

Data Sheet

USAID Mission:	Peru
Program Title:	Education
Pillar:	Economic Growth, Agriculture and Trade
Strategic Objective:	527-006
Status:	Continuing
Planned FY 2006 Obligation:	\$2,450,000 DA
Prior Year Unobligated:	\$0
Proposed FY 2007 Obligation:	\$2,450,000 DA
Year of Initial Obligation:	2002
Estimated Year of Final Obligation:	2007

Summary: USAID improves the quality of basic education in rural Peruvian communities by promoting decentralized local management of services and resources. USAID programs work at the national and regional levels on decentralization policy. At the local level, USAID works to improve the quality of and access to rural primary schools in the San Martin region, which is one of the seven coca growing regions where the USAID's programs are focused. National and regional policy related activities provide technical assistance to the Ministry of Education (MOE) and regional governments to facilitate the decentralization process as well as to boost civil society participation. To complement national policy changes, USAID also focuses on school and community activities that improve the quality of basic education and develop girls' and boys' abilities to become constructive actors in the areas of democratic, social, and economic development of their communities.

Inputs, Outputs, Activities:

FY 2006 Program:

Achieve Equitable Access to Quality Basic Education (\$2,450,000 DA). USAID's Innovations in Decentralization and Active Schools program ("AprendeDes") continues to provide technical assistance and teacher training in 141 rural primary multi-grade schools in the San Martin region. USAID is fine tuning this model by providing technical assistance and training activities to targeted schools and communities and coordinating with ministry officials and local authorities to review and validate education materials developed in the program. Activities in the education model include: teacher training in active learning methodologies, engaging staff within local management units; promoting democratic values through school governments; strengthening the participation of parents, teachers, community members, and local authorities in the management of their schools; and establishing links with local pedagogical institutes to improve the preparation of future rural teachers. USAID is helping the Government of Peru (GOP) prepare for the implementation of the planned nationwide decentralization of the education sector. Technical assistance for ministry officials and selected regional and local governments are being provided to draft detailed regulations for local management of public education. Overall, the program strengthens the capacity of local school and community networks to promote and monitor policy reforms and support the development of the "Map of Responsibilities". Principal Implementer: Academy for Educational Development (AED).

FY 2007 Program:

Achieve Equitable Access to Quality Basic Education (\$2,450,000 DA). A new education program financed by FY 2007 funding will begin in 2007. In this new program USAID will work collaboratively with the MOE to improve the quality of basic education and to implement policies that support decentralization of the education sector and improve education for all Peruvians. USAID will continue to facilitate nation wide decentralization of the education sector by working at the regional level in several USAID focus regions, through implementation of the education law, and by strengthening the capacity of the MOE at the national, regional, and local levels. Principal

Implementer: To be determined through a competitive process.

Performance and Results: In FY 2005, USAID trained approximately 320 teachers and school principals, and reached 7,000 students in the San Martin region. The regional program is improving the quality of education children receive. The percentage of students who met grade level benchmarks on standardized tests in 2005 was 4% above the control group (11% for USAID schools versus 7% for control group schools). Thus, more than 60% of students in USAID targeted schools met the benchmarks compared to the 40% average for the control group. Promoting local participation in the management of the schools is a fundamental element of the USAID's education activity. As a result of USAID interventions in this area, the percentage of targeted schools that now develop their operating plans through the teacher/parent/student/principal committees rose by 10% over the prior year. Another USAID supported program was instrumental in strengthening teachers' skills in information and communication technologies in 16 rural primary schools and teacher training centers. The schools and centers are located in three of USAID's seven focus regions. As a result of this effort, 65 teachers in remote areas received training in dynamic technology focused teaching methodologies including skills in creating effective on line virtual communities and classroom based community projects, and utilizing video as a learning tool in the classroom.

USAID expects that the quality of basic education in targeted regions will improve remarkably by 2007. One of the factors in determining this improvement is through the continuous participation role of parents in educational development including participation in education policy development and in the financial and administrative management of schools. Another area of improvement which USAID foresees is primary school completion rates whereby participating schools will increase completion rates by two percent and student mastery of curricula will increase by five percent. In addition, more than 60 percent of participating schools will have school councils participating in annual school planning. Based on the evidence of the improved quality of education in San Martin, USAID expects that other regions will begin replicating the decentralized active school model with technical assistance from USAID.

New activities will focus on assisting the central MOE in the roll out of decentralization while, at the same time, ensuring that regional and local actors are properly trained to take on their new responsibilities. Additional activities may have a policy level focus such as improving reading and writing for the entire country; a necessary first step to improve the overall education sector in Peru.

US Financing in Thousands of Dollars

Peru

527-006 Education	CSH	DA
Through September 30, 2004		
Obligations	2,885	7,795
Expenditures	2,616	3,027
Unliquidated	269	4,768
Fiscal Year 2005		
Obligations	0	2,475
Expenditures	245	2,998
Through September 30, 2005		
Obligations	2,885	10,270
Expenditures	2,861	6,025
Unliquidated	24	4,245
Prior Year Unobligated Funds		
Obligations	0	0
Planned Fiscal Year 2006 NOA		
Obligations	0	2,450
Total Planned Fiscal Year 2006		
Obligations	0	2,450
Proposed Fiscal Year 2007 NOA		
Obligations	0	2,450
Future Obligations	0	0
Est. Total Cost	2,885	15,170