Final evaluation of CODE
"Improving the learning conditions of Children from Chota Province"
CAJAMARCA REGION – PERU
471036 NORAD
State of report: Final version January 2004
Client of evaluation: Stromme Foundation
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Acronyms

ZOPP	Ziel Orientierte Projekt Planung
CODE	Cooperacion y Desarrollo
Rondas Campesinos	Self Defence Committees
AI	Appreciative Inquiry
IOM	the Integrated Organisational Model
KRIK	Kristen Idrettskontakt
SF	Stromme Foundation
NORAD	Norwegian Agency for technical Assistance, back donor of SF
OD	Operasjon Dagsverk

1.0 Executive summary

The project "Improving the learning conditions of children from Chota province" was started in 1996 after a process involving education and municipality authorities, representatives for communities, parents and teachers and with Cooperación y Desarrollo as implementing agency. The final evaluation took place in July 2003, 6 months after the project ended in December 2002. Then, the initial project period had been extended with 2 years. On request from CODE, a 3-day OD seminar was organised for CODE staff, partners and participants in connection with the evaluation fieldwork. The focus was on monitoring and evaluation and on tools and processes that can be used for self-monitoring and to set the direction for future project work. Some of the content of the seminar is referred to in the report. The programme of the seminar is added in annex 4.

During the project period, the project has achieved its objective to improve the school facilities for 10,756 children in Chota, Hualgayoc and Santa Cruz Provinces in Cajamarca Department. Schools have been improved in more than 50 villages by the contribution from the communities in the form of labour, local material etc. An important part of the project has been to help people to self-development, primarily through improvement of children's school facilities, but also through awareness building, health campaigns and training for community members and teachers. The collaboration with the education authorities has been good, and the Sub Region of Education in Chota are monitoring the project activities and exchange baseline information from the project area with CODE.

The Ministry of Education in Peru has developed new guidelines for education. Their policy supports the CODE priorities, like quality education, rural education, adapted school terms and calendars to suit the communities` calendar. The education authorities realise the importance of skill training for youths in order to participate in productive life either as employees or through start up of small businesses and they have approved CODE`s application to start decentralised vocational training in a range of skills.

A new contract has been signed for a new project between Stromme Foundation and CODE and between the education authorities and CODE. The information and advise from the final evaluation will be used to enrich the implementation of the new project that has already been designed. The target group will be the same in the new project - the mountain people in the Chota Province, but new communities and schools have been selected for the new project[1]. The evaluation has therefore focussed on specific areas of concern that should be considered as important success criteria for the new project.

Eradication of poverty is the ultimate goal of the intervention, and education alone is not sufficient to improve the life in the communities. The new project should consider how to help the participants to improved income. Agriculture is the main economic activity in the area, and training in better farming methods and more sustainable ways of farming are in demand by the community members. Access to training in other skills, like nutrition, carpentry, metal works, computers, for both youths and adults would further benefit the population in the project area in their fight against poverty. Literacy for adults might be offered in combination with skill training. When technical skills and literacy is delivered as a package it might motivate more people to attend. The CODE magazine can serve as reading material in the villages and spread new ideas, inspire and motivate the participants to self-

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[1] See Annex 5; Outreach Old and New Project

development. The mobilisation of the people to make them be the driving force in their self-development process will secure sustainable activities and long lasting development results.

The Ecological Kindergarten, being the single biggest investments in the old project, needs to be developed further to achieve its purpose. Presently it does not adequately demonstrate ecological values, and would need a committed team in Santa Cruz to spearhead this development. CODE should look into how they can participate in the hiring process of teachers to secure that candidates share the values behind the Ecological Kindergarten. Advocacy work and training of teachers to secure "Quality of Education" could take a more central role in the new project for all schools and communities involved.

2.0 Introduction

Cooperación y Desarrollo, a Peruvian NGO working in the Cajamarca Region had been supporting Primary and Secondary Farming Schools in Hualgayoc and Bambamarca during a 3-year project from 1993 - 1995. This Project was carried out with the collaboration and support of Stromme Foundation and through agreements signed with the Ministry of Education Sub Region of Chota. The intervention area covered Chota, Santa Cruz and Hualgayoc – in Bambamarca Province.

In October 1995 a project proposal was presented to Stromme Foundation to support a new educational project, which was the answer to a request presented to CODE by the education authorities of Chota. The project was presented in Chota's Theatre with the presence of 800 people, who also participated in a fruitful dialogue after the official presentation.

A planning workshop was carried out in early 1996 to focus on the objectives of the project – using the ZOPP method. There were 30 participants, among them were school directors, education specialists from the Sub Region, municipality's authorities, province's authorities, presidents of "Rondas Campesinos", representatives of mothers' clubs, professional schools, teachers, Sub Regional Administration, universities' teachers and institutes' teachers, etc.

The project's objectives are:

1. **Main objective**: To improve teaching and learning conditions of children from Chota Province and raise awareness among parents and community about the importance of education for their children.
2. **Sub goals**:
    a. To support and improve the attention given to handicapped children and youths from Chota, Santa Cruz, and Hualgayoc – Bambamarca.
    b. To promote kindergarten education in the rural area and build an ecological kindergarten with the purpose to make the children learn to respect the environment and raise awareness among the community in general for environmental issues.
    c. To support 8500 children who study in schools located in the rural area (Chota – Cajamarca) during a period of 5 years.

In its first stage, the project was planned for 5 years (1996 – 2000). In its second stage, the term was extended to 2 years more (2001 – 2002). During the 7 years of work within education, the education sector has been in charge of the monitoring and evaluation in the project area. There were also cooperation agreements with other institutions like Province and

District Municipalities, as well as different education communities of the rural area. The main project areas were located to the poorest communities.

The main components of the project are:

1. Construction and improvement of the education infrastructure (classrooms) with parents' active cooperation.
2. Deliver of didactic material, furniture, blackboards, bookshelves, books and first aid equipment. Further, has CODE organised health campaigns, haircutting campaigns, campaigns to eliminate bacteria / parasites from children and the population at large.
3. Pedagogic and technical training for teachers, so they can be able to offer adequate attention to the children.
4. Training for parents, mothers, community promoters about participative techniques, which focus the self-development.
5. Promotion of the adjustment and innovation of educational programs that are part of CODE's outreach policy with the participation of the public educational sector.

The resources for the project provided through CODE have amounted to 80% of the total budget, the community has contributed with 14%; and the public institutions (Education and Municipalities) have contributed with 6% of the totals budget over the 7 years.

Stromme Foundation Regional Office has visited the project at least twice a year. An intermediate evaluation was carried out in October 2000. However, the final report was not submitted and has therefore not been available for the evaluation team.

2.1 Background for the evaluation

The final evaluation takes place as part of an upfront agreement between Stromme Foundation and CODE. Available information from the midterm evaluation was handed over to the evaluation team as the work started. Since the conclusions from the midterm evaluation is not available, the final evaluation process is even more important to assess the various aspects of the implemented project. In February 2003 Stromme Foundation signed an agreement with CODE for a new contract period, and the conclusions and recommendations for the project ending in 2002, will hopefully guide the implementation of the new programme. As the evaluation process has been combined with a seminar for CODE staff, teachers, community members and partners, this process aims at organisational learning and development that can add value to CODE as an institution and to the future interventions. The OD seminar was set up as a response to CODE`s request for a follow up of a seminar on organisational development held 4 years ago. The OD seminar covered issues like continuous monitoring and evaluation, how to involve participants in self-monitoring and issues of quality in education. A number of tools were demonstrated that could be used internally by CODE as an organisation, in the schools and in the work with communities, like Appreciative Inquiry (AI), the Sociogram and the Integrated Organisational Model (IOM) (see annex 4).

2.2 Evaluation methodology

The evaluation was carried out in a participatory manner, involving a range of stakeholders in interviews and focus groups. In an introductory meeting, the evaluation team identified the groups and individuals that would be met and interviewed and sat up a visit plan for the field

visits (see annex 2). The interviewees included school children, families/parents, teachers, and representatives for education authorities and for the communities. In addition to this, the team had several meetings with CODE staff members, getting access to project specific information, financial and statistical information, etc. An issue was also to involve the CODE staff in the evaluation process, for participation and learning purposes. After the fieldwork, the CODE staff members and partners were invited to take part in a 3-day seminar where among other issues, project monitoring and evaluation were raised. The seminar had to take place after the fieldwork due to logistic issues. To secure involvement of the CODE staff at an early stage, a meeting with the Chota team of CODE staff were held during the fieldwork period, to brief them on the purpose of the evaluation, the information to be collected and the process of the evaluation. Since CODE is working with 3 particular target groups; nursery schools, primary schools and schools for handicapped children, it was decided to visit all the three categories of schools. The team visited the "Ecological Kindergarten" in Santa Cruz, the Tauripampa Primary School in the community of Tauripampa and the Special Education Centre in Chota.

One of the limitations of the evaluation is the short time (3 days) that were set aside for the fieldwork. The size of the project in terms of intervention areas (50 villages), the duration of the project of 7 years, the fact that no midterm evaluation report has been submitted should defend more time for looking more in detail into the various aspects of the project. The fact that the project is one of the bigger in monetary terms in the Stromme Foundation portfolio (USD 717.838), and that a new agreement has been signed between CODE and Stromme Foundation for a new project, should further justify more time allocated to the evaluation process in order to give some well considered advice to the new project.

Another limitation is that much of the material were made available to the team when leaving Chota, and it was therefore difficult for the team to discuss the content or together interpret some of the information received.

Beneficial to the process would also have been if CODE had taken a more active role in the writing of the ToR. To make the evaluation process fully participatory, an upfront workshop with all stakeholders represented could be organised, and the participants, CODE staff and leadership, education authorities, Stromme Foundation etc. could suggest and agree on what should be evaluated, what is seen as impact etc. This might be an idea for future evaluations of the new project.

It is certainly a strength in this project that it has been ongoing evaluated by the education authorities. Their findings and conclusions have contributed valuable information to the report.

2.3 The evaluation team
Ec. Susana Tapia, Regional Director Stromme Foundation, Latin America
Ing. Miguel Carranza, Executive Director CODE
Juan Antonio Aguilar, consultant and education specialist
Åsa Sildnes, Development consultant, Context Consult, Norway

The regional director provided translation and material for the team and organised the logistics of the fieldwork in collaboration with CODE. The director of CODE was appointed team member from CODE and contributed with experiences and insight to the evaluation process. The Stromme regional office contracted the two consultants. Åsa Sildnes were appointed team leader and in charge of compiling and editing of the report.

2.4 Structure of report

The structure of the report follows the outline for report format suggested by the Royal Ministry of Foreign Affairs, Norway. As the evaluation process has a scope for motivation and learning, the team has made several changes in the format to reflect this. As the evaluation process was matched with an organisational seminar, the programme for the seminar is added as an annex (annex 4).

3.0 Project background and relevance

3.1 Background and reason for start up of the programme

An initial analysis of the mountain villages in the Chota district of Cajamarca province showed that the children had a very inadequate schooling situation. The parents who are mostly poor farmers were not motivated to send their children to school. Teachers lacked sufficient education, motivation and updating to provide good education for the children. Funds for didactic material were not available, and the school were poorly equipped. The community had little interest in and understanding of the value of education. Handicapped children were mostly "hidden" and there was no programme to help this group of children and youngsters.

