of Reference for the formulation of Programs for Public Investment in Education, as well as for the performance of studies that allow for maintaining the Budgetary Expansion of the Current Spending on Education, in the framework of the Budget for Results and from the specifications corresponding to each region

Business hubs

Peruvian education currently presents as a positive aspect a growing interest from business organizations, notable companies and second-level associations to contribute in the area of education, giving priority to action in public schools.

Expressions of this are the establishment in 2007 of Businesspeople for Education (Empresarios por la Educación) with the leadership of José Miguel Morales, Past President of the CONFIEP, the "Successful Schools" project promoted by IPAE (Peruvian Business Administration Institute), virtual projects such as *Educared* promoted by Telefónica del Perú or the *Virtual School Portal* of the Backus Foundation, or the Reading is Getting Ahead program of Banco Continental, among others.

The sustainability strategy of the **USAID/Centro Andino Project** has a clear expression though agreements reached with different businesspeople who assume the totality or part of the strategy developed on the subject of literacy teaching. With a Leverage Fund, USAID Peru supports those initiatives.

Among them can be mentioned: (a) *Accord with the Pluspetrol company*, developed over four years in native communities of Bajo Urubamba in Cusco, training early and primary level teachers; (b) *Accord with the Backus Foundation* in its program "The Virtual Backus School", applying Centro Andino methodology and its virtual training program with teachers selected from the network of schools ascribed to that program, combining on-site visits and tutorials through virtual technology; (c) *Accord with Businesspeople for Education,* developed since 2009, which promotes replicating the Centro Andino teacher training model in different companies of the private sector, adding business volunteerism as a component; (d) *Accord with Natura Cosméticos SA Company* for a Teacher Training Program in the project "*Create to see*", which has the purpose of obtaining resources from its clients for its implementation

ANNEX D

Centro Andino: Analysis of Cost Effectiveness [65]

The results of the Census Evaluation of the second grade performed by UMC-Mined in 189 Lima schools (82 served by Centro Andino and 107 that have not participated in that program) indicate that the schools that participated in the program achieved an advantage of 2.2 percent points (13.9% compared with the level of the control schools) in the "percentage of students that do not achieve minimum levels of reading comprehension", that is that they are "below level 1 of comprehension". The pertinent information is summarized in the following table.

2008. Census evaluation of second grades Centro Andino and Control Percentage of students whose level of reading comprehension is low (Below level 1)

Schools of four Lima Districts whose Grade 2 was evaluated in 2008	Centro Andino		Control Schools		C. Andino Advantage
	# Schools	%	# Schools	%	
Puente de Piedra	23	13.6%	19	16.2 %	2.6 points
Rimac	12	13.5%	12	13.5%	0.0 points
San Martín de Porres	23	11.6%	39	16.3%	4.7 points
Comas	24	15.3%	37	16.7%	1.4 points
Totals and Averages (simple)	**82**	**13.5%**	**107**	**15.7%**	**2.2 points**
Percentage improvement compared with control schools					**13.9%**

Note: The percentages of each district are calculated as simple averages of the total schools (they are not weighted for the number of students in each school)

Source: Data from the UMC MinEd processed by Centro Andino, 2010

[65] The data that was used as the basis for the cost effectiveness that appear in this annex include, in part, data gathered by the UPCH as part of the external evaluation of the project carried out in 2006, 2007, and 2008. Given that there are problems with the selection of samples, both of students whose teachers have been trained by CETT-Andino and students who did not have teachers trained by CETT-Andino, it must be considered that this analysis is more than anything "Illustrative" of what could be done with databases such as those used for this analysis.

The above analysis of the results in the second grade is complemented with that of students of the third grade in 2008 performed by an organism of the UPCH outside of Centro Andino. In the following table, the results for three literary items are presented (that measure the simplest levels of comprehension) of 23 schools whose students have studied for three years with teachers trained by the Centro Andino with the 12 schools that have not participated in the program used as control. It deals with comparing the “increase in learning” achieved in ten months of 2008 by the two groups of students.

The "correct answers” of the students are compared in their responses to three literary items in which they are asked to extract information from a text and then the correct answers in two other items (somewhat more difficult) in which the goal is to identify the central idea of the text. The texts and the questions of each of the items are presented in Annex 2. In the last line, the chance correct answers are discounted, in order to have an estimate of those who really "know” the correct response (55, 68, 50 and 65%).

The control schools would have, probably, a somewhat lower pedagogical and/or socioeconomic level than that of the schools of the Centro Andino program, since in the entry test (beginning of 2008), they had five percentage points less (50 versus 55%). Nevertheless, it would be possible to examine if some of those schools participate in other programs (for example Fe and Alegría) or have characteristics that would make it advisable to leave them out of the control group.

2008. External evaluation of third grades of Centro Andino and Control Schools

Items See list of items in Annex	Centro Andino Schools				Comparison Schools			
	Entry Test		Exit Test		Entry Test		Exit Test	
	Cases	%	Cases	%	Cases	%	Cases	%
Literary items in which a request is made to extract information from a text								
Item 18 Maria the little mouse	534	76%	534	88%	169	74%	169	88%
Item 32 The Fox and the Lion	132	73%	134	86%	45	69%	42	86%
Item 45 The “Little Lemon” Turtle	138	80%	126	88%	42	79%	41	93%
Results for 3 literary items	804	**76%**	794	**88%**	256	**74%**	255	**88%**
Literary items in which a request is made to identify the central idea of the text								
Item 46 The “Little Lemon” Turtle	138	42%	126	48%	42	38%	44	34%
Item 25 Meteorites	137	34%	142	39%	41	15%	45	29%
Results for 2 literary items	275	**38%**	268	**43%**	83	**27%**	89	**32%**

Correct answers in the 5 literary items	1079	**66%**	1062	**76%**	339	**62%**	344	**74%**
% of those that "know how" to respond		**55%**		**68%**		**50%**		**65%**
Net increase in percentage points in the year			13				15	
Percentage increase during 2008			24%				30%	
Source: Data of the external evaluation processed by Centro Andino, 2010								

Thetable above suggests that there are not significant differences between the increase in the level of achievement reached in the Centro Andino schools (15 percentage points starting at 55% who know how to respond in the entry test) and the comparison schools (13 percentage points starting from 50% who know how to respond at the start of the school year).

There are also not differences in each of the two types of items. While the students of the comparison schools depart from slightly lower levels (74 versus 76 and 62 versus 66%), the increases are similar (12 and 14 percentage points) in the simplest items (in those that only ask for extracting information from the text) and are the same (5 percentage points) in the case of the most difficult items (in which is requested to identify the main idea of the text).

Since there are not significant differences in the effectiveness of the program after three years of application (compared to what occurred in the rest of the system), it is not necessary to estimate the cost (whatever the cost, it would not be justified). Nevertheless, some elements are presented below for estimating it.

The Centro Andino estimates that training and accompanying 30 teachers (that serve 900 students) for one year has a cost of US$20,312, that is, US$22.6 per student.

It could be necessary, in addition, to maintain a level of accompaniment in the following years.

For its part, the annual cost of those students served by a teacher who earns S$2,000 per month, if a cost is assumed of 15% in other variable expenses, would reach US$307. Therefore, the higher cost, during the first year, would reach 7.4%.

Therefore, if upon revising the data, an increase of achievements is obtained which is higher than that number (or that which can be estimated once the previous cost data is revised), it would be advisable to massively put this program into practice (unless there are other programs that achieve a higher cost-effectiveness).

Annex 1. Increases achieved in 2008 in the 23 schools whose students have been served by teachers trained and accompanied by the Centro Andino for three years

The results by schools appear on the following page.

It does not seem possible at this time (with the available data) to formulate a reasonable working hypothesis on the possible causes of the greater increase in learning achieved in the urban schools that are incorporated in 2004 compared with the growth observed in the urban schools that were incorporated in 2005 (18 and 19 versus 7 and 15)

Increase in 2008 of learning of Third grade students (Centro Andino)

No. of School	Year	No. of students		Extract explicit information		Main idea of the text	
		Entry	Exit	Entry	Exit	Entry	Exit
4	2004	23	23	53%	71%	34%	34%
14	2004	26	26	69%	81%	29%	29%
15	2004	20	20	66%	69%	29%	31%
165	2004	26	26	71%	86%	48%	54%
182	2004	14	14	69%	69%	43%	58%
250	2004	3	3	7%	62%	17%	0%
253	2004	7	7	53%	75%	33%	56%
271	2004	14	14	58%	79%	23%	33%
292	2004	26	26	84%	89%	54%	52%
304	2004	22	22	73%	72%	65%	35%
311	2004	27	27	66%	85%	37%	70%
342	2004	10	10	81%	100%	33%	67%
346	2004	26	26	72%	92%	33%	54%
		244	244	68%	81%	39%	46%
Learning increased by 13 and 7 percentage points (it grew by 19 and 18%)							
18	2005	22	22	48%	55%	38%	25%

180	2005	24	24	79%	74%	24%	46%
244	2005	22	22	60%	53%	33%	40%
300	2005	22	22	65%	70%	31%	46%
316	2005	9	9	73%	90%	47%	39%
318	2005	24	24	55%	73%	23%	24%
323	2005	13	13	67%	71%	41%	38%
Urban		136	136	63%	67%	32%	37%
The learning increased by 5 percentage points (it grew by 7 and 15%)							
163	2005	25	25	30%	61%	18%	33%
296	2005	7	7	34%	67%	7%	39%
307	2005	15	15	49%	77%	30%	52%
Rural		47	47	37%	67%	26%	48%
The learning increased by 30 and 22 percentage points (it grew by 83%)							

There are significant differences depending on the year and zone where the schools are located

The growth in urban schools that were incorporated in 2005 is somewhat less (7 and 15 versus 18 and 19)

Rural schools have very high growth (83%). They achieve the highest level in “Main idea" (48%)

In school 244, distance training was used. It is on-site in the rest of the cases.

All the students in this table were there three years with teachers trained by CEC-Andino

Annex 2. Census Evaluation of Students 2008

Second grade of primary school Comprehension of written texts

Only 60% are capable of identifying simple information in a 40-word text. They are concentrated in urban zones

Booklet 1

Text for Item 5: The soccer match only lasted half an hour because the players arrived too late.

Question: How long did the soccer match last?

Choices: A. **half an hour** **B. one hour** **C. two hours**

Booklet 2

Text for Item 7: When he left his house, José found a wounded dove and decided to take it with him. When he got to school, José and his friends healed the dove. The next day, when the dove was better, José decided to release it in a park.

Question: When did José find the dove?

Choices: A. When he went to the park. B. When he left his house. C. When he arrived at school.

Text for Item 21: Big Championship Game. 3rd SOCCER CUP "Friendly 2008". Las Águilas Club v. El Roble Club. Saturday, July 20. DON'T MISS IT! Municipal Stadium

Question: When will the soccer match be held?

Choices: a. July 3 b. July 20 c. every Saturday

Items administered to 2nd Grade 2º. students in 2008	Possible answer choices (the student chooses one)	National Total (% for each choice)		Action		School size			
				State (%)	Non-state (%)	Complete multiteacher (%)		Single teacher / multi-grade (%)	
Booklet 1, item 5	A*	**(74.1)**	82.7	79.6	94.0	**(80.8)**	87.2	**(56.7)**	71.1
	B		6.6	7.7	2.5		5.2		10.2
	C		7.0	8.3	2.5		5.8		10.3
The soccer match only lasted half an hour because the players arrived too late.	Multiple marks		1.6	1.9	0.3		0.8		3.7
(14 words)	Blank		2.1	2.5	0.7		1.1		4.7

Booklet 2, item 7	A		11.4	12.9	5.9	8.9		17.7
When he left the house, José found a wounded dove and decided to take it with him. When he got to school, José and his friends healed the dove. The next day, when the dove was better, José decided to release it in a park. (39 words)	B		**(60.6)** 73.7	71.4	82.0	**(66.4)** 77.6	**(45.7)**	63.8
	C*		13.0	13.5	11.3	12.4		14.7
	Multiple marks		0.8	1.0	0.2	0.5		1.7
	Blank		1.1	1.2	0.7	0.6		2.2
Booklet 2, item 21	A		14.5	16.0	8.9	13.0		18.4
Big Championship Game. 3rd SOCCER CUP "Friendly 2008". Las Águilas Club v. El Roble Club. Saturday, July 20. DON'T MISS IT! Municipal Stadium. (23 words)	B*	**(58.6)**	72.4	69.3	83.9	**(63.3)** 75.5	**(46.6)**	64.4
	C		10.3	11.5	5.7	9.6		12.2
	Multiple marks		0.9	1.0	0.4	0.6		1.7
	Blank		1.9	2.1	1.1	1.4		3.3

* correct choice

Note: In parentheses (and in bold), the "probable" percentage of the students that were able to recognize the information provided in the text is indicated. To calculate it, chance answers are eliminated. Therefore, the probable score is estimated as: (3* Correct Answers – 100)/2

Annex 3. Literary items used in annex 2 that require "extracting information" or "identifying the main idea"

Booklet 2-A **Maria the little mouse** [Information extraction]

Once upon a time there was a very vain little mouse named María, who didn't do her homework because she spent many hours in front of the mirror. One day her mother, who was very worried about this, hid the mirror.

When María got home from school, she went straight to see herself in the mirror. But she got a big surprise when she discovered that she no longer had a place to see her beauty.

So, she left her house without asking permission so she could look at her face in the reflection of a small river. María, the vain little mouse, was so happy looking at herself that she didn't realize that there was a hungry cat behind her. Happily, when the cat was going to eat her, she was able to escape and returned home very frightened.

María apologized to her mother and understood that a lot of vanity had brought her problems.

18. Who left her house without asking for permission? [Information extraction]

(a) María's mother. (b) María, the little mouse.

(c) The hungry cat. (d) María's cousin.

Booklet 2-A **The Fox and the Lion**

There was a beautiful fox, with hair as shiny as the sun, teeth as white as the moon and a big tail that he moved with pride.

One day, the fox went out to walk in the forest. Suddenly, he stopped and began to say aloud: "Come, gather around, it's your lucky day, today you will see the most beautiful animal in the forest, me!".

This fox was so beautiful that the other animals came out from among the bushes, the trees and the flowers to admire his unrivaled beauty.

The attention that the fox received had made him walk with his head very high, a puffed out chest and a stretched out tail that moved from side to side as if he was waving to his admirers. They all looked at him closely.

Suddenly, a strong roar was heard: "¡Grrrrr!". All the animals kept still and silent. It was the Lion king, who approached to see what was going on. When the fox saw the big cat, he ran away without saying anything, leaving behind his friends and his fame.

32. What did the fox from the story look like? [Information extraction]

(a) Beautiful, with shiny hair, transparent teeth and a small tail.

(b) Beautiful, with shiny hair, teeth as big as knives and without a tail.

(c) Beautiful, with shiny hair, teeth as white as the moon and a big tail.

(d) Beautiful, with shiny hair, teeth as cold as snow and a big tail.

Booklet 3-A **"Little Lemon" the turtle**

Some brothers combined their coins to buy a turtle that an old man sold in the street. They took him home and showed him to their parents, who immediately thought that it hadn't been a good idea to buy that animal. But the parents didn't say anything, because they didn't want to break the illusion and happiness of their children.

The children called the turtle "Little Lemon" because it was round, like a ripe lemon. They were very happy and the turtle found his new home in the garden of the house.

Within a few weeks, the turtle hid behind some plants and didn't want to eat. Little Lemon was sick, and they had to do something quickly to save his life. The children's father, who knew a lot about animals, explained to them that turtles lived in the forest, and not in houses.

That same day, they gave Little Lemon to Uncle José, a relative who was travelling to the forest. They told him that, he should free Little Lemon when he got to the forest so he could get well and live a long life in the company of other turtles.

45. What did the children in the story buy? [Information extraction]

(a) A forest. (b) A little lemon. (c) A turtle . (d) An old man.

46. What is the main idea of the story? [Main idea]

(a) That the parents of the children accepted the turtle which they bought from an old man.

(b) That the children understood that the place for turtles was the jungle and not the garden of the house.

(c) That the turtle made the garden of the house its new home. The turtle hid behind the plants

(d) That the children's uncle took the turtle Limoncito on a trip. The children's uncle travelled to the Forest.

Booklet 1-A **Meteorites**

Meteorites are pieces of rock that float in space. Meteorites can reach the size of a truck. Most meteorites contain iron. Iron is a metal used for manufacturer of many things, such as, for example, the tools that we have in our houses. Some of the meteorites that have been studied come from the Moon. Other meteorites have come from Mars, but the people who know most about this topic are still not very sure. Sometimes a lot of meteorites can be seen in the sky, falling in very small pieces. This is called a meteor shower.

Meteorites have been important in the lives of man. That is because the only iron known by humans who lived on our planet thousands of years ago came from meteorites. With the iron that the meteorites contained, tools and weapons like knives and arrowheads were made.

It is also said that the disappearance of the dinosaurs was due to the fall of an enormous meteorite 65 million years ago.

25. What is the main idea of the story? [Main idea]

(a) That men use iron for making tools.

(b) That the dinosaurs disappeared because of a meteorite.

(c) That meteorites came from the Moon and also Mars.

(d) That meteorites are pieces of rock that float in space.

ANNEX E

MAIN FINDINGS REGARDING THE STRATEGIC PROGRAM "LEARNING ACHIEVEMENTS AT THE END OF CYCLE III" (PELA)[66]

- The application of the Budget for Results (PPR, as per Spanish acronym) model in education created by the Ministry of Economy and Finance (MEF) is leading to more requirements for action and, at the same time, opportunities for the education sector. The creation in 2007 of the Strategic Program "Learning achievements at the end of cycle III" (PELA) was an important step in the line of renewing procedures and obtaining more budgetary resources in the educational sector.
- The technological package comprising the PELA consists of the following elements: pedagogical follow-up in schools (remunerated positions for accompaniment and monthly visits to schools); training of assistant teachers (training of trainers); educational materials and consumables; teacher training workshops (continuous training); inter-learning groups for assistant teachers; teacher interns; resource centers.
- The realization of that technological package was facilitated by consultants backed by the World Bank in agreements with the MEF. The AprenDes experience in San Martín and Ucayali and, to a lesser extent, that of the PROMEB in Piura, have been the main inspirations of that technological package.
- After two years, there are agreements between the Ministry of Education (MED), the Ministry of Economy and Finance (MEF) and the Regional Governments that, for implementing the PELA, a combination of determined pedagogical and administrative resources is required of suitable amount, quality and frequency for being able to maximize the impact of the educational service provided to the children for an additional marginal cost.
- The PELA is creating the interest and active participation of actors like the National Assembly of Regional Governments (ANGR) and the growing interest of cooperation institutions, financial entities, educational projects and the private sector.
- In addition, the PELA is asking the MED for the use of new languages and the formulation of new strategies for dialog and cooperation, both with the MEF and with regions and national and international entities linked to education.

[66] Hallazgos posibilitados por entrevistas realizadas con representantes del MED (Idel Vexler), Banco Mundial (Livia Benavides e Inés Kudó), Consejo Nacional de Educación (Luis Guerrero), Asamblea Nacional de Gobiernos Regionales (Gustavo Guerra García y Cinthya Vidal).

- There is a consensus in admitting that there is a great need for technical assistance to the 25 regional governments that will implement the PELA and that it surpasses the capacity of any institution, including the MED
- The following important complementary efforts were registered, which should be taken advantage of:
    1. The MED has organized technical support to nine priority regions (Huánuco, Huancavelica, Ayacucho, Apurímac, Metropolitan Lima, Lima Provinces, Callao and the zones of VRAE of Cusco and Junín)
    2. The World Bank and the ANGR have carried out a costing protocol of the elements mentioned in the PELA framework, which has made it possible to allocate nearly 89 million additional new soles to the regional governments.
    3. The SUMA project backed by USAID has, as the framework of action of its work, support in the generation of policies and in the management of the regions of San Martín, Ucayali, Ayacucho, Junín and Lime Provinces, with the possibility of expanding its action to Amazonas and Cajamarca.
    4. There are private initiatives such as that of Businesspeople for Education (ExE, as per Spanish acronym), which is channeling the contribution of private companies towards the implementation of the proposal.
    5. The experience of the FONDEP is registered as a successful experience in the Ancash region for fortifying the autonomous management of educational institutions by means of the creation of participative projects.
    6. A convergence of technical assistance is in process for the implementation of the PESA in four regions of the country in the framework of the PELA in which different contributions of the World Bank, the MEF, the ANGR, ExE and the FONDEP participate. The intervention strategy will be to organize tenderable funds for innovative projects on the topic of the PELA, reinforcing the technological package of the PELA in each of the four selected regions.
- Regardless of the above, in our interviews we found different versions referring to the PELA. From its scope of application: (if it will be applied only in rural sectors or for all type of schools), management and management responsibilities in the program (MED or ANPR; Miriam Ponce or Idel Vexler); length of the experience (one or three years); extension and increase of the agreed sum in coming annual budgets; requirements or not for results by the MEF in the first year of execution of the program; possibility or lack of possibility of execution of expenses in foreseen periods; emphasis on teacher follow-up or other components of the technological package.
- The duration and the components of the training for assistant teachers and for the teachers themselves from educational centers that are selected in each region for applying the PELA has been recognized as a key factor in this strategy. Nevertheless, it was difficult

to find data or consensus regarding directives that unify, respecting regional diversity on the matter.

- There is no clarity regarding the complementary funds to the PELA that should be placed or obtained in each region to expand their materialization and efficiency possibilities.

ANNEX F

Experiences with Public Investment Projects (PIPs) that include Components that Replicate the AprenDes Active Schools

INTRODUCTORY NOTE

During the months of December 2009 and January and February 2010 evaluation consultant Marcia Bernbaum visited the regions of San Martin, Ucayali, and Amazonas. One of the principal objectives of her visit was to become acquainted with experiences, under AprenDes, working with regional governments to replicate the AprenDes Escuelas Activas approach through Public Investment Projects (PIPs). This document, prepared as an annex to the evaluation report, summarizes her findings and recommendations based on a review of four experiences designing and implementing PIPs that replicate the Escuelas Activas approach: San Martin (PIP2), Ucayali (PIP1), and Amazonas (PIPs 1 and 3).

The pages that follow list her findings and recommendations which, in turn are based on: a detailed comparison of experiences under each PIP (Attachment 1) and a summary by PIP of challenges encountered along the way (Attachment 2). Attachment 3 lists the individuals interviewed; Attachment 4 lists the key documents consulted for this activity.

FINDINGS

Regarding what has worked well

Related to support from the AprenDes team

- When there is quality accompaniment provided on an ongoing basis by pedagogical personnel from AprenDes in both the development and the implementation of the PIP (in Ucayali for the development and implementation of the PIP; in Amazonas for the implementation of the PIP) the chances are much higher of appropriately applying the Active School model.
- There has been learning along the way that is making it possible for the development and implementation of PIPs that include the Active Schools approach to become increasingly more effective:
  - PIP2 in San Martin (the first to be developed to replicate the Active Schools) began with some deficiencies in pedagogical design and political influences, which have delayed implementation.
  - Over time, the AprenDes staff, based on their own reflections of the experiences and lessons learned, has progressively strengthened pedagogical inputs both in the development of "Expedients Técnicos" that serve as the basis for the PIP design and in the implementation of the PIPs (Amazonas).

- An important product of this process has been the development, by the AprenDes team, of a template that can be used to prepare future PIPs that have as an objective replicating the Active Schools program. This template has been used in the development of the PIP in Amazonas.
  - This template includes: the key elements that are needed to do the replica and, for each element, the time needed for their execution, costs incurred, a minimum team required for its execution.
  - The template is a good start; however, adjustments will need to be made in the template in order to adjust to special characteristics of each region (for example, the constant changes in teachers which make it difficult for a given multi-grade school to get to the point where it effectively implements the Active Schools methodology).

Related to the entities that implement the PIP

- It helps a great deal when the individual(s) charged with overseeing the implementation of the PIP have been involved in the design and development of the PIP (Ucayali, Amazonas). These individuals are familiar with the background surrounding the design of the PIP and thus are more apt to buy into the steps required to implement the PIP.
- When the implementing entity in charge of financial and administrative aspects of PIP implementation is the Regional Office of Education (San Martin, Amazonas) PIP implementation is much smoother. By way of contrast when the Office of Social Development of the Regional Government is in charge, PIP implementation is much slower and more complex (current situation in the region of Ucayali; during prior periods in San Martin and Amazonas).
- It makes it easier for new facilitators and teachers to visit Active Schools to get an idea of how they function when there are already Active Schools operational in the region (San Martin and Ucayali).
- It is much easier to resolve problems in PIP implementation, as they arise, when there is commitment and support on the part of the Regional President and the Regional Director of Education (San Martin and Amazonas).
- It also helps when there is commitment and support on the part of the Provincial Director of Education (observation based on interviews with three UGEL directors in San Martin).
- It looks as though it will be possible in Amazonas and San Martin to incorporate the facilitators contracted under PELA in the training provided to the PIP facilitators, thus providing opportunities to further expand the Active Schools program. This, however, comes with a series of challenges that will require additional time of the AprenDes staff not currently programmed under the new project.

