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# FINAL REPORT

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## PROJECT

SUPPORT FOR RURAL SCHOOLS: IMPROVING THE QUALITY OF EDUCATION IN THE CENTRAL HIGHLANDS

## INSTITUTION

ESQUEL FOUNDATION

## COUNTER-PART

THE FINNISH CHILDREN AND YOUTH FOUNDATION (FCYF)

**DATE:** OCTOBER 8<sup>TH</sup> 2007

**DURATION OF THE PROJECT:** MARCH 2006 - AUGUST 2007

## TYPE OF REPORT

FINAL NARRATIVE REPORT

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# I EXECUTIVE SUMMARY

The Project “Support for Rural Schools: Improving the Quality of Education in the Central Highlands” looked forward the progress of education through the improvement of infrastructure and equipment of the selected schools, the strengthening of the educational system of three provinces through the application of significant pedagogical techniques and tools that will have a positive impact in the quality of the intercultural education, and the promotion of basic children’s rights in their daily environments.

The purpose of the following report is to detail the main activities that allowed us to achieve the expected results. It must be mentioned that the achieved goals are a result of an active participation of all the stakeholders involved in the project as well as the implementation of good methodologies that will be detailed through this report.

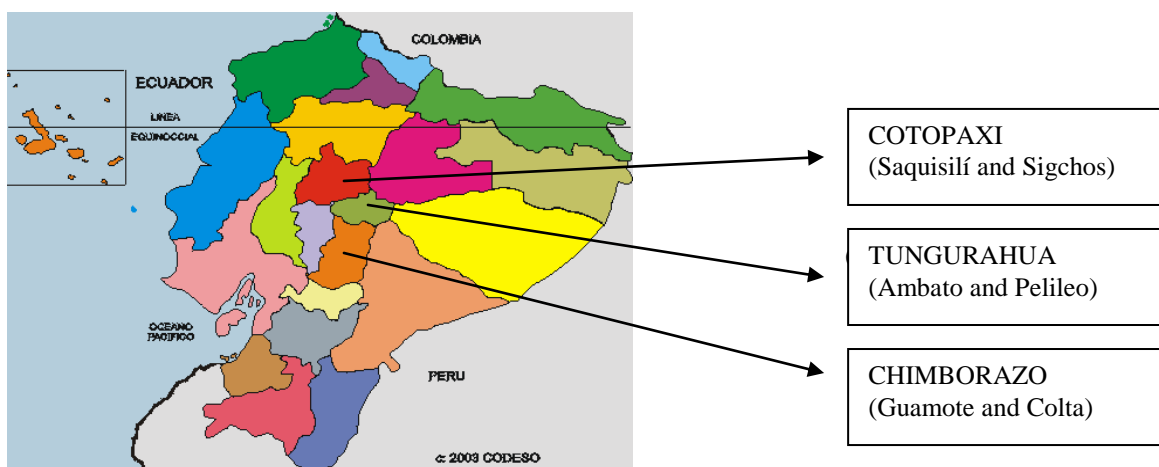
# II INTRODUCTION

## General Objective:

**Contribute to the improvement of education in Ecuador through an integral support program for rural schools.**

## Specific Objectives:

- Improve the quality of education in schools in the six identified counties. That is, *Province of Chimborazo*: Guamote and Colta counties, *Province of Cotopaxi*: Sigchos and Saquisilí counties and *Province of Tungurahua*: San Pedro de Pelileo and Ambato counties.
- Improve the quality of children and young people’s human potential, promoting their integral development through the full exercise of their rights and duties, for the benefit of their communities, their country and themselves.
- Provide or improve schools infrastructure, strengthen teachers’ knowledge and pedagogical capacities, and provide school supplies to rural schools.



## III METHODOLOGIES

All activities have considered an active participation from the different actors involved in the project. We believe that participative methodologies may reassure the success and sustainability of a project when it has considered real local needs. In this specific project, we have been very careful on determining activities with the main actors. We know the educational system in Ecuador has lots of weaknesses and we must involve everyone in building a reliable system for the future.

3.1. - The construction activities had a very active participation of people living in each of the communities. All the construction activities were agreed through previous meetings with the communities that were selected in each of the counties. It is important to mention that local municipalities and authorities of the selected schools also participated actively in providing and transporting some of the construction material. All these agreements allowed us to achieve all the expected results.

3.2. - In all workshops, we have implemented a participative methodology that was established by the Intercultural National Bilingual System in 1993 called MOSEIB (Modelo del Sistema de Educación Intercultural Bilingüe). This methodology has been carefully designed to adapt local cultural needs to natural trends in the world. It promotes knowledge mastery incorporating traditional knowledge and values as important components in assimilating general scientific knowledge. This allows children to reinforce their identity; but, it also allows them to contrast their reality with the global community. It mainly consists of implementing the following steps in all pedagogical activities:

1. Knowledge mastery
2. Application of knowledge
3. Creation of knowledge
4. Socialization of knowledge
5. Evaluation

It is important to highlight that the Intercultural Bilingual Educational System was implemented in order to cope with the diversity that exists in Ecuadorian society. It was necessary to create an educational alternative that took into account the social and cultural reality of the students so as to recover and strengthen the social practices inherent to the indigenous nationalities. In order to achieve this, some of the pursued objectives are as follows:

- Improve and strengthen the quality of bilingual intercultural education (Kichwa-Spanish)
- Contribute to the improvement of the quality of life of indigenous people by taking into account their knowledge and cultural values.
- Strengthen and recover the use of the various indigenous languages in aspects such as science and culture.
- Integrate the members of the indigenous communities into the different stages and activities of the educational process.

3.3. - In order to understand the indigenous world it is important to understand the Andean and Amazon cosmovision and its contrast with the modern occidental cosmology.

According to the Andean and Amazonic Cosmovision all that exists in this world is entitled with life and spirit. The "*Pacha Mama*" (*Mother Earth*) is a living being with whom it is important to have a peaceful and respectful relation.

In order to have a better understanding of the Andean and Amazonic Cosmovision it is important to have in mind its main principles:

- ✓ Everything is alive
- ✓ All the people are part of the same “allyu” (community)
- ✓ We are all the same, that is, nature, humankind, and gods
- ✓ We all have a spirit
- ✓ We all live on a cyclical life
- ✓ We are all related to the Earth
- ✓ We all raise *chakra* and diversity

These principles reflect the importance that nature has for Andean and Amazonic cultures that now fear having been swept away from their own and cultural values due to external influences related to the present process of globalization.

It is in this context, that all Provincial Educational Directions, have emphasis to recuperate their traditional knowledge through practical activities such as the elaboration of agricultural calendars that allows them to gather the local knowledge regarding cultural and agricultural practices that take into account the local context. That is, the proper season for sowing, the most appropriate products for the zone and what is more important, the cultural practices surrounding the whole process.

Furthermore, the fact of elaborating an agricultural calendar implies a process of gathering the local stakeholders in order to discuss the importance of rescuing cultural values and practices as well as a process of self awareness regarding identity which certainly does include a component related to food and nutrition.

3.4. - Another important methodology that has been implemented in this project is related to Children’s rights. This methodology focuses in promoting a respectful culture that creates positive conditions for children to develop in their own environments. This methodology was applied in the communities of the main schools selected for the implementation of this project and in the three provincial directions in order to involve all teachers. It is important to understand the main points of this methodology in order to measure its impact.

## **OUR APPROACH**

- Law is not the only source of rights
- Rights come from within the person as a self recognition of its nature
- Person: one who has needs, skills and hopes
- Conditions required to implement rights: cultural and material conditions
- To build those conditions: DO IT AND LEARN– Co-existence plans

### **FIRST MOMENT**

#### ***A lecture of reality***

##### **With children:**

- To identify the presence or absence of well-being conditions at school
- To identify proposals to strengthen the conditions of well being and modify the ones that produce uneasiness within the school

##### **With parents:**

- To identify the presence or absence of well-being conditions at their children’s school
- To identify proposals to strengthen the conditions of well being and modify the ones that produce uneasiness

##### **With teachers:**

- To identify the presence or absence of well-being conditions at school
- To identify proposals to strengthen the conditions of well being and modify the ones that produce uneasiness
- To contrast their perceptions and proposals with those of children and parents
- To acquire the skills required to make a proper use of the co-existence plans methodology

## **SECOND MOMENT**

### ***How to build co-existence plans?***

Analysis of the co-existence at school level: The co-existence pie

It is necessary to identify the different stages of school co-existence, that is, the situations shared by teachers and students in order to start building bridges for each pie portion. In order to do so it is necessary to:

- Choose one pie portion
- Implement a five steps path
- Build a bridge to improve the co-existence

### ***Significance of each stage of the bridge***

**1st. Stage: Lecture and diagnosis of reality.** That is, children are asked about their perceptions regarding the presence or absence of well being conditions in a specific portion of the pie.