The project was planned to improve education for youth and children and to build awareness of the importance of education. School maintenance, school construction and provision of equipment like furniture and didactic material were part of the project. Likewise to bring in greater health awareness and expose the population to various health campaigns and to initiate support activities for handicapped children and their parents.

3.2 The communities reached through the project

The project aimed at reaching 50 communities in the Chota district. Most of these communities are situated in the rural areas with a population composing of small-scale farmers-producers. The literacy level is low, only 40 % [2]. The low education level often leads to resignation, lack of good hygiene and inferiority complexes. The result is poorer job chances than other Peruvians and lack of quality of life. Migration takes place in the villages because of lack of work. For four months of the year many of the men travel to the coast to work in the rice or sugar industry. Some also travel to the jungle to participate in the harvest of coffee. Women and children stay at home. There is need for more income possibilities in the villages. Some of the communities have been receiving assistance, but mostly in the form of handouts and without nurturing an attitude of own contribution and necessity to change in order to achieve self-development. The villagers have rarely been organising themselves to improve the school situation or other infrastructure projects, like drinking water, electricity and roads, and they often feel abandoned by authorities. The Ministry of Education has plans covering the whole of the country, including distant villages, but implementing the plans is another issue. 50% of the Peruvian population is under 20 years old, and the education authorities can far from cope with the needs for education with their relatively small resources. The centrally located communities and those who are able to organise themselves and let their voices be heard, are those who are likely to get access to the scarce educational resources. Before the project started a registration of physical and mentally handicapped children took place. In the actual villages the amount of these children came to 400.

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[2] CODE application from 1996

3.3 Rationale and context of the project and its inception
The project covering the 50 villages had a target of reaching about 10000 school children with improved education facilities. School buildings were poor, with leaking roofs and too many children in each classroom. Sometimes school buildings were lacking. Many children had neither schoolbooks nor notebooks, and they were victims of corporally punishment both at school and at home, some had poor nutrition- and health status. The parents were mostly illiterate, felt abandoned by the authorities and were not able to help their children. The handicapped children were victims of neglect from parents and authorities, with no access to schooling or other type of training. The lack of empowerment of people and lack of self-esteem was an issue that also had to be addressed in the project to improve the total life situation of the village communities.

3.4 Relevance of project in relation to partner country priorities (education policies)
Peru has a young population. The resources needed for giving this young population adequate schooling are not available and only parts of the plans that education authorities make can be carried out. However, in a new Educational Policy Main Guideline [3] the ministry demonstrates awareness of the challenges in Peruvian Education and give priorities to what they will use their resources for. The document shows concern how to use education to promote democracy, development of the individual and empowerment, and states that in order to obtain this, the public school system has to renew itself and do away with standardization, subordination and repetition. They emphasize equal opportunity to develop diverse capacities and competencies, and a school climate that guarantees democracy, participation and cooperation. This is only possible in a social and political alliance that shares the view of a new national project to improve the education sector.
The graph below shows the school enrolment by various age groups in Peru. 82,8% of the students is in public schools.
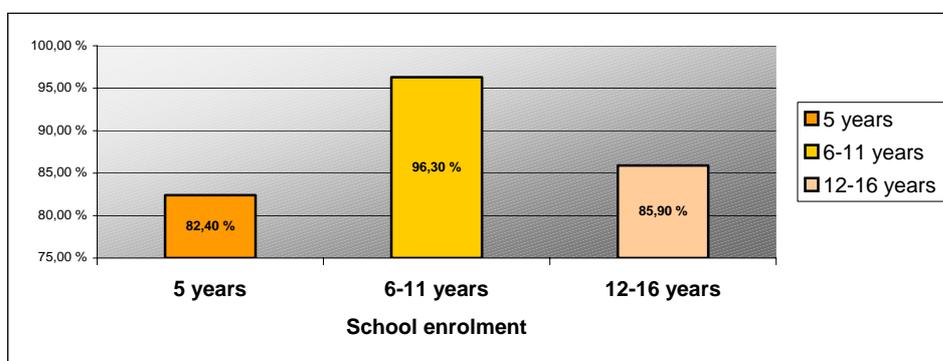
The % of children between 6-18 years in school put Peru in a 15th place world ranking for school enrolment for this age group, but the ranking does not say anything about quality of schools or education.

	Urban	Rural	Expected time
Real learning hours	450-900	250-600	1050 hours
Accumulated schooling	8.7 years	4.4 years	12 years

Number of teaching hours per year for rural and urban students in Peru

The table above shows that the rural schools are worse off in terms of actual time for teaching. In addition, the rural teachers have the biggest professional deficiencies. The

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[3] Educational Policy Main Guideline, Ministry of Education, Lima 2002

Peruvian education results are generally low, and according to the presentation from the Ministry of Education Peruvian education results have the last position in mathematics and the second last in languages. Average state investment per student was USD 200 in 2000, putting Peru on the 118th place of 144 ranked countries. To compare, Mexico uses USD 1015 and Argentina USD 1158 per student, in 2000. The teaching career traditionally has no difference between levels of responsibility, performance or other merits in relation to salaries, promotion and opportunities of professional development. It has not been established precise standards of quality and performance. These are the challenges that the Peruvian education authorities now are looking into, and these challenges are expressed in the guidelines for education policies, see annex 6.

The content of the Educational Policy Main Guidelines is compatible with CODEs policies in their education interventions, and could be seen as a great encouragement to CODE who has been working for 10 years along the policies that has recently become government guidelines. CODE`s work within education is appreciated and the government show this through their support of CODE`s work. In addition to the government guidelines, CODE also put emphasis on reaching the handicapped children with their interventions. Furthermore, CODE is concerned about how to involve the parents and communities in improving the school situation and education quality for their children, through contribution to school construction, motivation of parents to send their children to school and through active participation in discussions to empower the individuals and communities.

3.5 Relevance in relation to donor priorities

Education is one of two main interventions that Stromme Foundation supports. The mountain villages in Peru were CODE is operating has a low level of literacy, high level of poverty and lack of a number of public services for its population. This defines the CODE project in the core of Stromme Foundation priority. Active involvement of community members for empowerment and self-help are other elements in accordance with Stromme Foundation funding requirements. Adult literacy that CODE has been involved in for the past two years is a priority area in SFs development strategy. Lastly, the focus on vocational training to make youngsters able to develop competencies for the productive sector/self employment is further in line with Stromme Foundations priorities.

4.0 Efficiency

4.1 Participants in the project

The participants in the project were in 1996 defined to be 8531 school children found in the project area in the age group from 5 – 12 years old. Their parents were also defined as target group. An upfront survey showed that the 50 villages in the project area had 400 handicapped children, either mentally or physically, and these were defined as a target group with need for special attention. The same target groups have been in focus throughout the project period. The two last years some more children have been added.

4.2 Project progress compared to plans

The project has through the project period attended to the number of children in the original plan, through improving the school facilities (classrooms), training of teachers (in subjects that sometimes were related to the teachers' requirements but not related to the quality of education) and providing equipment and didactic material to the children. The yearly reports throughout the project period narrates how new schools in the project area has been reached through construction of new classrooms and through maintenance and repair of old buildings. The schools have received desks and chairs, blackboards, some books and didactic material.

The Ministry of Education has continuously monitored the progress of the project, and from the last year in the project, 2002, these are some of the activities that has been going on[4]:

- 14 schools assisted, 11 of those with infrastructure interventions
- All 14 schools have received furniture and school equipment
- 1181 children at the 14 schools have received pens, pencils and notebooks
- 14 health campaigns have been conducted assisting the children and community members
- The radio programme "Common Good" has been broadcasted once a week, raising issues relevant to the project work
- Handicapped children were participating in the KRIK camp together with parents, students and teachers
- 5 days teacher training with focus on peace and development held for 210 teachers

In the CODE summary of achievements[4] over the total project period the conclusion is that the total number of students/pupils reached are 10756. The support has been in form of better school buildings, school furniture and didactic material. 300 teachers have been trained in technical courses like nutrition, textile, carpentry, electricity and computer training. 4070 teachers and students have been trained in various education subjects. Especially on the teacher training, the interviews during the fieldwork indicates that the project has not fully been able to utilise and benefit from the skills acquired and resources used. Mobilisation of community and self-development issues are not mentioned specifically in the summary of achievements, and seem to be less emphasised in the implementation of the project than in the initial project plans.

- From 1996 CODE has built 59 classrooms, dining rooms, kitchens, workshops and toilets. It has repaired and improved 110 facilities, especially classrooms.
- All children, who attended the schools that were part of the agreements, received school packages (notebooks, pens and pencils).
- Haircut campaigns were organized in all the schools
- All children benefited through dental campaigns carried out in their schools. They received special treatment when it was needed.
- The medical personnel who participated in the medical campaigns applied specific treatments to eliminate bacteria and spreading of diseases.

From year 2001, literacy became part of the project through the "New Approach of Literacy" organized by the government. It was implemented in the following districts, according to CODE`s summary of achievements[5]:

- In Tacabamba, there were 51 promoters and 51 learning groups (GADs) and a total number of 1020 illiterate people assisted.
- In Conchan, there were 14 promoters and 14 learning groups. 280 illiterate people were involved and assisted through this program.
- In Chiguirip, there were 9 promoters and 9 learning groups. The total number of illiterate people assisted was 180.
- In summary through this program it was possible to assist 1700 illiterate people from the rural area. 80% of the total group was women.

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[4] Report No 010 – 2003 ME-DRE-CAJ about the work done in 2002, Evaluation, Ministry of Education

[5] Cooperacion y Desarrollo, Summary of achievements

Literacy was not a component of the project planned for, but was integrated with the project when the government started their campaign. The list of achievement does not indicate how many that actually learnt to read and write, only the number that participated in the literacy programme.

FROM 1996 TO 2002	SUMMARY
Primary schools	48
Kindergarten	32
Non Schooling Centre PRONOEI	05
Non Schooling Centre PRITE (For handicapped children)	01
Centres for handicapped children	03
Secondary school for adult people	01
Secondary school for children	03
Vocational training courses	01
TOTAL	94

Summary of CODE interventions in the period from 1996-2002

Utilisation of resources compared to budgets and plans

Year	Budget (USD)	Total costs (USD)
1996	95.144	120.744
1997	89.586	149.918
1998	105.627	128.882
1999	100.000	129.629
2000	101.376	122.690
2001	110.000	139.975
2002	80.000	105.000
Total	**681.733**	**896.838**

As the above table illustrates, the upfront planned for budget has been extended with more than USD 200.000 over the 7 years project period. The available extra resources are partly due to extra donor funds, partly to contribution from community and public authorities. The activities and interventions has taken place in 51 different locations, and in many instances, CODE has assisted both nursery schools and primary schools in the same village. There have been some assistance to secondary schools and special attention to schools for handicapped children.