Limitations

Outside of SUMA's sphere of influence

- There were delays in initiating implementation of the PIP in San Martin and Amazonas due to administrative and political problems (delay of two years in San Martin, delay of a year and a half in Amazonas) with the consequence that the Active Schools in San Martin will only have

two years of support (and of these two years one with major deficiencies) as will the schools in Amazonas under PIP 1 (the schools in Ucayali will have three years and the PIP3 schools in Amazonas will have four years)

- Between one and two years is very little time to ensure that the teachers are adequately applying the methodology and that the schools are operating in an optimal fashion.
- A major question: how to maintain the rhythm and ensure sustainability when the PIP are over and schools no longer receive accompaniment from facilitators, support with student guides, etc.?

- In San Martin, the constant change in staff responsible for coordination the implementation of the PIP, six teams in two years, has created serious problems in terms of PIP implementation.
- Another major limitation, both for sustainability and quality of PIP implementation, is the constant rotation in personnel due to limitations in remuneration, political influences (San Martin, Ucayali, Amazonas);
- The MED has a norm that prohibits seconding teachers named under the earlier system to key implementation roles under the PIP (as facilitators, specialists in the UGEL). This norm also prohibits teachers to ask for leave without pay while taking on these roles. [67]
  - This makes it very difficult to find qualified individuals to assume these roles, not just in Amazonas where this problem was identified but in future regions where SUMA will be supporting the design and implementation of PIPs that have pedagogic components.
- In instances where it has been possible to second individuals to the DRE and UGEL to collaborated in the implementation of the PIP, these individuals receive less remuneration than they receive in the rural schools where they are named given that they lose the stimulus for working in rural areas; if they are named as directors in their schools they also lose the stimulus received for that position (San Martin).
- There are two large and complex PIPs (San Martin, Amazonas) that include pre-primary, primary, and secondary education plus a component that focuses on restructuring the DRE and UGEL. In Amazonas, the PIP is adapting the Escuelas Activas methodology to pre-primary and secondary education. It is probable that other regions will elect to do the same.
  - This presents a challenge for SUMA, given that the objective is to assist regions to design and implement educational programs that the regions consider priorities for their region, while USAID's focus under SUMA is primary education.
  - A challenge becomes how to insure that the PIPs adapt the Active School approach in pre primary and secondary education as well as for bilingual regions don't result in failure due to not receiving the technical assistance that they need.

<u>Within SUMA's sphere of influence</u>

[67] San Martin and Ucayali have been able to re-interpret this norm.

- The initial PIPs did not budget sufficient funds for teachers training, to purchase school libraries and disposable materials (San Martin, Ucayali regarding funds to purchase libraries and disposable material). Having small libraries in each school is key.
  - This has not been a problem under PIP 1 in Amazonas.
- The facilitators contracted under PIP 1 in Amazonas, many with limited teaching experience, earn more money than the teachers they support who have been in their teaching positions for many years.
  - This reportedly produces resentment among some teachers, in particular because they don't think they have the experience to be their facilitators.
- Lack of involvement of UGEL personnel in the implementation of the PIP in Ucayali raises questions regarding the sustainability of the initiatives once PIP funding is over.
  - San Martin and Amazonas are contemplating providing individuals who participate in Active Schools training and accompaniment with a diploma that will give them special recognition and a possibility of increasing their salary under the Escalafon; this could be a stimulus for the personnel in the UGEL that participate in the program.
- There are limited funds under the PIPs for having facilitators and teachers visit schools that are successfully implementing the Active Schools approach; Amazonas under its PIP has funds for one school visit/year.
  - For a new region that doesn't have Active Schools nearby that teacher can visit, building into PIPs the opportunity during the first two years to visit nearby regions that have Active Schools is key.
- The two PIPs in Amazonas do not provide for someone with experience in implementing the Escuelas Activas model to accompany/provide ongoing support for the facilitators.
  - Accompaniment from someone who knows that Escuelas Activas approach well, especially in the first couple of years, is very important to ensure adequate quality in the role played by the facilitators.
- Amazonas has two PIPs focusing on doing replicas of the Escuelas Activas approach; San Martin is about to enter a second PIP that focuses on replicating the Escuelas Activas approach. To avoid fractionalization/overlap in the implementation of two PIPs in one region with similar objectives it is very important to ensure coordination between the two PIPs.
  - AprenDes was able to convinced the two PIP in Amazonas to join forces in developing/adapting student self-paced guides and in training facilitators and teachers
  - AprenDes has recommended that in San Martin that there be one team that coordinates between PIPs in the education sector; this would also include PELA.

RECOMMENDATIONS

To maintain the quality of the Escuelas Activas replicas

Regarding the design of future PIPs:

- Early on organize, for the team responsible for developing the PIP (specialists in education, planners, administrators, accountants), a visit to San Martin or Ucayali. This visit would have three objectives:
  - Become familiar with examples of successful Escuelas Activas
  - Exchange experiences with SUMA staff (both positive as well as challenges faced) in the early years when the replicas were being done for the first time, including lessons learned.
  - Meet with regional education staff implementing PIPs in San Martin/Ucayali in order to hear directly from them their experiences/lessons learned.
- Ensure that SUMA staff (or individuals recommended by SUMA) that has experience both in planning and pedagogical aspects of planning (e.g. not just individuals with planning experience as has been the case in San Martin and Amazonas PIP 1) participates in the development of the Expediente Técnico.

Regarding the implementation of future PIPs

- Place as a high priority resolving the roadblock under the existing norm that prohibits seconding or contracting experienced teachers already named in teaching positions to serve as facilitators and technical advisors for implementing the PIPs.
- For PIPs that are large and complex, take steps to ensure that someone with administrative/management skills is contracted to accompany the implementation of the PIP who is closely familiar with the Escuelas Activas experience (for example: Carlos Sumaeta in Amazonas who was preceded in 2009 by Pedro Acosta who was contracted by UNICEF).
- Involve individuals from SUMA (or individuals recommended by SUMA) who have pedagogic experience with the Escuelas Activas in the implementation of the PIP.
- Consider entering into a contract similar to that between SUMA and PIP 1 in Amazonas. Under this contract individuals with the appropriate qualifications would participate in:
  1) Updating the Expedientes Tecnicos.
  2) Developing annual work plans.
  3) The design and implementation of the training provided to the facilitators for the first couple of years.
  4) Providing oversight to the facilitators (accompanying them on visits to schools, participating in learning circles among the facilitators).
  5) Providing oversight to those individuals under the PIP who are responsible for monitoring and evaluation (e.g. developing instruments, overseeing the training of individuals who go out to collect data in schools, overseeing the analysis of data and the development of reports).
- Ensure, in the development of future PIPs whose primary objective is to carry out a replica of the Escuelas Activas approach, that the Coordinator responsible for the implementation of the PIP be someone with management experience and that a Pedagogic Coordinator who has experience as a teacher, working in rural schools, complement this person.
- It is key that both individuals (with the rest of their team), if they aren't already familiar with the Escuelas Activas experience, arrange to visit San Martin or Ucayali to become familiar with

successful implementation experiences as well as challenges encountered along the way in successfully implementing this experience.

- Consider, based on the experience in Amazonas, the relative advantages and disadvantages of implementing a PIP directly (e.g. through a regional education office vs. entering into a contract with a qualified NGO.
- Consider the relative advantages/consequences of not participating in the adaptation of the Escuelas Activas approach to levels other than primary education:
  1) Pre-primary education
  2) Secondary education
  3) Bilingual/intercultural education

Contributing to ensuring the sustainability of initiatives to replicate the Escuelas Activas approach under a PIP

- Look for ways to obtain funds from the recurrent costs budget to permit the continuation of successful replicas under PIPs.
- Continue collaboration with the restructuring of the DRE and UGEL, understanding this that this is a long and complicated process with many factors outside of SUMA's control.
- Where possible, involved NGOs located in the region in the implementation of the PIP, training them so that they can continue supporting the expansion of the Escuelas Activas methodology once the funds under the PIP are exhausted (example: Ñadi Warac in Piura under CETT Andino).
- Invite the members of SUMA's advisory committee plus other key MINED technical personnel to visit the regions where the Escuelas Activas methodology has been implemented so that they can see for themselves the successes and challenges encountered in designing and implementing PIP that have, within their objectives, replicating the Escuelas Activas approach *(note: this is key if a principal mechanism under SUMA for replicating the Escuelas Activas approach is through a PIP).*
- In regions such as the south of Amazonas where there is not a closely organized civil society, look for ways to generate a mechanism for bringing together key actors from government and civil society to explore how they can strengthen education quality (and within this context ensure the continuity of the Escuelas Activas in their region).[68]
- Contract a Peruvian entity with background and experience in the area to carryout a more detailed study to identify strategies for ensuring the sustainability of the Escuelas Activas approach.

[68] Amazonas, in the north, has a strongly organized civil society; this, however, is not the case in the south where Chachapoyas, the capital of Amazonas and the seat of current implementation are located.

Attachment 1

COMPARATIVE INFORMATION ON IMPLEMENTING THE ESCUELAS ACTIVAS APPROACH

Topic	*San Martin – PIP2*	*Ucayali – PIP1*	*Amazonas – PIP1*	*Amazonas – PIP3*
I. GENERAL INFORMATION				
Amount (in Peruvian nuevos soles)	S/2,147,989.88	S/5,999,764.53	S/6 576,103.9	S/5,000,000
Duration	3.5 years (June 2007 – December, 2010)	3 years (January 2009 – December 2011)	3 years, 10 months (June 2008 –December, 2011)	5 years (May 2009 – April 2014)
Time for implementation with a focus on the pedagogic aspects	Two years, the first year with significant limitations	Three years	Two years	Four years (assuming financing expected under the SNIP materializes)
Entity responsible for the	• Implementation began in the Office of Social	Office of Social	• Begins in the Office of Social Development under	NGO (CEPCO)

Topic	*San Martin – PIP2*	*Ucayali – PIP1*	*Amazonas – PIP1*	*Amazonas – PIP3*
implementation of the PIP	Development • It was subsequently transferred to the Regional Office of Education	Development	Eduardo Saenz • When he leaves responsibility for implementation passes to the Regional Office of Education •	
Geographical location	11 districts in 9 provinces of San Martin	3 of 4 provinces in Ucayali	12 districts in 7 provinces of Amazonas	10 districts of the province of Luya
Components/foci of the PIP	• Rural pre-primary, primary, and secondary schools • Monitoring and evaluation system.	• Pre-primary monolingual and bilingual schools • Rural primary multi grade monolingual schools • Rural primary multi grade bilingual schools	• Rural pre-primary, primary, and secondary schools • Restructuring regional and provincial offices of education • School gardens and improving parenting skills •	• Rural pre-primary, primary, and secondary schools
Target schools	<u>Pre-primary:</u> • 76 schools, 136 teachers <u>Primary:</u> • 181 multigrade and regular schools, 704 teachers <u>Secondary:</u> • 44 schools , 467 teachers	<u>Pre-primary</u> • <u>35 monolingual programs, 39 teachers</u> • <u>39 bilingual programs, 56 teachers</u> <u>Primary:</u> • 195 rural multi-grade monolingual schools (AprenDes) including the 90 schools currently being supported by AprenDes, 349 teachers	<u>Pre-primary</u> • 15 schools, 56 teachers <u>Primary:</u> • 91 rural multi grade and regular schools, 205 teachers <u>Secondary:</u> • 14 schools , 189 teachers	<u>Pre-primary</u> • 44 schools, 50 teachers <u>Primary:</u> • 55 rural multi grade and regular schools, 140 teachers <u>Secondary:</u> • 13 schools, 86 teachers

Topic	*San Martin – PIP2*	*Ucayali – PIP1*	*Amazonas – PIP1*	*Amazonas – PIP3*
		• 113 rural multi-grade bilingual schools, 204 teachers (UNICEF)		
Participating teachers	1307	460	450	276
When activities began	Management: May 2008 Pedagogic: March 2009	Management: May 2009 Pedagogic: March 2009	Management: May 2009 Pedagogic: March 2010	Management: May 2009 Pedagogic: March 2010
II.PIP COORDINATION				
Positions of individuals responsible for PIP coordination	General Coordinator Pedagogic Coordinator Two primary education specialists One pre-primary specialist Two specialists in secondary education: one in math and one in communication.	General Coordinator Pedagogic Coordinator Materials Coordinator M&E Coordinator M&E Assistant Administrator	General Coordinator Pedagogic Coordinator Management Coordinator M&E Coordinator Administrator Note: the Pedagogic Coordinator does not have technical specialists; it is assumed these individuals	General Coordinator Pedagogic Coordinator M&E Coordinator Specialists in communication and mathematics contracted under the project.

Topic	*San Martin – PIP2*	*Ucayali – PIP1*	*Amazonas – PIP1*	*Amazonas – PIP3*
			will be drawn from the Regional Education Office.	
Rotation among individuals responsible for PIP coordination	Six General and six Pedagogic Coordinators in two years and a half	There have been no changes in coordinators to date	Two General and two Pedagogic Coordinators in two years.	The General Coordinator left in 2009 and became an advisor under PIP 1 in 2010; CEPCO at the time this table was created was looking for a replacement.
III. FACTILITATORS				
Selection of Facilitators	Seconded from their schools Selected by the UGEL in the course of conducting introductory workshops. One third of the facilitators have been AprenDes facilitators or teacher trained by	Seconded from their schools Selected through a competition; only urban primary teachers were permitted to participate.	Contracted from among teachers with no classroom assignment (seconded teachers were not permitted) Selected through a competition. The first year it was necessary to go out three times, each time reducing the basic requisites.	Contracted from among teachers with no classroom assignment (seconded teachers were not permitted) The same of PIP1, it was necessary to reduce basic requisites in order to fin qualified contenders.

Topic	*San Martin – PIP2*	*Ucayali – PIP1*	*Amazonas – PIP1*	*Amazonas – PIP3*
	AprenDes		Fr the second year an attempt was made to look for the best rural multi-grade teachers but the legal advisor did not permit this to happen so they went out with another competition among teachers with no school assignments.	
Rotation of facilitators	In 2007/8 AprenDes facilitators were sent to the UGEL corresponding to the regions where they were named as teachers. In 2010 there was a 20% turnover in facilitators.	Not yet. There was some thought of making changes but it appears the decision was to retain all facilitators hired in 2009.	Two of the 11 primary facilitators stayed in 2009; the nine that left were deselected because they didn't meet criteria or other individuals were identified by among friends of the education authorities.	Five left at the end of 2009, two for personal reasons and 3 for not meeting job criteria.
Facilitator/teacher ratio	1/22	1/12	1/20	1/10-12

Topic	*San Martin – PIP2*	*Ucayali – PIP1*	*Amazonas – PIP1*	*Amazonas – PIP3*
Yearly training for facilitators	2009: 8 days were programmed but due to lack of budget they only received three days of training. AprenDes staff trained facilitators. 2010: 8 days in February and 4 days in June/July. Training to be conducted by AprenDes staff.	2009: 18 days by AprenDes staff, including outside technical advisor. 2010: 21 days in February by AprenDes staff along with specialists in math and communications. Another 12 day workshop is planned for June/July	2009: 18 days by AprenDes staff 2010: 21 days by AprenDes staff in February; 6 days by AprenDes staff in June/July; and 3 days by AprenDes staff at the end of the year. (Note: also participating in this training are representatives from all the UGEL plus specialists from the DRE.) 2011: 18 days in February, 6 days in June/July, and 3 days at the end of the year. Training by AprenDes staff	2009: 10 days by the CEPCO team[69] 2010: CEPCO facilitators to participate in training provided by AprenDes under PIP 1.
Visits by facilitators to successful AprenDes schools	One day was programmed for 2009; however due to lack of budget it didn't	1 day/year	1 day/year	Not contemplated

[69] The CEPCO technical team participated in prior training from AprenDes in San Martin.

Topic	*San Martin – PIP2*	*Ucayali – PIP1*	*Amazonas – PIP1*	*Amazonas – PIP3*
	happen (some facilitators did visits on a voluntary basis covering their own costs. 1 day programmed in 2010			
Learning circles for facilitators	4 times for 2 days each in 2009 were programmed, but due to budget shortfall these had to be cut. 4 times for 2 days each are programmed for 2010	3 times/year for 2 days each	3 times/year for 3 days each, plus informal meetings as needed.	Every weekend.
Location of facilitators	In the UGEL	Under the PIP, located physically in the DRE.	Office of PIP1	CEPCO office physically located in the UGEL of Luya.
Accompaniment provided to	Not programmed; most of	The person in charge of	There are plans to have a	The CEPCO technical staff

Topic	San Martin – PIP2	Ucayali – PIP1	Amazonas – PIP1	Amazonas – PIP3
facilitators	the teams of facilitators at the UGEL have at least one facilitator with AprenDes experience (having been an AprenDes facilitator or a teacher trained by AprenDes).	AprenDes in Ucayali has accompanied some of the PIP facilitators who are more closely located; she also accompanied the facilitators immediately after their first training.	specialist from the DRE provide accompaniment. There are no plans to provide accompaniment by the SUMA pedagogic team.	provides accompaniment, this includes accompaniment from the specialists in communications and math.
IV. TEACHERS				
Visits by teachers to successful AprenDes schools	2009: 2 programmed, one carried out 2010: 2 programmed	One per year to one school	One per year to one school	One in 2010 to one school
Training received by facilitators.	2009: 7 days programmed (3 received due to budget cuts) 2010: 7 days	12 days/year: in two workshops of 6 days each	2009: 12 days 2010: 10 days and 6 days 2011: 10 days and 6 days	2009: 6 days and 6 days 2010: 6 days and 6 days

Topic	San Martin – PIP2	Ucayali – PIP1	Amazonas – PIP1	Amazonas – PIP3
V. SUPPORT PROVIDED BY REGIONAL/LOCAL ENTITIES				
Support provided by the Regional President	Strong support provided by the Regional President who has intervened directly to resolve problems encountered in PIP implementation	Strong support provided by the Regional Vice-President	It was not possible to interview the Regional President; the impression is that he provides support but not with a great deal of conviction.	According to the CEPCO team the support from the Regional President is not very strong.
Support provided by the Regional Manager of Social Development	The first Regional Manager provided a number of obstacles to PIP implementation. It was necessary to intervene through the Regional President to have him name a replacement who would be helpful instead of serving as an obstacle.	Little interest/support on the part of the Regional Manager of Social Development	The first Regional Manager played a key role in obtaining funds for the PIP and overseeing its design; mixed messages regarding the role of the current Regional Manager.	Excellent for the first Regional Manager; mixed messages regarding the role of the current Regional Manager.
Support provided by the Regional Education Director (DRE)	The first was highly involved in the development of PIP1, he left in 2006 and then returned in 2009. This	There have been 4 DRE Directors. The first, who accompanied the development of the PIP was very supportive. The	The current DRE director appears to be very committed to the PIP and supportive.	The current DRE director is very supportive: CEPCO entered into an agreement with the DRE to review the student

Topic	San Martin – PIP2	Ucayali – PIP1	Amazonas – PIP1	Amazonas – PIP3
	individual is closely acquainted with the AprenDes approach/ methodology. He visited Nicaragua in 2003 and has seen many AprenDes schools in San Martin.	current DRE Director is not involved.		guides; the DRE director has committed to having his staff accompany the process.
Support provided by the Provincial Education Directors (UGEL)	Three of 4 UGEL Directors interviewed indicated they were very supportive of the Escuelas Activas program; all have visited AprenDes schools.	No interest/support from the UGEL Directors in the Provinces of Padre Abad and Coronel Portillo. Some support from the UGEL Director in the Region of Atalaya.	Up to now the UGEL Directors have played a minimal role/ most visited a successful AprenDes school in San Martin in 2009.	The UGE Director in 2009 had little interest in the program. The new UGEL Director has demonstrated interest and he has put a good person from his staff in charge of supporting PIP implementation in the province of Luya.
Support provided by the primary education specialists assigned to the UGEL	The facilitators are in primary education specialist positions in all 9 UGEL.	Some of the specialists attend the trainings.	Primary specialists from all 7 UGEL scheduled to participate in the 21-day facilitators training in February, 2010.	See above.
VI. APPLICATION OF THE ACTIVE SCHOOLS APPROACH				

Topic	*San Martin – PIP2*	*Ucayali – PIP1*	*Amazonas – PIP1*	*Amazonas – PIP3*
Role of AprenDes pedagogical staff in guiding the development of the PIP	Irene Gutarra of AprenDes participated in the formulation of the PIP in 2006. However, her participation was sporadic and her role was not clear.	• Carmen Salazar , the Pedagogical Coordinator of AprenDes in Ucayali, was invited to participate in the COPARE, which re-structured the PER. She shares the AprenDes Escuelas Activas experience and the COPARE requests formal assistance from AprenDes in developing the PIP that has as a component replicating the Escuelas Activas. • Both Carmen, from a pedagogical perspective, and Daniel Jesus of AprenDes, from a planning/administrative perspective, play an active role in guiding the development of the PIP. • In the process of developing the PIP, Carmen develops a close working relationship with the individuals who eventually assume the role of coordinators in implementing the PIP. • Carmen offers space in	• Irene Gutarra of AprenDes participated from a pedagogic perspective in 2007 in the development of the technical profile; however her role was not clear. • Dolibeth Acosta of AprenDes participated from a pedagogic perspective at the end of the PIP development process. She reviewed and made recommendations on the Expediente Tecnico.	Eliana Tafur of CEPCO was very closely involved in the development of the PIP. This was after having participated in several AprenDes workshops.

Topic	*San Martin – PIP2*	*Ucayali – PIP1*	*Amazonas – PIP1*	*Amazonas – PIP3*
		her office to the team responsible for developing the expediente tecnico. When the team came up with questions she was able to relay their questions to the AprenDes team in Lima for response. • Throughout this process, Carmen provided pedagogical assistance in developing the expediente tecnico.		
Role of AprenDes pedagogical staff in guiding the implementation of the PIP	• Dolibeth Acosta and Tito Portocarrero of AprenDes provided three days of training to facilitators at the beginning of 2009. • Dolibeth Acosta and Tito Portocarrero of AprenDes to provide 8 days of training at the beginning of 2010 and 4 more days in June/July.	• Carmen Salazar, organized and carried out 18 days of facilitator training at the beginning of 2009. Marino Solano, outside advisor came for one week of the training. • AprenDes, made arrangements before implementing the PIP, to have key personnel responsible for implementing the PIP to visit successful Escuelas Activas in San Martin and Ucayali. • After the initial PIP	• Full AprenDes pedagogic team provided 18 days of training to facilitators in 2009. • For 2010 the PIP has contracted with AprenDes to provide ongoing technical assistance in the implementation of the PIP. This includes 21 days of training to the facilitators in March and 10 days in July.	• AprenDes staff provided 10 days of training to facilitators in 2009. • PIP 3 staff joined forces with the PIP 1 staff for facilitator training in 2010.

Topic	San Martin – PIP2	Ucayali – PIP1	Amazonas – PIP1	Amazonas – PIP3
		training, Carmen made arrangements for the facilitators to visit two successful AprenDes schools in Ucayali. • Another visit was organized in November, 2009 for facilitators to visit a successful AprenDes school. • Carmen maintains a close working relationship with the Pedagogical Coordinator responsible for implementing the PIP, which makes it possible to influence strategies along the way.		
IV. STUDENT GUIDES				
Adaptation done for primary	No	No	Yes, with the support of teachers and technical staff, with support toward the end of Luisa Gayosa, specifically contracted by AprenDes to provide assistance with student guides.	
Development of guides for use in pre-primary and secondary	No	No	PIP1 is using the guides developed by CEPCO	Principal responsibility of CEPCO .

Topic	*San Martin – PIP2*	*Ucayali – PIP1*	*Amazonas – PIP1*	*Amazonas – PIP3*
			The PIP1 contract with AprenDes includes the support of Luisa Gayosa en the validation of guides for pre-primary, primary, and secondary.	In July of 2009 Teocrito Pinedo of AprenDes provided assistance in setting the base for developing the guides. Luisa Gayosa came toward the end of the process to review the guides when they were almost ready.