**2nd, Stage.** Plan the proposals or agreements on the basis of the previous stage. The idea is to brainstorm ideas along with children on how to modify the conditions that show absence of well being. At the beginning, these proposals must be simple and achievable.

**3rd Stage.** Experimentation of the proposal. That is, put into practice the proposals that were built in the previous steps in order to create a school environment that complies with those proposals.

**4th Stage.** Follow-up and evaluation of the proposals. This stage is meant to evaluate how far we have gone with the implemented proposals and how they have influenced on the well being conditions present at school.

**5<sup>th</sup> Stage.** Elaborate new proposals. On the basis of the previous results we are going to be able to rethink the proposals. That is, improve them and enrich them in order to achieve the desired results.

3.5. - We have considered important to invite outstanding indigenous leaders as part of an educational process. In some workshops, we hired Angel Ramirez, Fernando Chimba and Laura Santillan to participate as speakers and instructors. They were chosen to perform these activities due to their professional and cultural background. For instance, Angel Ramirez has an MBA in Educational Sciences with a specialization in Psicopedagogy. Moreover, he has experience in indigenous nationalities related matters for he has worked as consultant in a number of organizations that work in this field. In addition, he works at the DINEIB, which is the National Office for Bilingual Intercultural Education, which proves his worth to perform this highly relevant activity. Fernando Chimba and Laurita Santillan have great experience in the elaboration of agricultural calendars and are very well known for running an outstanding intercultural bilingual school in Quito. We have also worked with other instructors such as Kleber Campaña, Juan Matza, Julio Cherrez, Celso Maldonado, Pedro Yuquilema, Segundo Ajitimbay, Emilio Ajitimbay, Wilson Guanaquiza, Eliecer Chicaiza, Luis Cunuhay, José Sopa, Manuel Remache, Carlos Paucar, Cristobal Caluña and Bernardo Chango who also have a great experience in intercultural bilingual education and are bilingual themselves.

## IV RESULTS AND ACTIVITIES

**Result 1 - Infrastructure:** Eight schools located in rural sectors of extreme poverty belonging to six identified counties (Guamote (2), Colta (2), Pelileo, Ambato, Saquisilí, and Sigchos) count on basic infrastructure.

### **Guamote:**

**Santa Rosa de Lima:** In José Padilla Naula's School, we refurbished two old classrooms of 53 square meters and improved the old toilets that were useless. In order to adequate these classrooms and bathrooms, we changed ceilings, improved floors, changed windows and pipes. We also fixed the floor and ceilings of the kinder garden and repaired an old structure to adequate it as an administrative office. It is important to mention that this school currently has 18 students and 1 teacher. All parents have participated actively in the construction work which has allowed us to finish the planned activities. (Annex 1: minute)

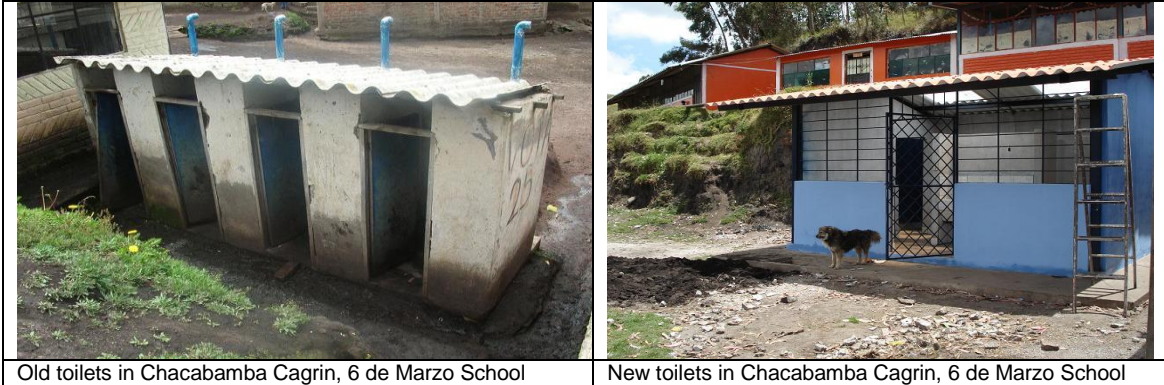


**Santa Rosa de San Luis:** In this School, 7 de Octubre, which is only 10 miles away from José Padilla Naula, we built a new classroom of 24 square meters that is now being used as a computer Center and library. It is important to mention that the Municipality of Guamote donated a new computer that is now located in this new classroom. This school currently hosts 35 students and 2 teachers. (Annex 2: architectural plans, minute)



**Colta:**

**Chacabamba Cagrin:** In this School, named 6 de Marzo, the community members agreed that their urgent needs were: to fix the kitchen, to build new toilets and to fix the ceilings. That is how by August we finished all the planned activities. This school has 70 students and 4 teachers which is a pretty large population considering it is a rural school. The construction work that was done in this community includes toilets of 17 square meters, new kitchen and the stairs that access the classrooms directly. (Annex 3: minute)



**Pelileo:**

**Zanja Loma:** Intiñan School now counts with one of the most appropriate classrooms in the whole region. Community leaders, teachers and kids decided they needed a school that suited their environment. They needed a harmonic space where they could feel the presence of their culture. That is how we built a hexagonal classroom of 40,60 square meters on adobe (construction made on mud bricks). It truly represents a unique example that rescues not only a traditional way of building houses but a sense of Andean cosmovision. This school holds 42 students and 3 teachers. (Annex 4: architectural plans, minute)



## Ambato:

**Calhuasig Chico:** General Rumiñahui's School is the last School we started working in. Nevertheless, with the great support of its community members, we were able to work efficiently and achieve all the activities that were planned. In this school we built a new classroom of 24 square meters, changed 220 square meters of old ceilings, improved the toilets, built stairs to improve the access to classrooms and playground, and painted the whole school. (Annex 5: architectural plans, minute)



## Saquisilí:

**Saraugsha:** The construction of Saraugsha's School was pretty complex due to the fact that there were some legal problems with the deeds of the field where the new classroom should have been built and with the neighboring communities. We must say that in indigenous communities this kind of problems are frequent and therefore we had to ask for the active participation of the Municipality of Saquisilí that showed great support and was able to help solve the problem. The community showed a great interest to continue with the project and with great effort decided to buy a new piece of land that was legally registered in the Ministry of Education so they would never experience this kind of problems again. It is important to mention that because of the problems with the neighboring communities, Saraugsha lost the only classroom they had. As you may see in the pictures bellow the old classroom was completely destroyed. Due to all these problems, we decided to build two new classrooms of 24 square meters each and a small scholar kitchen of 12 square meters. We also improved the access to the classrooms and the surroundings. (Annex 6: architectural plans, minute)





Saraugsha's old classroom that was destroyed by neighbors.



Saraugsha's new classrooms built in the piece of land bought by the community.



Kids from Saraugsha after painting their wall were they show their commitment for taking care of their School

### **Sigchos:**

**Chinaló Alto:** This School named Tupac Yupanqui, is located in a very isolated county far away from any big city in the highlands. It is important to mention this, as it was rather complicated to coordinate all the activities involving this school due to the difficulties of access and communication. Nevertheless, we must recognize that through the active participation of all the community members, as well as the collaboration of the Municipality and the great support from the major we were able to achieve the expected goals. In this school, the community decided to refurbish the old infrastructure that was useless. We changed the ceilings of the whole school, improved the conditions of the floors and improved the bathrooms. This school holds 64 students and 2 teachers. (Annex 7: minute)



Old structure in Tupac Yupanqui's School.



Improvements in infrastructure Tupac Yupanqui School



Classroom with old ceilings in Tupac Yupanqui's School



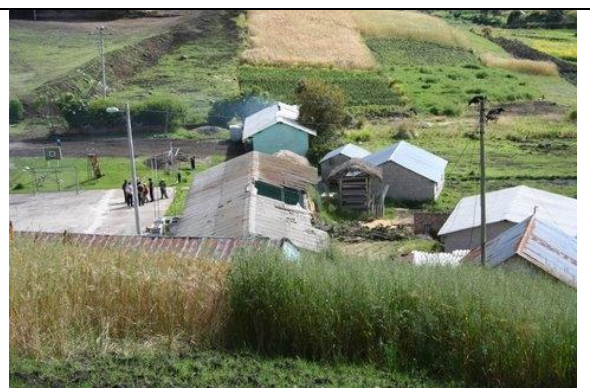
Classroom with new ceilings in Tupac Yupanqui's School

**Colta:**

**Convalecencia:** This School named Convalecencia was initially not part of the project. Unfortunately, around February, they had an accident where a tree fell on their only classroom destroying its ceiling. This school is right next to Santa Rosa de Lima and Santa Rosa de San Luis, so it was decided that as an emergency we could help fix the ceiling if we had a small budget left from all the construction work that had to be done. That is why we waited until we finished with all the construction work in the other communities and invested everything that was left in this isolated school. It is important to mention that now children have started classes with an adequate classroom. This Community did not participate in the other components of this project. (Annex 8: architectural plans, minute)



Convalecencia's School ceilings destroyed by a tree that fell.