The extra funds compared to budget is mainly utilised to do "more of the same" as each school has got more assistance, rather than extending the project area. The drinking water schemes that initially was planned, as part of the project has not been implemented by the project. The new thing that is added for the last 2 years is the literacy work with communities. The literacy classes were organised by CODE through the national literacy programme. Due to lack of funds the national programme has been stopped. However, as it is a very good programme and since CODE now have experience with organising this, CODE should look into how they can continue to provide literacy training to community members, especially women, in the new project.

Literacy work would link integrally and nicely into the community work that CODE do, promoting self-development and empowerment of the individual.

4.4 Achievements of result by the time of evaluation
The construction and rehabilitation works have been according to plans. The initial project period was extended with 2 more years. 42 primary schools and 32 nursery schools have been upgraded with new classrooms or have been repaired. Further, 4 secondary schools, 1 vocational training centre and 4 centres for handicapped children have received support from the project. Teachers have been trained in technical subjects and in general education issues according to plans. The total number of children who have got better education amounts to 10.756. The target for the first 5-year phase of the project was 8531 children.
The collaboration with education authorities and local governments has been good. In some instances local governments have given land for new schools and they have also provided some building materials. The Ministry of Education has through the Sub Region in Chota designated a full time education specialist to accompany the project and to monitor and evaluate the project activities on an ongoing basis. In 1999 and 2000 they also paid for a full time teacher to work on the construction of the Ecological Kindergarten in Santa Cruz. The Ministry of education pays all the salaries for teachers and administrative staff engaged in the project area.

5.0 Effectiveness – reaching of goals

The main objective of the project is to improve the children's learning conditions through improvements of schools and through greater consciousness towards education from teachers, parents and village communities. There has been focus on teachers` training to improve quality of education. General education issues have been raised in a number of seminars and workshop, sometimes in collaboration with education authorities in the Chota district. 300 teachers have been trained in various practical/technical skills and the evaluation team managed to meet with some of those who had participated in those training courses. The feedback was that they were satisfied with the training, but only some of them had got training that were relevant to their present workplace. Only few schools offers any kind of practical/technical training for their students and the teachers training capacity in these subjects is therefore not being exploited. The purpose of using considerable resources for technical training is not clearly expressed in the documentation from CODE. As such resources become outdated when not utilised, a plan for how to use the teaching capacity in practical skills should be part of the new programme design.

The courses carried out by CODE from 1997 were:

1. Nutrition, knitting and textile, carpentry and electricity, with a total participation of 300 persons. The training was carried out at Instituto Superior Pedagógico Solidaridad Campoy in Lima.
2. Pedagogical Workshop with 1,530 participants
   - Educational Management, 330 participants
   - Education and development, 300 participants
   - Challenges in the Third Millennium, 500 participants
   - The teacher and her/his role for peace and development, Bambamarca, 200 participants.
3. Electricity and textile, 120, participants
4. Food and nutrition, electricity and textile, 150 participants.

5. Kindergarten, special and primary education, 500 participants
6. Educational Vision for the new Millennium, 150 participants
7. Educational Management, 150 participants
8. Help for self-help, 100 participants
9. School journalism, 900 participants
   - School journalism, in Cutervo, 500 participants
   - School journalism and youth leadership in Santa Cruz, 400 participants
10. Educational program, 170 participants
    - Annual educational curricula and methodological strategies related to integral communication and logic-mathematics, 80 participants
    - Educational curricula and classroom implementation, 90 participants.
11. Educational National Consultation, 300 participants

The subjects trained through CODE's facilitation are important, but equally important is to involve the community in active participation, to achieve tangible results in the community. This concern has come out through the comments given by the interviewees. For the new project, it is necessary to rewrite the objective of the training in order to include those components that facilitate people's management, sustainability and empowerment.

The training for teachers, parents and educational and regional authorities should be linked to the objective of the new project. The training should take into account the context and demand of each community and aim at integrating the traditional knowledge in order to improve the participants' quality of life.

In the workshop held in connection to the evaluation fieldwork for CODE staff, teachers and community members, the issue of quality of education was raised. The question posed was: What, in your opinion, are the main ingredients of quality of education? The question was asked and responded to in groups. The following answers were given:
- Establishment of adequate education policies
- Permanent training programs (for teachers?)
- Skills development
- Value based education
- Improvement of the economy
- Good preparation
- Vocational promotion – motivation of youths
- Educational material according to needs
- Equity in education
- Practical and theoretical education
- Optimal services to form individuals
- Change in attitudes
- Parents commitment in order to support their children's` education

CODE has from the beginning been working with parents and communities to promote interest for children's education. This work requires a lot of meetings, discussions and the slow process of building trust and motivation. To motivate people for self-development has not been easy and sometimes the parents have not been supportive to CODEs work. Some of the "development work" in the area has previously, according to CODE, been in the form of handouts and the changing of attitudes from receiving to own contribution is though. The changing of attitudes have been the biggest challenge for the education project so far,

nevertheless the awareness work and the motivation for self development might be the most important ingredient of the project in a long term development perspective. Advocacy for education and organisation of community support should be an important ingredient of the new project coming up.

Throughout the whole project period there has been a good cooperation with the education authorities through agreements with the Sub Region of Education in Chota. The fact that they are responsible for monitoring and evaluation of the CODE project activities indicates close contact, interest and good insights in the CODE education project. This type of collaboration should be extended to the new project.

To get an impression of how CODE works with its primary target groups; nursery school children, primary school children and handicapped children, one institution of each kind was visited during the evaluation fieldwork.

5.1 The Primary School of Tauripampa

Tauripampa is a small farming village situated 40 minutes with a car from Chota in Lajas Community. From there you have to walk for an hour to get to Tauripampa, but the road under construction has reduced the walking distance to almost the half. Most people depend on subsistence farming with maize, beans and potatoes as the most common crops. Tauripampa is situated in high rainfall area and soil conservation and anti erosion measures need to be taken. The school was started in 1993. Presently there are 90 children in primary school and 25 in nursery school. In 1997 the community signed an agreement with CODE defining what each party was supposed to do. The community provided labour and local material in an organised manner. 6 classrooms were built. CODE supported with furniture, didactic material and provided health campaigns for the community. A kitchen was built at the school and capacity building for teachers and parents were organised. The parents were trained in self-development and domestic garden.

The community has no access to electricity due to lack of management, organization and political influence. Traditionally, the communities are waiting for what is offered to them and accept "the package" with few or no question marks. Often they do not push to influence the project activities. It is necessary to train communities in subjects like management and project planning in order for them to fully take a leading role in their own development.

The interviewees said that now they work as a team. Despite this, there are many signs that participatory development is poorly understood. In many instances it is a matter of receiving what others have defined that you need. Provision of infrastructure is the most tangible result of the project. CODE has delivered didactic material (puzzles, educational games, magazines and pamphlets). How these items are being used, is not clear to the evaluation team, neither if the communities would put priority on such provisions if asked. CODE's last visit was in November (evaluation field work was in July). This fact demonstrates the lack of supervising, monitoring and follow up. Teachers have only received training provided by the Ministry of Education about themes related to "new educational approaches". The teachers complain that they do not have professional titles due to lack of economic resources.

The field observations indicates that it is very necessary to train the communities in the use and preservation of the soil and the improvement of the existing fields, so that community members could sustain and improve their farming activities. The school could play an active role in this work, with teachers that encourage and support the work and promote sustainable

agriculture to the children and their parents. This way, the school will be integrated in the community development and more people are likely to see the benefits of sending children to school.

It is advisable to review the different activities that CODE facilitates in the project area. The new project should focus on activities that promote self-development, empowerment and the dignity of the target population. In addition to education and health, this includes processes that increase peoples self esteem and activities to enhance sustainable economic growth.

"This school was totally forgotten by the government. CODE has given us tremendous support and this community has been waked up through education. CODE encourages us to take contact with other authorities, and we have learnt that if we unite and agree on what to do, it is much easier to get our requests through. Now, we have the road building going on, and it is possible to drive almost half the way up to Tauripampa. We are now negotiating with the authorities to get drinking water."

Community member

"Thanks to the community and to CODE we have achieved a lot at this school. As teachers, we are committed to update ourselves. In March we received some training from the Ministry. Two of us were previously trained through CODE in Campoy, one colleague in electricity and myself in nutrition. The training in electricity is not easy to apply here, as there is no electricity in this area. I have worked with mothers to teach nutritional value of food. We have valuable fruits growing here, but the community does not know and we have to open their eyes. The community's nutritional status is slowly improving. Hygiene is also improved and the children take a more active role in the education. People have got interested in self development and women that previously often were excluded from decision making are now participating in the committees."

Teacher

"Education means development in the family and in the society at large. Education is fundamental to achieve something in life and it helps us to defend our rights. The school project in collaboration with CODE has been the first guide to do something to improve our living standard. Now we want to expand. We are working with another organisation to maintain the fertility of the soils that we all depend on and to plant trees. Water supply is now our biggest need, as we have to walk for 1 hour to get drinking water. We also need to finish the road – and as other people we would like to have electricity. Through the CODE school project we learnt how to work to improve our community and now we want to continue to do that."

Fathers

5.2 Centro Educativo Especial in Chota
The centre has 32 students at different ages and with different types of handicaps. There are 6 teachers. Most of the children start when they are 6 years old, and if they can be integrated in local primary schools they leave after some time. Others continue to stay at the centre. There are some handicapped adults that come to the centre every day. Some of the children are referred to the centre by local schools or health services; others are brought by the parents.

The centre claims to follow up the children who graduate from the centre. In the beginning this was not done. Some children are being integrated in a workplace. Of the present students

at the centre, 9 are considered to be permanent students, 2 comes on and off, and 21 are considered to be able to reintegrate either at local schools or workplaces.

Traditionally, many handicapped children are kept at home having no opportunity to develop or improve their skills, and sometimes they are neglected by family because of their handicap. The centre therefore organises "school for parents" once a month to raise issues of concern to handicapped children.

CODE started to work with the centre many years ago and have assisted with building materials and labour. It was difficult to mobilise parents for contributions, as some live far away and education for this type of children were not given priority by parents. The centre was built to service 100 children, but it has been hard to motivate the parents to send their children to school. CODE had to pay for the construction work and they provided furniture and didactic material. Training of teachers for children with special needs have been financially supported, and in 1998 some teachers participated in this type of training. Technical training for the teachers like sowing, carpentry etc. has been provided.

The centre was planned to have a range of different workshops were students could be trained in practical skills. Baking, shoe making, sowing/textiles and carpentry were activities planned for. CODE did some of the construction work and provided most of the equipment. The textile workshop is still being used on and off, but the carpentry workshop was closed when the teacher with carpentry skills left. The other activities, like shoe making and baking was not put into practice. The bakery is now rented to a local entrepreneur who bakes bread from there, but no students are participating in this activity. Most of the equipment for practical training bought to benefit the handicapped children is being idle. One of the buildings has a bath tube that was planned for handicapped children who would benefit from water activities. However, as no warm water is available, the bath cannot be used. One big classroom cannot be used because the roof construction is weak and might collapse.