Attachment 2

CHALLENGES IDENTIFIED DURING INTERVEWS/DOCUMENT REVIEW

CHALLENGE	***SAN MARTIN PIP2***	***UCAYALI PIP1***	***AMAZONAS PIP1***	***AMAZONAS PIP3***
Staff rotation at all levels.	X	X	X	X
Individuals named to key positions due to friendships/political connections	X	X	X	
MED norm that prohibits seconding experienced teachers in AprenDes schools to key positions (technical, facilitators) under the PIP.			X	X
Experienced teachers seconded as facilitators do so at a cut in salary	X	X		
Serious problems in PIP implementation due to both administrative and financial limitations of the implementing unit (especially when this unit is the Unit of Social Development)	X	X	X	X
Lack of involvement of individuals with an in-depth pedagogical knowledge of the AprenDes Escuelas Activas approach in the design of the PIP.	X		X	
Limitations in opportune accompaniment by individuals who are familiar with the			X	x

CHALLENGE	*SAN MARTIN PIP2*	*UCAYALI PIP1*	*AMAZONAS PIP1*	*AMAZONAS PIP3*
pedagogical approach of the Escuelas Activas in the implementation of the PIP.				
Political influences which have had an adverse impact on the development/implementation of the PIP.	X		X	
Lack of transparency in the process of PIP implementation	X			
Structure of the Expediente Tecnico which is difficult to comprehend	X			
Insufficient funds for training	X			
Design of PIP does not take into consideration the need to provide for small libraries for each school.	X	X		X
Limited funds to visit successful schools		X	X	X
Very little time to train and accompany the teachers.	X	x	X	

Attachment 3

INDIVIDUALS INTERVIEWED

Lima

AprenDes

- Irene Gutarra, in charge of Pedagogical Oversight
- Flor Pablo, Decentralization staff
- Daniel Jesus, Decentralization staff
- Jose Luis Gargurovich, Decentralization staff
- Dario Ugarte, Decentralization staff

San Martin

AprenDes

- Teocrito Pinedo, Deputy Director of AprenDes
- Dolibeth Acosta, Pedagogic Coordinator
- Tito Portocarrero, Community Participation Coordinator
- Norith Meza, Facilitator from Lamas
- Lina Ramirez, CRA facilitator, Lamas
- Silvia Vargas, Facilitator from Rioja (before Lamas, San Martin, Moyobamba, Tocache)
- Maribel de Aguila, CRA facilitator, Moyobamba)
- Milagros Mendoza, former Coordinator of Community Participation
- Mélida Vela Rios, former facilitator from Rioja and Moyobama
- Victor Pinedo, former facilitator from Picota

Regional Government of San Martin

- Cesar Villanueva, Regional President
- Roberto Garcia Jaramillo, Deputy Manager of Education

Regional Education Office of San Martin

- Jose Natividad Linares, Director
- Pablo Mesias, Primary Specialist
- Luis Hernan Ramirez, General Coordinator of PIP2
- Geisler Trigoso Sanchez, Pedagogic Coordinator of PIP2
- Denny Ventura, Primary Specialist for PIP2 (former AprenDes teacher)

UGEL of Moyobamba

- Ricardo Rios, Director
- Nelly Alava Ruiz, Primary Specialist
- Maria Emilia Torres, PIP2 (former AprenDes facilitator)
- Jaimito Azang, PIP2 (former AprenDes teacher)

UGEL of San Martin

- Hernan del Castillo, Director
- Nazario Grande Aguilar, former Director
- Augusto Vela Rojas, Director of ETL (PIP2)

UGEL of Bellavista

- Johnny Pichis Tavera, Director
- Victor Vela, Primary Specialist

UGEL de Picota

- Mardonio Chota, Director
- Alexander Paredes, Coordinador of ETL (PIP2)

Others

- Lincol Rojas, CAAP and member of the Regional Education Council
- Miriam Guevarra, Coordinator of CAAP and the Mesa de Concertacion para la Pobreza de San Martin
- Anibal Quinteros Garcia, Director of Post-Graduate Programs at the Universidad San Martin
- Darwin del Aguila Lozano, Chemonics (Alternative Development program)
- Lina Garcia, Technical Secretariat of the Municipality of Juan Guerra

Ucayali

AprenDes

- Carmen Salazar, Coordinator
- Maribel Garcia Grandes , Facilitator
- Alfonso Ruiz Panduro, Facilitator
- Romer Cárdenas Paredes, Facilitator
- Enoc Jaimes Navarro, Facilitator
- Enos Jaimes Navarro, Facilitator
- Sixto Carrazco Solano, Facilitator

- Hilda Dural Fajami, Facilitator
- Felipe Morales Gonzales, responsible for the CRA in Aguatia
- Len Flores Lozano, responsible for the CRA in Pucallpa

Regional Government

- Ludgardo Gutiérrez, Regional Vice-President

PIP 1

- María Teresa Revilla, Pedagogical Coordinator

Other

- María José Sáenz, Fe & Alegria

AMAZONAS

Coordination of PIP 1

- Roselito Oyos Rivero, General Coordinator
- River Chavez, Pedagogic Coordinator
- Jorge Luis Sandoval, Management Coordinator
- Carlos Zumaeta Ruiz, SUMA Consultant

Facilitators of PIP 1

- Santiago Vallejos Mendoza, primary, since 2009
- Zulema Muñoz Fega, pre-primary, since 2009
- Carlos Máximo Guevarra, secondary, since 2009
- Wilson Javier Hidalgo Diaz, primary, since 2010
- Liliana Mercedes Ramirez Mendoza, pre-primary, since 2010
- Manuel Carlos Estels, secondary, since 2010

Regional Government

- Juver Collasos Grandes, Advisor to the Regional President
- Carlos Cordero, Manager of Social Development
- Javier Montoya, Deputy Manager for Professional Development
- Gilmer Mendoza, Liaison with PIP 3

Regional Office of Education

- Grimaldo Vasquez, Regional Director

- Eduard Sanchez, Accountant

CEPCO (PIP 3)

- Eliana Tafur, Coordinator for Educational Projects
- Jack Azang, Pedagogical Coordinator for PIP 3

Attachment 4

DOCUMENTS CONSULTED

AprenDes: Informe de Ejecución del PIP 1, Amazonas, 2009

AprenDes: Informe de Ejecución del PIP 2, San Martin, 2009

AprenDes: Informe de Ejecución del PIP 1, Ucayali, 2009

AprenDes: Informe Final Decentralización, Amazonas, 2009

AprenDes: Informe Final Decentralización, San Martin, 2009

Dirección Regional de Educación de Amazonas, Expediente Técnico, 2008

Dirección Regional de Educación de San Martin, Expediente Técnico, PIP 2, 2007

Dirección Regional de Educación de San Martin, Expediente Técnico Actualizado, PIP 2, 2009

Dirección Regional de Educación de San Martin, Expediente Técnico, PIP 3, 2009

Dirección Regional de Educación de Ucayali, Expediente Técnico, PIP 1, 2008

Gobierno Regional de Amazonas, Proyecto Educativo Regional

Gobierno Regional de San Martin, Proyecto Educativo Regional

ANNEX G
Success Stories

SUCCESS STORY I

Centro Andino: Pedagogical Movement to Promote Reading and Writing

The Pedagogical Movement to Promote Reading and Writing was an unanticipated outcome of the work of the Andean Center for Excellence in Teacher Training (Centro Andino) in Peru. Centro Andino (2002-2010) was a USAID-financed regional program, managed by USAID/Peru, that covered Bolivia, Ecuador, and Peru and was part of a broader Latin America regional USAID initiative.

The Pedagogical Movement to Promote Reading and Writing is made up of more than 800 primary school teachers from Rímac, San Martín, Comas, Puente Piedra, Carabayllo and Ventanilla in metropolitan Lima, Peru who participated in the Centro Andino program. This program was designed and implemented by the Cayetano Heredia University of Peru to improve the ability of teachers to teach reading and writing skills in the early grades. Teachers trained by the Centro Andino and who are members of this Movement are, at their own initiative, encouraging other primary school teachers to improve their strategies for teaching reading and writing .

The leaders of this Movement are Beatriz Palomino Cordero, a primary school teacher in Rimac who is the coordinator, and Giovanna Gómez Camarena , a primary school teacher in Puente Piedra who serves as deputy coordinator. The Movement was created to send the message that effective programs that teach children to read and write are fundamental for all subsequent learning and that teachers -- both to enhance their own self-esteem and to further their own professional development -- need to be avid readers and writers in order to stimulate children to do the same . In turn, learning to read and write is an important underpinning for the formation of a democratic, responsible, and just society.

The Movement's tasks -- stimulating coordination between teachers, school principals, and public and private organizations around the topic of reading and writing; encouraging the creation and maintenance of working groups to promote reading and writing – are being carried out on a volunteer basis by a group of teachers whose sole interest is sharing what they and others have learned through participating in the Centro Andino program.

The Movement has been involved in three types of activities: (1) Promotions sponsored by the Movement (organizing marches in low income communities to promote reading and writing, organizing games to promote reading, painting "talking" murals, organizing exhibitions demonstrating the written work of children, organizing fairs to promote reading and writing; and promoting reading at home); (2) Activities which the Movement has supported (reading clubs, reading in the parks); and (3) Teacher training (forming teacher study circles focusing on reading and writing with teachers to share experiences and problem solve; organizing visits to other schools that have teachers who are particularly effective in teaching their students to read and write; organizing

workshops to help teachers improve their leadership skills and their skills in teaching students to read and write; encouraging teachers in pairs to visit each other's classrooms.)

An important part of the Movement's strategy is to stimulate teachers to work with parents to create a "reading and writing" environment in their homes. One of the texts that teachers receive from the Centro Andino that the Movement encourages teachers to read provides a number of practical guidelines for working with parents. Parents are encouraged to: have books, magazines, and newspapers in their homes; go out of their way to read these materials with enthusiasm and pleasure; obtain books that their children can call their own along with paper and pencils that they can use to write; stimulate their children in their efforts to read and write; listen to their children read stories and read stories to their children; tell them riddles and jokes; sing and play word games with their children.

When the coordinators of the Movement were interviewed in February, 2010, they were in the process of planning for the Movement's expansion to other regions of Peru. They had established contact with "Ñari Walac", an NGO in the region of Piura that was in charge of implementing the Centro Andino program in primary schools in Piura. In coordination with the Regional Office of Education of Ica, the leaders of the Movement were also organizing a congress on reading and writing in Ica to promote the importance of teaching reading and writing with teachers of the region and also to recruit new members for the Movement.

SUCCESS STORY 2

AprenDes: a visit to an award-winning rural one- teacher school in a coca-growing region of Peru

Peru has 12,335 primary multi-grade schools and 9,126 schools where one teacher attends all six primary grades. Teachers who work in these schools are not trained to address the many challenges they face, nor do they have the materials they need. All but forgotten by the State, students in these schools often receive the lowest scores on national achievement tests.

Innovations in Decentralization and Active Schools (AprenDes) is a primary education program financed by USAID/Peru that has been supporting 285 rural multi-grade and one teacher schools in the regions of San Martin and Ucayali, two of seven regions targeted by USAID/Peru's Alternative Development program to eradicate coca.

In AprenDes schools students work in groups using self-paced study guides; teachers receive special training to work with students in groups and individually; students play a leadership role in the school; and most schools targeted by the project have active community education councils that benefit from the participation of parents, students, teachers, and community members. Carefully administered achievement tests show that this is a worthwhile endeavor that <u>can</u> make a difference: students in AprenDes Active Schools outperform children in comparison schools in language and mathematics and the program has been shown to be cost effective.

The Nuevo San Pedro primary school, one of the 285 rural schools supported by USAID under the AprenDes program, is a one-teacher school with an enrollment of 25 students in grades one through six located in the region of Ucayali, Peru. Nuevo San Pedro has been a member of the AprenDes program since 2006. In 2009 Nuevo San Pedro was the recipient of a S/15,000 ($5,226) award provided under USAID's Alternative Development Program as an example of a well-functioning school that parents and community members hold out as a valuable contribution to their community.

Salomon Torres Chahúm is Nuevo San Pedro's teacher and director. Salomon has been a teacher for 25 years. He came to the Nuevo San Pedro school in 2006. The school is located in a rural area on a main road that connects Pucallpa (the region's capital) to the north; most children come to school by foot. Classes start at 7:45 am and finish at 1 pm

The first thing that strikes a visitor upon arrival at the school is the school's physical appearance from the outside. The school's front façade has written on it in attractive large print the school's vision and mission. Next to the school building is a small well-marked structure that is used for recycling. Behind the school is an incipient citrus orchard.

When one walks inside the school one sees a spacious classroom; the partition between what used to be two classrooms has been eliminated creating one large long classroom. One's attention is drawn to a mural that has newspaper clippings with the latest local, national, and international news as well as sports news and humor; the school's fifth and sixth grade children are responsible for updating this mural weekly. Behind the mural is the school's library, with books attractively arrayed on a series of stands by topic; one stand contains children's stories and books written by the students. To the right of the library are the 4th, 5th, and 6th grade students working in groups; to the left are the 1st, 2nd, and 3rd grade students, also arranged in groups.

When I arrive at the school, Salomon as sitting at a small table with his two first graders working on a math lesson. The third graders are working on math in their student guides. The sixth graders, following instructions in their guides, are assembling pinwheels. Everyone is deeply absorbed in what s/he is doing. During recess several students congregate around a table in the library area that has a chess game on it. Salomon proudly explains that he has just introduced chess to his students.

I ask Salomon how being a part of the AprenDes Active Schools program has helped him in his work as a teacher. His response: "The quality of learning has improved. I have student guides for each grade and parents who help me in the classroom. I can now act more as a facilitator since children in all grades have guides. I am able to devote more time to working with the first and second graders."

Salomon places a great deal of emphasis on reading. First graders spend two hours a day on reading Two days a week he sets aside an hour for reading for pleasure. Students are encouraged to check books out and take them home. One of the activities, to encourage children to develop texts, is the Taelita Viajera, a bag with a notebook and pencil that children take turns taking home. With their families they develop stories which bring back to school and read to the rest of the class. Salomon

observes that is his turn to take the Taelita Viajera home. Salomon's efforts to promote reading in first grade have paid off: both first graders are reading: one 39 words per minute and one 29 words per minute.

I meet with David Cocinche, the President of the school's Municipio Escolar. David proudly shows me the Municipio Escolar's work plan and the minutes of all the meetings of the Municipio Escolar. Highlights of the year's work plan include organizing sports events with nearby schools and a math and reading competition. Salomon observes, "I'm not alone, the Municipio Escolar supports me. Most importantly the Municipio Escolar prepares these students to be leaders".

Before leaving the school I interview Maria Andrea Vergaray. Maria is a member of the school's community education council. The council, which meets monthly, helps the school with infrastructure and in the area of pedagogy. Maria comments that her children came from another school in Lima where most of what they did was to memorize, whereas in Nuevo San Pedro her children do addition and subtraction based on real life problems. Now her children take initiative to learn on their own, they work in groups whereas before they were alone.

As he bids me farewell, Salomon, who is very proud of the award his school has received from USAID's Alternative Development program, tells me that the community education council has decided to use the award money to build a playground for the school.

SUCCESS STORY 3

AprenDes: USAID Education Program in Peru Serves as a Catalyst for Improving Education Quality

There are circumstances when the right conditions come together to create a successful initiative that takes on its own life and expands on its own. These circumstances have taken place in the region of San Martin in Peru where USAID/Peru, through the AprenDes (Innovations in Decentralization and Active Schools) program, was able to successfully tie together two initiatives: one focusing on introducing an innovative methodology for working with rural multi-grade schools and another designed to assist the region of San Martin to successfully decentralize the delivery of education services.

When AprenDes began in 2003, USAID/Peru decided to focus its efforts on the region of San Martin as one of seven regions where USAID was concentrating efforts to eradicate coca while at the same time supporting a decision by the government of Peru to decentralize service delivery to Peru's 25 regions. San Martin was a good region to select for this initiative: the region has a rich history of "concertacion", of instances where local government, NGOs and other civil society organizations have collaborated closely to find ways to assist underserved populations and promote economic development.

From its early design it was clear that improving learning at the school level would be the ultimate focus of efforts under AprenDes. It was also clear that decentralization would serve as a vehicle for providing the wherewithal that schools needed to function more effectively. However, it was not clear how this link would take place. What was clear, however, was that in San Martin, AprenDes had at its helm a person from the region who was highly regarded given his tireless efforts to address the needs of the region's underserved, a person who had served in leadership roles on San Martin's Working Group Against Poverty (Mesa de Concertación de Lucha contra la Pobreza), and who had excellent connections with the wide array of organizations in the region. This person was Teocrito Pinedo.

In the early years of the project Teocrito and the AprenDes staff concentrated their efforts on getting the AprenDes Escuelas Activas (Active Schools) up and running. This included, in close collaboration with communities, identifying rural multi-grade and one teacher schools that would become part of the program; identifying and training facilitators who would, in turn, train teachers as well as accompany them in their classrooms; in close collaboration with teachers preparing self-paced learning guides to be used by students in their classrooms; forming student councils (Municipios Escolares) where students would take an important leadership role in the school; and forming school-based councils (CONEIs) made up of the schools directors and representation from students, parents and teachers.

In forming the CONEIs Teocrito and his colleagues placed a great deal of emphasis, not only on the guidance/vigilance role they would play in their schools but the importance of forming networks of CONEIs that could represent the needs of the school at the local and provincial level. As time went on these schools started demonstrating results, both through carefully crafted achievement tests administered to AprenDes students and students in comparison schools; and in the eyes of the many individuals that AprenDes arranged to come visit the schools and see for themselves the changes that were taking place. In the meantime, Teocrito and the AprenDes staff let it be known among regional authorities that AprenDes also stood ready to assist with decentralizing education services.

The catalyst for AprenDes support for decentralization came with the elections of 2006 that ushered in a new President of Peru and a new regional president for San Martin. Doors began to open. The pace of transfer of functions to the region picked up and the newly elected San Martin Regional President, Cesar Villanueva, turned to Teocrito, who he had known for many years and whom he trusted, asking him to serve on a newly established regional education council (COPARE). Requests started coming in through the council and from regional authorities to AprenDes for: assistance in updating the region's long range education plan (PER); developing a teacher training strategy for the region; restructuring regional and provincial education offices; upgrading the skills of education planners in the region.

AprenDes responded promptly with low key technical assistance that was highly respectful of regional wishes. Rather than bringing in "high powered" specialists to tell staff in San Martin what to do, AprenDes chose individuals who would in a collegial fashion accompany regional education staff.

Along the way AprenDes staff were able to guide regional education staff to convert the long range education plan into medium term plans and then identifying sources of funds to implement these plans. Not surprisingly, included in the medium term plans were requests to replicate the Active Schools. Given the close relationship between Teocrito and the Regional President, when issues occurred, Teocrito was able to go to the Regional President to seek solutions.

In 2007, after one year in office, the Regional President of San Martin, now convinced of the value of the Active Schools approach to improving educational quality in his region while at the same time addressing equity by serving the region's "forgotten" multi-grade and one teacher schools, invited Regional Presidents and their staff from 14 other regions to visit San Martin to see for themselves the benefits that San Martin had received from AprenDes. Not long afterwards, requests to AprenDes for assistance started pouring in from other regions, both in educational decentralization and in replicating the Active Schools approach.

In 2008 the Regional President of San Martin became President of the National Assembly of Regional Government (ANGR), a newly established entity based in Lima to represent the regional governments' interests with Peruvian national government agencies. During his one year period in this role the San Martin Regional President established an Education Working Group which has played an important role in setting the stage for efforts to direct funds from the national budget to regions to improve quality of education services. Not surprisingly, AprenDes has been asked to participate as a member of the Education Working Group.

In 2009, the Ministry of Finance (MEF) and the Ministry of Education decided to launch a nationwide program focusing on achieving results by delivering quality education to schools, with a strong focus on teacher accompaniment. The detailed justification for this program came from student achievement data from the AprenDes schools in San Martin, plus a detailed cost study of inputs prepared by AprenDes of the San Martin experience.

In just six years, the "seed" planted in San Martin has travelled far….

ANNEX H
Evaluation Questions

General Questions (apply to both Aprendes and CETT)

Contributions to Policy-Making and Systemic Reforms

1. What are the key contributions of USAID's two education programs, *AprenDes* and CETT, to the improvement of education quality in Peru?
2. How do these experiences contribute to the replication of education models in Peru? Is a single model or multiple education models applied throughout the country the most appropriate for public policy consideration?
3. How can experiences in and best practices generated from the regions contribute to national policy on education?
4. What do the experiences from both programs tell us about evidence-based policy making?
5. Was there sufficient coordination and synergy with other USAID programs such as decentralization and alternative development? What about with other education initiatives in the region (e.g. PEAR for *AprenDes,* Plan Lector for CETT)?

Learning Impact

1. Looking at both children's learning and teachers' performance in both *AprenDes* and CETT, what are the most successful aspects? What are the least successful?
2. What key factors have contributed to those results? Examples of these factors include: teacher training, in-classroom coaching, active student participation, team work, autonomy in the classroom, parent and community participation, educational policy, learning materials, etc.
3. Were the methods used to assess student achievement and teacher performance effective?

Cost Effectiveness

1. Have improvements in performance among teachers and students in *AprenDes* and CETT schools been satisfactory, given the level of USAID investment? If not, what factors account for the less than satisfactory results?
2. Are the estimated costs to replicate the program bearable by the host country governments, whether at the national or local level, to assure successful adoption of the models? If not, what cost factors constrain their adoption?

Sustainability and Replicability

1. What is the experience of the programs in terms of sustainability and replication at regional and local levels? What factors are contributing most to replication?
2. What was the degree of engagement of stakeholders in both programs (MED and other government authorities, regional/local authorities, parents, communities, civil society and the private sector in the implementation of the project and how do they assure sustainability?

Synergy between CETT and *AprenDes*

1. What factors, both administrative and technical, limited coordination and synergy between *AprenDes* and CETT?
2. What was the degree of coordination and synergy between *AprenDes* and CETT in Ucayali?

AprenDes-specific Questions

Impact on decentralized educational management and policy reform

1. What was the impact of *AprenDes* on decentralization in education – major successes? Major obstacles? How were obstacles addressed?

2. What technical assistance activities have been most useful in improving regional and local education office (DRE and UGEL) capacity (e.g.: planning, financial management, training systems, implementation and monitoring and evaluation?
3. To what extent did regional and/or local education offices provide support to teachers? What were major the successes and weaknesses in this area?
4. Can policies implemented and promoted by *AprenDes* to strengthen decentralized management of quality basic education programs be sustained at the regional level? At the national level?
5. What technical assistance was most useful to regional governments supported by USAID?
6. In what ways was the capacity or leadership role of the National Council of Education (CNE) strengthened? Can this be sustained?
7. In what ways did *AprenDes* strengthen MED capacity at Central and Regional Levels? How was local education management strengthened? Can this be sustained?

Learning Impact and Active Schools

1. What technical assistance at the school level was most useful?
2. Were the *AprenDes* teaching and learning materials used appropriately? Can their use be sustained over time?

3. Did the student, teacher and parents benefit from the use of the Resource Centers (CRA)? Were the CRAs effective and fully utilized?
4. What can the *AprenDes* evaluation data contribute to the broader literature on active schools methodology?
5. Why does the *AprenDes* program have stronger impact on improving literacy outcomes than on math?
6. Can project gains in democratic behaviors and respect for diversity adopted by students, parents and teachers be sustained over time?

Accountability

1. Is there evidence of accountability by schools to parents (e.g.. school report cards) and by teachers to students?

Contribution to Alternative Development

1. To what extent does AprenDes in alternative development communities support the overall alternative development program objectives?
2. What needs to be done to ensure that work in alternative development communities continues after the project is completed (i.e. after four years of USAID intervention)?

CETT-specific Questions

General Project Objectives

1. What components of the CETT methodology were most effective in improving literacy instruction?
2. Can the CETT model be sustained? To what extent has it achieved its objective of financial, social and institutional sustainability?
3. To what extent can CETT be applied at the national, local or regional level?
4. How was the institutional relationship with the MED?
5. To what extent did CETT support specific MED initiatives?