View of damage caused by fall of a tree in Convalecencia's School.



Convalecencia School after ceiling's repair.



Inside the repaired classroom. Convalecencia School.

**Result 2- Equipment: Seven rural schools count on basic furniture to hold class.**

The furniture was distributed in all 7 schools as it is detailed in the following chart. It is important to mention that local governments helped distribute the furniture which represented an important effort to achieve the goal. They covered with the transportation expenses.

County	Community	School Name	Furniture distributed
Guamote	Santa Rosa de Lima (Annex 1: minute)	José Padilla Naula	75 chairs 25 desks
Guamote	Santa Rosa de San Luis (Annex2: minute)	7 de Octubre	75 chairs 25 desks
Colta	Cagrin (Annex 3: minute)	6 de Marzo	78 chairs 26 desks
Pelileo	Zanja Loma (Annex 4: minute )	Intiñan	75 chairs 25 desks
Ambato	Calhuasig Chico (Annex 5: minute)	General Rumiñahui	78 chairs 26 desks
Saquilsilí	Saraugsha (Annex 6: minute)	S/N Saraugsha	78 chairs 26 desks
Sigchos	Chinaló Alto (Annex 7: minute)	Tupac Yupanqui	78 chairs 26 desks



Kids from Saraugsha, Saraugsha School, using their new desks in their new classroom.



Community leaders from Santa Rosa de San Luis, 7 de Octubre School, load their truck with school furniture.



Furniture in Santa Rosa de San Luis, 7 de Octubre .



Furniture in Zanja Loma, Intiñan



Furniture in Santa Rosa de Lima, José Padilla Naula

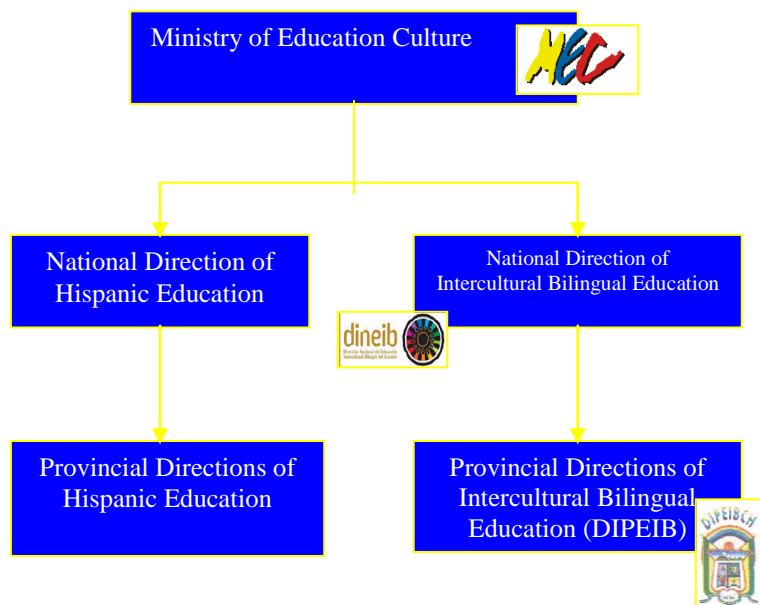


Tatiana Almeida, from Esquel delivering the mini-library in Tupac Yupanqui's School in Sigchos

**Result 3 – Strengthening of the Educational System: Educational system strengthened in 42 rural schools in seven counties through training for teachers in the use of teaching materials and supplies, pedagogical formation, knowledge reinforcement, duties and child rights, citizen participation.**

### Pedagogical Workshops

In order to understand the sense of all the different workshops that have been executed during this project, it is important to understand the structure of the Ministry of Education, of Ecuador. The following chart summarizes its main structure.



It is important to mention that this project concentrates on the reinforcement and improvement of intercultural bilingual education as all of the rural schools included in this project belong to this department which has certain independence and autonomy to promote and reinforce an adequate system that can improve the quality of life of indigenous people. This system responds to the collective rights that were determined in our last Constitution (1998) where the State committed itself in giving indigenous children the opportunity to study in their native languages. That is why we are currently working directly with three provincial Directions in Chimborazo, Tungurahua and Cotopaxi that are provinces with large Kichwa indigenous populations interested in implementing a different system that can make a difference in future generations allowing them bigger opportunities.

In this report we will mention the different workshops that took place in each of the provinces and counties.

### **General Workshops for the three provinces**

1.- As for the use of pedagogical materials contained on the pedagogical trunk distributed in all schools, a workshop took place in Quito on November 7<sup>th</sup> 2006. Thirteen representatives of Guamote, Colta, Pelileo, Ambato, Saquisilí and Sigchos participated in it. After the evaluation, it was determined that the workshop fulfilled the participants' requirements. Over 80% regarded its objectives as *very good* and *good*. A similar percentage was given to the trainers (86%). As for the methodology, it only received a 64% of *very good* and *good* qualification. The logistic was good, for over 90% of the participants gave it good remarks. **(Annex 9: Plan, report, participants' lists, evaluations, materials used):**



Workshop pedagogical material Quito



Supervisors improving their knowledge on the use of pedagogical material

The following chart details the name of the schools that received the pedagogical trunk. We also delivered 7 mini-libraries composed by 111 books with their respective book shelves. It is important to mention that in Colta we were able to make an agreement with another NGO so we could distribute the pedagogical trunk for more schools. This kind of alliance helps have a better impact as we were able not only to train teachers on how to use the material but we were actually able to give the trunk to more schools.

County	Community	School Name	Pedagogical Trunk	Mini-library
Guamote	Santa Rosa de Lima (Annex 1: minute)	José Padilla Naula	1	1
Guamote	Santa Rosa de San Luis (Annex2: minute)	7 de Octubre	1	1
Colta	Cagrin (Annex 3: minute)	6 de Marzo	1	1
Pelileo	Zanja Loma (Annex 4: minute )	Intiñan	1	1
Ambato	Calhuasig Chico (Annex 5: minute)	General Rumiñahui	1	1
Saquililí	Saraugsha (Annex 6: minute)	S/N Saraugsha	1	1
Sigchos	Chinaló Alto (Annex 7: minute)	Tupac Yupanqui	1	1
Colta	Esperanza (Annex 10: minute)	Carlos Díaz	1	0
Colta	Cochaloma (Annex 10: minute)	Cristóbal Cevallos Larrea	1	0
Colta	Quishuar*	20 de Octubre	1	0
Colta	Toropamba*	Gampala Toropamba	1	0
Ambato	Pio Jaramillo (Annex 10: minute)		1	0
Saquililí	Pastocalle (Annex 10: minute)	El Sembrador	1	0
<b>TOTAL</b>			<b>13</b>	<b>7</b>

\* Pedagogical trunks distributed in agreement with another NGO

2.- It is important to highlight that several workshops took place during the month of August, 2007 for it was agreed with the Bilingual Directions of Chimborazo, Tungurahua and Cotopaxi that this was the best strategy to train teachers without having to cut classes for that purpose. Therefore, several activities were organized throughout that month in order to prepare teachers for the new school year that started on September, 3<sup>th</sup>.

In order to prepare and encourage those who were in charged of the implementation of these activities, a workshop took place in Quito on August 9<sup>th</sup>. This workshop was meant to review and plan the methodologies that were to be implemented in the several workshops that were to take place. Eighteen participants from the different Directions of Intercultural Bilingual Education attended the workshop and shared their experiences and methodology. This was an important activity for it made participants realize that Intercultural Bilingual Education is widespread among the country and that they have the challenge and responsibility to improve the quality of education children are being offered. **(Annex 11: Plan, report, participants' lists, evaluations, materials used):**



Meeting Hotel Río Amazonas in Quito with responsables of the different provincial workshops, Augustu 9<sup>th</sup>, 2007



Speakers checking methodologies about bilingual pedagogical material, August 9<sup>th</sup>, 2007.