Seemingly, there has been lack of well thought through planning of the different activities at the centre, resulting in some investments, that does not benefit the target group. The different type of skill training that the centre wanted to set up need better planning in order to secure more efficient use of resources. CODE, before accepting funding of activities should do an analysis of the situation and contribute to projects that have a good chance to be carried out. The centre failing to give the students adequate skill training might affect their chance to be integrated, especially in the workplaces.

Most of the teacher training in technical skills seems to have taken place in the early phase of the project. If lack of skills were the main reason for i.e. shutting down the carpentry workshop at the Centre for Special Education in Chota, it would be possible to train new staff in this skill to compensate for the person that left.

The training of teachers to care for special children took place long time back, and refresher courses might be appreciated and needed. Popular and remembered are also the provision from CODE of school equipment, sweets for Christmas and for the yearly 16th October party. In 2001 the children attended the KRIK camp alongside with other handicapped children and this was very popular.

Historically, education for handicapped people in Chota has not received the necessary attention, there is a lack of professionals in this field, and there is lack of educational update

opportunities for the existing teachers. In addition parents do not register their children and there is lack of interest on behalf of the education authorities to satisfy the educational needs for handicapped children. It is estimated that in the 50 communities reached by the project, almost 5 % of the children need special education.

Although it is clear that CODE's contribution satisfies part of the shortcomings and tries to be a palliative for the situation of the handicapped children, it does not promote sustainable work that enable people to overcome their situation and satisfy their basic needs. It is surprising that CODE's personnel does not visit the centre for handicapped children regularly, despite it is close to CODE's office in Chota.

The maintenance of the facilities shows that when the centre does not receive outside support the teachers, staff and parents do not do anything to keep the centre well. Staff skills are lacking. Key personnel necessary to keep the activities in the centre going, needs to be replaced. Collaboration with other institutions in this field and staff/teacher training should be given priority.

CODE provides didactic material to the centre. Provision of other material is the responsibility of the educational authorities and whose facilities are located just beside the Centre for Handicapped Children. There is lack of supervision from the educational authorities despite their close location and their priorities seem to be focussed on mainstream education. Educational authorities often seem to offer and promise, while concrete results more rarely are seen. However, the Ministry of Education has workshops to promote occupational activities to participants can learn an occupation that allow them to contribute with their families economically.

There are few students in this centre, considering that an estimated 5% of the children are handicapped. The centre assists only between 30 and 40 children. The planned for number is 100 children and many more should therefore have benefited from the services of the centre. The information given by some teachers show that there is lack of awareness in the community concerning what the centre can do for handicapped children. The hiring of a psychologist, who works with the individual child, has lead to more parents approaching the centre with their children and this has increased the number of students.

In the beginning of the project the workshops were planned to contribute to the self-sustainability of the centre, but until now the reality is different and the centre requires funds from outside to develop all its activities.

5.3 The Ecological Kindergarten in Santa Cruz
In the beginning, the project to build a Kindergarten with ecological criteria was supposed to be implemented in Chota, but due to the authorities' negligence, who was not able to give the plot, the preschool was built in Santa Cruz Province (60 km away from Chota). In Santa Cruz, the mayor at that time was very supportive to education initiatives and the community offered a plot for the nursery school. Initially, there was an idea of using the Ecological Kindergarten to promote tourism and make it into a centre that could spread knowledge about environmental issues and ecological living. When this mayor left, there were none to lobby and advocate for the centre, and this situation has got worse. This year when the budget process took place, there were no representatives present to make sure the Ecological

Kindergarten was included in the local governments budget, and this will affect the financial situation for the Ecological Kindergarten next year.

As usual in the CODEs project work, a 3-day ZOPP workshop was held in November 1998 to plan the work. Stromme Foundations Regional Representative at that time was the facilitator of this workshop and among the participants were local authorities, teachers, parents, etc.

The ZOPP Seminar revealed the challenges in the community and allows us to visualize the situation of the kindergarten education in Santa Cruz. At the same time it shows that the community wishes to move ahead with education for their children with participation of local and regional authorities. Another observation is that the main objective of this project was during planning the ecological aspect. Today the centre lacks this aspect, since there is no element (flowers or animals) that shows and facilitates the attainment of this objective.

As the implementation work started, the project was monitored and evaluated by the educational authorities from Santa Cruz, the Province Municipality and the Sub Regional of Education, Chota. The Ecological Kindergarten was meant to focus on ecological issues, not only to raise environmental awareness in the children, but in the population at large. CODE is increasingly concerned about environment protection and the sustainable utilisation of the natural resources in the area.

For an outsider, the traditional way of building in this area seems very ecological with sun dried or burnt bricks, burnt roofing pans, and framework constructions, doors and window shutters from locally grown wood. The local solution for toilet is to build a separate pit latrine. The construction of the Ecological Kindergarten is different, the foreign architect has used the pentagon, as a model for the drawings, were each pentagon is hosting one classroom with adjacent water toilets. The water toilets were not working at the point of our visit due to lack of water. The focus during the construction of the Ecological Kindergarten seems to have been on the architecture rather than the use of local material and recycling principles. During the construction work, it was not possible to mobilise parents to participate in the construction, perhaps the different way of building made it more difficult to contribute with labour and materials. The garden/school yard is not yet developed and consists mainly of gravel and clay and still needs to be levelled after the construction work. The connotation "Ecological Kindergarten" creates expectations of a green place were the children learn about plants and animals and were parents find inspiration for their own gardens and plots. You also expect to find teachers who are motivated and skilled to transfer competencies of environmental issues. The Ecological Kindergarten could fulfil its purpose to be a demonstration plot for healthy and varied nutrition where growing and preparation of neglected ingredients like e.g. vegetables (many types of vegetables are not being used by the population despite a problem with malnourishment) was part of the program. Except from the buildings and well equipped classrooms, the Ecological Kindergarten seem to be little different from other nursery schools i.e. when it comes to teachers skills, values and curriculum. The plan was to keep some animals but that has not been possible due to none to guard the animals during nighttimes.

Although there were set up the necessary contacts with the local and regional authorities to participate in the project, it was not possible to get the education sector to support the educational program so the ecological component could be carried out. The teachers who were placed by the Ministry of Education are not kindergarten teachers, but primary school teachers. Cooperación y Desarrollo could more actively have followed up the project and seen to it that agreements signed with local authorities in order to hire specialized teachers were carried out.

CODE's staff has not regularly visited this project, this was the comment of the interviewees. They said that the last visit was more than three months ago. The change of the authorities (Mayors, Regidores, Educational representatives) has been one of the reasons for not achieving the project's objectives. The change of authorities makes it difficult to follow up the projects.

A different focus of the project, implementing a methodology to empower the community members and to become more involved would have made the project more sustainable. Then, despite changes of authorities, the project would continue to go on and move further.

Because of lack of follow up from CODE, the authorities of the community have not given the necessary support to achieve the objectives of the kindergarten. CODE should in the continuation attend the meetings where participatory budgets are set up, not only in the area of Santa Cruz but also in the communities of Tauripampa and Chota.

In order to fulfil the objectives for the ecological kindergarten, the teachers should be trained in subjects like ecology, ecosystems, environmental protection and resource (flora and fauna) management.

Despite these critical comments from the evaluation team, the Santa Cruz population, including parents, teachers and the education representatives that were interviewed, is very proud of the Ecological Kindergarten, especially because of the good infrastructure and the equipment provided and they are very grateful to CODE for the work they have done. The former municipal authorities provided the Ecological Kindergarten with plot and a road to reach there. According to what the interviewees said, the activities carried out in the centre and the education provided to their children, is good although the ecological component is missing. The education authorities promise to continue to collaborate with the project and they understood the importance for the centre to have a permanent guardian placed at the centre. However, during the recent participatory budget process there were no people present to lobby for the needs of the Ecological Kindergarten, and it is therefore not realistic that school authorities will be able to fund a guardian for 2004. The distance from Chota for a close follow-up by CODE staff seems to be one obstacle for the kindergarten to fully become what the name indicates. The education authorities have not been visiting the kindergarten for the last 3 months, and this shows a reluctant attitude to help the kindergarten reach its objectives. CODE and the education authorities could have played a more active role as driving forces to continue to develop the kindergarten. An enthusiastic promoter of the ecological aspect and values in place at the site, would be the ideal situation to make the kindergarten to become a green haven for new and sustainable ideas that people could copy and adapt in their own surroundings to improve their lives.

For the Ecological Kindergarten to develop nicely, it need more local support and would benefit from a core group of protagonists that advocates for the ecological ideas of the nursery school and for securing resources for the future. More involvement from the community and parents is important to develop the place further – and CODE should put emphasis on working close with the community to create enthusiasm, interest and willingness to contribute to the future of the place.

"I have been working here for two years now, I came from another nursery school in this province. The buildings here are wonderful and therefore many teachers want to work here. When I was recruited, they wanted experienced teachers but they did not ask for specific skills

or interests. The Ecological Kindergarten has the same curriculum as other nursery schools I have been to. The difference form other nursery schools is the ecological aspect. We plan to cultivate plants and have some animals, but we have to have a guardian to do this. Otherwise we can try to organise the parents to take care of the animals. At the moment we have some ducks. The environment with fresh air is also different than in the city. During my 2 years here I have had only 3 days of training. It was organised by the educational authorities. I hope the centre can continue to develop to a beautiful place."

Teacher, Santa Cruz

"I live in the town of Santa Cruz, but although it is far to this nursery school, I bring my daughter here every day. We are happy with the nursery school, the teachers teach well. The reason why we took our daughter here was that her sister who is now at school performed well and learnt how to read and write here. My wife and I try to help our children with homework. I did primary and 1 year at secondary school myself. Education is good to get a better future and I hope my daughters will continue to study. I do not know why this is called an Ecological Kindergarten, but the buildings are nice and well equipped."

Father, Santa Cruz

Based on these three visits and the interviews that were made with school staff, parents and community members it seems that more varied activities took place in the first year of the project and as the project has proceeded, the main activity has become the improvement of schools and delivery of school equipment/didactic material. It seems to be less efforts going on to mobilise, train and organise communities towards the end of the project compared to in the first years. The focus on teacher training is less visible now, since none of the teachers met can remember that CODE has organised teacher training for the past 3 years, although CODE confirms that teacher training was going on until last year. (There might be collaboration with education authorities, integrating the support from CODE with the Ministry of Education interventions, but that did not become clear during the fieldwork.) The training provided to teachers by CODE and the numbers presented are high according to the interviewed teachers. The benefits of teacher training are rarely seen and felt by these communities. An example is teachers who were trained in electricity, but there is not electricity in their communities and therefore no opportunities to utilise their skills.

The vocational skill training courses for teachers was stopped because of problems to get the certificates they needed. The training to cater for handicapped children seems to take place back in 1998. Only a small number of parents have been trained for self-development. The schools that have been assisted are visited by CODE, but not very often. A closer follow-up from CODEs side might increase the motivation to keep the activity level up by the schools, the teachers and the communities. CODE, as experienced in education project work, would certainly have valuable inputs to promote quality education. Through more often visits they could keep closer contact with the communities to motivate them for ongoing self-development and for ongoing maintenance of the school buildings.