Learning Impact

1. What conclusions can be drawn from the CETT statistics about student learning?

ANNEX I

Individuals Interviewed

Lima

Ministry of Education

- Idel Vexler, Vice-Minister for Pedagogy
- Víctor Raúl Díaz Chávez, Vice-Minister for Administration
- Liliana Miranda, Director of the Quality Measurement Unit (Unidad de Medición de Calidad)
- Angel Tenorio, Director of the Office for Support and Educational Administration (OAAE)
- Luciano Chang, Director of the Office of Regional Coordination (OCR)
- Luis Flores, Office of Regional Coordination (OCR)
- Guillermo Molinari, Director of Teacher Training
- OIlinda Molocho, Office of Teacher Training
- Ismael Mañuico, Office of Teacher Training
- Clever Reina, Office of Teacher Training
- Soledad Hammann , in charge of the PEAR program

USAID/Peru

- Paul Wertheimer, Former Director
- Andrew Herscowitz, Acting Director
- Cristina Olive, Director of the Education Office and Acting Program Officer
- Fernando Bolaños, Education Officer
- Yolanda Platón, Education Officer
- Loren Stoddard, Director of the Alternative Development Office
- Jennifer Vernnoy, Deputy Director of the Alternative Development Office
- Carla Cisneros, Alternative Development Office
- Sobeida Gonzalez, Democracy Office

SUMA and former AprenDes staff in Lima

- Marita Palacios, Chief of Party
- Cecilia Ramirez, Deputy Director
- Flor Pablo, Coordinator of Decentralization Team
- Dario Ugarte, Responsible for Regional Planning, Decentralization Team
- Daniel Jesús, Responsible for Strategic and Financial Planning, Decentralization Team
- José Luis Gargurevich, Responsible for Administration, Decentralization Team
- Irene Guttarra, Technical Director
- Luisa Galloza, materials development consultant
- Milton Abanto, consultant/specialist in Communications
- Esther Gonzáles, consultant/specialist in mathematics

CETT- Andino staff in Lima

- Manuel Bello, Director of the Department of Education, Cayetano University
- Raquel Villaseca, Coordinator of the Centro Andino
- Danilo de la Cruz, Responsible for Regional Training
- Connie Zapata, Responsible for Rural Training
- Zoila del Bello, Lectora Schools

- Martin Garro, Evaluation specialist

Councilmen and staff of the National Education Council (CNE)
- André Cardó, President
- Hugo Díaz, Vice-President
- Jesús Herrero , Counselor
- Nancy Torrejon, Executive Director
- Luis Guerrero , technical staff
- Patricia Correa, technical staff
- Patricia Salas, former Counselor and former President
- Patricia Arregui , former Counselor
- José Rivero, former Counselor
- Martín Vega former Executive Director

Education Opinion Leaders
- Manuel Iguiñiz, expert in Educational Decentralization
- Ricardo Morales, FONDEP
- Gloria Helfer, former Congresswoman
- Carmen Montero, Institute for Peruvian Studies
- Liliam Hidalgo, Executive Director of Tarea
- Luisa Pinto, President of Foro Educativo
- Patricia Ames, Institute for Peruvian Studies
- Ricardo Cuenca , Institute for Peruvian Studies

Presidency of the Council of Ministers
- Vlado Castañeda, former Director of Decentralization Secretariat
- Nilda Rojas, staff member
- Jaime Márquez, former staff member

National Assembly of Regional Governments (ANGR)
- Gustavo Guerra García, former Executive Director
- Cinthya Vidal, Education Coordinator

Members of the Education Donor Community
- Livia Benavidez, World Bank
- Inés Kudó, World Bank
- Estela Gonzales Astete, CIDA
- Giselle Cuglievan, UNICEF
- Carmen López, UNICEF
- Carmen Montero, Peru-Spain fund

Businesses that support CETT-Andino
- Karim Gruslin, General Manager of Empresarios por la Educación
- Paola Robles, Coordinator with Centro Andino project, Empresarios por la Educacion
- Magdalena Morales , Director of the Sustainable Development area of Backus
- Silvia Ortíz, in charge of Backus Virtual School
- Lucía Medina, Coordinator of the Office for Community Issues, Pluspetrol
- José Palomino, Director of the Department for Community Action, Pluspetrol

Others

- Santiago Cueto, GRADE researcher in charge of AprenDes Escuelas Activas evaluation
- Bruno Barletti, consultant to the CNE and World Bank
- Peregrina Morgan, Executive Director of IPEBA
- Beatriz Palomino Cordero, General Coordinator of the Movimiento Pedagogico por la Lectura y Escritura
- Giovanna Gómez Camarena, Deputy Coordinator of the Movimiento Pedagogico por la Lectura y Escritura

Region of San Martin

SUMA/former AprenDes

- Teocrito Pinedo, AprenDes Regional Coordinator
- Dolibeth Acosta, Technical Coordinator
- Tito Portocarrero, Community Participation Coordinator
- Norith Meza, Facilitator for Lamas
- Lina Ramirez, CRA Facilitator, Lamas
- Silvia Vargas, Facilitadora for Rioja (before Lamas, San Martin, Moyobamba, Tocache)
- Maribel de Aguila, CRA Facilitator for Moyobamba)
- Milagros Mendoza, Ex Coordinator for Community Participation
- Mélida Vela Rios, former Facilitator for Rioja and Moyobama
- Victor Pinedo, former Facilitator for Picota

Regional Government of San Martin

- Cesar Villanueva, Regional President
- Roberto Garcia Jaramillo, Deputy Manager of Education

Regional Education Office for Education

- Jose Natividad Linares, Director
- Pablo Mesias, Primary Specialist
- Luis Hernan Ramirez, General Coordinator for PIP 2
- Geisler Trigoso Sanchez, Pedagogic Coordinator for PIP 2
- Denny Ventura, Primary Specialist for PIP2 (former AprenDes teacher)

UGEL of Moyobamba

- Ricardo Rios, Director
- Nelly Alava Ruiz, Primary Education Specialist
- Maria Emilia Torres, Facilitator for PIP 2 (former AprenDes facilitator)
- Jaimito Azang, Facilitator for PIP2 (former AprenDes teacher)

UGEL of San Martin

- Hernan del Castillo, Director
- Nazario Grande Aguilar, former Director
- Augusto Vela Rojas, ETL Director for PIP 2

UGEL of Bellavista

- Johnny Pichis Tavera, Director

- Victor Vela, Primary Education Specialist

UGEL of Picota
- Mardonio Chota, Director
- Alexander Paredes, ETL Coordinator for PIP 2

ISP of Picota
- Julio Ernesto del Carpio Portales , Director
- Tulio Rengifo, former Director

AprenDes trained teachers and directors
- Wilberto Tarrillo Mosquera, escuela comunidad Flores de Rio Mayo, Lamas
- Marco Ruiz, escuela cominidad Flores de Rio Mayo, Lamas
- Jessica Tejada, escuela Delicias del Gera, Moyobama province
- Ricardo Palma, escuela Alto Junao, Mariscal Caceres province
- Hipolita Elias Gonzalez, escuela cNueva Union, Picota province
- Abdel Pinedo Grandez, escuela Nueva Union, Picota province
- Lily Alvarez, escuela Nueva Utcubamba, Bellavista province
- Barbara Saavedra, escuela Santa Catalina, Bellavista province
- Rosa Merino, escuela Santa Catalina, Bellavista province
- Orlando Reategui, escuela comunidad Santa Ana
- Danny Sandoval, escuela comunidad Santa Ana
- Zulma Mori, escuela comunidad La Perla del Indañe
- Juan Linares, , escuela comunidad La Perla del Indañe
- Claudia Zevallos, escuela comunidad La Perla del Indañe

Members of Municipios Escolares in AprenDes schools
- Student Mayor, escuela comunidad Delicias del Gera, Moyobamba province
- Student Mayor, escuela Ricardo Palma, Mariscal Caceres province
- Student Mayor and 4 other members of the Municipio Escolar, escuela La Union, Picota province
- Student Mayor and 2 other members of the Municipio Escolar, escuela Nuevo Utcubamba, Bellavista province
- Student Mayor and 3 other members of the Municipio Escolar, escuela Santa Catalina, Bellavista province
- Student Mayor and 3 other members of the Municipio Escolar, escuela Santa Ana, Lamas province
- Student Mayor and 2 other members of the Municipio Escolar, escuela La Perla del Indañe, Moyobamba province

Parents and community members of AprenDes schools
- CONEI member and parent, escuela Santa Catalina, Bellavista province
- Leutenant Governor of the Community, member of CONEI, and parent, escuelas Ricardo Palma, Mariscal Caceres province
- Parent, escuela Santa Catalina, Bellavista province
- Parent and member of CONEI, escuela Santa Ana, Lamas province
- Three parents who are members of the CONEI and APAFA, one is a Municipal Agent, escuela La Perla del Indañe, Moyobamba province

Non-project teachers

- Amafalda Navarro Bernal, escuela comunidad El Milagro, Moyobamba province
- Rider Herrera, San Pedro de Cumbara, San Martin province

Others

- Lincol Rojas, CAAP and member of the Regional Education Council
- Miriam Guevarra, CAAP Executive Director and Coordinator of the Mesa de Concertacion para la Pobreza de San Martin
- Anibal Quinteros Garcia, Director of the Graduate School of Education of the National University of San Martin
- Darwin del Aguila Lozano, Chief of Party for Chemonics (USAID-funded Alternative Development Program)
- Lina Garcia, Technical Secretariat of the Municipality of Juan Guerra

Region of Ucayali

AprenDes

- Carmen Salazar, Coordinator
- Maribel Garcia Grandes , Facilitator
- Alfonso Ruiz Panduro, Facilitator
- Romer Cárdenas Paredes, Facilitator
- Enoc Jaimes Navarro, Facilitator
- Enos Jaimes Navarro, Facilitator
- Sixto Carrazco Solano, Facilitator
- Hilda Dural Fajami, Facilitator
- Felipe Morales Gonzales, Facilitator for the CRA in Aguaytia
- Len Flores Lozano, Facilitator for the CRA in Pucallpa

Regional Government

- Ludgardo Gutiérrez, Regional Vice President

PIP 1

- María Teresa Revilla, Pedagogic Coordinator

AprenDes trained teachers and directors

- Maria Elena Marques de Encarnacion, escuela Cumbres de Divisorio, Padre Abad province
- Walter Helario Cabello, escuela Cumbres de Divisorio, Padre Abad province
- Juana Ernestina Tabori, escuela integrada La Union, Padre Abad province
- Adit Escudero Vega, escuela integrada La Union, Padre Abad province
- Salomon Torres Chahuin, escuela Nuevo San Pedro, Coronel Portillo province
- Renee Pacallar Ipushima, escuela Nuevo San Jorge, Coronel Portillo province

Members of Municipios Escolares in AprenDes schools

- Student Mayor of Municipio Escolar, escuela Cumbres de Divisorio, Padre Abad province
- Student Mayor of Municipio Escolar, escuela integrada La Union, Padre Abad province
- Student Mayor of Municipio Escolar, escuela Nuevo San Pedro, Coronel Portillo province
- Student Mayor of Municipio Escolar, escuela Nuevo San Jorge, Coronel Portillo province

Parents and community members of AprenDes schools

- Parent who is President of the APAFA, escuela Cumbres de Divisorio, Padre Abad province
- Parent, escuela integrada La Union, Padre Abad province
- Parents who is the president of the APAFA and member of the CONEI, escuela Nuevo San Pedro, Coronel Portillo province
- Five parents, escuela Nuevo San Jorge, Coronel Portillo province

Non-project teachers

- Wilden Rengifo Chavez, escuela integrada Nuevo Tunuyo

Other

- María José Sáenz, Fe & Alegria

Region of Amazonas

PIP 1

- Roselito Oyos Rivero, General Coordinator
- River Chavez, Pedagogic Coordinator
- Jorge Luis Sandoval, Administrative Coordinator
- Carlos Zumaeta Ruiz, SUMA consultant

PIP 1 facilitators

- Santiago Vallejos Mendoza, primary education, since 2009
- Zulema Muñoz Fega, pre-primary education, since 2009
- Carlos Máximo Guevarra, secondary education, since 2009
- Wilson Javier Hidalgo Diaz, primary education, starting in 2010
- Liliana Mercedes Ramirez Mendoza, pre-primary education, starting in 2010
- Manuel Carlos Estels, secundary education, starting in 2010

Regional Government

- Juver Collasos Grandes, Advisor to the Regional President
- Carlos Cordero, Manager of Social Development
- Javier Montoya, Deputy Director of Training
- Gilmer Mendoza, PIP 3 Liaison

Regional Office of Education

- Grimaldo Vasquez, Regional Director
- Eduard Sanchez, Accountant

CEPCO (PIP 3)

- Eliana Tafur, Coordinator for Education Projects
- Jack Azang, Pedagogical Coordinator

Region of Piura

- Adelfa Alvarado, Coordinator for the Centro Andino Project,Ñari Walac,

- Carlota Menacho, Coordinator for Teacher Training for the Centro Andino Project,Ñari Walac
- Dante Oviedo, Technical Coordinator UGEL of Sullana
- Delma Flores, Fqaculty of Education of the University of Piura and President of Mesa de Concertación de Lucha contra la Pobreza
- Pedro Villar , Specialist of the DRE of Piur
- Luis Llacsahuanca, Director of Social Development, Regional Government of Piura
- José García , Manager of PROMEB in Piura
- Astrid Vilchez Chávez, former functionary of the UGEL of Paita

CETT-Andino trained school teachers and directors

- Jose Delfin Cardoza, escuela Ricardo Palma, Piura province
- Maria Espinoza Escobar Carrillo, escuela Ricardo Palma, Piura province
- Maribel Calderon Zapote, escuela Ricardo Palma, Piura province
- Yojani Correa Saavedra, escuela Virgen de las Mercedes, Paita province
- Leticia Ojedo Pena, escuela Virgen de las Mercedes, Paita province
- Marta Talledo Moscol, escuela Virgen de las Mercedes, Paita province
- Arabella Vargas, escuela Miguel Cortez, Piura province
- Maria Antonieta Moran, escuela Miguel Cortez, Piura province
- Julia Masias Atorama, escuela Miguel Cortez, Piura province
- Mario Concepcion Sanchez Gomez, escuela Magdalena Seminario, Piura province
- Cecilia Pacherres, escuela Magdalena Seminario, Piura province
- Carmen Malavertones, escuela Magdalena Seminario, Piura province
- Juan Emilio Ramirez, escuela San Martin de Porres, Piura Province
- Violeta Castillo Z., escuela San Martin de Porres, Piura Province
- Maximo Abernadanio Pozo, escuela San Martin de Porres, Piura Province
- Gelly Reuviche Arica, escuela Victoria Augusto Villeda, Paita Province
- Estani Sandoval, escuela Victoria Augusto Villeda, Paita Province
- Carmen Barrientos Castillos, escuela Victoria Augusto Villeda, Paita Province
- Eglantine Carmen Zapata, escuela Caserio Montiebierto, Sullana Province
- Maria Magdalena Mendoza, escuela Caserio Montiebierto, Sullana Province
- Dermin Zapata Lazo, escuela Caserio Montiebierto, Sullana Province

Region of Lima

Regional and Local Governments of Lima

- Socorro Castañeda – Advisor to the President, Regional Government of Lima Provinces
- Carolina Neyra, Technical Secretary of the Education Council of the District Council. Municipality of Ventanilla
- Ada Solís, former Director of the UGEL of Ventanilla
- Israel Nomberto Ulfe, Director of the UGEL 04 of Comas

CETT-Andino trained teachers and directors

- Oscar Fernando Venero Toyco, escuela Quepepampa, Huaral Province
- Margarita Pichilingue, escuela Quepepampa, Huaral Province
- Lilian Romero Grande, escuela Quepepampa, Huaral Province
- Antonio Chanca, escuela Maria Reiche, Puente Piedra
- Carmen Vara Aybar, escuela Maria Reiche, Puente Piedra
- Estela Medina, escuela Maria Reiche, Puente Piedra

- Victor Hugo Flores, escuela Rosa Merino, Rimac province
- Italo Portocarrero, escuela Rosa Merino, Rimac province
    - Jessica Ramos, escuela Rosa Merino, Rimac province Victor Hugo Flores, escuela Rosa Merino, Rimac province
    - Italo Portocarrero, escuela Rosa Merino, Rimac province
    - Jessica Ramos, escuela Rosa Merino, Rimac province

Region of Junin

- Vladimiro Hauroc, Regional President
- Jose Antonio Caro, Regional Education Director, DRE
- Julio Quincho Ramos, Education Specialist for Productive Area, DRE
- Mario Rojas, Education Specialist for Projects, DRE

Outside of Peru

- Ray Chesterfield, AprenDes Monitoring & Evaluation consultant, Washington, D.C.
- Roger Rasnake, Aguirre Division of JBS International, Washington, D.C.
- Barbara Knoz Seith, USAID/Washington education office, Bureau for Latin America & the Caribbean, Washington, D.C.
- Barbara Hunt, Aguirre International CETT teacher training consultant, Massachusetts
- Richarde Wolfe, Aguirre International CETT evaluation consultant, Canada
- David Evans, former Director of the Office of Education, Bureau for Latin America & the Caribbean, Washington, D.C.
- Antonieta Harwood, former AprenDes Chief of Party, El Salvador
- Jaime Diez Niño, former AprenDes Chief of Party, El Salvador
- Marina Solano, former AprenDes consultant, Colombia
- Vicky Colbert de Arboleda, Director of the Fundación Volvamos a la Gente, Colombia

ANNEX J
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ANNEX K
Protocols for School Visits

- *Protocols for visits to AprenDes and non-Project schools*
- *Protocol for visits to CETT-Andino schools*

EVALUACIÓN DE PROGRAMAS FINANCIADAS POR LA USAID/PERU EN EL SECTOR EDUCACIÓN

Escuelas AprenDes y Escuelas No-Projecto

Protocolos de Entrevistas Para:

- *El Director*
- *Los Maestros de Primer y Tercer Grados*
- *Padres de Familia/Miembro del CONEI*
- *Alcalde y Concejales del Municipio Escolar*

Guias de Observación Para:

- *La escuela*
- *Las aulas de los Maestros de Primer y Cuarto Grados*

GUÍA DE OBSERVACIÓN DE LA ESCUELA

Día: _____
Escuela: _____
Comunidad: _____
Provincia: _____
Departamento: _____
UGEL a que pertenece _____
Año de ingreso al Proyecto AprenDes: _____

Datos de la Escuela

Tipo de Escuela: _____
Numero de aulas: _____
Numero de alumnos (genero): niñas: _____ niños: _____
Numero de maestros (genero): mujeres: _____ hombres: _____
Distribución de grados por aula:

- Aula 1: _____
- Aula 2: _____

Distancia de carretera: _____
Tipo de movilidad (pie, moto, etc) _____
Porque no tienen educación inicial: _____
_____

Infraestructura de la escuela:

Existencia de agua _____
Existencia de servicios y su estado _____
Separación de aulas _____
Condición de infraestructura _____
Existencia de huerto escolar _____

Ambiente del aula:

Existencia de material elaborado por los niños en las paredes _____
Existencia de biblioteca/rincón de libros en el aula _____
Estaban ordenadas los libros de manera atractiva? _____
Existencia en la biblioteca de cuentos para niños: _____
Existencia de sectores (describir cuales) _____
_____
Tienen los sectores materiales de la región, elaborados por niños, padres? _____
_____
Describir que materiales encuentras en cada sector:

- Sector 1: _____
- Sector 2: _____
- Sector 3: _____
- Sector 4: _____

Donde está la canasta de matemática (en el sector matemática o en bodega? _____

GUIA DE OBSERVACION EN EL AULA

Escuela: _____

PRIMER GRADO

1. Ambiente de aula

1.1 Como están sentado los niños

- en filas _____
- en grupos _____
- otro_____ _____

2. Actividades en el aula de niños de primer grado durante tiempo de observación

2.1 Descripción general de los que sucedió durante el tiempo de la entrevista: _____

_____

_____

_____

_____

_____

_____

2.2 Que estaba haciendo el maestro?

- actividad frontal con todos los alumnos _____
- trabajando con niños individuales _____
- trabajando con niños en grupos con guías _____
- trabajando con niños en grupos sin guías _____
- otro _____

2.3 Que estaban haciendo los alumnos?

- escuchando lección del maestro _____
- trabajando en grupos péquenos _____
- trabajo individual _____
- otro: _____

3. **Uso de sectores**:

3.1 Cuales: _____

3.2 Como: _____

4. Uso de libros/biblioteca

4.4 Cuantos niños: _____

4.5 Para que: _____

_____

5. Se notaba a niños ayudando a otros niños?

5.1 Si/no _____

5.2 Como _____

_____

6. Habían padres de familia en el aula?

6.1 Si/no _____

6.2 Que estaban haciendo? _____

GUIA DE OBSERVACION EN EL AULA

Escuela: _____

TERCER GRADO

1. Ambiente de aula

1.1 Como están sentado los niños

- en filas _____
- en grupos _____
- otro_____ _____

2. Actividades en el aula de niños de primer grado durante tiempo de observación

2.1 Descripción general de los que sucedió durante el tiempo de la entrevista: _____

_____

_____

_____

_____

_____

_____

2.2 Que estaba haciendo el maestro?

- actividad frontal con todos los alumnos _____
- trabajando con niños individuales _____
- trabajando con niños en grupos con guías _____
- trabajando con niños en grupos sin guías _____
- otro _____

2.3 Que estaban haciendo los alumnos?

- escuchando lección del maestro _____
- trabajando en grupos péquenos _____
- trabajo individual _____
- otro: _____

3. **Uso de sectores**:

3.1 Cuales: _____

3.2 Como: _____

4. Uso de libros/biblioteca

4.6 Cuantos niños: _____

4.7 Para que: _____

_____

5. Se notaba a niños ayudando a otros niños?

5.1 Si/no _____

5.2 Como _____

_____

6. Habían padres de familia en el aula?

6.1 Si/no _____

6.2 Que estaban haciendo? _____

Entrevista con el Director/la Directora de la Escuela

Nombre _____
Escuela: _____

DATOS GENERALES

1. Preguntas generales

1.1 Cuando le avisaron que vendríamos a verlo: _____
1.2 Como se llama la mejor maestra para enseñar a leer: _____
1.3 Que grado(s) atiende esa maestra: _____
1.4 Cuantas horas al día trabaja la escuela: _____
1.5 Cuantos días de clases hubo en el año escolar: _____
1.6 Con que criterios distribuye los grados? _____
1.7 Como comprueba que los alumnos pueden leer en primer grado:_____
_____
1.8 Cuantos alumnos de primer grado leen a más de 10 palabras por minuto: _____
1.9 Cuantos alumnos de primer grado leen a más de 50 palabras por minuto: _____
1.10 Cuantos alumnos de tercer grado leen a más de 100 palabras por minuto:
_____
1.11Cuantas composiciones escribieron los alumnos de cuarto grado el mes anterior :
_____
1.12 Que ha leído en las últimas dos semanas: _____
_____
1.13 Cual es su fluidez para leer un texto (un articulo de las primeras página del periódico: ___ p/m
1.14 De uno a cinco en que nivel esta su escuela respeto a la aplicación de la metodología Escuela Activa? _____

2. Sobre los niños

2.1 Como llegan los alumnos a la escuela? _____
2.2 Cuanto demoran de casa a la escuela? _____
2.3 Problemas de salud que tienen los niños? _____
_____
2.4 Cuantos han desayunado antes de venir a la escuela? _____
2.5 Tienen desayuno escolar? _____

3. Sobre el Director/la Directora

3.1 Cuanto tiempo tiene trabajando en el magisterio? _____
3.2 Cuanto tiempo tiene trabajando en esta escuela? _____
3.2 Cuanto tiempo desempeñando como Director/a? _____
3.3 Cuanto tiempo con AprenDes? _____
3.4 Que grado(s) tiene a su cargo? _____
3.5 Cuales son sus funciones como Director? _____
_____

_____

3.6 Suele comunicarse por internet? _____

3. Capacitación recibido (capacitación AprenDes y otros)

3.1 Que capacitación(es) ha recibido? _____

_____

3.2 Quienes impartieron las capacitaciones? _____

_____

3.3 Que opina de las capacitaciones: que le gusto mas, que sugiere para mejorarlas? _____

_____

_____

3.4 Usted se reúne con otros maestros en círculos de interaprendizaje?

_____

3.5 Con que frecuencia? _____

3.6 Que hacen cuando reúnen? _____

_____

3.7 Cuales han sido los beneficios de reunirse en círculos? _____

_____

4. Participación de padres de familia en la escuela

4.1 Esta conformado el CONEI? _____

4.2 Quienes participan?_____

_____

4.3 Cual fue la fecha de la ultima reunión? _____

4.4 Cuales han sido los principales aportes del CONEI?_____

_____

_____

4.5 Cuales han sido los principales dificultades que ha generado el CONEI a la escuela?

_____

_____

4.6 Tienen un PEI? (si la respuesta es si, solicitar copia)

_____

4.7 Describir el proceso de la elaboración del PEI y PAT _____

_____

_____

4.8 Cuales han sido los mayores logros del PEI? _____

_____

4.9 En la escuela los padres de familia se reúnen para ver los asuntos de la escuela (mano de obra para apoyo, recibir informes de rendimiento, etc)?