### ***Colta and Guamote:***

1.- A workshop for the strengthening of the educational system and SISEMOE (Evaluation and Monitoring System of the Intercultural Bilingual Education) took place the 12 and 13 October 2006. The main scope of this workshop was to share the evaluation results of all schools in the province. SISEMOE, is a very detailed evaluation and monitoring system that in the future will also allow us to measure the impact of our activities in the province. During this workshop we were able to share results and accomplishments of the quality indexes of the different schools in the province of Chimborazo that participated in this evaluation process. This contributed to the strengthening of local capacities as well as to creation of knowledge. 21 supervisors of the networks actively participated, there was one woman. As for teachers, there were 7 kinder garden teachers and 23 elementary schools teachers. There were also 19 cultural promoters and 2 members of the administrative staff. **Annex 12: Plan, report, participants**

2.- On October 23<sup>rd</sup> we promoted another workshop in order to share the contents of the KUPED Manual. Supervisors of the educational networks as well as teachers participated in this event. This Manual emphasizes on the use of the new bilingual texts that are now being distributed around the country.

3.- On 11<sup>th</sup> and 12<sup>th</sup> January a workshop related to pedagogical materials took place in the province of Chimborazo. This activity was meant to train teachers on how to use the pedagogical books delivered by the Ministry of Education that look forward to strengthening the Bilingual Intercultural Educational System. The main items included in the training are as follows: multiple intelligence, structure of the Basic Bilingual Intercultural Education, MOSEIB (Model for Bilingual Intercultural Education System) and know-how on how to apply the textbooks within the classrooms. A number of 40 teachers participated in this activity, 19 of them were women. **Annex 13: Plan, participants' lists**

4.- A workshop on pedagogical teaching materials of the pedagogical trunk distributed in all schools took place on January 19<sup>th</sup>. This workshop was meant to train teachers from the zone of Guamote which includes 14 schools, on how to use the materials contained in the



pedagogical trunk so as to use them within the classroom. These materials are important for they contribute to the learning process of children and help them develop different skills such as mathematical logic. A number of 32 teachers participated in this activity, 20 of them were men and 12 were women. All teachers from Jose Padilla Naula and 7 de Octubre schools participated in this workshop. **Annex 14: Plan, participants' lists**

5.- Another workshop related to pedagogical materials took place in the province of Chimborazo in Guamote County on January 18th and 19th. This activity was meant to train teachers from Chismaute zone on how to use the pedagogical books delivered by the Ministry of Education that look forward to strengthening the Bilingual Intercultural Educational System. The main items included in the training are as follows: multiple intelligence, structure of the Basic Bilingual Intercultural Education, MOSEIB (Model for Bilingual Intercultural Education System) and know-how on how to apply the textbooks within the classrooms. A number of 30 teachers participated in this activity.

6.- A workshop on pedagogical teaching materials of the pedagogical trunk distributed in all schools took place on February 22 and 23<sup>rd</sup>. This time we worked with all teachers from the zone of Santiago de Quito which includes all the schools that benefit from the project in Colta's county. It is important to mention that we have been able to contact another local NGO that is working in Colta in order to coordinate workshops and seminars and organize together development actions towards the improvement of Education. This NGO called Ayuda Directa has agreed to distribute the same pedagogical trunks we are currently distributing in all the schools that do not receive pedagogical materials from this project. **Annex 15: Plan, participants' lists**



Pedagogical trunk Workshop Riobamba, Santiago de Quito's zone, February 22 and 23.

Pedagogical trunk Workshop Riobamba, Santiago de Quito's zone, February 22 and 23.

7.- In accordance with the Intercultural Bilingual Education policy that establishes that children should be able to study in their native language, a workshop related to the Kichwa language took place on March 12<sup>th</sup>, 13<sup>th</sup> and 14<sup>th</sup>, 2007. There were 43 participants, among them 28 teachers and 15 members of the administration staff of the DIPEIBCH (Direction of Intercultural Bilingual Education of Chimborazo).

This kind of workshops are important because the improvement of the quality of bilingual intercultural education requires that all the actors involved in the teaching process have a good knowledge of the language in order to make it possible for children to receive a quality education in their mother tongue. It is also important to strengthen and develop the communication skills of all those who are involved in the process. **Annex 16: Plan, report, participants' lists**

8.- Another workshop took place on March 28<sup>th</sup>, 29<sup>th</sup> and 30<sup>th</sup>. It was related to industrial mechanics, electro mechanics and wardrobe industry. It was meant to enhance the skills of the participants so they complement their pedagogical knowledge with practice in order to achieve excellence in their profession. There were six participants, among them there were two women who benefited from this activity. **Annex 17: Plan, report, participants' lists**

9.- On May 18<sup>th</sup> another workshop related to the management of the SISEMOE software took place in Riobamba in a computer center in order to make it easier for teachers to understand in a practical way the system. This system has to do with the management of academic accomplishments and indicators. There were a total number of 40 participants among supervisors and pedagogical technicians, 14 were women. It is important to mention that we were able to coordinate the organization of this workshop together with another big NGO working in the territory. This is very important as we believe that all cooperation work must be coordinated so we can have a better impact in the territory. **Annex 18: Plan, report, participants' lists**



May 18<sup>th</sup>, SISEMOE workshop



May 18<sup>th</sup>, SISEMOE workshop

10.- From June 20<sup>th</sup> until June 22<sup>nd</sup> supervisors and pedagogical technicians from the DIPEIBCH met to learn about the bilingual intercultural development plan that was elaborated during this year. They also elaborate a plan of actions to be implemented in this new scholar year. In this workshop there were 40 participants. **Annex 19: Plan, report, participants' lists**

11.- A workshop related to the "*Use of the Kukayos Pedagógicos*" (didactic material used in the Intercultural Bilingual Education) took place on Riobamba on August 13<sup>th</sup> till August 16<sup>th</sup>. 41 participants attended the workshop and the three facilitators that were in charged of this event were all part of the Direction of Intercultural Bilingual of Chimborazo. It has to be mentioned that the participants belonged to the technical staff of the Direction of Chimborazo.

The workshop was meant to reinforce the use and application of the *Kukayos Pedagógicos* as a way to strengthen Intercultural Education. Facilitators shared their knowledge with the participants who were also asked to form groups in order to analyze the material. It is important to mention that the theoretical exposition from the facilitators gives a better understanding and clarifies the difficulties related to the use of the material, but participants feel that it is necessary to give more emphasis to the practical part, that is, on how to use the material within the classroom. **Annex 20: Plan, report, participants' lists, evaluations**



Workshop Riobamba, August 13, 14, 16 y 17. Implementation of bilingual material.

Participants to Riobamba's workshop. On your right, Luis Escobar, Chief of supervisor from DIPEIBCH.

12.- Another workshop took place on Riobamba on August 20th till August 24th. This workshop was designed for the teachers that belong to the educational zone known as “Matriz-Atapos-Palmira”. There were 48 participants who actively took part of the different activities that were prepared for them.

The workshop started with the subject related to self esteem and values as important factors that contribute to the construction of healthy environments within the classroom. Not only it is important for the well being of teachers but it also helps them have a better understanding of children’s needs in order to build all together co-existence plans that reflect a real exercise of rights.

Teachers also received training on *kukayos pedagógicos* and *chaskis del saber* which are the textbooks used for Intercultural Bilingual Education. Pedro Yuquilema, who is the supervisor of the zone, shared his theoretical and practical knowledge with the participants. In addition, they were also trained on the use of pedagogical materials which are important tools for children’s learning. **Annex 21: Plan, report, participants’ lists, evaluations**

13.- On August 27<sup>th</sup> till August 31<sup>th</sup> a workshop took place on Riobamba with the presence of 15 to 32 participants who gathered to discuss and socialize the pedagogical items for technical education. **Annex 22: Plan, report, participants’ lists**