6.0 Impact

6.1 Children at school

The fact that many children (10756 children as indicated in the project documentation) have got access to improved school facilities through the project is very visible. Schools have been built and extended with new classrooms, didactic material and desks and chairs have been provided. Children have been individually provided with notebooks, pens and pencils. Some teachers have pointed out that the children at school participate more actively and that they use their creativity more openly than before. In that case, it is a sign of greater self-esteem. When getting positive attention, the human reaction is to be performing better, be more happy and active. Therefore, the attention and concern from CODE to school children, teachers and community members are crucial for the projects success.

6.2 The community level

The huge impact that can be achieved through mobilisation of communities for self-development cannot be underestimated. The community of Tauripampa seem to be one that has benefited from CODE`s mobilisation work. Teachers and community members are interested in the school; the parents participated actively in the construction. Now, they are planning new developments like road and piped water for the village, and the community themselves are in charge of leading the process of accessing these services. It clearly shows that people are able and motivated for self-development. Sometimes it is only a small trigger that is necessary to release a flow of ideas, community spirit and enthusiasm. CODE as an organisation close to the people should further develop sensitivity to identify these triggers, and then in due course put in small but efficient activities to actuate people's ability to improve their lives and their communities.

6.3 The institutional level

The communities and educational authorities in the areas where the project is implemented recognize CODE's work. Field visits are coordinated with educational personnel in order to verify the progress of the planned activities.

Through the close collaboration with the Ministry of Education, Sub Region of Chota, CODE has been able to coordinate its work well with the government interventions. They have obtained support from the education authorities in many ways, i.e. through monitoring and evaluation of the ongoing activities. During the project period, the education policy of Peru has gone through huge changes, i.e. to involve people more in budget processes and let the people have a say in what should be prioritised. This has been a benefit to CODE`s work as it further legitimates the mobilisation work with communities. Now, that the government says that peoples voices should be heard, it is more important than ever to mobilise people to define their needs and give their recommendations. CODE has supplemented the government's efforts in the training of teachers in order to get a better school. The centres for handicapped have improved the situation of the children who are attending training in these centres. Many teachers have got special education courses, and parents have been made aware of what they can do to help their children. However, still many handicapped children are hidden in the villages, and there is still a way to go before these children are offered adequate training.

"Last year we signed an agreement for the continuation of collaboration between CODE and the Sub Region of Education in Chota. I am very pleased with what CODE is doing for the communities. In some areas this agreement has already provided practical results, through handing out of education material boxes to children. The project is in line with the education policy in Chota. In the beginning of each year we share the baseline with CODE and they make their priorities. We would like the project to expand to new districts. We do see a huge difference between those communities that have got help from CODE and those that does not get any support. Teachers in the schools that get assistance have more self confidence and are more motivated."

Director of the Education Sub region of Chota, Sen. Victor Guillermo Guevara

The close collaboration between CODE and other actors in the project, like community based organisations, mothers clubs, local government, schools, the Sub Region of Education in Chota has benefited all the different actors when it comes to institutional learning. They have been exposed to other views, attitudes and ways of working. CODE, as an institutions, has through its implementing and coordinating role in the project, got valuable experience both in how to work with the communities and in organisation and logistics of the works.

6.4 Visible changes due to the project as seen by the staff members:
The evaluation team had a meeting with staff members where the focus was impact of the project till date. The following points were raised:

- Children's creativity has increased due to participation in cultural events, sports, contests. More singing, dancing and meetings/exchange between schools could be organised.

- Gender awareness: Women are now taking on a more productive role and participating more in the community. Traditionally it has been the men who make decision and women who serve. Further motivation and facilitation of women's participation is needed.

- Community organisation: Awareness building of peoples rights, information about how to claim your right and to get your voice heard has helped many communities to self development. Support in the meeting with authorities is further an efficient tool. To strengthen this part of the work, the radio programmes and magazines can be developed further to raise issues important for self-development of people. The target population should influence what issues to be raised.

- People's contribution with own resources: To make people contribute in i.e. school building, they need to see the benefit of having a good school for their children. It is crucial to obtain trust and confidence from the people CODE shall work with. As an organisation that has been working for a long time with the communities, this trust can be used to make awareness also in other aspects. Many of the farmers loose money on certain productions. CODE can help the people to realise this.

The following areas has been strengthened through the CODE project:
- Organisation of communities
- Understand importance of education
- Teacher's capacity increased
- Gender awareness raised – women have a more active role
- Better education material
- Improved learning process for children
- Increased self esteem of children

- Better infrastructure
- Motivation to improve living conditions
- Participation
- Respect for the environment
- Value own culture more

7.0 Sustainability issues and local fundraising

As in many education programmes, a lot of infrastructure is involved in the project that requires capital expenses. The local contribution has been in the form of labour, local material etc. and some communities have been more eager to contribute than others. For the Ecological Kindergarten in Santa Cruz, the local authorities provided the plot for the buildings. It was not possible to mobilise the community for construction work. In Tauripampa the situation was different. There the community supported the process of renewing the schools through practical work. For the construction work at the Special Education Centre, CODE had to hire building construction workers, as it was not possible to mobilise the parents.

Years	Local Fundraising			Received from SF	Total Budget
	Communal Contribution	Local Government Contribution	Education Sector Contribution		
1996	$15,000.00	$3,000.00	$2,000.00	$100,744.00	$120,744.00
1997	$20,000.00	$3,000.00	$2,000.00	$124,918.00	$149,918.00
1998	$18,000.00	$3,500.00	$2,500.00	$104,882.89	$128,882.89
1999	$20,000.00	$5,000.00	$5,000.00	$99,629.19	$129,629.19
2000	$16,000.00	$4,000.00	$5,000.00	$97,690.34	$122,690.34
2001	$20,000.00	$7,000.00	$3,000.00	$109,975.88	$139,975.88
2002	$15,000.00	$7,000.00	$3,000.00	$80,000.00	$105,000.00
	13,8%	3,6%	2,5%	80%	100%

As we can see from the chart above[5], in the CODE local fundraising there are three main agents who have involved:

- *The community*, which has provided labour that has been reflected in monetary values taking in mind costs in the area. The inputs are i.e. freight for moving materials as well as workers who take part in the work, food an host for builders, CODE staff members and visitors from the SF and the Ministry of Education, daily wages or not qualified labour, attendance to work and coordination meetings, various local building materials

- *The local government,* especially municipalities through the provision of certain building materials like cement, plaster, corrugated iron, transportation of sand, etc.

- *The Education Sector* which through the Sub Region of Education in Chota has designated a full time education specialist in order to accompany the project and to timely report back to Education regarding the activities undertaken by the project.

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[5] Chota Project Fundraising

During 1999 & 2000 Education designated a full time teacher in order to work in the construction of the Ecological Kindergarten of Santa Cruz in addition to that specialist who had already been nominated to cover the whole scope of the CODE project within the Chota Sub Region. It is also worth mentioning that the Education Ministry pays all the salaries of the teachers and admin staff of schools and permanently evaluates the work that is jointly done with CODE.

As the table below show, the contribution from local fundraising has increased from 16,5 % in the start-up year 1996 to almost 24% in the last year of the project period, 2002.

Years	% Local Fundraising	% Received from SF
1996	16.56	83.44
1997	16.68	83.32
1998	18.62	81.38
1999	23.14	76.86
2000	20.38	79.62
2001	21.43	78.57
2002	23.81	76.19

Both the local authorities and the education authorities signals that they want to support the work of CODE further.
To be more independent of a big institutional donor like Stromme Foundation, CODE should boost their own fund raising efforts, not only through mobilising of communities and local authorities. An option would be to seek funds from other international actors for long term funding. The market of local donors should be exploited, as commitment to assist own population might be latent. CODE is very well connected, also in the business community in the region, and this might represent fundraising potential. Some might be able to give in kind if not in money.

8.0 Lessons learned - conclusions
8.1 Operational lessons
Organisation of administrative work and construction work
- Work has progressed according to schedule
- Some more schools have been added during the last two year of the project

Collaboration with Ministry of Education, Sub Region of Chota
- Agreement has been signed to regulate the work between the parties
- New contract for the new project period already signed
- Scarce resources limits the provision from education authorities

Authorities focus on vocational training and rural areas
- CODE`s plan to start decentralised vocational training is accepted by authorities

- Huge demand for vocational/technical skills to improve job opportunities and to become self employed through own productive work

Technical training for adults from the communities

- High demand as no technical advice is offered presently
- Technical training in agriculture and improved methods not available
- Outdated methods of farming reduces harvest and is a potential threat to environment

8.2 Development lessons

Community mobilisation

- Some communities have responded well to the CODE`s mobilisation campaigns and contributed actively to the construction of the schools
- Local authorities have been helpful and part of the mobilisation process
- Parents are more eager to send their children to school
- Teachers are more motivated through teacher training and better facilities
- Health campaign have been conducted successfully and benefited the whole community
- Parents of handicapped children need more information and motivation to send their children to school
- The community has contributed with land and labour

Quality of education

- Teachers are more motivated through better facilities and training
- Improved collaboration between parents, authorities and the teachers has come as result of the CODE mobilisation work

8.3 Conclusions

CODE programme in line with government guidelines

To change attitudes requires long-term work to see results

- Attitudes to handicapped
- Do away with dependency thinking
- Realize own potential and potential of the community
- Work in collaboration to obtain better conditions

Women take a more active role than before

Fundraising efforts to be boosted

Networking and linkages are well developed

The community involvement has lead to:

- Empowerment and more participation from women
- Responsibility for the progress of the project and participation in the construction work

To boost community development further the following can be considered:

- Monitoring system for self monitoring of the communities to be developed
- Participation from CODE and the communities in the recruitment of teachers to secure motivation and "right" values form the candidates. This is especially important in the case of The Ecological Kindergarten
- Spread information about government's participatory budget processes and give advice how the community members can be heard
- Offer training in literacy and technical skills for adults

9.0 The way forward – visions, strategy and issues raised

9.1 CODEs self development process

Through the wide experience that CODE has got through implementing the education project and other projects, CODE has grown as an institution. The CODE staff has gained valuable experience through working with the different communities and they have a good understanding of the reality and daily life for the participants in the projects. CODE is well aware of the importance of visions and strategies, and the organisational process that were held in connections with the evaluation raised issues to reflect on the future. All staff and stakeholders present seems to agree on the following:

- CODE shall be a leading NGO in the region, focussing on participatory development with the people
- CODE shall represent the civil society in decentralisation issues, and will work with the people to find solutions locally
- CODE shall be a pioneer in human development promoting justice and equity in the Cajamarca Region
- CODE shall contribute to the strengthening of capacities of people for them to be able to improve income and develop their human resources

9.2 Radio programmes/Media

CODE has been using the media efficiently and strategically, especially the local radio station and through publishing of their magazines for education and for health. CODE chose this strategy from the beginning to make awareness about their work. Through Radio Chota they reach most of the population. The programmes have become popular and they have about 10 companies advertising in their programmes. Another channel is hosting the programme "Common Good" that is sent every Saturday from 1200-1300. This programme has a sequins of information about CODE`s work in the region. When the signal is good this is a very efficient way of spreading the gospel to new groups.