_____

_____

4.10 Quienes asisten?

- Hombres: _____
- Mujeres: _____

4.11 Como participan los padres de familia en los quehaceres diarios de la escuela?

- generar fondos, _____
- limpieza del local/terreno, _____

- preparación de refrigerio, _____
- elaboración de materiales para uso en aulas, _____
- ayudar al maestro en el aula y como, _____
- reuniones o asambleas _____
- día de logro _____
- escuelas vacacionales _____
- substituir al maestro cuando no esta _____
- otro (describir): _____

6. Colaboración de la comunidad con la escuela

6.1 Quienes de la comunidad han colaborado?_____
_____
6.2 De que manera colabora la comunidad con la escuela?
_____
_____

7. Visitas a la escuela de personal de la UGEL

7.1 Con que frecuencia llega el supervisor del UGEL?_____
7. 2 Que hace cuando llega a la escuela?_____
_____
7. 3 De que manera ha ayudado a la escuela_____
_____
7.4 Se interesa la UGEL mas o menos en la escuela a partir de que forma parte del programa AprenDes? _____

8. Proyecto Educativo Regional

8.1 Conoce la existencia de un PER? _____
8.2 La escuela tomo alguna participación en la construcción del PER? _____
_____
8.3 El PEI tiene algún vinculación con el PER? _____
_____

9. Evaluación censal:

91 Participo la escuela? _____
9.2 Resultados _____
9.3 Que ha hecho con los resultados:
- nada _____
- difundir a padres de familia _____
- atención remedial _____
- otro _____ _____

10. SUTEP

10.1 Esta afiliado al SUTEP? _____
10.2 Que opinión el SUTEP de Aprendes: _____
_____

11. Municipio Escolar

11.1 Que actividades ha realizado?__ _____
_____
11.2 De que modo la existencia del Municipio Escolar le ha influido sobre su concepción pedagógica (para Directores de AprenDes?**)**_ _____
_____
11.3 Ha observado cambios en los niños como resultado de participar en el Municipio Escolar?___
11.4 Cuales han sido estos cambios? _____
_____

PREGUNTAS ESPECIFICAS PARA ESCUELAS DE APRENDES

12. Visitas a la escuela de facilitadores de AprenDes

12.1 Con que frecuencia llega el facilitador a la escuela? _____
12.2 Cuantos facilitadores han tenido desde que iniciaron con AprenDes? _____

12.3 Que hace el facilitador cuando llega a la escuela? _____

_____
12.4 De que manera ha ayudado a la escuela?_____
_____
12. 5 Como puede mejorar el apoyo que da el facilitador?_____
_____

13. Visitas a la escuela del facilitador del CRA (Centros de Recursos de Aprendizaje)

13.1 Con qué frecuencia llega el facilitador del CRA? _____
13.2 Cuantos facilitadores del CRA ha tenido desde que ha iniciado con AprenDes? _____
13.3 Que hace cuando llega a la escuela?_____
_____
13.4 De qué manera ha ayudado a la escuela? (fotocopias, video, computador, etc.)
_____
_____
13.5 Como puede mejorar el apoyo que da el facilitador del CRA? __ _____
_____
13.6 Ha visitado al CRA mas cercana a su escuela? _____
13.7 Cuantas veces a visitado el CRA este año escolar? _____
13.8 Que ha hecho cuando ha visitado el CRA? _____

---

14. Visitas a otras escuelas de AprenDes

14.1 Ha visitado otras escuelas de AprenDes y por cual motivo? _____
_____
14.2 Si la respuesta es si, que mas le impactó de la visita? _____
_____

15. Participación en la red de escuelas AprenDes

15.1 De que consiste el red? _____
15.2 Que han hecho como red?_____
_____
15.3 Cuales han sido los beneficios de reunir en red?_____
_____

16. Sintesis

16.1 Considera Ud. que el Proyecto AprenDes (capacitación, materiales, asesorías, etc.) ha mejorado la acción del maestro en el trabajo de multigrado?
_____
16.2 En que medida Ud. considera que el Proyecto AprenDes ha mejorado la acción del maestro en el trabajo multigrado?
_____
_____
16.3 Cual ha sido para Usted el aspecto(s) mas importante del Proyecto en este sentido? _____

16.4 La escuela esta siendo afectada por la finalización del Proyecto Aprendes? Como? _____
_____

Entrevista con el Maestro/la Maestra de Primer Grado

Nombre _____
Escuela: _____

DATOS GENERALES

1. **Información sobre los alumnos de primer grado**:

1.1 Matricula: _____
1.2 Hoy faltan: _____
1.3 Edades (describir rango y cuantos en cada edad mas o menos:
_____

2. Lectura

2.1 Que texto/materiales usa para enseñar a leer? _____
2.2 Tiene sugerencia para mejorar los textos? _____
_____
2.3 Cuantas páginas han leído del texto? _____
2.4 Cuantos minutos dedican (en promedio cada día) a aprender a leer? _____
2.5 Que palabras han aprendido hoy (y que significan): _____
2.6 Cuantos alumnos de primer grado leen

- a más de 10 palabras por minuto _____
- a más de 50 palabras por minuto _____

2.7 Cuantos minutos dedican (en promedio cada día) a aprender a leer? _____
2.8 Qué han leído los alumnos? _____
2.9 Se dedica un tiempo durante el día/semana para lectura como placer?
_____
2.10 Como es y para cuanto tiempo? _____
2.11 Usan las pizarritas y para que? _____
_____

3. Resultado de pruebas administradas: velocidad de lectura:

- Estudiante 1 _____
- Estudiante 2 _____
- Estudiante 3 _____
- Estudiante 4 _____
- Estudiante 5 _____

4. Sobre el maestro (si es distinto al Director)

4.1 *Cuantos años de experiencia tiene como docente?* _____
4.2 Cuanto tiempo tiene trabajando en esta escuela? _____
4.3 Cuantos anos en el proyecto AprenDes? _____
4.4 Vive usted en la comunidad? _____
4.5 En el caso que no, cuanto tiempo demora para llegar a la escuela? _____

4.6. Que ha leído últimamente: _____
_____
4.7 Cual es su fluidez: palabras/minuto? _____
4.8 Suela comunicarse por internet _____

5. Capacitaciones y círculos de aprendizaje (si es distinto al Director)

6.1 Que capacitación(es) ha recibido? _____
_____
*6.2 Que opina de la capacitación: que le gusto mas, que sugiere para mejorarla?*_____
_____
6.3 Usted se reúne con otros maestros en círculos? _____
6.4 Con que frecuencia? _____
_____
6.5 Que hacen cuando reúnen? _____
_____
6.6 Cuales han sido los beneficios de reunirse en círculos? _____
_____

PREGUNTAS ESPECIFICAS PARA MAESTROS DE ESCUELAS DE APRENDES

6. Preguntas AprenDes (si es distinto al Director)

7.1 Cual es la naturaleza del apoyo que recibe Usted del facilitador de AprenDes? _____
_____
7.2 De que manera le ha ayudado el facilitador? _____
_____
7.4 *Ha visitado otras escuelas de AprenDes y por cual motivo?* _____
_____
7.5 Si la respuesta es si, que mas le ha impactado de la visita? _____
_____
7.6 *Ha visitado al Centros de Recursos de Aprendizaje (CRA)?* _____
7.7 Por cual motivo? _____
_____
7.8 De que manera le ha ayudado el facilitador? _____
_____

7. Síntesis (si es distinto al Director)

8.1 Considera Ud. que el Proyecto AprenDes (capacitación, materiales, asesorías, etc.) ha mejorado la acción del maestro en el trabajo de multigrado?
_____
8.2 En que medida Ud. considera que el Proyecto AprenDes ha mejorado la acción del maestro en el trabajo multigrado? _____
_____
8.3 Cual ha sido para Usted el aspecto(s) mas importante del Proyecto en este sentido? _____
_____
_____

Entrevista con la Maestra/el Maestro de Tercer Grado

Nombre _____
Escuela: _____

DATOS GENERALES

1. **Información sobre los alumnos de tercer grado**:

1.1 Matricula: _____
1.2 Hoy faltan: _____
1.3 Edades, describir por concentración de edades: _____
_____

2. **Lectura**

2.1 Que texto/materiales usa para enseñar a leer? _____
_____
2.3 Cuantas páginas han leído del texto? _____
2.4 Cuantos minutos dedican (en promedio cada día) a aprender a leer? _____
2.5 Que palabras han aprendido hoy (y que significan): _____
2.6 Cuantos alumnos de tercer grado leen

- a más de 60 palabras por minuto _____
- a más de 80 palabras por minuto _____

2.7 Cuantos minutos dedican (en promedio cada día) a aprender a leer? _____
2.9 Qué han leído los alumnos? _____
2.10 Se dedica un tiempo durante el dia/semana para lectura como placer?
_____
2.11 Como es y para cuanto tiempo? _____
2.14 *Quien es la mejor maestra para enseñar a leer?* _____

3. **Resultado de pruebas administradas: velocidad de lectura:**

- Estudiante 1 _____
- Estudiante 2 _____
- Estudiante 3 _____
- Estudiante 4 _____
- Estudiante 5 _____

4. ***Sobre el maestro (si es distinto al Director)***

4.1 *Cuantos años de experiencia tiene como docente?* _____
4.2 Cuanto tiempo tiene trabajando en esta escuela? _____
4.3Cuantos anos en el proyecto AprenDes? _____
4.4 Vive usted en la comunidad? _____
4.5 En el caso que no, cuanto tiempo demora para llegar a la escuela? _____
4.*7 Que ha leído últimamente:* _____
_____

4.8 Cual es su fluidez: palabras/minuto? _____
4.9 Suela comunicarse por internet? _____

5. ***Capacitaciones y círculos de aprendizaje (si es distinto al Director)***

6.1 Que capacitación(es) ha recibido? _____
_____
*6.2 Que opina de la capacitación: que le gusto mas, que sugiere para mejorarla?*_____
_____
6.3 Usted se reúne con otros maestros en círculos? _____
6.4 Con que frecuencia? _____
_____
6.5 Que hacen cuando reúnen? _____
_____
6.6 Cuales han sido los beneficios de reunirse en círculos? _____
_____

PREGUNTAS ESPECIFICAS PARA MAESTROS DE ESCUELAS DE APRENDES

6. ***Preguntas AprenDes (si es distinto al Director)***

*7.1 Cual es la naturaleza del apoyo que recibe Usted del facilitador de AprenDes?*_____
_____
7.2 De que manera le ha ayudado el facilitador? _____
_____
7.4 Ha visitado otras escuelas de AprenDes y por cual motivo? _____
_____
7.5 Si la respuesta es si, que mas le ha impactado de la visita? _____
_____
7.6 Ha visitado el Centros de Recursos de Aprendizaje (CRA)? _____
7.7 Por cual motivo? _____

8. **Con alumnos:** (en última unidad que trabajaron)

8.1 Que hicieron (ver cuaderno): _____
_____
8.2 Entendieron las instrucciones de la guía? _____
_____
8.3 Que se aprendió de la unidad?_____ _____
8.4 Que proyecto han realizado y donde escribieron las conclusiones:_____
8.5 Número de líneas escritas_____
8.6 Cuando escribieron la última composición (y título): _____
8.7 Cuando fue la anterior (verificar fecha en cuaderno) _____
8.8 Que palabras han aprendido ayer (y que significan): _____

9. **Ultimas pruebas realizadas** (preguntar a maestro o alumno)

9.1 Ver última prueba de lenguaje y describir preguntas (comprensión y/o gramática y ortografía)
_____

_____

9.2 Ver última prueba de matemática y describir preguntas *(números y/o palabras)*

_____

_____

10. Visitas a otras Escuelas AprenDes: (si es distinto al Director)

9.5 Ha visitado otras escuelas de AprenDes y por cual motivo?___ _____

_____

9.6 Si la respuesta es si, que mas le ha impactado de la visita? _____

_____

9.7 Ha visitado el Centros de Recursos de Aprendizaje (CRA)? _____

9.8 Por cual motivo? _____

11. Sintesis (si es distinto al Director)

11.1Considera Ud. que el Proyecto AprenDes (capacitación, materiales, asesorías, etc.) ha mejorado la acción del maestro en el trabajo de multigrado? Como? _____

_____

11.2 En que medida Ud. considera que el Proyecto AprenDes ha mejorado la acción del maestro en el trabajo multigrado? _____

_____

11.3 Cual ha sido para Usted el aspecto(s) mas importante del Proyecto en este sentido? _____

_____

_____

Entrevista Con Padre De Familia Que Es Miembro Del CONEI

Nombre _____
Escuela: _____

1. **Sobre el CONEI**

1.1 Desde cuanto tiempo ha estado en el CONEI? _____
1.2 Cual es su cargo en el CONEI? _____
1.3 Con que frecuencia se reúne el CONEI? _____
1.4 Que ha realizado el CONEI para beneficiar a la escuela? _____
_____
1.5 Han recibido apoyo de personal de AprenDes (facilitadores/otros) para la organización y el desempeño del CONEI? _____
1.6 Si la respuesta es si, en que ha consistido este apoyo? _____
_____

2. **Cambios en escuela y su hijo**

2.1 Usted reconoce que la escuela en donde esta su hijo(a) es una escuela de AprenDes?
_____
2.2 Si dice que si, cuales son los cambios mas importantes que observa en su hijo(a) desde que entra a la escuela AprenDes
_____
_____
2.3 Cuales son las cosas que mas le gusta? _____
_____
2.4 Hay algunos cambios que no le gusta?_____
_____
2.5 De que manera apoyan los padres a los maestros en el aula?

- limpieza, _____
- elaboración de materiales, _____
- ayudar en el aula, _____
- como ayudan en el aula
_____" _____
- substituir al maestro cuando no esta en aula _____
- otro: _____

3. **Visitas a otras escuelas activas**

3.1 Ha visitado otras escuelas de AprenDes? _____
3.2 Si la respuesta es si, que le impacto mas de la visita? _____
_____

4. **Participación de padres de familia en la escuela?**

4.1 En la escuela los padres de familia se reúnen para ver los asuntos de la escuela (mano de obra para apoyo, recibir informes de rendimiento, etc)_____
4. 2 Quienes asisten?

- Hombres: _____
- Mujeres: _____

5. Huerto escolar

5.1 De que modo participan en el huerto escolar? _____
_____

5.2 Si se siembran verduras en el huerto están ayudándolos a considerarlos mas en su dieta?

_____
_____

Entrevista con el/la Alcalde y Regidores del Municipio Escolar

Nombres: _____
Escuela: _____

1.1 Grados en que están Alcalde y Concejales en la escuela (y genero):

- Alcalde _____
- Regidor 1 _____
- Regidor 2 _____
- Regidor 3 _____
- Regidor 4 _____

1.2 Cuales son las actividades realizadas por el Municipio Escolar? _____
_____
_____

1.3 Han visitado otras escuelas de AprenDes y por cual motivo?_____
_____

1.4 Si la respuesta es si, que mas le ha impactado de la visita? _____
_____

1.5 Han participado en la elaboración del PEI? _____

1.6 Si la respuesta es si, de que manera? _____
_____

1.7 Que vínculos tiene el municipio escolar con:

- el director, _____
- los docentes, _____
- el CONEI _____

1.8 En que trabajan sus padres? _____
_____

1.9 Que mas les gustan de la escuela? _____
_____

11.11 Que menos les gustan de la escuela? _____

1.12 Piensan asistir a la secundaria? _____

1.13 Que aspiran hacer cuando sean adultos? _____
_____

1.14 Que cambios han notado en la escuela (docentes, estudiantes, padres,etc) desde que el proyecto AprenDes llegó?

_____
_____

1.15 Cuantos las ultimas dos semanas cuantos han llevado libro de la biblioteca a la casa? _____

1.16 Cuales son libros que han llevado a la casa?

- Alumno 1: _____
- Alumno 2: _____
- Alumno 3: _____
- Alumno 4: _____
- Alumno 5: _____

EVALUACIÓN DE PROGRAMAS FINANCIADAS POR LA USAID/PERU EN EL SECTOR EDUCACIÓN

Centro Andino

Protocolos de Entrevistas Para:

- *El Director*
- *Maestros de Primer y Tercer Grados*
- *Padre de Familia*
- *Alumno*

Guias de Observación Para:

- *La escuela*
- *Las aulas de los Maestros de Primer y Tercer Grados*

GUÍA DE OBSERVACIÓN DE LA ESCUELA

Día: _____
Escuela: _____
Comunidad: _____
Provincia: _____
Departamento: _____
UGEL a que pertenece _____
Año de ingreso al Centro Andino: _____

Datos de la Escuela

Numero de aulas: _____
Numero de alumnos (genero): niñas: _____ niños: _____
Numero de maestros (genero): mujeres: _____ hombres: _____
Distancia de carretera: _____
Tipo de movilidad (pie, moto, etc) _____
Tienen educación inicial (si/no): _____
Si no, porque: _____
_____

Infraestructura de la escuela:

Existencia de agua y de donde _____
Existencia de servicios y su estado _____
Separación de aulas _____
Condición de infraestructura _____
Existencia de huerto escolar _____

GUIA DE OBSERVACION EN EL AULA

Escuela: _____

PRIMER GRADO

7. Ambiente de aula

1.1 Como están sentado los niños
- en filas _____
- en grupos _____
- otro_____ _____

1.2 Existencia de material elaborado por los niños en las paredes _____
1.3 Existencia de biblioteca/rincón de libros en el aula _____
1.4 Estaban ordenadas los libros de manera atractiva? _____
1.5 Existencia en la biblioteca de cuentos para niños: _____
1.6 Existencia de sectores (anotar cuales) _____
_____
1.7 Tienen los sectores materiales de la región, elaborados por niños, por los padres? _____
1.8 Describir que materiales encuentras en cada sector:
- Sector 1: _____
- Sector 2: _____
- Sector 3: _____
- Sector 4: _____

1.9 Donde está la canasta de matemática (en el sector matemática o en bodega? _____

8. Actividades en el aula de niños de primer grado durante tiempo de observación

2.1 Descripción general de los que sucedió durante el tiempo de la entrevista: _____
_____
_____
_____
_____
_____
_____

2.2 Que estaba haciendo el maestro?
- actividad frontal con todos los alumnos _____
- trabajando con niños individuales _____
- trabajando con niños en grupos con guías _____
- trabajando con niños en grupos sin guías _____
- otro _____

2.3 Que estaban haciendo los alumnos?
- escuchando lección del maestro _____
- trabajando en grupos péquenos _____
- trabajo individual _____
- otro: _____

2.4 ¿Qué tipo de relación establece el docente con los alumnos?
- Promueve la participación de los alumnos _____
- Los escucha atentamente _____

- Muestra un trato horizontal _____
- Aprueba /desaprueba sus intervenciones _____

Otro:_____

9. **Uso de sectores**:

9.1 Cuales: _____
9.2 Como: _____
_____

10. Uso de libros/biblioteca

4.8 Cuantos niños: _____
4.9 Para que: _____
_____

11. Se notaba a niños ayudando a otros niños?

11.1 Si/no _____
11.2 Como _____
_____

12. Habían padres de familia en el aula?

12.1 Si/no _____
12.2 Que estaban haciendo? _____

GUIA DE OBSERVACION EN EL AULA

Escuela: _____

TERCER GRADO

7. Ambiente de aula

1.1 Como están sentado los niños

- en filas _____
- en grupos _____
- otro_____ _____

8. Actividades en el aula de niños de primer grado durante tiempo de observación

2.1 Descripción general de los que sucedió durante el tiempo de la entrevista: _____
_____
_____
_____
_____
_____
_____

2.2 Que estaba haciendo el maestro?

- actividad frontal con todos los alumnos _____
- trabajando con niños individuales _____
- trabajando con niños en grupos con guías _____
- trabajando con niños en grupos sin guías _____
- otro _____

2.3 Que estaban haciendo los alumnos?

- escuchando lección del maestro _____
- trabajando en grupos péquenos _____
- trabajo individual _____
- otro: _____

2.4 ¿Qué tipo de relación establece el docente con los alumnos?

- Promueve la participación de los alumnos _____
- Los escucha atentamente _____
- Muestra un trato horizontal _____
- Aprueba /desaprueba sus intervenciones _____
- Otro:_____

9. **Uso de sectores**:

9.1 Cuales: _____

9.2 Como: _____

10. Uso de libros/biblioteca

10.1 Cuantos niños: _____

10.2 Para que: _____

_____

11. Se notaba a niños ayudando a otros niños?

11.1 Si/no _____

11.2 Como _____

_____

12. Habían padres de familia en el aula?

12.1 Si/no _____

12.2 Que estaban haciendo? _____

Entrevista con el Director/la Directora de la Escuela

Nombre _____
Escuela: _____

DATOS GENERALES

1. Preguntas generales

1.1 Cuando le avisaron que vendríamos a verlo: _____
1.2 Como se llama la mejor maestra para enseñar a leer:_____
1.3 Que grado(s) atiende esa maestra: _____
1.4 Cuantas horas al día trabaja la escuela: _____
1.5 Cuantos días de clases hubo en el año escolar: _____
1.6 Con que criterios distribuye los grados? _____
1.7 Como comprueba que los alumnos pueden leer en primer grado:_____
_____
1.8 Cuantos alumnos de primer grado leen a más de 10 palabras por minuto: _____
1.9 Cuantos alumnos de primer grado leen a más de 50 palabras por minuto: _____
1.10 Cuantos alumnos de tercer grado leen a más de 100 palabras por minuto: _____
1.11Cuantas composiciones escribieron los alumnos de cuarto grado el mes anterior:_____
1.12 Que ha leído en las últimas dos semanas: _____
_____
1.13 Cual es su fluidez para leer un texto (un articulo de las primeras página del periódico: __ p/m
1.14 De uno a cinco en que nivel esta su escuela respeto a la aplicación de la metodología propuesta didáctica de la enseñanza de la lectura y escritura?_____

2. Sobre los niños

2.1 Como llegan los alumnos a la escuela? _____
2.2 Cuanto demoran de casa a la escuela? _____
2.3 Problemas de salud que tienen los niños? _____
_____
2.4 Cuantos han desayunado antes de venir a la escuela? _____
2.5 Tienen desayuno escolar? _____

3. Sobre el Director/la Directora

3.1 Cuanto tiempo tiene trabajando en el magisterio? _____
3.2 Cuanto tiempo tiene trabajando en esta escuela? _____
3.3 Cuanto tiempo desempeñando como Director/a? _____
3.4 Cuanto tiempo con Centro Andino? _____
3.5 Que grado(s) tiene a su cargo? _____
3.6 Cuales son sus funciones como Director o Sub-Director?_____
_____
_____

3.7 Suele comunicarse por internet? _____

4. Capacitación recibido (capacitación *Centro Andino* y otros)

4.1 Participó en la capacitación con sus docentes? _____
4.2 Que capacitación(es) ha recibido? _____
_____
4.3 Quienes impartieron las capacitaciones? _____
_____
4.4 Que opina de las capacitaciones: que le gusto mas, que sugiere para mejorarlas?
_____
_____
_____
4.5 Usted se reúne con otros maestros en círculos de interaprendizaje?
_____
4.6 Con que frecuencia? _____
4.7 Que hacen cuando reúnen? _____
_____
4.8 Cuales han sido los beneficios de reunirse en círculos? _____
_____
4.9 De qué manera el programa del Centro Andino aportó en la mejora, ejecución e implementación del PEI?
_____
_____

5. Participación de padres de familia en la escuela

5.1 Esta conformado el CONEI? _____
5.2 Quienes participan?_____
_____
5.3 Cual fue la fecha de la ultima reunión? _____
5.4 Cuales han sido los principales aportes del CONEI?_____
_____
_____
5.5 Cuales han sido los principales dificultades que ha generado el CONEI a la escuela?
_____
_____
5.6 Tienen un PEI? (si la respuesta es si, solicitar copia)
_____
5.7 Describir el proceso de la elaboración del PEI y PAT _____
_____
_____
5.8 Cuales han sido los mayores logros del PEI? _____
_____
5.9 En la escuela los padres de familia se reúnen para ver los asuntos de la escuela (mano de obra para apoyo, recibir informes de rendimiento, etc)? _____
_____
5.10 Quienes asisten?