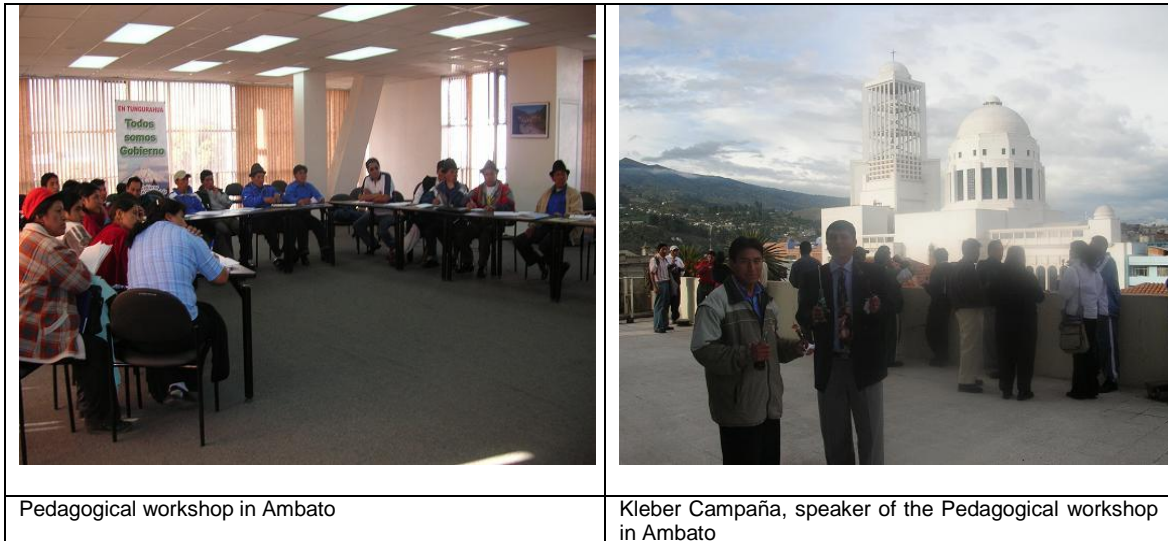
### ***Pelileo and Ambato***

1.- A workshop on training related to the management of the pedagogical packages took place on September 18<sup>th</sup> till September 22<sup>nd</sup> 2006. A number of 44 sub directors and teachers of the Bilingual Intercultural Educational networks participated in this workshop, twelve of them were women. This workshop was meant to train the participants on how to use the pedagogical material correctly. These are the new bilingual texts that the Ministry of Education has published for the first time since the Bilingual Educational System was created. They are called “*Senderitos and Chaskis del Saber*” (Road towards learning) and they represent a useful tool within the classrooms. It also emphasizes the use and standardization of the Kichwa language. The main topics covered in this workshop were:

- Rediseño Curricular (40 hours)
- Knowledge mastery
- Kichwa

The workshop was led by Bernardo Chango, Kléber Campaña and Juan Matza. There was a very important participation of 10 supervisors from different educational zones in Tungurahua, 39 teachers and 7 school principals. All teachers committed to the replication of this workshop in other schools. **Annex 23: Plan, reports, participants’ lists**

2.- From 15<sup>th</sup> to 19<sup>th</sup> January a workshop related to pedagogical took place, this time in the province of Tungurahua. Its purpose was to train teachers on how to use the bilingual textbooks within the classroom. It also looked forward to improving the use of the kichwa language as a useful tool within the educational process of children. It also made an emphasis on improving the mathematical skills of teachers. A total number of 46 teachers participated in this training. **Annex 24: Plan, participants' lists**



3.- From February 5<sup>th</sup> to February 7<sup>th</sup> a workshop related to the strengthening of the SISEMOE (Evaluation and Monitoring System of the Intercultural Bilingual Education) took place. The results, accomplishments and different indicators related to the quality indexes of the different schools in the province of Tungurahua were socialized. This contributed to the strengthening of local capacities as well as to creation of knowledge. Around 45 persons between teachers and supervisors actively participated, there were 11 women. We also distributed CD's with the computer program that runs the evaluation program. **Annex 25: Plan, participants' lists,**

4.- On July 5<sup>th</sup> and 6<sup>th</sup>. 23 teachers from the educational zone located in Ambato participated in a field trip to learn about an innovative project called "Jugando con el Abuelo" that would be translated as "Playing with Grandpa". In this project people from Imbabura, which is a province in the North of Ecuador, have been able to recuperate many legends and traditional stories that are a big part of the indigenous cultures. The idea of this field trip is to motivate teachers to do more research so they can recuperate traditional knowledge and try to write it down. The evaluation of this activity was very positive as teachers were inspired by the results of this project. **Annex 26: Plan, reports, participants' lists**

5.- A workshop on "Learning Difficulties" took place on August 13<sup>th</sup> till August 15<sup>th</sup>. A total number of 30 participants attended the workshop, among them there were seven women. The purpose of this workshop was to give teachers the necessary and adequate tools to help them identify children with learning difficulties. In order to do so, the facilitator worked along with teachers on how to use the different material that was distributed throughout the workshop. As for the implemented methodology it consisted on group work, debate, all along with the facilitator's guidance. **Annex 27: Plan, reports, participants' lists, evaluations**



Learning Difficulties workshop, August 2007



Workshop Ambato, August 2007

6.- Three workshops on “Andean and Amazon Cosmvision contrasted with the modern occidental cosmology” based on the methodology mentioned before, took place throughout July and August in Baños, province of Tungurahua. The first one took place on July 24<sup>th</sup> till July 28<sup>th</sup>, the second one on August 14<sup>th</sup> till August 16<sup>th</sup> and the last one on August 21<sup>st</sup> till August 23<sup>rd</sup>.

All the workshops had an average of 35 participants that worked hardly according to the planned agenda which demanded a high level of participation and attention. The activities mostly included practical speeches leaded by the four facilitators that were hired. It has to be mentioned that the facilitators were indigenous themselves which was a fact that was really appreciated among the participants.

In addition to the expositions, participants were asked to read back-up papers and they were constantly evaluated on the basis of the subjects that were discussed throughout the workshop.

Another important fact about the workshop is that Laura Santillán and Fernando Chimba, the two main facilitators, have a clear idea concerning Andean and Amazonic cosmvision and most of all they show a commitment to share their knowledge with others.



Andean Cosmvision. Baños, Tungurahua, August 16th..



Andean food was served during the workshop in order to show coherence towards what had been said.. Andean – Cosmvision workshop, August 2007.

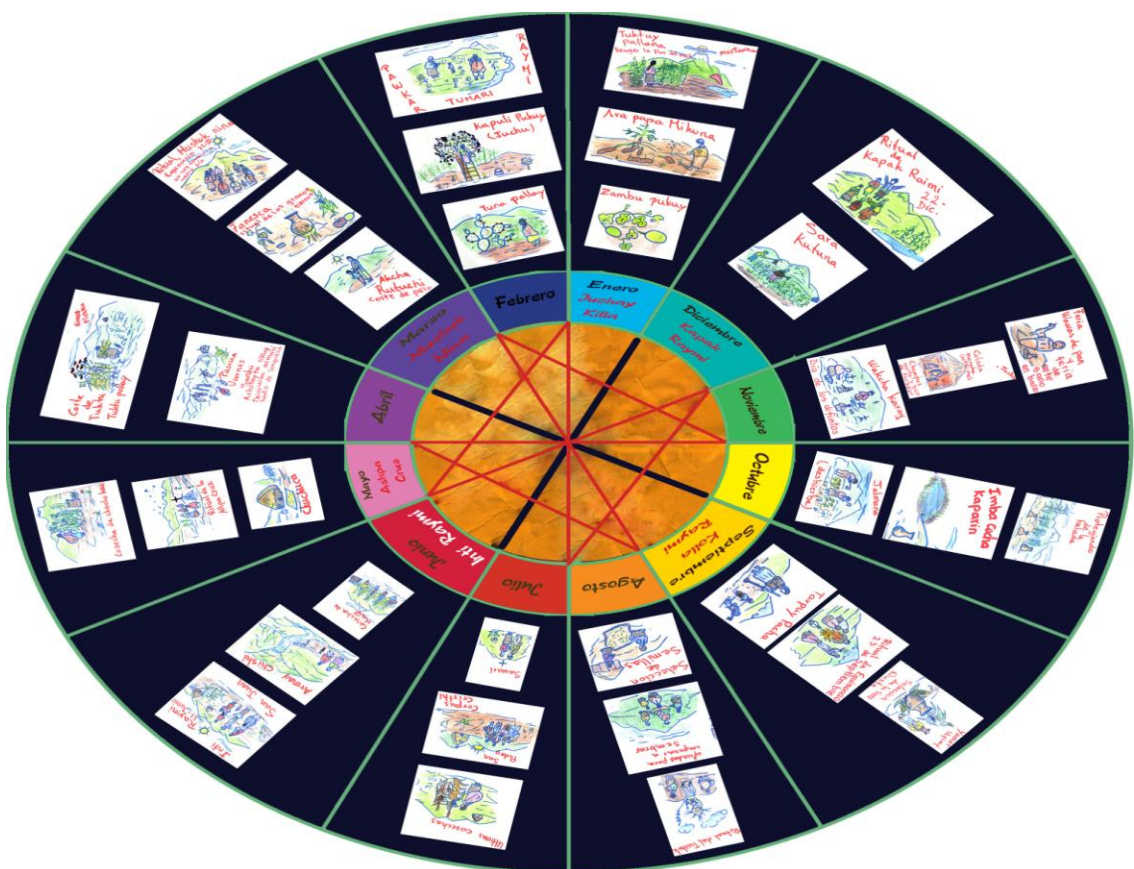
An interesting fact about the workshop is that it was both theoretical and practical. The expositions and the readings certainly aimed to give the participants the theoretical ground needed to understand the subject while the food served during the whole event showed in a practical way the sense and purpose of the workshop. All the food was homely prepared with natural products that are all part of the great agro biodiversity of Andean zones. Products such as quinoa, potatoes, sweet potatoes, broad beans, white carrots, corn in all its different types and so on were highlighted as important sources of nutritional values that should be included in the daily diet of communities. On the other hand, mass consumption products such as cokes, junk food and canned food were condemned for being unhealthy and unfriendly with ancient local values.