The magazine is distributed free of charge in the villages. 23 issues have been printed with a circulation of 2000 each time. National, regional and local authorities have got the magazine. The magazine gives CODE an efficient channel to focus on what they do. In the magazine CODE publish their budgets and plans. To openly share the budget like this has resulted in criticism from other NGOs in the area, showing that transparency is not mainstream practice in the industry yet. Nevertheless, it is important that CODE leads the development towards more openness and sharing with the stakeholders. All staff members contribute to the magazine. Suppliers have been invited to advertise in the magazines to get costs down. Two issues have been sponsored by The Ministry of Education.

In addition to information about CODE`s work, the magazine might be used as a channel to inspire and motivate new communities to self-development. If the magazine was distributed to the communities i.e. through the children at schools it might become one of very few available reading materials in the villages and can therefore motivate adults and children to reading exercises.

The magazine can be further developed to i.e. be more relevant to the common villager. Some ideas that might be considered are:

- Use the magazine to mobilise people for self-help and self development
- Introduce new ideas, like ecological farming, use of vegetables etc.
- Inspire people to start small businesses through stories of success

- Add health advices that people can put into practice
- Introduce a children's page to motivate children to read
- Inform about rights and what people can do to access services
- Distribution of the magazine can be combined with literacy programmes
- Children at school are encouraged to read for their parents

9.3 Training of parents to increase income level

"As an engineer, people often approach me about i.e. cattle problems and growing of certain crops. Other staff members get similar questions when they visit the communities. To better help the people we are committed to work with, CODE has been thinking of what we can do to promote improved agriculture practices, as farming is the main occupation of most people in CODE`s target group. 80% of the population in the mountains are small producers; and the poverty level is high. The family is growing, but soils are not expanding. The villagers do not receive any form of technical assistance. The potato seeds are outdated and produce 100eds of diseases. We need to organise the producers and the production. We need to train them in ecological agriculture. To get an income they need to understand how they can control input versus output. Too much fertiliser, too many pesticides is the reason for some villager's loss. They need to learn about crop rotation, and to diversify according to the content of the soils. Much more important than building construction, is to teach people how to sustain themselves through actions that let them reduce their poverty level. The investment in infrastructure should be prioritised according to its ability to reduce poverty. I also give advise on business start up, how much they need to get in loans, where they can get the loans etc. The Sub Region of Education has allowed CODE to start a vocational centre. This is a continuation of the workshop in mechanics. The new centre will be decentralised, and provide training at different places and in skills that people need to increase their income and well-being. We have already discussed with mayors, and will establish the workshops in districts where local authorities provide transport. CODE shall provide the training. The local participants shall contribute with their work, to pay parts of the costs. CODE will offer textile, carpentry, metal carpentry, food/nutrition, improved farming methods and computers. Municipalities are now "development agents" and should demonstrate willingness to participate. In a selection process for which area to choose you have to look for motivation. The idea is to provide the students with a certificate for their skills, and this should be a help to start micro enterprises or sell their labour. These are my visions and concerns for the new project."

Executive Director of CODE Miguel Carranza

The vocational training organised in the different locations that show enthusiasm and commitment to participate is in line with CODE`s policy of working with communities for self-development. Improved and sustainable farming methods are extremely relevant skills for most community members in the mountain area. A selection of other technical skills opens for start up of new activities and businesses in the Chota area that have few employment opportunities and work migration.

9.4 Self development seminars

CODE has already started this activity. The seminars could be expanded to all schools that CODE work with or has been working with to secure that the development process continues although the construction work is completed. The self-development seminars that are decentralised are supposed to take place every 3 months. Each school are represented with the director, a teacher, a parent, and a community member that come as a group. CODE staff

members do the facilitating of these trainings. The training takes 3 days. At the end, they make a document, a commitment that is jointly signed. There they say what they need in the community, from whom they can request things, what CODE and others can contribute with and how much they can contribute with.

These locally arranged trainings could be further developed. It would be beneficial to let more people participate to create commitment and motivation for the development projects in the community from a greater number of people. The seminars could be arenas for discussion of what kind of development that the people want and for what they can do to achieve this. To help people measure their own progress, tools like the Sociogram can be introduced, and likewise Appreciative Inquiry to focus on what has been accomplished with success for motivation purposes.

9.5 Literacy

There is a need for literacy. CODE should look into how they can fill the gap after the national programme was stopped. They have the close link to the communities, the contact with the education authorities and the experiences gained in 2001 and 2002. Literacy courses could be offered in combination with skill training. A combination of skills/literacy might be more attractive to the people than literacy alone as to manage a busy life, what can help you improve your income would be given priority from most people. Approaches that combine literacy with technical income generating skills are about to be developed globally. CODE should use their interesting case to get access to funds and competence that would help them develop such approach to the benefit of the poor in the mountains.

10. Recommendations

Literacy work with communities

With its newly acquired experience in promoting literacy, CODE should look into how they can continue to provide literacy training to community members, especially women, in the new project.

Teacher training

Better than big general training programmes for teachers would be if CODE focuses on training that is relevant in the actual community and that can be applied and utilised right away. Focus should also be on quality of the education provided and the community should be directly involved in discussing and defining the specific needs for training in each community.

Participation and community mobilisation

Community mobilisation, awareness work and motivation for self-development might be the most important ingredients of the project in a long-term development perspective. Advocacy for education and organisation of community support should be an important focus in the new project coming up. It is necessary to train communities in subjects like management and project planning in order for them to fully take a leading role in their own development.

Institutional collaboration
Throughout the project period there has been good cooperation with the education authorities through agreements with the Sub Region of Education in Chota. The good collaboration with education authorities, municipalities and local authorities should be further developed and strengthened. CODE should prioritize participation in the meetings where participatory budgets are set up, in all areas where they are working so they can influence provision of resources for the projects.

Monitoring and follow up
Although we are aware of the huge area in which CODE is working, it is advised that they increase the number of visits to the communities they work with. A closer follow-up from CODEs side might increase the motivation to keep the activity level up by the schools, the teachers and the communities. Motivation and encouragement and to get the processes and works back on track would be important ingredients in such visits. In cases where the education authorities are doing the follow up work, CODE should still make sure that the project objectives are in focus and progress is taking place.

Training needs in community
To promote sustainable development in the communities, training in preservation of the soil and the improvement of the existing agricultural methods is recommended. Since most people in the community depend on farming, agriculture and environment should be given priority. The school could play an active role in this work, with teachers that promote sustainable agriculture to the children and their parents. Other skills that help the families improve their income should be in focus for the vocational training efforts of CODE.

The Ecological Kindergarten
needs more local support and would benefit from a core group that advocates for the ecological ideas of the nursery school and for securing resources for the future. Involvement from the community and from parents is important to develop the place further – and CODE should put emphasis on working close with the community to create enthusiasm, interest and willingness to contribute to the future of the place.

Annex 1
ToR evaluation of CODE Social Mobilisation programme
Final version: 240603

1. The reason for the review
To produce knowledge, practical outcomes and assess impact of the preliminary phase looking at:
●School children
●Handicapped
●Families
a) Identifying changes in people's lives that have resulted from the program intervention.
b) To identify weaknesses in the program and acquired changes, so that it can better serve the participants needs.

2. Relevance of the programme
Is the programme relevant to the target group? Why?
Is the programme compatible with national education policies and priorities? (Ref. PRSP, Education Strategies etc.)
*   What are the future perspectives for the need of this project, and similar ones? Statistics, estimates?
*   Analysis of the target group; are the project reaching the group they want to reach? Are there other groups that are excluded?

3. Background information - The inception and planning of the programme
What steps has been taken?
What are the outputs?
Roles: What have been the roles of the different actors; participants, teachers, local government, CODE and other stakeholders? Any changes that needs to be made in exercising these roles?

4. Impact
Performance indicators
No. of Children at school
Literacy rate among parents
Attitude to education
No. of people participating in the programme
Health status
Income level

Positive and negative effects:
*   Any visible empowerment effect from the programme? Give examples
*   Has the project contributed to quality of education? How?
*   Unforeseen effects on target group or other stakeholders?
*   Capacity building of local staff?

5. Sustainability
*   Has the project given the participants access to improved education facilities?
*   Gender equality and participation by both men and women?

- How do the participants contribute in the programme?
- Any plans in place to continue the programme after the project period?
- Social mobilisation – to what extent has this been successful?
- Ability to measure the improvement of education?

Policy Support Measures
To what extent is the project contributing to:
- Poverty eradication
- Reaching the poorest
- Gender equality: How many women are benefiting from the programmes compared with men?
- Programme should build competence, be transparent, cost versus benefits should balance, reach the target group.
- Who are benefiting from the programme broken down on gender, social situation etc?

6. Efficiency, outreach, costs
- Number of participants in each group
- Are some groups more difficult to reach? Or more costly?
- Improvements in terms of efficiency in the future?

7. Methodology
The participants can be interviewed individually and in focus groups. A questionnaire can be developed to establish a situation analysis.

8. Team
Miguel Carranca, CODE
Åsa Sildnes, Stromme Foundation/Context, Norway, Team leader
Juan Antonio

Timetable:
- Preliminary meeting team members
- Planning of tools to be used
- Field work 3 days
- Preliminary analysis, conclusions and recommendations - a process shared with stakeholders
- Writing of the report, draft to be out 15th August in English, 10th September for the Spanish version
- Feed back period for stakeholders – 18th September to Susana, 25th of September received by Åsa,
- Editing of the report, and final report sent back on the 2nd October
- Final report sent to HQ

Annex 2

END OF TERM EVALUATION
OF PROJECT No. 471036 IMPROVING THE LEARNING CONDITIONS IN CHOTA

Time schedule
Monday 30th June

6.30 a.m. Plane to Cajamarca
8.30 a.m. Breakfast
10.00 a.m. Trip to Chota
18.00 p.m. Arrival in Chota
19.00 p.m. Evaluation team members plan the evaluation work.

Tuesday 1st July

08.00 a.m. Breakfast
09.00 a.m. Visit to the "Ecological Kindergarten" in Santa Cruz
m. Two groups of two members each interviewed:
04 Parents
03 Teachers
02.30 p.m. Lunch offered by the Kindergarten staff members
03.30 p.m. Meeting with the Director in charge of the Educative Operative Unit (Educational authority). Specialist in Education Mr. Rogelio Mestanza Cueva.
05.00 p.m. Visit to a local estate kindergarten in order to know its infrastructure.
06.00 p.m.   Going back to Chota

Wednesday 2nd July

07.30 a.m. Meeting with former Mayor of Santa Cruz, currently Sub Manager of Operations of the Regional Government, Mr. Alex Santa Cruz.
08.30 a.m. Breakfast
09.30 a.m. Visit to Tauripampa School.
12.00   m. Two groups of two members each interviewed:
06 Parents
04 Teachers
04 School children
18.00 p.m. Meeting with the CODE staff members

Thursday 3rd July

08.00a.m. Breakfast
09.00a.m. Visit to the Especial Education Centre
10.00 a.m. Two groups of two members each interviewed:
The Director of the Centre Mrs. Hilda Dina Bravo Diaz.