- Hombres: _____

- Mujeres: _____

5.11 Como participan los padres de familia en los quehaceres diarios de la escuela?

- generar fondos, _____
- limpieza del local/terreno, _____
- preparación de refrigerio, _____
- elaboración de materiales para uso en aulas, _____
- ayudar al maestro en el aula y como, _____
- reuniones o asambleas _____
- día de logro _____
- escuelas vacacionales _____
- substituir al maestro cuando no esta _____
- otro (describir): _____

6. Colaboración de la comunidad con la escuela

6.1 Quienes de la comunidad han colaborado?_____

_____

6.2 De que manera colabora la comunidad con la escuela?

_____

_____

7. Visitas a la escuela de personal de la UGEL

7.1 Con que frecuencia llega el supervisor del UGEL?_____

7. 2 Que hace cuando llega a la escuela?_____

_____

7. 3 De que manera ha ayudado a la escuela_____

_____

7.4 Se interesa la UGEL mas o menos en la escuela a partir de que forma parte del programa AprenDes? _____

8. Proyecto Educativo Regional

8.1 Conoce la existencia de un PER? _____

8.2 La escuela tomo alguna participación en la construcción del PER? _____

_____

8.3 El PEI tiene algún vinculación con el PER? _____

_____

8. Evaluación censal:

9.1 Participo la escuela? _____

9.2 Resultados _____

9.3 Que ha hecho con los resultados:

- nada _____
- difundir a padres de familia _____
- atención remedial _____

- otro _____ _____

10. SUTEP

10.1 Esta afiliado al SUTEP? _____
10.2 Que opinión el SUTEP del ***Centro Andino***: _____
_____

11. Municipio Escolar

11.1 Que actividades ha realizado?__ _____
_____
11.2 De que modo la existencia del Municipio Escolar le ha influido sobre su concepción pedagógica _____
_____
11.3 Ha observado cambios en los niños como resultado de participar en el Municipio Escolar?___
11.4 Cuales han sido estos cambios? _____
_____

12. Visitas a la escuela de capacitadores del Centro Andino?

12.1 Con que frecuencia llega el capacitador a la escuela? _____
12.2 Cuantos capacitadores han tenido desde que iniciaron con Centro Andino?
_____

12.3 Que hace el capacitador cuando llega a la escuela?
_____

_____
12.4 De que manera ha ayudado a la escuela?_____
_____
12. 5 Como puede mejorar el apoyo que da el capacitador?_____
_____

13. Visitas a otras escuelas del *Centro Andino?*

13.1 Ha visitado otras escuelas del Centro Andino y por cual motivo?
_____
_____
13.2 Si la respuesta es si, que mas le impactó de la visita? _____
_____

14. Sintesis

14.1 Considera Ud. que el Proyecto Centro Andino (capacitación, materiales, asesorías, etc.) ha mejorado la acción del maestro en el trabajo de multigrado? Como?
_____
_____

Entrevista con el Maestro/la Maestra de Primer Grado

Nombre _____
Escuela: _____

DATOS GENERALES

1. **Información sobre los alumnos de primer grado**:

1.1 Matricula: _____
1.2 Hoy faltan: _____
1.3 Edades (describir rango y cuantos en cada edad mas o menos: _____
_____

2. **Lectura**

2.1 ¿Usa algún texto/material para enseñar a leer? ¿Cuál y por qué*?*_____
_____
2.2 Tiene sugerencia para mejorar los textos? _____
_____
2.3 Cuantas páginas han leído del texto? _____
2.4 Cuantos minutos dedican (en promedio cada día) a aprender a leer? _____
2.5 Que palabras han aprendido hoy (y que significan): _____
2.6 Cuantos alumnos de primer grado leen

- a más de 10 palabras por minuto _____
- a más de 50 palabras por minuto _____

2.7 Cuantos minutos dedican (en promedio cada día) a aprender a leer? _____
2.8 Qué tipo de texto han leído los alumnos? _____
_____
2.9 Se dedica un tiempo durante el día/semana para lectura como placer? _____
2.10 Como es y para cuanto tiempo? _____

3. **Resultado de pruebas administradas: velocidad de lectura:**

- Estudiante 1 _____
- Estudiante 2 _____
- Estudiante 3 _____
- Estudiante 4 _____
- Estudiante 5 _____

4. ***Sobre el maestro***

4.1 Cuantos años de experiencia tiene como docente? _____
4.2 Cuanto tiempo tiene trabajando en esta escuela? _____
4.3 Cuantos anos en el proyecto Centro Andino? _____
4.4 Vive usted en la comunidad? _____
4.5 En el caso que no, cuanto tiempo demora para llegar a la escuela? _____
4.6. Que ha leído últimamente: _____

_____

4.7 Cual es su fluidez: palabras/minuto? _____

4.8 Suela comunicarse por internet _____

5. Capacitaciones y círculos de aprendizaje (si es distinto al Director)

5.1 Que capacitación(es) ha recibido? _____

_____

5.2 Que opina de la capacitación: que le gusto mas, que sugiere para mejorarla?_____

_____

5.3 Usted se reúne con otros maestros en círculos (GIA)? _____

5.4 Con que frecuencia? _____

_____

5.5 Que hacen cuando reúnen? _____

_____

5.6 Cuales han sido los beneficios de reunirse en círculos (GIA?) _____

_____

6. Preguntas Centro Andino

6.1 Cual es la naturaleza del apoyo que recibe Usted del capacitador del Centro Andino?

_____

6.2 De que manera le ha ayudado el capacitador?

_____

_____

6.3 *Ha visitado otras escuelas de Centro Andino y por cual motivo?* _____

_____

6.4 Si la respuesta es si, que mas le ha impactado de la visita? _____

_____

7. Síntesis

7.1 Considera Ud. que el Proyecto Centro Andino (capacitación, materiales, asesorías, etc.) ha mejorado la acción del maestro en el trabajo de grado? _____

_____

7.2 En que medida Ud. considera que el Proyecto Centro Andino ha mejorado la acción del maestro en el trabajo? _____

_____

7.3 Cual ha sido para Usted el aspecto(s) mas importante del Proyecto en este sentido? _____

_____

_____

7.4 ¿Ha mejorado la enseñanza de la lectura y escritura en comparación con su experiencia como docente antes de la capacitación recibida del Centro Andino?

_____

_____

Entrevista con la Maestra/el Maestro de Tercer Grado

Nombre _____
Escuela: _____

DATOS GENERALES

1. **Información sobre los alumnos de tercer grado**:

1.1 Matricula: _____
1.2 Hoy faltan: _____
1.3 Edades, describir por concentración de edades: _____
_____

2. **Lectura**

2.1 Que texto/materiales usa para enseñar a leer? _____
_____
2.3 Cuantas páginas han leído del texto? _____
2.4 Cuantos minutos dedican (en promedio cada día) a aprender a leer? _____
2.5 Que palabras han aprendido hoy (y que significan): _____
2.6 Cuantos alumnos de tercer grado leen

- a más de 60 palabras por minuto _____
- a más de 80 palabras por minuto _____

2.7 Cuantos minutos dedican (en promedio cada día) a aprender a leer? _____
2.9 Qué han leído los alumnos? _____
2.10 Se dedica un tiempo durante el dia/semana para lectura como placer?
_____
2.11 Como es y para cuanto tiempo? _____
2.14 *Quien es la mejor maestra para enseñar a leer?* _____

3. **Resultado de pruebas administradas: velocidad de lectura:**

- Estudiante 1 _____
- Estudiante 2 _____
- Estudiante 3 _____
- Estudiante 4 _____
- Estudiante 5 _____

4. ***Sobre el maestro***

4.1 Cuantos años de experiencia tiene como docente? _____
4.2 Cuanto tiempo tiene trabajando en esta escuela? _____
4.3Cuantos anos en el proyecto Centro Andino? _____
4.4 Vive usted en la comunidad? _____
4.5 En el caso que no, cuanto tiempo demora para llegar a la escuela? _____
4.7 Que ha leído últimamente: _____
_____

4.8 Cual es su fluidez: palabras/minuto? _____
4.9 Suele comunicarse por internet? _____

5. **Capacitaciones y círculos de aprendizaje**

5.1 Que capacitación(es) ha recibido? _____
_____
5.2 Que opina de la capacitación: que le gusto mas, que sugiere para mejorarla?_____
_____
5.3 Usted se reúne con otros maestros en círculos(GIA)? _____
5.4 Con que frecuencia? _____
_____
5.5 Que hacen cuando reúnen? _____
_____
5.6 Cuales han sido los beneficios de reunirse en círculos (GIA? _____
_____

6. **Preguntas Centro Andino**

6.1 Cual es la naturaleza del apoyo que recibe Usted del capacitador del Centro Andino? ____
_____
6.2 De que manera le ha ayudado el capacitador? _____
_____
6.3 Ha visitado otras escuelas de Centro Andino y por cual motivo? _____
_____
6.4 Si la respuesta es si, que mas le ha impactado de la visita? _____
_____

7. **Con alumnos:** (en última unidad que trabajaron)

7.1 Que hicieron (ver cuaderno): _____
_____
7.2 Entendieron las instrucciones de la guía? _____
_____
7.3 Que se aprendió de la unidad?_____ _____
7.4 Que proyecto han realizado y donde escribieron las conclusiones:_____
7.5 Número de líneas escritas_____
7.6 Cuando escribieron la última composición (y título): _____
7.7 Cuando fue la anterior (verificar fecha en cuaderno) _____
7.8 Que palabras han aprendido ayer (y que significan): _____

8. **Ultimas pruebas realizadas** (preguntar a maestro o alumno)

8.1 Ver última prueba de lenguaje y describir preguntas (comprensión y/o gramática y ortografía)
_____
_____
8.2 Ver última prueba de matemática y describir preguntas *(números y/o palabras)*
_____
_____

9. Visitas a otras Centro Andino:

9.1Ha visitado otras escuelas de Centro Andinoy por cual motivo?___ _____
_____
9.2 Si la respuesta es si, que mas le ha impactado de la visita? _____
_____

10. Sintesis (si es distinto al Director)

10.1Considera Ud. que el Proyecto Centro Andino (capacitación, materiales, asesorías, etc.) ha mejorado la acción del maestro en el trabajo de grado? Como? _____
_____
10.2 En que medida Ud. considera que el Proyecto Centro Andino ha mejorado la acción del maestro en el trabajo multigrado? _____
_____

10.3 Cual ha sido para Usted el aspecto(s) mas importante del Proyecto en este sentido? _____
_____
_____

10.4 ¿Ha mejorado la enseñanza de la lectura y escritura en comparación con su experiencia como docente antes de la capacitación recibida del Centro Andino?
_____
_____

Entrevista con Padre De Familia

Nombre _____
Escuela: _____

1. Sobre el CONEI

1.1 Desde cuanto tiempo ha estado en el CONEI? _____
1.2 Cual es su cargo en el CONEI? _____
1.3 Con que frecuencia se reúne el CONEI? _____
1.4 Que ha realizado el CONEI para beneficiar a la escuela? _____
_____
1.5 Han recibido apoyo de personal de Centro Andino (facilitadores/otros) para la organización y el desempeño del CONEI? _____
1.6 Si la respuesta es si, en que ha consistido este apoyo? _____
_____

2. Cambios en escuela y su hijo

2.1 ¿Usted reconoce que la escuela en donde estudia su hijo es una Escuela Lectora o que ha recibido capacitación del Programa del Centro Andino? _____
2.2 Si dice que sí, cuáles son los cambios más importantes que observa en su hijo desde que entra el Centro Andino en la escuela?
_____
_____
2.3 Cuales son las cosas que mas le gusta? _____
_____
2.4 Hay algunos cambios que no le gusta?_____
_____
2.5 De que manera apoyan los padres a los maestros en el aula?

- limpieza, _____
- elaboración de materiales, _____
- ayudar en el aula, _____
- como ayudan en el aula _____
- substituir al maestro cuando no esta en aula _____
- otro: _____

3. Visitas a otras escuelas de Centro Andino

3.1 Ha visitado otras escuelas de Centro Andino? _____
3.2 Si la respuesta es si, que le impacto mas de la visita? _____
_____

4. **Participación de padres de familia en la escuela:**

4.1 En la escuela los padres de familia se reúnen para ver los asuntos de la escuela (mano de obra para apoyo, recibir informes de rendimiento, etc)_____

4. 2 Quienes asisten?

- Hombres: _____
- Mujeres: _____

5. Huerto escolar

5.1 Tienen un huerto escolar? _____

5.2 De que modo participan en el huerto escolar? _____

_____

5.3 Si se siembran verduras en el huerto están ayudándolos a considerarlos mas en su dieta?

_____

Preguntas para Niños/Niñas

¿Te gusta leer? _____
¿Qué textos te han gustado más?

_____
_____
¿Lees en la escuela? _____ ¿En qué momentos lees en la escuela? _____
¿Qué textos lees en esos momentos? _____
¿Lees en tu casa? _____ ¿En qué momentos lees en tu casa? _____
¿Qué textos lees en tu casa? _____
¿Te gusta escribir? _____
¿Sobre qué te gusta escribir? _____
_____
¿Qué textos has producido recientemente?

_____
_____
¿Escribes en tu casa? _____ ¿En qué momentos escribes en tu casa? _____
¿Te gusta cómo te enseña la maestra a leer y escribir? _____
¿Qué es lo que más te gusta de lo que ella hace para que los niños aprendan a leer y escribir? ___
_____
¿Qué te gustaría que la maestra cambie para que puedas aprender a leer y escribir mejor? _____
_____
¿En tu casa alguien te ayuda a leer y escribir? _____
¿Te gustaría que alguien en tu casa te ayudara más a leer y escribir? _____ ¿Quién? _____

ANNEX L
Interview Protocols

TEMAS A TOCAR EN ENTREVISTAS CON

Cristina Olive, Fernando Bolaños, Yolanda Platon (USAID/Peru)

DE LOS TERMINOS DE REFERENCIA

AprenDes & Centro Andino

1. What are the key contributions of USAID's two education programs, AprenDes and CETT, to the improvement of quality in Peru?
2. What do the experiences from both programs tell us about evidence-based policy making?
3. Was there sufficient coordination and synergy with other USAID programs such as decentralization and alternative development?
4. What about with other education initiatives in the region (PEAR for AprenDes, Plan Lector of MED for CETT)?
5. What factors, both administrative and technical, limited coordination and synergy between AprenDes and CETT?
6. What was the degree of coordination and synergy between AprenDes and CETT in Ucayali?

AprenDes

7. What was the impact of AprenDes on decentralization in education? Major successes? Major obstacles? How were obstacles addressed?
8. What technical assistance at the school level was most useful?
9. Were the AprenDes teaching and learning materials used appropriately? Can their use be sustained over time?
10. Did the students, teachers, and parents benefit from the Resource Centers (CRA)? Were the CRA effective and fully utilized?
11. What can the AprenDes evaluation data contribute to the broader literature on Active Schools methodology?

Centro Andino

12. To what extent can CETT be applied at the national, regional, local level?

TEMAS A TOCAR EN ENTREVISTAS CON

Personal de Oficinas de Desarrollo Alternativo, y Decentralización, de la USAID/Peru

APRENDES & CENTRO ANDINO

1. Was there sufficient coordination and synergy with other USAID programs such as decentralization and alternative development?
2. To what extent does AprenDes in alternative development communities support the overall alternative development program objectives?
3. What needs to be done to ensure that work in alternative development continues after the project is completed (e.g., after four years of USAID intervention)?

PREGUNTAS DEL EQUIPO DE EVALUACION

1. Que conoce de las escuelas de AprenDes en la region donde su programa esta trabajando?
2. Si conoce algo: que piensa que son las fortalezas y las contribuciones del programa?
3. Ha identificado algunos retos/limitantes?
4. Existe alguna colaboración directa entre AprenDes y su programa (ejemplo: programas de salud de MSH que apoyan a las escuelas)?

TEMAS A TOCAR EN ENTREVISTAS CON

Personal Contratados por USAID/Peru en Desarrollo Alternativo, Decentralización, y Salud

DE LOS TERMINOS DE REFERENCIA

AprenDes & Centro Andino

1. Was there sufficient coordination and synergy with other USAID programs such as decentralization and alternative development?
2. To what extent does AprenDes in alternative development communities support the overall alternative development program objectives?

PREGUNTAS ADICIONALES DEL EQUIPO DE EVALUACION

1. Que conoce de las escuelas de AprenDes en la región donde su empresa consultora esta trabajando?
2. Si conoce algo: que piensa que son las fortalezas y las contribuciones del programa?
3. Ha identificado algunos retos/limitantes?
4. Existe alguna colaboración directa entre AprenDes y su programa (ejemplo: programas de salud de MSH que apoyan a las escuelas)? Como ha sido la experiencia?

TEMAS A TOCAR EN ENTREVISTAS CON
Ministerio de Educación: Liderazgo

DE LOS TERMINOS DE REFERENCIA

AprenDes & Centro Andino

1. What are the key contributions of USAID's two education programs, AprenDes and CETT, to the improvement of quality in Peru*? Hay algunos limitantes y cuales son?*
2. What do the experiences from both programs tell us about evidence-based policy making?
3. Was there sufficient coordination with other education initiatives in the region (PEAR for AprenDes, Plan Lector of MED for CETT)? (Vexler, Ponce)
4. In what ways did AprenDes strengthen MED capacity at the Central and Regional levels? How was local education management strengthened? Can this be sustained? (Vexler, Ponce, Diaz Chavez)
5. What was the degree of engagement of stakeholders in both programs (MED and other regional authorities, regional/local authorities, parents, community, civil society, and the private sector) in the implementation of the project and how do they ensure sustainability?

Centro Andino

1. How was the institutional relationship with the MED? (Vexler, Diaz Chavez)
2. To what extent did CETT support MED-specific initiatives? (Vexler, Diaz Chavez)

PREGUNTAS DEL EQUIPO DE EVALUACION

1. Cuales son las fortalezas de la metodología de Escuelas Activas y Centro Andino?
2. Existen algunos limitantes? Que son estos limitantes?
3. El MINED tiene planes para apoyar la expansión/institucionalización de las metodologías de AprenDes y Centro Andino? Si la respuesta es si, cuales son estos planes?
4. En el contexto de decentralización bajo regionalización cuales han sido los aspectos positivos?
5. Cuales son los limitantes y retos para el futuro?
6. (especialmente para el Vice-Ministro de Gestion pero posiblemente también para Idel y Miriam) En que manera ha apoyado AprenDes Al MINED (en general y en el area de decentralizacion)?
7. Cuales han sido las fortalezas de este apoyo?
8. Cuales han si los limitantes de este apoyo?
9. Algo sobre la Ley de Decentralización: fortalezas y limitantes…..(necesito conoce esto un poco mas…)

<u>Sobre evaluaciones de GRADE y sistematización de la experiencia en San Martin</u>

1. Conoce las evaluaciones realizados por GRADE de AprenDes?
2. (si la respuesta es si y los han leído) que mas la ha llamado la atención de los datos sobre AprenDes que salen en las evaluaciones?
3. Conoce la sistematizacion realizado por AprenDes?
4. (si la respuesta es si) Que opina de este documento?

TEMAS A TOCAR EN ENTREVISTAS CON

Personas Especificas del MED

DE LOS TERMINOS DE REFERENCIA

Director of the Learning Impact Unit

1. Were the methods used to assess student achievement and teacher performance by AprenDes and CETT effective?
2. Looking at children's learning and teachers' performance in both AprenDes and CETT, what were the most successful aspects? What were the least successful?

Person in charge of Plan Lectora

1. Was there sufficient coordination/synergy with other education initiatives in the region (PEAR for AprenDes, Plan Lector of MED for CETT)?

Person in charge of PEAR

1. Was there sufficient coordination/synergy with other education initiatives in the region (PEAR for AprenDes, Plan Lector of MED for CETT)?

Director de PRONACAP

1. To what extent did CETT support MED-specific initiatives?

TEMAS A TOCAR EN ENTREVISTAS CON

Donantes en Educación

DE LOS TERMINOS DE REFERENCIA

AprenDes & Centro Andino

1. What are the key contributions of USAID's two education programs, AprenDes and CETT, to the improvement of quality in Peru*? Hay algunos limitantes y cuales son?*
2. What do the experiences from both programs tell us about evidence-based policy making?
3. In what ways did AprenDes strengthen MED capacity at the Central and Regional levels? How was local education management strengthened? Can this be sustained? (*nota: para personas que conocen bien los proyectos)*

PREGUNTAS DEL EQUIPO DE EVALUACION

1. Cuales son los programas actuales que esta apoyando su agencia de cooperación en el Peru?
2. Tienen algunos programas en el proceso de diseño? Cuales son?
3. Cuales han sido los éxitos y los retos de su agencia de cooperación en diseñar e implementar programas de educación en el Perú?
4. En la ejecución de su programa de educación cual es la naturaleza de su relación con el MINED en Lima (o sea trabaja de cerca con ellos o principalmente a través de las regiones)?
5. Cuales han sido los beneficios de la regionalización?
6. Cuales han sido los retos de la regionalización?
7. *(si es relevante*) Cual ha sido el nivel de coordinación entre los programas de educación implementado por su agencia de cooperación y las de la USAID? Cuales son los aspectos que han funcionado y cuales han sido los que pudieron haber mejorado?

<u>Sobre evaluaciones de GRADE y sistematización de la experiencia en San Martin</u>

1. Conoce las evaluaciones realizados por GRADE de AprenDes?
2. *(si la respuesta es si y los han leído)* Que mas la ha llamado la atención de los datos sobre AprenDes que salen en las evaluaciones?
3. Conoce la sistematización realizado por AprenDes?
4. *(si la respuesta es si)* Que opina de este documento?

ESPECÍFICAMENTE PARA AECI

1. Cual es la naturaleza del apoyo que están aportando a la región de Amazonas en el sector educación?
2. Entendemos que hay un PIP en elaboración o implementación que promueve la expansión de las metodología de AprenDes/Escuelas Activas. Nos puede contar como fue que AECID decidió apoyar este programa?
3. De que consiste este apoyo?
4. Cuales han sido los éxitos hasta la fecha con este programa?
5. Cuales han sido los retos?
6. Como vislumbra usted las perspectivas de institucionalización/sostenibilidad de este programa una vez que termine la implementación del PIP?

ESPECÍFICAMENTE PARA UNICEF

1. Cual es la naturaleza del apoyo que esta dando el UNICEF a la educación en Ucayali?
2. Cuales han sido los éxitos y cuales son los limitantes?
3. De que manera han coordinado con el programa de AprenDes en Ucayali? Como ha ido esta colaboración (fortalezas, limitantes)?
4. El UNICEF está aportando apoyo a la educación en Ucayali bajo un PIP?

(si la respuesta es si)

5. Cual es la naturaleza del apoyo que están dando bajo el PIP?
6. Como ha sido la experiencia hasta ahora? Cuales hasta ahora han sido las limitaciones?

ESPECÍFICAMENTE PARA EL BANCO MUNDIAL

1. Cuales fueron los éxitos y retos del programa de PEAR?
2. Cuales son las lecciones aprendidas de esta experiencia que podrían informar futuros intentos de colaborar con el sector educación en el Peru?
3. Durante la implementación de PEAR cuales fueron las coordinaciones, en San Martin, con AprenDes?
4. Cuales fueron las coordinaciones, en general, con AprenDes y la USAID?

ESPECÍFICAMENTE PARA CIDA

1. Cuales han sido los éxitos y retos del programa del PROMEB?
2. Como ha sido la relación con los autoridades regionales, de los DRE, y UGEL?
3. Cuales son las lecciones aprendidas de esta experiencia que podrían informar futuros intentos de colaborar con el sector educación en el Peru?
4. Durante la implementación de PROMEB en Piura cuales fueron las coordinaciones con Centro Andino?
5. Piensa que valdría la pena incorporar la experiencia del Centro Andino dentro del apoyo que PROMEB esta aportando a las escuelas de Piura?
6. Cuales fueron las coordinaciones, en general, con AprenDes y la USAID?

TEMAS A TOCAR EN ENTREVISTAS CON

Personal del Consejo Nacional de Educación

PREGUNTAS DE LOS TERMINOS DE REFERENCIA

AprenDes & Centro Andino

1. What are the key contributions of USAID's two education programs, AprenDes and CETT, to the improvement of quality in Peru?
2. How can experiences and best practices generated from the regions contribute to national policy on education?
3. What do the experiences from both programs tell us about evidence-based policy making?

AprenDes

4. What was the impact of AprenDes on decentralization in education?
5. What were the major successes?
6. What were the major obstacles?
7. How were obstacles addressed?
8. In what ways was the capacity or leadership role of the CNE strengthened? Can this be sustained? (Andres Cardo, y Presidentes anteriores -- Ricardo Morales, Patricia Salas

PREGUNTAS DEL EQUIPO DE EVALUACION

<u>Sobre evaluaciones de GRADE y sistematización de la experiencia en San Martin</u>

9. Conoce las evaluaciones realizados por GRADE de AprenDes?
10. (si la respuesta es si y los han leído) que mas la ha llamado la atención de los datos sobre AprenDes que salen en las evaluaciones?
11. Conoce la sistematizacion realizado por AprenDes?
12. (si la respuesta es si) Que opina de este documento?

TEMAS A TOCAR EN ENTREVISTAS CON

Personajes del Sector Educación [70]

DE LOS TERMINOS DE REFERENCIA

AprenDes & Centro Andino

1. What are the key contributions of USAID's two education programs, AprenDes and CETT, to the improvement of quality in Peru?
2. How can experiences and best practices generated from the regions contribute to national policy on education? (Patricia Salas y Manuel Iguiñes)

AprenDes

3. What was the impact of AprenDes on decentralization in education? Major successes? Major obstacles? How were obstacles addressed?

PREGUNTAS DEL EQUIPO DE EVALUACION

<u>Sobre evaluaciones de GRADE y sistematización de la experiencia en San Martin</u>

4. Conoce las evaluaciones realizados por GRADE de AprenDes?
5. (si la respuesta es si y los han leído) que mas la ha llamado la atención de los datos sobre AprenDes que salen en las evaluaciones?
6. Conoce la sistematizacion realizado por AprenDes?
7. (si la respuesta es si) Que opina de este documento?

[70] Santiago Cueto, Manuel Iguiñes, Patricia Salas, Gloria Helfer, Carmen Montero, Patricia Ames, Fanny Muñoz, Liliam Hidalgo, Ricardo Cuenca, Martin Vegas, Ricardo Morales, Jesus Herrero, Juan Cuquialla

TEMAS A TOCAR EN ENTREVISTAS CON

GRADE

DE LOS TERMINOS DE REFERENCIA

AprenDes

1. Looking at children's learning and teachers' performance in both AprenDes and CETT, what were the most successful aspects? What were the least successful?
2. Were the methods used to assess student achievement and teacher performance effective?
3. What technical assistance at the school level was most useful?
4. Were the AprenDes teaching and learning materials used appropriately? Can their use be sustained over time?
5. Did the students, teachers, and parents benefit from the Resource Centers (CRA)? Were the CRA effective and fully utilized?
6. What can the AprenDes evaluation data contribute to the broader literature on Active Schools methodology?
7. Why does the AprenDes program have stronger impact on improving literacy outcomes than math?