August 23rd. Andean Cosmovisión workshop

Teachers participated actively during workshops..

When the agricultural calendars were presented, the participants showed great interest and realized the importance of rescuing ancient knowledge as well as the power they have as actors closely involved with education. It is not only they have the power, but also the responsibility to preserve this knowledge for the future and the present of our cultures. **Annex 28: Plans, reports, participants' lists, evaluations**



7.- Another workshop on “Research Methodology and Oral Tradition” took place on Ambato on August 22<sup>th</sup> and August 23<sup>th</sup>. The facilitators that were in charge of this event are part of the initiative “Jugando con el Abuelo” which focuses on rescuing cultural values in order to incorporate them to the learning process.

The workshop was divided into three main stages: oral tradition, research and intercultural approaches, and education. The 33 participants that attended it remarked that the knowledge they acquired is really practical and useful, not only as a pedagogical tool but mostly as a way to preserve and value local cultural knowledge, that is, tales, stories, and legends related to the

local context. In addition, the participants had an active participation in the individual as well as group activities. **Annex 29: Plan, report, participants' lists, evaluations**

8.- There was also a workshop on "Audiovisual Resources for the learning process within the classroom". It took place on Ambato on August 27<sup>th</sup> and 28<sup>th</sup> and there were 28 participants, among them there were seven women.

Patricia Gordón and Gabriela Chamorro acted as facilitators of this workshop that focused on the implementation of pedagogical techniques aimed to develop intelligence and creativity among children. Teachers were the main actors for they, themselves, put into practice the different techniques that were socialized. Moreover, they worked in pairs in the computer lab in order to have a practical approach of the benefits and uses that the information and communication technologies have and how to use them to support the educational process. **Annex 30: Plan, reports, participants' lists, evaluations**

9.- At the beginning of August, that is, on August 1<sup>st</sup> and 2<sup>nd</sup> a workshop on "Project's Financial Evaluation" took place on Ambato. There were 24 participants who were given the basic tools required to make a financial evaluation of projects. This will help them have a clearer view and understanding of the different activities that are supported by organizations with whom they work together. **Annex 31: Plan, report, participants' lists, evaluations**

## ***Saquisilí and Sigchos***

1.- On December 15<sup>th</sup> in the county of Saquisilí province of Cotopaxi. It is important to mention that 33 teachers attended to this workshop. It is important to mention that in this workshop we also kept the steps that MOSEIB outstands in every training process (knowledge ownership, knowledge application, knowledge creation, socialization of knowledge, evaluation) **Annex 32: Plan, participants' lists**

2.- During May 3<sup>rd</sup> and 4<sup>th</sup> a workshop related to the strengthening of the SISEMOE (Evaluation and Monitoring System of the Intercultural Bilingual Education) took place. This activity took place in Latacunga, province of Cotopaxi and it contributed to creation of knowledge regarding the management of this software. This is important because it involves the educational actors with the policies and tools related to the Intercultural Bilingual Education. There were 22 participants who actively participated in the workshop, 12 of them were women. **Annex 33: Plan, report, participants' lists**

3.- On June 22<sup>nd</sup> we had a one day workshop with 37 teachers among whom 14 were women, in Saquisilí in order to share with them the results of the evaluation and Monitoring System that has been implemented in that educational zone. **Annex 34: Plan, report, participants' lists, evaluation**

4.- Along with the Direction of Intercultural Bilingual Education of Cotopaxi a one week workshop was organized in order to reinforce different subjects related to the Intercultural Bilingual Education Model. The subjects that were discussed and analyzed throughout August 20<sup>th</sup> till August 24<sup>th</sup> were: *SISEMOE (Follow-up, Monitoring and Evaluation System of the Intercultural Bilingual Education)*, *Rediseño Curricular*, *Aprestamiento*, and *Kukayos Pedagógicos*. A total number of 190 participants coming from the different schools that belong to the Direction of Intercultural Bilingual Education of Cotopaxi were divided into five groups. Five members of the Direction of Cotopaxi acted as facilitators in order to share their experience and knowledge on the different subjects with the teachers that attended the workshop.

The implementation of this workshop required a great effort due to the large amount of teachers that participated. However, this activity was highly valued among the participants for it allowed them to share and get to know people with the same interests and commitment towards education. **Annex 35: Plan, reports, participants' lists, evaluations**



Teachers from Cotopaxi during week workshop



Teachers from Cotopaxi having lunch

#### **Result 4 School Orchards: Implementing agroecological school orchards in seven rural schools for the improvement of the nutritional situation of the children benefited from the project.**

Seven school orchards were implemented in each of the benefited schools. We had to hire different experts in each of the provinces so we could reassure good technical support along the implementation of this component. All schools followed pretty much the same process:

1. Plowing and sowing the ground
2. Fertilizing the ground with organic material.
3. Buying seeds that were to be planted in the school orchards (radish, carrot, lettuce, onion, cabbage, broccoli, zucchini, and cucumber, among others)
4. Building fences to protect the orchards.
5. Planting native trees
6. Harvesting the products

We must mention that these activities involved the teachers, the students and the parents; therefore, it was considered as an activity that contributed to the strengthening of the local social structures. Each of the technicians that were hired had a different style which determined the results that were obtained. It is interesting to see that in the workshops that were run by the technicians, there was a high participation of parents. They thought the activities were practical and helped them improved their knowledge on agricultural issues. Also, all technicians focused on the importance of improving children's diet by implementing the use and consumption of a variety of vegetables.

We must mention that from our field visits we believe that in Tungurahua the orchard in Zanja Loma, Intiñan School, was very successful probably because the teachers were very involved in the process. Among the three experiences in Chimborazo, Santa Rosa de San Luis, 7 de Octubre School, shows the best results. In Cotopaxi both Schools show the same positive results. It was interesting to see how in Cotopaxi the technician also integrated other activities as typical dances as he believes intercultural education should involve a variety of activities that allow children to value their culture. He is indigenous himself so it was very positive to have him as part of the team. The creation of the orchards has been evaluated as a winning activity in all schools as it has been highly appreciated by the community members and children highly enjoyed working outside the classroom. It was also a good way to include environmental topics in a daily basis. All schools planted native trees as part of the agricultural activities promoted by this component. Each of the technicians wrote a detailed report of the activities that were



executed in each of the communities and we have detailed all the tools and materials that were given to each of the communities in order to achieve this result.

County	Community	School Name	Technical Report and list of materials and tools that were distributed in each school
Guamote	Santa Rosa de Lima	José Padilla Naula	Annex 36
Guamote	Santa Rosa de San Luis	7 de Octubre	Annex 36
Colta	Cagrin	6 de Marzo	Annex 36
Pelileo	Zanja Loma)	Intiñan	Annex 37
Ambato	Calhuasig Chico	General Rumiñahui	Annex 38
Saquilsilí	Saraugsha	S/N Saraugsha	Annex 39
Sigchos	Chinaló Alto	Tupac Yupanqui	Annex 39



Plowed ground of school orchard in Zanja Loma, Intiñan



Kids from Intiñan School harvesting carrots.



Kids from Intiñan, preparing natural fertilizer.



Kids from Santa Rosa de Lima, José Padilla Naula School after harvesting papa nabo



Kids from Santa Rosa de San Luis, 7 de Octubre School explaining what they grow in their orchard.



Orchard in Santa Rosa de San Luis, 7 de Octubre School.



Parents working at the orchard of Chacabamba Cagrin, 6 de Marzo School



Everybody helping build the fence in Chacabamba Cagrin, 6 de Marzo School



Parents and kids working together at Santa Rosa de Lima, José Padilla Naula's School.



Children sowing in Santa Rosa de Lima's orchard



Parents and kids working in the orchard of Saraugsha



Kids from Saraugsha prepare some typical dances



**Result 5 – Pro-rights Municipalities: The creation of the County Council for Children and Adolescents has begun. It implies the defense of rights in the area of influence of the project.**

In order to contribute to the defense and respect of Children’s and Adolescents Rights, we have supported different activities that try to:

- Create in social actors new ideas regarding boys, girls and teenagers participation.
- Understand and integrate the role that educational institutions play on the social construction of the Integral Protection System.
- Establish simple activities that promote well treatment for children within the educational institutions.