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04 Teachers
A group of children
12.30p.m. Meeting with the Director of the Educative Sub Region of Chota Mr. Victor
Guillermo Guevara.
13.00p.m   Lunch
15.00p.m   Team Work at Code office.

Annex 3
Strømme Foundation
Guidelines Registration of completed evaluation
Level 1   Mission statement
Level 2   Thematic policies
Level 3   Regional strategies
Level 4   Thematic and regional guidelines

Process

1. When preparing a ToR for an evaluation a requirement of an executive summary **have
to be included in the report. This summary should comprise the main conclusion and
recommendations.**
**2. Section A in the registration format has to be completed by the team leader, where
point 7 in the section should be identical with the** executive summary **in the evaluation
report.**
**3. As a part of assessing and follow up the evaluation, the Regional Office completes
section B-1, and the partner who is responsible for the project completes section B-2.
This should be part of a dialogue and mutual understanding.**
4. Regional Office send the evaluation report and the registration formats with sections A and
B are to the Program Support in Kristiansand, both in paper and electronic version. An
electronic version of the report and the format (A and B) is sent to **XX@stromme.org.** This must
take
*This Registration Format is part of the formal documentation from the evaluation. It will be
used among the stakeholders, including funding agencies as NORAD.*

Section A (Evaluation team)
1. Name of project: Improving the Learning conditions of Children from Chota Province – Cajamarca Region, Peru

2. Type of evaluation (Mid Term, end of project, etc.) End of project

3. Date: (Year and month) January 2004

4. Owner of the evaluation (For whom the evaluation has been prepared)
Stromme Foundation

5. Operating partner (Name of partner operating the evaluated project)
Cooperacion Y Desarollo

6. Author (Name and address of corporate and team leader)
Åsa Sildnes, Context Consult, Rånes 6530 Averøy, Norway

7.   Executive Summary (Comprise the main conclusions and recommendations)
1.0 Executive summary
The project "Improving the learning conditions of children from Chota province" was started in 1996 after a process involving education and municipality authorities, representatives for communities, parents and teachers and with Cooperación y Desarrollo as implementing agency. The final evaluation took place in July 2003, 6 months after the project ended in December 2002. Then, the initial project period had been extended with 2 years. On request from CODE, a 3-day OD seminar was organised for CODE staff, partners and participants in connection with the evaluation fieldwork. The focus was on monitoring and evaluation and on tools and processes that can be used for self-monitoring and to set the direction for future project work. Some of the content of the seminar is referred to in the report. The programme of the seminar is added in annex 4.

During the project period, the project has achieved its objective to improve the school facilities for 10,756 children in Chota, Hualgayoc and Santa Cruz Provinces in Cajamarca Department. Schools have been improved in more than 50 villages by the contribution from the communities in the form of labour, local material etc. An important part of the project has been to help people to self-development, primarily through improvement of children's school facilities, but also through awareness building, health campaigns and training for community members and teachers. The collaboration with the education authorities has been good, and the Sub Region of Education in Chota are monitoring the project activities and exchange baseline information from the project area with CODE.

The Ministry of Education in Peru has developed new guidelines for education. Their policy supports the CODE priorities, like quality education, rural education, adapted school terms and calendars to suit the communities` calendar. The education authorities realise the importance of skill training for youths in order to participate in productive life either as employees or through start up of small businesses and they have approved CODE`s application to start decentralised vocational training in a range of skills.

A new contract has been signed for a new project between Stromme Foundation and CODE and between the education authorities and CODE. The information and advise from the final evaluation will be used to enrich the implementation of the new project that has already been designed. The target group will be the same in the new project - the mountain people in the Chota Province, but new communities and schools have

been selected for the new project[5]. The evaluation has therefore focussed on specific areas of concern that should be considered as important success criteria for the new project.

Eradication of poverty is the ultimate goal of the intervention, and education alone is not sufficient to improve the life in the communities. The new project should consider how to help the participants to improved income. Agriculture is the main economic activity in the area, and training in better farming methods and more sustainable ways of farming are in demand by the community members. Access to training in other skills, like nutrition, carpentry, metal works, computers, for both youths and adults would further benefit the population in the project area in their fight against poverty. Literacy for adults might be offered in combination with skill training. When technical skills and literacy is delivered as a package it might motivate more people to attend. The CODE magazine can serve as reading material in the villages and spread new ideas, inspire and motivate the participants to self-development. The mobilisation of the people to make them be the driving force in their self-development process will secure sustainable activities and long lasting development results.

The Ecological Kindergarten, being the single biggest investments in the old project, needs to be developed further to achieve its purpose. Presently it does not adequately demonstrate ecological values, and would need a committed team in Santa Cruz to spearhead this development. CODE should look into how they can participate in the hiring process of teachers to secure that candidates share the values behind the Ecological Kindergarten. Advocacy work and training of teachers to secure "Quality of Education" could take a more central role in the new project for all schools and communities involved.

Signature of team leader (name and date)

Section B-1 (SF Regional Office)

8 Follow up
a) Recommendations not followed
If some of the recommendations are not followed, give the reason why:

b) Other recommendation
Is there recommendations to be followed that is not covered in the report?

c) Lessons learnt
What is the "lesson learnt" from the *evaluation process* and its conclusions?

9 Policy implications
Is there any policy implications on the regional levels?

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[5] See Annex 5; Outreach Old and New Project

PART B-2 (Operating partner)

10 Follow up

a) Recommendations not followed
If some of the recommendations are not followed, give the reason why:

b) Other recommendation
Is there recommendations to be followed that is not covered in the report?

c) Lessons learnt
What is the "lesson learnt" from the evaluation process and its conclusions be used?

11. Policy implications
Is there any policy implications on the partner levels?

Signature of CEO (name and date)

PART C (SF Program Support)

12. Policy implications from the evaluation
- Implication from the evaluation to be followed up at global level.
- Conclusions and recommendation in the report are useful for the purpose/ regions

13. Further use of the evaluation report
- The report is useful as case material for learning □
- The evaluation implies innovations in methods and/or approaches □

Signature (name and date)

Annex 4

Organisational Development Workshop 4th-6th July 2003

Time	Title (what)	Purpose (why)	Method (how)	Comments
0900	Opening Introduction of participants Overview of programme			
1000	Associations with learning, M&E	Start reflecting	Sharing – 1 to 1 - in plenary	
1100	Why is it important to learn from a project		Brainstorming	Why do things happen?
	Who need to learn from a project		BS	Who learns or benefits from the process?
	What is important to learn	Detail level	BS	"so what does it mean?"
	When?			Importance of monitoring as the project proceeds
	How		Different methods	Enough and correct info How best share, analyse
	Where	Reflect on stakeholders		
1300-1400	Lunch			
1400	M&E involves 1			Why, who, what, when, how Collection Compilation Analysis Use of findings for action
	Principles 2	Participation Negotiation Learning Flexibility		Agree on what, how, when
	Purposes of M&E 3			Research Accountability Strategic reflection

				Auditing Advocacy Updating on context Capacity strengthening
	Methods 4			
	What is a lesson learnt 5			
	The learning cycle	Reflect on feedback of learning to org.	Draw it!	Help participants to see the importance of implementation
1500	The sociogramme for continous participatory monitoring	Develop the tool		Develop new legs, or ask them to fill in some of the things **they (the participants)** think is important to measure
050603	**Theme: Building a common vision and how to get there (strategy issues)**			
0900	Drawing	Illustrate the gap		Improve organisational learning Organisational awareness Strategy that allows for improvement
0910	IOM	Present the model Develop content of Input and Output	Draw it Brainstorming	Explain/illustrate the different part of the model Remember: purple cards
1000	Building a shared vision	Understand importance of shared vision	Present the transparency	
1030	What do we want to create?	Reflect on the purpose/mission and other parts of CODE	Groups answers the questionnaire	Can the answers help us fill in the IOM?
Lunch				
1400	Relate the group work of the day to the IOM	See how models can be developed together	Groups and individuals to suggest	Do we have most of the answers for the IOM?
060703	**Theme: Way**			

	forward – strategic choices			
0900	Appreciative Inquiry	Demonstrate a model that can be used in the organisation and with stakeholders/participants Show the strengths that have brought the successes, and bring those strengths along to the future planning		Discovery: The Best of what has been, "golden moments", Understand unique factors that has brought us there. Dream: Looking ahead 5-10 years. Where do we want to go? Setting of broad objectives. Bases needed to reach the vision? Design: Collective construction of positive images. Make an action plan for what we can do ourselves. Delivery phase: People are committed to promise and commit themselves, Innovation potential is huge. Start take action.
Lunch				
1400	Relate the group work to the IOM	Complete the IOM	Groups and individuals to suggest	Do we have all the answers for the IOM?
If needed:	What are the factors enhancing organisational learning? What are the factors that prevent organisational learning?	Make a list of enhancing factors	Brainstorm in groups or as individuals	Get back to the starting point – monitoring-evaluation- learning
1530	Evaluation of the workshop	One good thing One thing that I learnt		

		One thing to be improved		
1600	Closing of workshop			

Annex 5:
Outreach old and new project

Proyecto 471036 Chota

Kindergartens supported between 1996-2002		Kindergartens supported between 2003-2007	
N° C.E.I.	**Village**	**N° C.E.I.**	**Village**
C.E.I. N° 488	Numbral	C.E.I. Nº 346	Pichugán, Chota
C.E.I. N° 310	Chulit	C.E.I. Nº 388	Solugán, Chota
C.E.I. N° 307	Chaupelanche	C.E.I. Nº 489	Las Tunas, Chota
C.E.I. N° 383	Tacabamba	C.E.I. Nº 530	El Naranjo, Chota
C.E.I. N° 356	Conchán	C.E.I. Nº 415	Morán Lirio, Hualgayoc
C.E.I. N° 315	Conga Blanca	C.E.I. Nº 416	Pújupe, Hualgayoc
C.E.I. N° 375	Paccha, Paccha	C.E.I. Nº 445	La Pauquilla, Santa Cruz
C.E.I. N° 387	Santa Rita, Tacabamba	C.E.I. Nº 452	Las Paucas, Santa Cruz
C.E.I. N° 357	Carhuarundo, Conchán	C.E.I. Nº 475	Tambillo, Santa Cruz
C.E.I. N° 314	Colpatuapampa	C.E.I. Nº 419	San Roque, Santa Cruz
C.E.I. N°	Jardín Ecológico, Santa Cruz	C.E.I. Nº 421	Ecológico Chambac, Santa Cruz
C.E.I. N° 345	La Torre –Chinguirip	C.E.I. Nº 412	El Porvenir, Hualgayoc
C.E. Especial	Chota		Centro Especial, Chota
C.E. N° PRITE	Chota		Centro Especial, Santa Cruz
C.E.I. N° 495	Calvario, Chota		Centro Especial, Hualgayoc
C.E.I. N° 347	La Ramada – Llama		
C.E.I. N° 418	Santa Cruz		
C.E.I. N° 479	Puchudén, Yauyucán		
C.E.I. N° 419	San Roque, Santa Cruz		
C.E.I. N° 342	La Colpa		
C.E.I. N° 352	Llanduma		
C.E.I. N° 386	La Púcara, Tacabamba		
C.E.I. N° 343	Masintranca		
C.E.I. N° 339	El Porvenir		