PREGUNTAS DEL EQUIPO DE EVALUACION

1. Viendo la experiencia con AprenDes en comparación con otras experiencias de mejoramiento de la calidad de escuelas rurales (en Peru u otros países) cuales han sido las fortalezas? Hay algunos limitantes?
2. Si tuviera la oportunidad, en base a sus evaluaciones anuales, de hacer recomendaciones para mejorar la metodología del programa de AprenDes, cuales serán estas recomendaciones?
3. Si tuviera la oportunidad de recomendar a otros (dentro y fuera del Peru) este programa cuales serían los elementos de la metodología que enfatizara?
4. Para la evaluación de 2008, hicieron un análisis comparando escuelas Pioneras que siguieron como Demostrativas con escuelas Pioneras que dejaron de recibir apoyo directo del proyecto? Si la respuesta es si, habian diferencias? Cuales?
5. Cual ha sido el monto anual del contrato entre GRADE y AprenDes para las evaluación?
6. En cuanto al <u>contenido</u> de las evaluaciónes realizado por GRADE de AprenDes que considera como las fortalezas?
7. Hay algunos limitantes?
8. En cuanto a la <u>metodología de recabar los datos</u> que considera que han sido las fortalezas?
9. Ha habido algunos limitantes?

10. Si tuviera que diseñar la evaluación de nuevo hay algo que haría distinto? Que haría?
11. Viendo la posibilidad de seguir esta evaluación en el futuro (aunque a nivel reducido) que recomendarías?

TEMAS A TOCAR EN ENTREVISTAS CON
Liderazgo de Gobiernos Regionales

DE LOS TERMINOS DE REFERENCIA

AprenDes & Centro Andino

1. What are the key contributions of USAID's two education programs, AprenDes and CETT, to the improvement of quality in Peru?
2. What do the experiences from both programs tell us about evidence-based policy making?
3. What was the experience of the programs in terms of sustainability and replication at regional and local levels? What factors are contributing most to replication? *What are the challenges/limitations to replication and sustainability?*
4. What was the degree of engagement of stakeholders in both programs (MED and other regional authorities, regional/local authorities, parents, community, civil society, and the private sector) in the implementation of the project and how do they ensure sustainability?

AprenDes

1. What was the impact of AprenDes on decentralization in education? Major successes? Major obstacles? How were obstacles addressed?
2. What technical assistance was most useful to regional governments supported by USAID?

PREGUNTAS DEL EQUIPO DE EVALUACION

1. (En el caso que tiene uno o mas PIP para la replicad de AprenDes en su región) Una vez completada los PIP para la replica de AprenDes en su región, cuales en su opinión son los factores que favorecen la institucionalización/sostenibilidad de las acciones realizadas?
2. Cuales son los factores que limitan la institucionalización/sostenibilidad de las acciones realizadas?

TEMAS A TOCAR EN ENTREVISTAS CON

Marita Palacios, COP de SUMA

DE LOS TERMINOS DE REFERENCIA

AprenDes & Centro Andino

1. What are the key contributions of USAID's two education programs, AprenDes and CETT, to the improvement of education quality in Peru?
2. What do the experiences from both programs tell us about evidence-based policy making?
3. What technical assistance was most useful to regional governments supported by USAID?
4. Looking at children's learning and teachers' performance in both AprenDes and CETT, what were the most successful aspects? What were the least successful?
5. What key factors have contributed to those results? Examples of these factors include: teacher training, in-classroom coaching, active student participation, teamwork, autonomy in the classroom, parent and community participation, education policy, learning materials, etc.
6. Were the methods used to assess student achievement and teacher performance effective?
7. Was AprenDes cost effective**?**

AprenDes

1. What was the impact of AprenDes on decentralization in education?
2. What were the major successes?
3. What were the major obstacles?
4. What technical assistance activities have been most useful in improving regional and local office (DRE and UGL) capacity (e.g. planning, financial management, training systems, implementation and monitoring, evaluation)?
5. What technical assistance at the school level was most useful?
6. Why does the AprenDes program have stronger impact on improving literacy outcomes than math?

PREGUNTAS DE MARCIA

<u>Relación AprenDes con MINED y sostenibilidad</u>

1. Cuales en su opinión han sido las fortalezas y los limitantes de la relación de AprenDes con el MINED?

2. Como están aprovechando de estas experiencias con el diseño/ejecución del nuevo proyecto?
3. Cuales son los perspectivas para la sostenibilidad de la metodología de las Escuelas Activas en la regiones ya cubiertas por AprenDes? Cuales son las ventajas y cuales son los retos?
4. Cuales son perspectivas para la replicación de la metodología de las Escuelas Activas en otras regiones no cubiertos por el nuevo proyecto? Cuales son las ventajas y cuales son los retos?

Experiencia del Centro Andino

1. Que conoce usted de la experiencia del Centro Andino?
2. Ha visitado escuelas del Centro Andino? Cuales? Ha visitado a algún Escuela Lector?
3. Ha visto los modulos para los maestros y los cuadernos para los alumnos?
4. Que piensa de ellos?
5. Bajo el nuevo proyecto cree usted que hay manera de aprovechar la experiencia del Centro Andino?

Monitoreo & Evaluación bajo AprenDes

1. Que opina de las pruebas de rendimiento y los otros datos recopilados por GRADE?
2. Cuales han sido las ventajas y desventajas de las fichas de monitoreo?
3. Si tuviera que diseñar este aspecto de nuevo en el nuevo proyecto que haría diferente?
4. ¿Ha comparado los datos de las evaluaciones de AprenDes y Centro Andino?

Sistematización de la experiencia de AprenDes en San Martin

1. Que opina usted sobre la sistematización? Cuales son las fortalezas?
2. Cuales son las limitaciones
3. Que planes tienen para difundir la sistematización bajo el nuevo proyecto?

El nuevo proyecto

1. Cuales son los elementos de los términos de referencia que usted cree que son factibles para cumplir?
2. Cuales son los elementos que cree que son no realistas, sea por estar fuera del control del proyecto o por ser demasiado ambiciosos?
3. En este sentido, de que manera cree Usted que la evaluación podrá dar pautas para ayudarles?

TEMAS A TOCAR EN ENTREVISTAS CON
Cecilia Ramirez, ex Sub-Directora de AprenDes
Actual Sub-Directora de SUMA

DE LOS TERMINOS DE REFERENCIA

AprenDes & Centro Andino

1. What are the key contributions of USAID's two education programs, AprenDes and CETT, to the improvement of education quality in Peru?
2. What do the experiences from both programs tell us about evidence-based policy making? (& Marita)
3. What technical assistance was most useful to regional governments supported by USAID?
4. Looking at children's learning and teachers' performance in both AprenDes and CETT, what were the most successful aspects? What were the least successful?
5. What key factors have contributed to those results? Examples of these factors include: teacher training, in-classroom coaching, active student participation, teamwork, autonomy in the classroom, parent and community participation, education policy, learning materials, etc.
6. Were the methods used to assess student achievement and teacher performance effective?
7. Was AprenDes cost effective**?**
8. What factors, both administrative and technical, limited coordination and synergy between AprenDes and CETT?

AprenDes

1. What was the impact of AprenDes on decentralization in education?
2. What were the major successes?
3. What were the major obstacles?
4. How were obstacles addressed?
5. What technical assistance activities have been most useful in improving regional and local office (DRE and UGL) capacity (e.g. planning, financial management, training systems, implementation and monitoring, evaluation)?
6. To what extent did regional and or local education offices provide support to teachers? What were the major successes and weaknesses in this area?
7. What technical assistance at the school level was most useful?
8. Were the AprenDes teaching and learning materials used appropriately? Can their use be sustained over time?
9. Did the students, teachers, and parents benefit from the Resource Centers (CRA)? Were the CRA effective and fully utilized?
10. Why does the AprenDes program have stronger impact on improving literacy outcomes than math?
11. Is there evidence of accountability by schools to parents (e.g., school report cards) and by teachers to students?

PREGUNTAS DEL EQUIPO DE EVALUACION

Relación AprenDes con MINED y sostenibilidad

1. En que manera y con quienes ha relacionado AprenDes con el MINED?
2. Cuales han sido los éxitos de estas relaciones?
3. Cuales han sido los retos?
4. Cuales son los perspectivas para la sostenibilidad de la metodología de las Escuelas Activas en la regiones ya cubiertas por AprenDes? Cuales son las ventajas y cuales son los retos?
5. Cuales son perspectivas para la replicación de la metodología de las Escuelas Activas en otras regiones no cubiertos por el nuevo proyecto? Cuales son las ventajas y cuales son los retos?

Experiencia del Centro Andino

1. Que conoce usted de la experiencia del Centro Andino?
2. Ha visitado escuelas del Centro Andino? Cuales? Ha visitado a algún Escuela Lector?
3. Ha visto los modulos para los maestros y los cuadernos para los alumnos?
4. Que piensa de ellos?
5. Bajo el nuevo proyecto cree usted que hay manera de aprovechar la experiencia del Centro Andino?

Monitoreo & Evaluación

1. Que opina de las pruebas de rendimiento y los otros datos recopilados por GRADE?
2. Si tuviera que diseñar este aspecto de nuevo que haría diferente?
3. Cuales han sido las ventajas y desventajas de las fichas de monitoreo?
4. Si tuviera que diseñar este aspecto de nuevo que haría diferente?
5. En que manera han usado los datos de GRADE y la información de monitoreo en la implementación del programa?

Sistematización de la experiencia en San Martin

1. Favor describir el proceso de elaborar la sistematización
2. Que han hecho hasta la fecha para su divulgación
3. Planes que tienen para su divulación
4. Porqué decidieron no incluir Ucayali
5. Su reacción a mis comentarios sobre las secciones (las primeras dos, sobre capacitación y materiales me parecen muy balanceados; no veo esta ojo tan critica con el tratamientos en las secciones sobre decentralización y municipios escolares/CONEI/redes).

Experiencia con los PIP

1. Cuales son los principales retos y son común a la implementación de todos los PIP?
2. Que planes hay para seguir la implementación de estos PIP bajo el nuevo proyecto?
3. Cuales son las implicaciones para sostenibilidad en vista de las experiencias con los PIP?

El nuevo proyecto

1. Cuales son los elementos de los términos de referencia que usted cree que son factibles para cumplir?
2. Cuales son los elementos que cree que son no realistas, sea por estar fuera del control del proyecto o por ser demasiado ambiciosos?
3. En este sentido, de que manera cree Usted que la evaluación podrá dar pautas para ayudarles?

TEMAS A TOCAR EN ENTREVISTAS CON

Jaime Niño Diez, COP de AprenDes

DE LOS TERMINOS DE REFERENCIA

AprenDes & Centro Andino

1. What are the key contributions of AprenDes to the improvement of quality education in Peru?
2. What was the experience of the programs in terms of sustainability and replication at regional and local levels? What factors are contributing most to replication?
3. What factors, both administrative and technical, limited coordination and synergy between AprenDes and CETT?

AprenDes

1. What was the impact of AprenDes on decentralization in education? Major successes? Major obstacles? How were obstacles addressed?
2. What technical assistance activities have been most useful in improving regional and local office (DRE and UGL) capacity (e.g. planning, financial management, training systems, implementation and monitoring, evaluation)?
3. To what extent did regional and or local education offices provide support to teachers? What were the major successes and weaknesses in this area?
4. In what ways was the capacity or leadership role of the CNE strengthened? Can this be sustained?
5. In what ways did AprenDes strengthen MED capacity at the Central and Regional levels? How was local education management strengthened? Can this be sustained?
6. What technical assistance at the school level was most useful?
7. Were the AprenDes teaching and learning materials used appropriately? Can their use be sustained over time?
8. Did the students, teachers, and parents benefit from the Resource Centers (CRA)? Were the CRA effective and fully utilized?
9. Why does the AprenDes program have stronger impact on improving literacy outcomes than math?

TEMAS A TOCAR EN ENTREVISTAS CON
Irene Gutarra, Directora Pedagogica de AprenDes

Sobre Irene

1. Cuéntanos un poco acerca de sus antecedentes y como y cuando llego a trabajar con AprenDes.
2. Cuales han sido sus roles con AprenDes?

Programa AprenDes

1. Que estaba sucediendo con el programa AprenDes cuando entró?
2. Que cambios ha visto en el programa desde que ha entrado (positivos, no positivos)?
3. Que piensa de la metodología (aspectos positivos y no)?
4. Como ha sido diferente la experiencia AprenDes de otras experiencias educativas que ha tenido?
5. En su opinión cuales son los aspectos claves del programa en cuanto al impacto que tiene a nivel de escuela/comunidad?
6. Cuales han sido los aspectos que han sido mas exitosos en cuanto a favorecer el aprendizaje de los niños y la efectividad del desempeño de los docentes?
7. Cuales han sido los aspectos que no han tenido éxito?

Centros de Recursos de Aprendizaje

1. Que tal la experiencia con los CRA?
2. Fueron bien aprovechados los recursos de los CRA?
3. Si la respuesta es si, de que manera
4. Si la respuesta es no, como se puede mejorar?
5. Que ha sucedido con la transición de los CRA a las autoridades locales?

Rotación de docentes

1. De los docentes que originaron con el programa en 2004/5 (San Martin) o 2006/7 (Pucallpa) que porcentaje estarán todavía con el programa?
2. De los que han salido de la escuela, que porcentaje han ido a otras escuelas de AprenDes y que porcentaje han ido a escuelas que no son AprenDes?
3. Por que causas han salido de la escuela de AprenDes?
4. Para los que han ido a escuelas que no son AprenDes, tiene alguna información acerca de que si siguen implementando la metodología en sus aulas?
5. Cual es la proporción de profesores contratados que se encuentran en las escuelas de demostración?

Sobre el uso por los niños de las guias

1. Hasta que punto están los docentes usando las guias en la manera debida?
2. Que porcentaje de los niños están copiando las guias
3. Que hacen para ayudarlos a usarlos mejor?
4. Han tenido éxito?

Sobre la conformación de redes

1. Como han funcionado las redes?
2. Cuales han sido los éxitos?
3. Cuales han sido los retos?
4. Que específicamente ha sucedido con las redes que incluyen escuelas que ya no reciben apoyo de AprenDes?
5. Si tuviera que conformar las redes de nuevo, que harías de manera distinta?

Sobre apoyo a las Pioneras y Hermanas que no son Demostrativas

1. Ha ofrecido AprenDes algún apoyo a estas escuelas después de que terminara los cuatro años? En que ha consistido este apoyo?
2. Han hecho algún seguimiento para ver como han desenvuelto estas escuelas una vez que terminara el apoyo de AprenDes?
3. Si las respuesta es si, en que ha consistido este seguimiento y que han encontrado?
4. Compartir nuestras observaciones de las cinco escuelas de AprenDes que visitamos que ya no reciben apoyo del proyecto y ver su reacción.

Sobre las 30 escuelas demostrativas

1. Como es su configuración (o sea cuantos son uni docentes, cuantos M2, M3…)
2. Cuando y como se hizo la decisión de nombrarlos como demostrativas?
3. Hay escuelas demostrativas en todas las Provincias?
4. Que apoyo especifico reciben las escuelas demostrativas (e.g. es lo mismo que se da a escuelas normales o hay algunas cosas especiales)?
5. Desde que fueron nombrados como escuelas demostrativas, cuantos han salido y cuantos han entrado?
6. Que respaldo reciben estas escuelas del DRE, los UGEL?
7. Hay algunos retos que consideras que enfrentara sobre tiempo en mantenerlos como Demostrativos?

Sobre la relación con el DRE y los UGEL en San Martin

1. Entendemos de Antonieta que en los primeros dos años (hasta las elecciones de 2006)hubo bastante continuidad en el personal DRE y los UGEL lo que favoreció el inicio de AprenDes en San Martin. Esta continuidad ha seguido?
2. Si no, cuales han sido los cambios en las dos y que impacto ha tenido en la capacidad de mantenerlos incluidos en el desenvolvimiento del programa?
3. Si vemos la situación hay día cuales son las fortalezas de la relación con el DRE/los UGEL (o sea, que esta funcionando).
4. Cuales han sido/son los retos en esta relación y como afecta esto la sostenibilidad de la propuesta de Escuelas Activas en San Martin?

Medición de rendimiento de alumnos y docentes

1. Fueron efectivos las metodologías utilizados bajo el proyecto para medir rendimiento de los niños y de los docentes?
2. Si la respuesta es si que ha sido efectivo?
3. Si la respuesta es no, que no ha sido efectivo?
4. Como cambiara la metodología para medir rendimiento de los niños y los docentes?

5. Cual ha sido su rol con el monitoreo del desempeño de las escuelas?
6. Cuales han sido los puntos fuertes?
7. En que se puede mejorar?
8. Porque cree que el programa ha tenido mayor impacto en mejorar rendimiento en lectura que en matemática?

Sostenibilidad y replicabilidad de la metodología de Escuelas Activas

1. Cuales son los factores del diseño del programa que favorecen su sostenibilidad y replicabilidad?
2. Cuales son los factores que no favorecen su sostenibilidad y replicabilidad?

Experiencia del Centro Andino

1. Que conoce usted de la experiencia del Centro Andino?
2. Ha visitado escuelas del Centro Andino? Cuales? Ha visitado a algún Escuela Lector?
3. Ha visto los módulos para los maestros y los cuadernos para los alumnos?
4. Que piensa de ellos?
5. Ha influido el programa del Centro Andino en alguna manera en la implementación de AprenDes?
6. Bajo el nuevo proyecto cree usted que hay manera de aprovechar la experiencia del Centro Andino?
7. ¿Cuáles pudieran ser los principales aportes en materia de formación docente tanto de ApenDes como del Centro Andino a la estrategia que está operando el MED?

TEMAS A TOCAR EN ENTREVISTAS CON

Teocrito Pinedo, Coordinador General en San Martin

PREGUNTAS DE LOS TERMINOS DE REFERENCIA PARA LA EVALUACION

AprenDes & Centro Andino

1. What are the key contributions of USAID's two education programs, AprenDes and CETT, to the improvement of quality education in Peru?
2. How can experiences and best practices generated from the regions contribute to national policy on education?
3. What was the degree of engagement of stakeholders in both programs (MED and other regional authorities, regional/local authorities, parents, community, civil society, and the private sector) in the implementation of the project and how do they ensure sustainability?
4. What was the experience of the programs in terms of sustainability and replication at regional and local levels? What factors are contributing most to replication?
5. What technical assistance was most useful to regional governments supported by USAID?
6. Was there sufficient coordination and synergy with other USAID programs such as decentralization and alternative development?
7. What about with other education initiatives in the region (PEAR for AprenDes, Plan Lector of MED for CETT)?
8. What factors, both administrative and technical, limited coordination and synergy between AprenDes and CETT?

AprenDes

1. What was the impact of AprenDes on decentralization in education? Major successes? Major obstacles? How were obstacles addressed?
2. What technical assistance activities have been most useful in improving regional and local office (DRE and UGL) capacity (e.g. planning, financial management, training systems, implementation and monitoring, evaluation)?
3. To what extent did regional and or local education offices provide support to teachers? What were the major successes and weaknesses in this area?
4. In what ways did AprenDes strengthen MED capacity at the Central and Regional levels? How was local education management strengthened? Can this be sustained?
5. What technical assistance at the school level was most useful?
6. Were the AprenDes teaching and learning materials used appropriately? Can their use be sustained over time?
7. Did the students, teachers, and parents benefit from the Resource Centers (CRA)? Were the CRA effective and fully utilized?

PREGUNTAS ADICIONALES DEL EQUIPO DE EVALUACION

Sobre apoyo en la elaboración de los PER y Planes a Mediano Plazo

1. Favor describir el proceso: quienes participaron, cuanto tiempo costo?
2. Cuales han sido los retos?
3. Cuales han sido los éxitos?
4. Que opina sobre el/los productos (documentos preparados)?
5. Cual fue el rol de la asesoría técnica proporcionado por AprenDes? Cual fue el valor agregado de tener esta asesoría?
6. Favor comentar sobre la calidad/adecuación de esta asesoría técnica?
7. Sin esta asesoría hubieran sacados productos?
8. Piensa que existe ahora la capacidad dentro de los entes del gobierno regional para realizar una actividad de esta naturaleza en el futuro sin asesoría externa? Si la respuesta es no, porque?
9. Bajo el nuevo proyecto hay planes para ofrecer asesoría técnica en la elaboración de planes a nivel regional? Cual será la naturaleza de esta asesoría técnica? Cambia en alguna manera de la asesoría técnica ofrecido bajo AprenDes?
10. Si tuviera la oportunidad de ofrecer esta apoyo a la región de San Martin de nuevo, que haría igual? Que haría diferente?

Sobre apoyo en la elaboración de los PIP

1. Favor ayudarnos elaborar un listado de los seis PIPs que han sido elaborados en San Martin: en que consiste cada uno?
2. Para los que están orientados a realizar una replica de la experiencia de AprenDes para las escuelas, en que manera están iguales y cuales son la diferencias? (e.g. hay espectos de la propuesta de AprenDes que no entraron en los PIP y porque?)
3. Como fueron los procesos: quienes participaron, cuanto tiempo costo?
4. Cuales han sido los retos?
5. Cuales han sido los éxitos?
6. En el caso de San Martín donde ha habido demoras en la elaboración del PIP 2 (creo que este) cuales han sido lo factores que han afectado esta demora?
7. Que opina sobre el/los productos (documentos preparados)?
8. Cual fue el rol de la asesoría técnica proporcionado por AprenDes? Cual fue el valor agregado de tener esta asesoría?
9. Favor comentar sobre la calidad/adecuación de esta asesoría técnica
10. Sin esta asesoría hubieran sacados productos?
11. Piensa que existe ahora la capacidad dentro de los entes del gobierno regional para realizar una actividad de esta naturaleza en el futuro sin asesoría externa? Si la respuesta es no, porque?
12. Algunos PIP han mas exitosos que otros? Si la respuesta es si, cuales son la razones?
13. Si tuviera la oportunidad de ofrecer esta apoyo a la región de San Martin de nuevo, que haría igual? Que haría diferente?

14. Cuales son las ventajas/desventajas de apoyar la elaboración de PIP como medio para asegurar la replicabilidad/sostenimiento de la experiencia de las Escuelas Activos e nivel regional?

Sobre la implementación de los PIP

1. Para los PIP que están en implementación favor describir como esta saliendo la experiencia.
2. Para los PIP que enfocan la expansión de la metodología Escuela Activa, como fueron seleccionados los facilitatores?
3. Para los PIP que enfocan la expansión de la metodología Escuela Activa, en que manera están colaborando los facilitadores entrenados bajo AprenDes?
4. Cuales han sido los éxitos en la implementación de los PIP?
5. Cuales han sido los retos en la implementación de los PIP?
6. AprenDes ha proporcionado asistencia técnica en la implementación de los PIP? Si la respuesta es si, cual es/ha sido la naturaleza de esta asistencia técnica?
7. AprenDes, de alguna manera, está haciendo un monitoreo de la experiencias de la implementación de los PIP?
8. Si la respuesta es si, en que consiste este monitoreo? En su opinión es adecuada? Si no, en que forma debería ser mejorado?
9. Si la respuesta es no, piensa que debería haber un monitoreo y en que consistirá este monitoreo?
10. Las elecciones regionales de 2010 en alguna manera afectará la implementación de este PIP? Si la respuesta es si, en que manera?
11. Piensa que existe la capacidad dentro de los entes del gobierno regional de San Martin para implementar un PIP de esta naturaleza en el futuro sin asesoría externa? Si la respuesta es no, porque?
12. Bajo el nuevo proyecto hay planes para ofrecer asesoría técnica en la elaboración e implementación de los PIP? Cual será la naturaleza de esta asesoría técnica? Cambia en alguna manera de la asesoría técnica ofrecido bajo AprenDes?

Sobre apoyo institucional a los DRE y UGEL

1. Cual ha sido la naturaleza del apoyo institucional que proporciono AprenDes a los DRE y los UGEL en San Martin?
2. Ha consistido este apoyo en re-estructuración de estas entes? Si la respuesta es si, cual ha sido la naturaleza de este apoyo?
3. Cuales han sido los éxitos en general y en apoyo a re-estructuración?
4. Cuales han sido los retos en general y en apoyo a re-estructuración?
5. Cuales, en su opinión, han sido las fortalezas de la asesoría técnica brindada?
6. Cuales, en su opinión, han sido las limitaciónes de la asesoría técnica brindada?
7. Si tuviera la oportunidad de ofrecer esta apoyo de nuevo, que haría igual? Que haría diferente?

8. Bajo el nuevo proyecto hay planes para ofrecer apoyo institucional a los DRE y UGEL de San Martin? Cual será la naturaleza de esta asesoría técnica? Cambia en alguna manera de la asesoría técnica ofrecido bajo AprenDes?

Otros

1. ¿Que estime las escuelas que estarían usando Aprendes en 2010, 2011, 2012 y 2013 y como se financiaria y supervisaria ese proceso?

TEMAS A TOCAR EN ENTREVISTAS CON

Dolibeth Acosta, Coordinadora Pedagógica de AprenDes en San Martin

Sobre la conformación de redes

1. Como han funcionado las redes?
2. Cuales han sido los éxitos?
3. Cuales han sido los retos?
4. Que específicamente ha sucedido con las redes que incluyen escuelas que ya no reciben apoyo de AprenDes?
5. Si tuviera que conformar las redes de nuevo, que harías de manera distinta?