At the beginning of the project, we were able to support Guamote’s County Campaign to reinforce the County Council for Children and Adolescents by the socialization and practice of Children’s and Adolescents Rights. We then realize it was more important to concentrate on what was happening at a communitarian level as in order to reinforce Children’s Rights it is important to communicate what rights stand for.

During this year, we have worked on the implementation of the methodology that was detailed at the beginning of this report, which focuses on working with teachers, parents and children to develop small action plans that can implement practical actions that show the real exercise of Children’s Rights.

We started working with all the teachers of the 6 educational zones in the three provinces which we believe was a great success as this means we had a big impact in the territory and we hope this will make a difference in each of the Schools involved.

In the educational zone of the county of Guamote, which includes 14 schools and 38 teachers, the workshops took place the 25<sup>th</sup> and 26<sup>th</sup> January 2007 and in order to reinforce the acquired knowledge, another workshop took place on February 22<sup>nd</sup> and 23<sup>rd</sup>. **Annex 40: Technical report, participants' lists, evaluations**

In Pelileo and Ambato educational zones, which include 13 schools and more than 40 teachers, the workshops were also divided in two different stages. The first one took place on February 8<sup>th</sup> and 9<sup>th</sup> and the second one took place on February 21<sup>st</sup> and 22<sup>nd</sup>. **Annex 41: Technical report, participants' lists, evaluations**

In Colta, which includes 16 schools and 35 teachers, the workshop took place in June 14<sup>th</sup> and 15<sup>th</sup>. Among the participants 18 were women and the supervisor of this educational zone also participated actively. **Annex 42: Technical report, participants' lists, evaluations**

In Saquisilí, 32 teachers participated in the workshop that took place in September 27<sup>th</sup> and 28<sup>th</sup>. **Annex 43: Technical report, participants' lists, evaluations**

In Sigchos we could only work with the 3 teachers that work in Tupac Yupanqui School as it was impossible to coordinate with the supervisors and directors of this zone the participation of all teachers. In August 16<sup>th</sup> and 17<sup>th</sup>, while the facilitators visit the community to work with children and parents, the teacher were contacted to work with them the whole proposal. **Annex 44: Technical report, participants' lists, evaluations**

It is important to highlight that these workshops put into practice a participative methodology that allows the participants to figure out for themselves the importance of children's rights and above all, commits them to fulfilling them at their local reality that is, within the spaces that provide the opportunity of sharing with the different actors.



Teachers work on Children's Rights workshop



Rodrigo Muños, facilitatin workshop with teachers



Children at workshop regarding their rights



Ma. Eugenia and the children during workshop

The next step was to involve children and parents from all schools in participative workshops that could allow them to express what they feel about their lives, schools and rights. The methodology that we have developed allows children to reflect upon their feelings. This exercise allowed us to recognize what is happening with children in their communities.

In this context, several workshops took place. The first one took place on March 15<sup>th</sup> and 16<sup>th</sup> in the Ambato canton, province of Tungurahua. Children were the main actors of this workshop. There were two facilitators that worked with 60 children and encouraged them to analyze their reality and find ways in which they believe they can improve the present welfare conditions.

**Annex 45: Technical report, participants' lists, evaluations**

The next workshop took place on March 22<sup>nd</sup> and 23<sup>rd</sup> in the Intiñan School located in the Pelileo canton, province of Tungurahua. It also focused on the participation of children and once again two facilitators took charge of the whole process. It has to be mentioned that children certainly enjoy this type of activities because they feel they are being treated as important actors within the reality of the community and moreover, they realize their voice and opinion are taken into account by grownups, in this case, the facilitators. This not only has a positive impact on children but also on the way local grownups establish their relations from that moment on. On the 23<sup>rd</sup> there was a meeting with the teachers in order to agree with them some actions. On May 23<sup>rd</sup> we met again with parents and with teachers. We were able to develop a good action plan that to be implemented according to what was said by the different participants. This plan includes innovative activities to visualize children's participation. **Annex 46: Technical report, participants' lists, evaluations**

The next workshop took place in Guamote on June 7<sup>th</sup> and 8<sup>th</sup> working both in Santa Rosa the Lima with 18 children and Santa Rosa de San Luis with 35 children. There was an active participation of all kids. During the afternoons we met with parents in order to socialize with them what teachers and children had to say. They were also able to identify innovative activities to promote the respect to Children's Rights. **Annex 47: Technical report, participants' lists, evaluations**

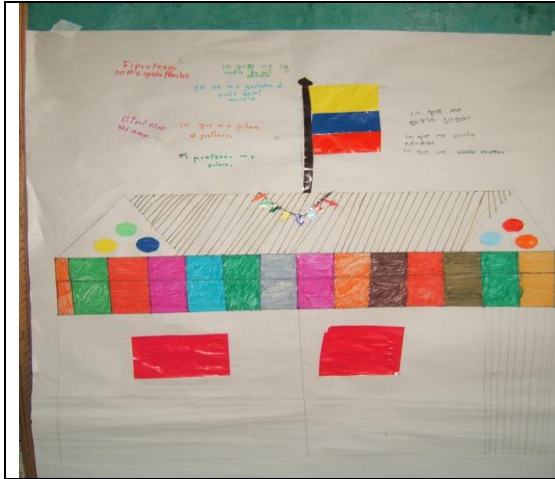
In June 18<sup>th</sup> and 19<sup>th</sup> we met with children and parents from Chacabamba Cagrin in the School 6 de Marzo. It was interesting to work with parents as this community shows lots of problems with violence. There are good initiatives to improve relationships among children and adults. **Annex 48: Technical report, participants' lists, evaluations**

June 25<sup>th</sup> and 26<sup>th</sup> we met with children and parents from General Rumiñahui School in Ambato. The fact of working in the communities gives a complete different dynamic to the process as people feel involve and feel confident about working with us. There was a very positive attitude from parents and good proposals to improve relationships among children and adults. **Annex 49: Technical report, participants' lists, evaluations**

We met children and parents from Saraugsha on July 23<sup>rd</sup> and 24<sup>th</sup>. There was a very active participation of children and parents. It is a small school which allowed us to reach good consensus on how to improve actions towards the respect of Children's rights.

**Annex 50: Technical report, participants' lists, evaluations**

Finally, on August 27<sup>th</sup> and 28<sup>th</sup> we met children and parents from Tupac Yupanqui School in Sigchos. It was interesting to work there as the isolation of the community brings along openness to host facilitators. We felt very comfortable working with this community and we are sure that the actions proposed will be implemented. **Annex 51: Technical report, participants' lists, evaluations**



Work done by children



Action plan done by parents from one of the schools.

**Result 6 - Model for Replica:** The model for replica consists of training technicians and supervisors of the DIPEIB- CH in the aforementioned subjects. The model accompanies the DIPEIB in the training of teachers, parents and children of the selected schools. The model will also help DIPEIB CH systemize the process in order to replicate the knowledge in other schools in the area.

Related to the different workshops on pedagogical training, supervisors were responsible for replying the acquired knowledge in each of their zones or areas of influence. They have included all the different teachers of the schools that are involved in the project. All supervisors from Chimborazo, Tungurahua and Cotopaxi that have already received training have replied the acquired knowledge to other teachers of different educational centers.

Related to Children's and Adolescent Rights, in Guamote 3 radio jingles were elaborated and transmitted in the months of September, October and November. These jingles were elaborated by children from different communities including children from Santa Rosa de Lima and Santa Rosa de San Luis and they treat different topics related to Children's and Teenagers Rights. This activity is meant to create a public awareness about this subject. In this way the defense and respect of Children's Rights were supported and given importance. It is important to outstand that in order to achieve these results we have been able to agree different activities that will be supported by different activities that are currently working in the territory. Each jingle lasts around 2 minutes and it represents a common effort from different institutions. The jingles go out in three different radio stations. **Annex 52: Jingles**



Activity with Guamote's Children and Adolescents Council



Children drawing their needs

## Summer Camp

In July 26<sup>th</sup> and 27<sup>th</sup> we organized a camp which's main objective was to integrate and introduce a cultural exchange between children from 7 rural schools of six different counties and seven different communities. The Schools that were invited to this activity are the children belonging to the main benefited schools in this project.

As part of the project's educational process, this workshop integrated children and group leaders from three provincial areas in Chimborazo, Tungurahua and Cotopaxi to share in a cultural and learning exchange. Adult leaders from each community accompanied the children and participated equally in the activities so as to promote the participation of all those present.