Schools supported between 1996-2002		Schools supported between 2003-2007	
N° C.E.	**Village**	**N° C.E.**	**Village**
C.E. N° 10410	Chaupelanche	C.E. N° 10504	Pichugán, Chota
C.E. N° 10402	Conga Blanca	C.E. N° 10505	Marayhuaca, Chota
C.E. N° 10521	Numbral	C.E. N° 101096	Mumpampa, Chota
C.E. N° 10479	Conchán	C.E. N° 101100	Tuspón, Chota
C.E. N° 10445	Tacabamba	C.E. N° 10448	Las Tunas, Chota
C.E. N° 10406	Chulit	C.E. N° 10543	Solugán, Chota
C.E. N° CEPSA	Chota	C.E. N° 10455	El Naranjo, Chota
C.E. N° 10486	San Pedro, Conchán	C.E. N° 10464	Nuevo Oriente, Chota

C.E. N° 10434	Segue – Cochabamba	C.E. N° 10997	Luzcapampa, Chota
C.E. N° 10438	Tauripampa – Lajas	C.E. N° 101069	La Laguna, Chota
C.E. N° 10458	Santa Rita, Tacabamba	C.E. N° 101126	El Cardón, Chota
C.E. N° 101119	Santo Domingo, Tacabamba	C.E. N° 10435	Lajas Altas, Chota
C.E. N° 10485	Carhuarundo, Conchán	C.E. N° 10425	Ajipampa, Chota
C.E. N° 10408	Rojas Pampa	C.E. N° 10444	La Sinra, Chota
C.E. N° 101053	Santa Isolina	C.E. N° 101062	El Lirio, Chota
C.E. N° 10459	Ayaque – Tacabamba	C.E. N° 10519	Chalamarca Bajo, Chota
C.E. N° 10725	Llanduma, Cochabamba	C.E. N° 10528	Rosaspampa, Chota
C.E. N° 10426	Tayal, Chota	C.E. N° 101087	La Esmeralda, Chota
C.E. N° 101000	La Ramada – Llama	C.E. N° 10530	Masintranca, Chota
C.E. N°	"Sagrado Corazón de Jesús", La Ramada – Llama	C.E. N° 10862	Lucmar, Chota
C.E. N° 10524	La Colpa	C.E. N° 101089	Alto Masintranca, Chota
C.E. N° 101006	El Socorro	C.E. N° 101117	Las Rosas, Chota
C.E. N° 10522	Chontabamba Paccha	C.E. N° 101118	La Libertad, Chota
C.E. N° 10866	Huertas Chontabamba	C.E. N° 821116	Auque Alto, Hualgayoc
C.E. N° 10863	Conga El Verde, Chalamarca	C.E. N° 82684	Moran Lirio, Hualgayoc
C.E. N° 101018	Peña Blanca	C.E. N° 82727	Ojos Corral, Hualgayoc
C.E. N° 336	Anguía	C.E. N° 82731	Muya, Hualgayoc
C.E. N° 10434	Pampacancha	C.E. N° 82733	Pujupe, Hualgayoc
C.E. N° 101005	Sirvingán	C.E. N° 82734	Moran Pata, Hualgayoc
C.E. N° 101119	Santo Domingo	C.E. N° 101041	Maraycucho, Hualgayoc
C.E. N° 821118	Coñorconga	C.E. N° 821117	Machaypungo Alto, Hualgayoc
C.E. N° 82994	Arascorgue	C.E. N° 821115	Auque Bajo, Hualgayoc
C.E. N°	Leoncio Prado, El Tuco	C.E. N° 10649	Tindibamba, Santa Cruz
C.E. N° 82841	San José de Cumbe, Hualgayoc	C.E. N° 10655	Tambillo, Santa Cruz
C.E. N°		C.E. N° 10716	Las Paucas, Santa Cruz
C.E. N°		C.E. N° 10812	La Pauquilla, Santa Cruz
C.E. N°		C.E. N° 11188	El Álamo, Santa Cruz
C.E. N°		C.E. N° 11183	Los Baños, Santa Cruz

SUMMARY:

PROJECT No. 471036	*1996 – 2002*	*2003 – 2007*
Total No. Of Kindergartens	24	15
Total No. Of Schools	34	38
Total No. Of Educative Centres	58	53

Project 471049 OTUZCO

Kindergartens supported between 1998-2002	**Kindergartens supported between 2003-2007**

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Nº C. E. I.	Village	Nº C. E. I.	Village
C.E.I. N° 1597	Huangamarca	C. E. I. Nº 80296	Lluín, Otuzco
C.E.I. N° 2006	Walter Acevedo	C. E. I. Nº 81682	Allacday, Otuzco
C.E.I. N° 2009	Brujitos de Oro	C. E. I. Nº 80287	Motil, Otuzco
C.E.I. N° 1841	Cruz Blanca	C. E. I. Nº 80300	Monchacap, Otuzco
C.E.I. N° 1795	Huangamarca	C. E. I. Nº 80296	Caulimalca, Otuzco
C.E.I. N° 80252	Chugurpampa	C. E. I. Nº 80296	Campo Bello, Otuzco
C.E.I. N° 80229	Cerro Zango	C. E. I. Nº 80293	Chasca, Julcán
C.E.I. N°	Julcán	C. E. I. Nº 81663	Sicchal, Julcá
C.E.I. N° 1623	Pango, Otuzco		
C.E.I. N° 1714	San Isidro, Otuzco		
C.E.I. N° 266	Julcán, Julcán		
C.E.I. N° 1764	Chugurpampa, Julcán		
C.E.I. N° 1835	Cochaya, Otuzco		
C.E.I. N° 2001	Pachín Bajo, Otuzco		
C.E.I. N°	Cochaya		
C.E.I. N°	Chota		
C.E.I. N°	Usgarat		
C.E.I. N°	Naubamba		
C.E.I. N°	Chunguit		

Schools supporrted between 1998-2002		Schools supporrted between 2003-2007	
Nº C. E.	Village	Nº C. E.	Village
C.E. N° 80879	Mayday	C. E. Nº 80997	Santa Cecilia, Otuzco
C.E. N° 80346	Purrupampa	C. E. Nº 80296	Cuyunday, Otuzco
C.E. N° 80013	Ancush	C. E. Nº 81682	Santa Rosa, Otuzco
C.E. N° 80232	Manuel Apolonio Moreno	C. E. Nº 80287	Monte de Armas Bajo, Otuzco
C.E. N° 80016	Divino Maestro Paragueda	C. E. Nº 80300	Pachin Alto, Otuzco
C.E. N° 80236	Sanchique	C. E. Nº 80293	La Libertad, Otuzco
C.E. N° 80298	Pollo	C. E. Nº 81663	Paihual, Otuzco
C.E. N° 80297	Machigón	C. E. Nº 80372	Cushcanday, Otuzco
C.E. N° 80295	Carnachique	C. E. Nº 80896	Tambillo, Otuzco
C.E. N° 80274	Naubamba	C. E. Nº 80365	Dos de Mayo, Otuzco
C.E. N° 80794	La Ramada	C. E. Nº 80087	La Libertad, Otuzco
C.E. N° 80660	Cayanchal	C. E. Nº 80289	Magdalena de Purruchaga, Otuzco
C.E. N° 80692	Santa Lucia	C. E. Nº	Motil, Otuzco
C.E. N° 80290	Tarnihual	C. E. Nº 80787	La Florida, Otuzco
C.E. N° 80235	Huangamarca	C. E. Nº 80257	Campo Bello, Otuzco
C.E. N° 80252	Chugurpampa	C. E. Nº 80709	Mochacap, Otuzco
C.E. N° 80313	Carrapalday Alto	C. E. Nº 80245	Charat, Otuzco
C.E. N° 80318	Carrapalday Chico	C. E. Nº 80298	Pollo, Otuzco
C.E. N° 80229	Cerro Zango	C. E. Nº	Huacaday, Otuzco
C.E. N°	Sahuachique	C. E. Nº	Allacday, Otuzco
C.E. N°	Huamanmarca	C. E. Nº	Carata, Otuzco
C.E. N°	Huangamarca	C. E. Nº	Chanchacap, Otuzco

C.E. N°	Juan Velasco Alvarado	C. E. Nº	Quiñigon, Otuzco
C.E. N°	Agallpampa	C. E. Nº	Namochugo, Otuzco
C.E. N°	San José de Salo Majo	C. E. Nº	Paucar, Otuzco
C.E. N°	Union Quinual	C. E. Nº 80930	Alfonso Ugarte, Julcán
C.E. N°	Oromalqui	C. E. Nº 80995	San Martin, Julcán
		C. E. Nº 82031	Nuevo Perú, Julcán
		C. E. Nº 80793	San Juan Alto, Julcán
		C. E. Nº 80319	Paruque Alto, Julcán
		C. E. Nº 82032	Victor Julio Rossell, Julcán
		C. E. Nº 80726	San Agustin de Candual, Julcán
		C. E. Nº	San Juan Bajo, Julcán
		C. E. Nº	Chuan, Julcán

SUMMARY:

PROJECT No. 471049	1998S – 2002	2003 – 2007
Total No. Of Kindergartens	24	15
Total No. Of Schools	34	38
Total No. Of Educative Centres	46	42

Annex 6:
Educational Policy Main Guideline, Ministry of Education, Lima 2002

BASIC EDUCATION WITH QUALITY FOR EVERYONE[2]

To stress the improvement process of public education quality   Prioritize secondary, technical and distant education
- *Prioritize kindergarten education*
- *Continue producing innovations in primary education*
- *Permanent monitoring and evaluation results*

To ensure equity concerning service access, permanence of students and quality in the students' achievements
- *Prioritize rural education*
- *Balance social differences*
- *Increase the outreach of the education attention*
- *Guarantee the service*

IMPROVEMENT OF THE TEACHING WORK QUALITY

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[2] Educational Policy Main Guideline, Ministry of education, Lima 2002

Validating the teaching careers, improving working conditions, formation and salary conditions
- *Improvement of working and salary conditions*
- *Developing policies that improve living conditions*
- *Encouraging and facilitating a continuous formation*

Promoting research and innovation of education centres according to the educational project framework
- *Motivating the creation of teaching teams*
- *Offering facilities to an educational reflection and common action*

The Ministry of Education defines the following priorities:
•***Kindergarten Education***, *creating a new National Direction whose policies provide better conditions for the children by offering education, food and primary health care.*

•***Rural Education***, *with a program that attends the poorest and abandoned school population and implementing new technologies.*

•***Secondary Education***, *with an innovative project that will develop basic capacities in youngsters to do productive work and form good citizens.*

Lastly, the document mention some ways of improving the education for the rural children:

Some actions to improve rural education
- *Models native and decentralized management based on educational network.*
- *Ethnic or local educational boards.*
- *Computer laboratories*
- *Incentives for teachers that work in the rural area.*
- *Diversified educational program*
- *School terms and schedules according the communities' calendar.*