Sobre apoyo a las Pioneras y Hermanas que no son Demostrativas

1. Ha ofrecido AprenDes algún apoyo a estas escuelas después de que terminara los cuatro años? En que ha consistido este apoyo?
2. Han hecho algún seguimiento para ver como han desenvuelto estas escuelas una vez que terminara el apoyo de AprenDes?
3. Si las respuesta es si, en que ha consistido este seguimiento y que han encontrado?
4. Compartir nuestras observaciones de las cinco escuelas de AprenDes que visitamos que ya no reciben apoyo del proyecto y ver su reacción.

Sobre las 30 escuelas demostrativas

1. Como es su configuración (o sea cuantos son uni docentes, cuantos M2, M3…)
2. Cuando y como se hizo la decisión de nombrarlos como demostrativas?
3. Hay escuelas demostrativas en todas las Provincias?
4. Que apoyo especifico reciben las escuelas demostrativas (e.g. es lo mismo que se da a escuelas normales o hay algunas cosas especiales)?
5. Desde que fueron nombrados como escuelas demostrativas, cuantos han salido y cuantos han entrado?
6. Que respaldo reciben estas escuelas del DRE, los UGEL?
7. Hay algunos retos que consideras que enfrentara sobre tiempo en mantenerlos como Demostrativos?

Sobre el uso por los niños de las guias

1. Hasta que punto están los docentes usando las guias en la manera debida?
2. Que porcentaje de los niños están copiando las guias
3. Que hacen para ayudarlos a usarlos major?
4. Han tenido éxito?

Sobre la relación con el DRE y los UGEL en San Martin

1. Entendemos de Antonieta que en los primeros dos años (hasta las elecciones de 2006)hubo bastante continuidad en el personal DRE y los UGEL lo que favoreció el inicio de AprenDes en San Martin. Esta continuidad ha seguido?
2. Si no, cuales han sido los cambios en las dos y que impacto ha tenido en la capacidad de mantenerlos incluidos en el desenvolvimiento del programa?
3. Si vemos la situación hay día cuales son las fortalezas de la relación con el DRE/los UGEL (o sea, que esta funcionando).
4. Cuales han sido/son los retos en esta relación y como afecta esto la sostenibilidad de la propuesta de Escuelas Activas en San Martin?

Experiencia del Centro Andino

1. Que conoce usted de la experiencia del Centro Andino?
2. Ha visitado escuelas del Centro Andino? Cuales? Ha visitado a algún Escuela Lector?
3. Ha visto los módulos para los maestros y los cuadernos para los alumnos?
4. Que piensa de ellos?
5. Ha influido el programa del Centro Andino en alguna manera en la implementación de AprenDes?
6. Bajo el nuevo proyecto cree usted que hay manera de aprovechar la experiencia del Centro Andino?
7. ¿Cuáles pudieran ser los principales aportes en materia de formación docente tanto de ApenDes como del Centro Andino a la estrategia que está operando el MED?

Sobre apoyo en la elaboración de los PIP

1. Favor ayudarnos elaborar un listado de los seis PIPs que han sido elaborados en San Martin: en que consiste cada uno?
2. Para los que están orientados a realizar una replica de la experiencia de AprenDes para las escuelas, en que manera están iguales y cuales son la diferencias? (e.g. hay espectos de la propuesta de AprenDes que no entraron en los PIP y porque?)
3. Como fueron los procesos: quienes participaron, cuanto tiempo costo?
4. Cuales han sido los retos?
5. Cuales han sido los éxitos?
6. En el caso de San Martín donde ha habido demoras en la elaboración del PIP 2 (creo que este) cuales han sido lo factores que han afectado esta demora?
7. Que opina sobre el/los productos (documentos preparados)?
8. Cual fue el rol de la asesoría técnica proporcionado por AprenDes?
9. Cual fue el valor agregado de tener esta asesoría?
10. Favor comentar sobre la calidad/adecuación de esta asesoría técnica
11. Sin esta asesoría hubieran sacados los productos que han salido?

12. Piensa que existe ahora la capacidad dentro de los entes del gobierno regional/los DRE/los UGELs para realizar una actividad de esta naturaleza en el futuro sin asesoría externa? Si la respuesta es no, porque?
13. Algunos PIP han sido mas exitosos que otros? Si la respuesta es si, cuales son y cuales son la razones?
14. Si tuviera la oportunidad de ofrecer estE apoyo a la región de San Martin de nuevo, que haría igual?
15. Que haría diferente?
16. Cuales son las ventajas/desventajas de apoyar la elaboración de PIP como medio para asegurar la replicabilidad/sostenimiento de la experiencia de las Escuelas Activos e nivel regional?

<u>Sobre la implementación de los PIP</u>

1. Para los PIP que están en implementación favor describir como esta saliendo la experiencia.
2. Cuales han sido los criterios de selección de facilitadores en casos que es una replica de AprenDes?
3. Hay algunos elementos en los PIP que son distintos a la experiencia de AprenDes (por ejemplo: proporcionan bibliotecas escolar, pizarras, canastas de matemática, etc.)
4. Cuales han sido los éxitos en la implementación de los PIP?
5. Cuales han sido los retos en la implementación de los PIP?
6. AprenDes ha proporcionado asistencia técnica en la implementación de los PIP? Si la respuesta es si, cual es/ha sido la naturaleza de esta asistencia técnica?
7. AprenDes, de alguna manera, está haciendo un monitoreo de la experiencia de la implementación de los PIP?
8. Si la respuesta es si, en que consiste este monitoreo? En su opinión es adecuada?
9. Si no, en que forma debería ser mejorado?
10. Si la respuesta es no, piensa que debería haber un monitoreo y en que consistirá este monitoreo?
11. Piensa que existe la capacidad dentro de los entes del gobierno regional de San Martin para implementar un PIP de esta naturaleza en el futuro sin asesoría externa? Si la respuesta es no, porque?
12. Bajo el nuevo proyecto hay planes para ofrecer asesoría técnica en la elaboración e implementación de los PIP? Cual será la naturaleza de esta asesoría técnica? Cambia en alguna manera de la asesoría técnica ofrecido bajo AprenDes?

<u>Sobre apoyo institucional a los DRE y UGEL</u>

1. Cual ha sido la naturaleza del apoyo institucional que proporcionó AprenDes a los DRE y los UGEL en San Martin?
2. Ha consistido este apoyo en re-estructuración de estas entes? Si la respuesta es si, cual ha sido la naturaleza de este apoyo?
3. Cuales han sido los éxitos en general y en apoyo a re-estructuración?

4. Cuales han sido los retos en general y en apoyo a re-estructuración?
5. Cuales, en su opinión, han sido las fortalezas de la asesoría técnica brindada?
6. Cuales, en su opinión, han sido las limitaciónes de la asesoría técnica brindada?
7. Si tuviera la oportunidad de ofrecer esta apoyo de nuevo, que haría igual? Que haría diferente?
8. Bajo el nuevo proyecto hay planes para ofrecer apoyo institucional a los DRE y UGEL de San Martin? Cual será la naturaleza de esta asesoría técnica? Cambia en alguna manera de la asesoría técnica ofrecido bajo AprenDes?

TEMAS A TOCAR EN ENTREVISTAS CON

Personal Tecnico de AprenDes en Decentralización

DE LOS TERMINOS DE REFERENCIA

AprenDes & Centro Andino

1. What technical assistance activities have been most useful in improving regional and local office (DRE and UGL) capacity (e.g. planning, financial management, training systems, implementation and monitoring, evaluation)?
2. What was the impact of AprenDes on decentralization in education? Major successes? Major obstacles? How were obstacles addressed?
3. What was the impact of AprenDes on decentralization in education? Major successes? Major obstacles? How were obstacles addressed?
4. What technical assistance was most useful to regional governments supported by USAID?

PREGUNTAS ADICIONALES DEL EQUIPO DE EVALUACION

Sobre apoyo en la elaboración de los PER y Planes a Mediano Plazo
(*San Martin, Ucayali, Junín, y Amazonas)*

1. Favor describir el proceso: quienes participaron, cuanto tiempo costo?
2. Cuales han sido los retos?
3. Cuales han sido los éxitos?
4. Que opina sobre el/los productos (documentos preparados)?
5. Cual fue el rol de la asesoría técnica proporcionado por AprenDes? Cual fue el valor agregado de tener esta asesoría?
6. Favor comentar sobre la calidad/adecuación de esta asesoría técnica?
7. Sin esta asesoría hubieran sacados productos?
8. Piensa que existe ahora la capacidad dentro de los entes del gobierno regional para realizar una actividad de esta naturaleza en el futuro sin asesoría externa? Si la respuesta es no, porque?
9. Bajo el nuevo proyecto hay planes para ofrecer asesoría técnica en la elaboración de planes a nivel regional? Cual será la naturaleza de esta asesoría técnica? Cambia en alguna manera de la asesoría técnica ofrecido bajo AprenDes?
10. Si tuviera la oportunidad de iniciar este apoyo a la región ____ de nuevo, que haría igual? Que haría diferente?

Sobre apoyo en la elaboración de los PIP
(San Martin, Ucayali, Junín, y Amazonas)[71]

1. Favor ayudarnos elaborar un listado de los seis PIPs que han sido elaborados en _____: en que consiste cada uno?
2. Para los que están orientados a realizar una replica de la experiencia de AprenDes para las escuelas, en que manera están iguales y cuales son la diferencias? (e.g. hay aspectos de la propuesta de AprenDes que no entraron en los PIP y porque?)
3. Como fueron los procesos: quienes participaron, cuanto tiempo costo?
4. Cuales han sido los retos?
5. Cuales han sido los éxitos?
6. En el caso de San Martín donde ha habido demoras en la elaboración del PIP 2 (creo que este) cuales han sido lo factores que han afectado esta demora?
7. Que opina sobre el/los productos (documentos preparados)?
8. Cual fue el rol de la asesoría técnica proporcionado por AprenDes? Cual fue el valor agregado de tener esta asesoría?
9. Favor comentar sobre la calidad/adecuación de esta asesoría técnica
10. Sin esta asesoría hubieran sacados productos?
11. Piensa que existe ahora la capacidad dentro de los entes del gobierno regional para realizar PIPs en el futuro sin asesoría externa? Si la respuesta es no, porque?
12. Algunos PIP han mas exitosos que otros? Si la respuesta es si, cuales son la razones?
13. Bajo el nuevo proyecto hay planes para ofrecer asesoría técnica en la elaboración de planes a nivel regional? Cual será la naturaleza de esta asesoría técnica? Cambia en alguna manera de la asesoría técnica ofrecido bajo AprenDes?
14. Si tuviera la oportunidad de iniciar esta apoyo a la región de _____ de nuevo, que haría igual? Que haría diferente?
15. Cuales son las ventajas/desventajas de apoyar la elaboración de PIP como medio para asegurar la replicabilidad/sostenimiento de la experiencia de las Escuelas Activos e nivel regional?

Sobre la implementación de los PIP
(San Martin, Ucayali, Junín, y Amazonas)[72]

1. Para los PIP que están en implementación favor describir como esta saliendo la experiencia.
2. Cuales han sido los éxitos en la implementación de los PIP?
3. Cuales han sido los retos en la implementación de los PIP?

[71] Nota, si la experiencia ha sido igual en todas le regions, entonces no sera necesario repetirlo para cada región.

[72] Nota, si la experiencia ha sido igual en todas le regions, entonces no sera necesario repetirlo para cada región.

4. AprenDes ha proporcionado asistencia técnica en la implementación de los PIP? Si la respuesta es si, cual es/ha sido la naturaleza de esta asistencia técnica?
5. AprenDes, de alguna manera, está haciendo un monitoreo de la experiencias de la implementación de los PIP?
6. Si la respuesta es si, en que consiste este monitoreo? En su opinión es adecuada? Si no, en que forma debería ser mejoardo?
7. Si la respuesta es no, piensa que debería haber un monitoreo y en que consistirá este monitoreo?
8. Piensa que existe la capacidad dentro de los entes del gobierno regional de _____ para implementar un PIP de esta naturaleza en el futuro sin asesoría externa? Si la respuesta es no, porque?
9. Bajo el nuevo proyecto hay planes para ofrecer asesoría técnica en la elaboración e implementación de los PIP? Cual será la naturaleza de esta asesoría técnica? Cambia en alguna manera de la asesoría técnica ofrecido bajo AprenDes?

<u>Sobre apoyo institucional a los DRE y UGEL</u>
(San Martin, Ucayali, Junín, y Amazonas)[73]

1. Cual ha sido la naturaleza del apoyo institucional que proporciono AprenDes a los DRE y los UGEL en San Martin?
2. Ha consistido este apoyo en re-estructuración de estas entes? Si la respuesta es si, cual ha sido la naturaleza de este apoyo?
3. Cuales han sido los éxitos en general y en apoyo a re-estructuración?
4. Cuales han sido los retos en general y en apoyo a re-estructuración?
5. Cuales, en su opinión, han sido las fortalezas de la asesoría técnica brindada?
6. Cuales, en su opinión, han sido las limitaciónes de la asesoría técnica brindada?
7. Si tuviera la oportunidad de ofrecer esta apoyo de nuevo, que haría igual? Que haría diferente?
8. Bajo el nuevo proyecto hay planes para ofrecer apoyo institucional a los DRE y UGEL de San Martin? Cual será la naturaleza de esta asesoría técnica? Cambia en alguna manera de la asesoría técnica ofrecido bajo AprenDes?

<u>Contactos en Junin y Amazonas</u>

1. Con quienes deberíamos establecer contacto en Junín y Amazonas para conocer la experiencia de la elaboración del PER, Programa de Mediano Plazo (actualmente en función o anterior)
2. Con quienes deberíamos establecer contacto en Junín y Amazonas para conocer la experiencia de la elaboración de los PIP?
3. Con quienes deberíamos establecer contacto en Junín y Amazonas para conocer la experiencia de la implementación de los PIP?

[73] Nota, si la experiencia ha sido igual en todas le regions, entonces no sera necesario repetirlo para cada región.

TEMAS A TOCAR EN ENTREVISTAS CON

Facilitadores de AprenDes

DE LOS TERMINOS DE REFERENCIA

AprenDes

1. Looking at children's learning and teachers' performance in both AprenDes and CETT, what were the most successful aspects? What were the least successful?
2. What key factors have contributed to those results? Examples of these factors include: teacher training, in-classroom coaching, active student participation, teamwork, autonomy in the classroom, parent and community participation, education policy, learning materials, etc.
3. Were the methods used to assess student achievement and teacher performance effective?
4. What was the experience of the programs in terms of sustainability and replication at regional and local levels? What factors are contributing most to replication?
5. What technical assistance at the school level was most useful?
6. Were the AprenDes teaching and learning materials used appropriately? Can their use be sustained over time?
7. Did the students, teachers, and parents benefit from the Resource Centers (CRA)? Were the CRA effective and fully utilized?
8. Why does the AprenDes program have stronger impact on improving literacy outcomes than math?
9. What have been the gains of the project in democratic behaviors and respect for diversity?
10. Is there evidence of accountability by schools to parents (e.g., school report cards) and by teachers to students?

PREGUNTAS ADICIONALES DEL EQUIPO DE EVALUACION

<u>Relación con UGELes</u>

1. Cual ha sido la naturaleza de la relación entre usted y los autoridades de los UGELes en las provincias donde ha trabajado?
2. En algún momento los especialistas en educación primaria del UGEl les acompañó a una o mas escuelas? Que tal la experiencia?
3. Cual fue la naturaleza de la relación de los UGELes en las provincias donde ha trabajado con las escuelas con que trabajo?
4. Cuales han sido los aspectos positivos?
5. Cuales han sido los limitantes?
6. Que nivel de compromiso tienen estos UGEL con la metodología de AprenDes?
7. Como lo han demostrado?

Uso de/recomendaciones sobre datos de GRADE, evaluación censal del MINED, fichas de monitoreo del proyecto

1. En que manera han utilizado los resultados de las evaluaciones de GRADE en su trabajo?
2. En que manera han utilizado los resultados de la evaluación censal del MINED para segundo grado en su trabajo?
3. En que manera ha utilizado los resultados de las fichas de monitoreo que usted aplica en cada escuela?
4. Cuales han sido las ventajas de llenar estas fichas de monitoreo?
5. Ha habido unos limitantes de llenar este fichas?
6. Si usted pudiera cambiar algo en cuanto a las fichas que haría?
7. Usted cambiara algo en cuanto a las evaluaciones realizados por GRADE (la forma de su aplicación, contenidos)

Sobre la experiencia con las escuelas que acompaña

1. Cuanto tiempo tiene de ser facilitador(a)?
2. Cual fue su experiencia antes de ser seleccionado como facilitador(a)?
3. Que tipo de apoyo recibe Usted en el desempeño de su trabajo (capacitaciones para facilitadores, CIAS para facilitadores, acompañamiento de una persona técnica de AprenDes)?
4. Ha sido útil y de que manera?
5. En que áreas se puede mejorar?
6. De las escuelas que usted tiene, cuantos tienen profesores contratados?
7. Cuantos son unidocentes, M2, M3…
8. Ha habido cambios en los docentes? Con que frecuencia?
9. Cuales en su opinión son las áreas en que mas necesitan refuerzo los docentes que usted acompaña?

TEMAS A TOCAR EN ENTREVISTAS CON

Raquel Villaseca, Coordinadora CETT-Andino

DE LOS TERMINOS DE REFERENCIA

AprenDes & Centro Andino

1. What are the key contributions of USAID's two education programs, AprenDes and CETT, to the improvement of quality in Peru?
2. How can experiences and best practices generated from the regions contribute to national policy on education?
3. What was the degree of engagement of stakeholders in both programs (MED and other regional authorities, regional/local authorities, parents, community, civil society, and the private sector) in the implementation of the project and how do they ensure sustainability?
4. Looking at children's learning and teachers' performance in both AprenDes and CETT, what were the most successful aspects? What were the least successful?
5. What key factors have contributed to those results? Examples of these factors include: teacher training, in-classroom coaching, active student participation, teamwork, autonomy in the classroom, parent and community participation, education policy, learning materials, etc.
6. Were the methods used to assess student achievement and teacher performance effective?
7. Were AprenDes and CETT cost effective**?**
8. What was the experience of the programs in terms of sustainability and replication at regional and local levels? What factors are contributing most to replication?
9. What factors, both administrative and technical, limited coordination and synergy between AprenDes and CETT?
10. What was the degree of coordination and synergy between AprenDes and CETT in Ucayali?
11. What can the AprenDes evaluation data contribute to the broader literature on Active Schools methodology?

Centro Andino

1. What components of the CETT methodology were most effective in improving literacy instruction?
2. Can the CETT model be sustained? To what extent has it reached its objective of financial, social and institutional sustainability?
3. To what extent can CETT be applied at the national, regional, local level?
4. How was the institutional relationship with the MED?
5. To what extent did CETT support MED-specific initiatives?

PREGUNTAS ADICIONALES DEL EQUIPO DE EVALUACION

Fascículos para maestros

1. Cual fue el rol de su equipo en la elaboración de los fascículos?
2. Cual ha sido el proceso de introducir los fascículos a los maestros?
3. Cuales han sido sus observaciones acerca del nivel de uso de los maestros de los fascículos?
4. Cuales han sido sus fortalezas?
5. Hay alguna manera en que pueden mejorar?
6. Piensan seguir usándolos en el futuro?

Cuadernos de trabajo para los alumnos

1. Cuales son los cuadernos de trabajo que usan para los alumnos?
2. Cual fue el rol de su equipo en la elaboración de esto cuadernos?
3. Cual es la diferencia entre los cuadernos para uso en medios urbanos y en medios rurales?
4. Como fue el proceso de su validación?
5. Cual ha sido el proceso de introducir los cuadernos a los maestros?
6. Cuales han sido sus observaciones acerca del nivel de uso de los maestros de los cuadernos?
7. Cuales son sus fortalezas?
8. Hay alguna manera en que pueden mejorar?
9. Piensan seguir usándolos en el futuro?

Capacitación de los maestros y capacitadores

1. Cual ha sido el proceso de elaborar los programas de capacitación para maestros y capacitadores:
2. Cuales en su opinión son las fortalezas de la capacitación?
3. Hay algunas maneras en que se puede mejorar?
4. De que manera ha incorporado las técnicas de capacitación en otros programas de capacitación que ha realizado para el MINED?
5. Piensan seguir en la misma manera con la capacitación en el futuro?

Capacitación de maestros a distancia

1. Cuales en su opinión son las fortalezas del programa de capacitación a distancia?
2. Hay algunas maneras en que se puede mejorar?
3. Piensan seguir en la misma manera con esta capacitación en el futuro?

Relación con AprenDes

1. Ha visitado algunas escuelas de AprenDes? Cuales?
2. Cual ha sido su impresión?
3. Ha revisado los guias de los alumnos? Cuales?
4. Cual ha sido su impresión?
5. Conoce los módulos de capacitación para maestros que utiliza AprenDes?
6. Que opina de estos módulos?
7. Ha participado en alguna capacitación de AprenDes?
8. Que opina de esta capacitación?
9. Conoce las evaluaciones de AprenDes realizado por GRADE?
10. Que opina de ellos?
11. Conoce la sistematización que ha hecho AprenDes de su experiencia en San Martin?
12. Que opina de esta sistematización?
13. Ha influido el programa de AprenDes en alguna manera en la implementación del programa de Centro Andino? De que manera?

Mirando hacia el futuro

1. Los materiales y los planes de capacitación elaborado bajo el proyecto están disponibles para que otros los pueden utilizar en el futuro sin pedir permiso?
2. El MINED en alguna manera ha incorporado los materiales/metodología del Centro Andino en sus programas? Como?
3. Hay algunos cambios que piensan hacer en la implementación del programa en el futuro?

TEMAS A TOCAR EN ENTREVISTAS CON

Personal Tecnico del Centro Andino

PREGUNTAS DE LOS TERMINOS DE REFERENCIA PARA LA EVALUACION

AprenDes & Centro Andino

1. Looking at children's learning and teachers' performance in Centro Andino, what were the most successful aspects? What were the least successful?
2. What key factors have contributed to those results? Examples of these factors include: teacher training, in-classroom coaching, active student participation, teamwork, autonomy in the classroom, parent and community participation, education policy, learning materials, etc.
3. Were the methods used to assess student achievement and teacher performance effective?
4. Was CETT cost effective**?**
5. What was the experience of the programs in terms of sustainability and replication at regional and local levels? What factors are contributing most to replication?
6. What factors, both administrative and technical, limited coordination and synergy between AprenDes and CETT?
7. What was the degree of coordination and synergy between AprenDes and CETT in Ucayali?

Centro Andino

1. What components of the Centro Andino methodology were most effective in improving literacy instruction?
2. Can the Centro Andino model be sustained? To what extent has it reached its objective of financial, social and institutional sustainability?
3. To what extent can Centro Andino be applied at the national, regional, local level?
4. How was the institutional relationship with the MED?
5. To what extent did Centro Andino support MED-specific initiatives?

PREGUNTAS ADICIONALES DEL EQUIPO DE EVALUACION

Fasciculos para maestros

1. Cual fue el rol de su equipo en la elaboración de los fascículos?
2. Cual ha sido el proceso de introducir los fascículos a los maestros?
3. Cuales han sido sus observaciones acerca del nivel de uso de los maestros de los fascículos?
4. Cuales son sus fortalezas?

5. Hay alguna manera en que pueden mejorar?
6. Piensan seguir usándolos en el futuro?

Cuadernos de trabajo para los alumnos

1. Cuales son los cuadernos de trabajo que usan para los alumnos:
2. Cual fue el rol de su equipo en la elaboración de esto cuadernos?
3. Cual es la diferencia entre los cuadernos para uso en medios urbanos y en medios rurales?
4. Como fue el proceso de su validación?
5. Como fue el proceso de sus validación?
6. Cual ha sido el proceso de introducir los cuadernos a los maestros?
7. Cuales han sido sus observaciones acerca del nivel de uso de los maestros de los cuadernos?
8. Cuales son sus fortalezas?
9. Hay alguna manera en que pueden mejorar?
10. Piensan seguir usándolos en el futuro?

Capacitación de los maestros

1. Cuales en su opinión son las fortalezas de la capacitación?
2. Hay algunas maneras en que se puede mejorar?
3. Piensan seguir en la misma manera con la capacitación en el futuro?

Capacitación de maestros a distancia

1. Cuales en su opinión son las fortalezas del programa de capacitación a distancia?
2. Hay algunas maneras en que se puede mejorar?
3. Piensan seguir en la misma manera con esta capacitación en el futuro?

Relación con AprenDes

1. Ha visitado algunas escuelas de AprenDes? Cuales?
2. Cual ha sido su impresión?
3. Ha revisado los guias de los alumnos? Cuales?
4. Cual ha sido su impresión?
5. Conoce los módulos de capacitación para maestros que utiliza AprenDes?
6. Que opina de estos módulos?
7. Ha participado en alguna capacitación de AprenDes?
8. Que opina de esta capacitación?
9. Conoce las evaluaciones de AprenDes realizado por GRADE?
10. Que opina de ellos?
11. Conoce la sistematización que ha hecho AprenDes de su experiencia en San Martin?
12. Que opina de esta sistematización?

Otros

1. El MINED en alguna manera ha incorporado los materiales/metodología del Centro Andino en sus programas? Como?
2. Hay algunos cambios que piensan hacer en la implementación del programa en el futuro?