For two days, 151 children and 25 adults from six different schools gathered together to participate in learning activities and cultural exchanges. The educational alternative of a camp setting allowed the various communities to learn about other communities while simultaneously sharing their local realities.

## Methodology

The 151 children and 25 adults were divided into 14 groups by number and color. The numbers corresponded to cabins in which up to 12 children resided along with a group leader and the colors represented 6 different teams.

The six groups of boys and eight groups of girls were mixed by age and community so as to enforce an exchange between the children from different areas.

Each day, the teams of colors would join together to participate in learning activities and games in which winners earned points. At the finale of the activities, the winning teams were announced and all participants were awarded prizes.



Winners of dancing apple game



Children enjoyed fishing in the lake



Surprise! Children dancing at night!

## Activities and Results

The six teams participated in Gymkhana, ten different games and activities, over the two days. The adult leaders of each team also participated with the children so as to include everyone in the learning process.

Some of the games the first day included a potato sack race, a three-legged race, a tomato dance in pairs and bobbing for apples. Other activities included coloring pictures, working with tangrams to make figures and collecting and discussing elements that are good and bad for the environment.

Since each team was comprised of a range of ages and backgrounds, the children were able to make new friends. The children also had free time throughout the day to orchestrate games on their own in which promoted an exchange as well.

During the night, children performed dances and acts which they had rehearsed beforehand in order to share a part of their culture and learn about others.

The following day included more activities in which the children were able to express their feelings about the camp. For instance, the children drew pictures and made collages about what makes them happy or sad and how they felt the camp went for them. **Annex 53: Summer camp**



Children mostly enjoyed the swimming pool



A break!



Picture before lunch. Group of girls from different schools



Children working



Drawing and laughing



Concentrated in drawing





## V LESSONS LEARNED

- The project's effectiveness relies on the active participation of the different institutions involved in the implementation of the diverse activities. Therefore, it is important to coordinate actions with the leaders or representatives of the Provincial Directions of Bilingual Intercultural Education, local governments and communities.
  - It is very important to have the active participation of municipalities as they are an important counterpart and they must take responsibilities on education.
  - All activities must be coordinated with leaders from the Provincial Directions of Bilingual Intercultural Education and community leaders in order to promote sustainability in all actions.
  - It is important to coordinate dates with educational directors from all provinces in order to understand local needs and times.
  
- The capacities of teachers that participated in this project have been improved, but it is still necessary to work with them as they show various difficulties.
  - Teachers need to improve their Kichwa and Computer skills in order to guarantee a truly Intercultural Bilingual Education system that can also promote the use of technology. Children have the right to count on trained teachers that are capable of teaching them in their native language, but also to teach them how to keep in touch with technological advancements around the world.
  - Didactic games are a good way to improve the learning process of teachers and children. The use of didactic material within the classroom should be

- encouraged and reinforced because it allows children to develop different skills such as creativity and math logics.
- We must emphasize on the application of the MOSEIB Methodology promoted by the intercultural bilingual education in all workshops in order to improve its implementation during the following months.
  - A learning workshop, in the form of a summer camp, helps to blend various communities. Activities of cultural sharing help to reinforce cultural identities while also serving as a learning tool for other communities to observe. The children enjoy the variety of games, which helps to integrate groups. For many children who participated in the Summer Camp this was their first trip outside their community. It is important to promote this kind of activities in order to reinforce the construction of multicultural networks.
- A truly exercise of Children's and Teenagers' rights goes far beyond the existence of a particular code or law. These rights have to be implemented in the local context and in order to do so, it is necessary to count on the participation of teachers and also parents who are the ones that are to promote and guarantee the creation of spaces where children can really participate. Including teachers and parents on the activities regarding the exercise and application of Children's Rights has allowed us to learn about different activities that promote good relationships among adults and children. Children need more spaces where they can really participate, adults need to think about these spaces and promote the adequate environment (games, respect, love).
  - Regarding construction work, It is important to verify legal problems before starting construction work in any community. Communities can always contribute with work and transportation.
  - The distance among the different counties and communities chosen does represent an important fact to consider in other projects. For example Sigchos' county was very far away from all the other counties and it did involve a high cost and low benefits to work so far away.
  - It is very important to highlight the great communication we have had with FCYF responsible for the project. We highly appreciate the good communication FCYF has kept during the execution of the whole process as their openness to understand difficulties in the ground. I am deeply grateful for all the hard work and devotion you put into helping us achieve all the results effectively. Keeping good communication with local and foreign actors is an invaluable opportunity to learn and meet and connect with what we are all doing.



FCYF's visit to Ecuador



FCYF's visit to Santa Rosa de Lima

## **VI ANNEXES**

- Annex 1:** Santa Rosa de Lima, José Padilla Naula School
- Annex 2:** Santa Rosa de San Luis, 7 de Octubre School
- Annex 3:** Chacabamba Cagrin, 6 de Marzo School
- Annex 4:** Zanjahoma, Intiñan School
- Annex 5:** Calhuasig Chico, General Rumiñahui School
- Annex 6:** Saraugsha, Saraugsha School
- Annex 7:** Sigchos, Tupac Yupanqui School
- Annex 8:** Convalecencia, Convalecencia School
- Annex 9:** General Workshop (Plan, report, participants' lists, evaluations, materials used)
- Annex 10:** Minutes other Schools that received pedagogical trunk.
- Annex 11:** General Workshop (Plans, reports, participants' lists, evaluations)
- Annex 12:** Colta-Guamote (Plan, report, participants' lists)
- Annex 13:** Colta-Guamote (Plan, report, participants' lists)
- Annex 14:** Colta-Guamote (Plan, participants' lists)
- Annex 15:** Colta-Guamote (Plan, participants' lists)
- Annex 16:** Colta-Guamote (Plan, report, participants' lists)
- Annex 17:** Colta-Guamote (Plan, report, participants' lists)
- Annex 18:** Colta-Guamote (Plan, report, participants' lists)
- Annex 19:** Colta-Guamote (Plan, report, participants' lists)
- Annex 20:** Colta-Guamote (Plan, report, participants' lists, evaluations)
- Annex 21:** Colta-Guamote (Plan, reports, participants' lists, evaluations)
- Annex 22:** Colta-Guamote (Plan, report, participants' lists)
- Annex 23:** Pelileo Ambato (Plan, report, participants' lists)
- Annex 24:** Pelileo Ambato (Plan, participants' lists)
- Annex 25:** Pelileo Ambato (Plan, participants' lists)
- Annex 25:** Pelileo Ambato (Plan, participants' lists)
- Annex 26:** Pelileo Ambato (Plan, report, participants' lists)
- Annex 27:** Pelileo Ambato (Plan, reports, participants' lists, evaluations, materials used)
- Annex 28:** Pelileo Ambato (Plan, reports, participants' lists, evaluations, materials used)
- Annex 29:** Pelileo Ambato (Plan, report, participants' lists, evaluations, materials used)
- Annex 30:** Pelileo Ambato (Plan, reports, participants' lists, evaluations, materials used)
- Annex 31:** Pelileo Ambato (Plan, reports, participants' lists, evaluations, materials used)
- Annex 32:** Saquisilí - Sigchos (Plan, participants' lists)
- Annex 33:** Saquisilí - Sigchos (Plan, report, participants' lists)
- Annex 34:** Saquisilí - Sigchos (Plan, report, participants' lists, evaluations)
- Annex 35:** Saquisilí - Sigchos (Plan, report, participants' lists, evaluations)
- Annex 36:** Orchards in Chimborazo
- Annex 37:** Orchards in Pelileo
- Annex 38:** Orchards in Ambato
- Annex 39:** Orchards in Cotopaxi
- Annex 40:** Children's Rights Guamote (Technical Report, participants)
- Annex 41:** Children's Rights Pelileo – Ambato (Technical Report, participants)
- Annex 42:** Children's Rights Colta (Technical Report, participants)
- Annex 43:** Children's Rights Saquisilí (Technical Report, participants)
- Annex 44:** Children's Rights Sigchos (Technical Report, participants)
- Annex 45:** Children's Rights with children Ambato (Technical Report, participants)
- Annex 46:** Children's Rights with children and parents Intiñan (Technical Report, participants)
- Annex 47:** Children's Rights with children and parents Guamote (Tech. Report, participants)
- Annex 48:** Children's Rights with children and parents Colta (Technical Report, participants)
- Annex 49:** Children's Rights with children and parents Ambato (Technical Report, participants)
- Annex 50:** Children's Rights with children and parents Saraugsha (Tech. Report, participants)
- Annex 51:** Children's Rights with children and parents Sigchos (Technical Report, participants)
- Annex 52:** Jingles
- Annex 53:** Summer Camp