

ANNUAL REPORT FOR NGO DEVELOPMENT  
CO-OPERATION PROJECT

YEAR 2008 PROJECT CODE 33C708

Hankkeen perustiedot

## 1. Basic information on the Project

1.1 Name of Organization registered in Finland

The Finnish Children and Youth Foundation (FCYF)

1.2 Name of Organization in English

Esquel Foundation

1.3 Name of Project in Finnish

1.4 Name of Project in English

“Support for Andean Rural Schools: Improving the Quality of Education in the Provinces of Chimborazo and Tungurahua in Ecuador”

1.5 Name of Project in other relevant language

Fortalecimiento del Sistema de Educación Intercultural Bilingüe en las escuelas rurales andinas de las Provincias de Chimborazo y Tungurahua en Ecuador

1.6 Location of Project (country, province, village/community)

**Country:** Ecuador

**Province:** Tungurahua

**County:** Ambato, Pelileo

**Scholastic Zone:** Chibuleo, Casahuala

**Province:** Chimborazo

**Counties:** Colta, Pallatanga, Alausí

**Scholastic Zone:** Juan de Velasco, Guaconas

1.7 Name of co-operation Partner

Fundación Esquel (Esquel Foundation)

1.8 Planned initiation and termination dates of the Project

Start: March 1<sup>st</sup>, 2008  
 End: October 31<sup>th</sup>, 2010

1.9 Summary of the core idea of the Project and the key results and impacts achieved (see Project plan, 1.11.)

1.9 Summary of the core idea of the Project and the key results and impacts achieved (see Project plan, 1.11.)

This project sought to tackle the main problems currently faced by rural schools: low quality of education, inaccessibility, under-coverage, lack of permanence in the educational system, poor levels of education and wages amongst teachers, low quality or insufficient educational materials, deterioration of infrastructure, low levels of participation and interest in education amongst parents, family members and communities.

The project's immediate objective was to improve the quality of education in rural schools in the Provinces of Chimborazo and Tungurahua through the improvement of infrastructure and equipment, providing furniture and didactic materials, strengthening of the quality of the educational system, promotion and diffusion of Children's and Adolescents' Rights and the implementation of an environmental component in the schools' curricula.

The goals of this project were reached thanks to a joint work among technical groups of National Direction of Intercultural Education, both Provincial Directions and the Esquel team. It is important to mention that other institutions of civil society like ONGs like CARE Ecuador, KNH, and Vision Mundial were involved during the implementation; this strategy promotes a sustainability of the impacts achieved.

In order to describe the expected results of the project about infrastructure it could be mention that the building works were finished and the planned monitoring in all schools have been completed. As for the second result, the pedagogical material and the school furniture delivered in selected schools. The coexistence plans were implemented in each schools and this experience produced two methodologies to replicate this process. Finally, the environmental guides were delivered after conducting workshops and activities for promote environmental care

1.10 Financing summary

Year _____	Euros
Project support not used in the previous year (incl. not withdrawn + withdrawn unused funds)	
Support approved for the reporting year	
Total Project support available for the reporting year	
Total Project support used during the reporting year	

Funds not used, transferred to be used and reported in the following year (incl. not withdrawn + withdrawn unused funds)	
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1.11 Other financing of the Project during the reporting year, if any. Please state here the amount and source of this financing.
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N/A

## 2. Co-operation Partner and co-operation procedure

2.1 How did the co-operation Partner participate in the implementation of the Project? (E.g. Did they provide labor, economic resources, other assets?)
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Before the design and implementation of this project, Esquel carried out a diagnosis and investigation of the zone, gathering information on the population, its necessities, problems, characteristics and ways of life. With this information, and the collaboration of DIPEIBCH and DIPEIBT, the criteria for selecting the school zones and the beneficiary populations of this project were determined.

This information has been socialized to our partners, and it has been assessed in the two monitoring visits during the implementation for this project. These visits were highly productive because allowed discussing relevant issues about the context. FCYF has provided important insights such as the innovative proposal to address issues identified in the workshops in the fifth result.

FCYF technicians were able to meet with the actors involved in the project and hear directly the challenges and opportunities that have arisen in the Intercultural Bilingual Education System. Some criteria were included in the formulation of the project "Development of rural schools with solar energy and Communities in Ecuador."

2.2 Were there other parties involved in the co-operation (e.g. Finnish, local or international organizations or officials)? Please describe their role and involvement in the Project.
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Both provinces, Chimborazo and Tungurahua, exhibit high poverty levels, particularly in rural areas. For that reason, Esquel has focused its efforts in executing projects that support social, educational, and local development in these zones.

With the aim of integrating the project into the processes to ensure the sustainability. Esquel has led to the formation of a National Board of Intercultural Education. Space that is led by DINEIB and involves Non-governmental organizations working in the country on issues related to the educational field.

The National Board of Intercultural Education promotes the joint work between different organizations and try to have a same objectives considering the public policy in the new context of education in Ecuador. An example of this job were contributions realized for the new law and was

possible to discuss that directly with advisers to National Assembly, who attended the roundtable to discuss the contributions.

### 3. Sustainability of the Project

3.1 How did predictable or unprecedented external factors affect the implementation of the Project? (Economic, social, environmental or cultural factors)

The decree 1585, sanctioned on February 18 of 2009 by President Rafael Correa, introduces deep changes into Bilingual Intercultural Education. Therefore, at the beginning of the last year the Ecuadorian Ministry of Education assumed control of the decentralized organization at administrative, technical and financial levels.

This process of change is in response to the necessity to make more dynamic the work of the DINEIB and to improve standards of Intercultural Bilingual Education. This new scheme of work, implemented by the Decree 1585 and with the Ministerial Agreement 066, guarantees the strengthening of the Intercultural Bilingual Education. One of the changes introduced by Decree 1585 is to return to the Ministry of Education the management over this system, in obligation with Article 344 of the Constitution which the Ecuadorian people approved in 2008. The Decree 1585 states that the new authorities of the DINEIB will be chosen by the Minister of Education. In such a way, due to a change of Ministers in last April, that included de Minister of Education, Alberto Guapizaca was appointed Undersecretary of the DINEIB. This process of changes does not threaten the technical, financial and pedagogical autonomy of the institution.

During 2010 the National Assembly has been constructing and discussing the new Law of Education which is now in second debate. The DINEIB seeks for radical changes in the educational system that implies an intercultural approach in every process related with the national education. On January 2011 was approved "The General Law of Intercultural Education", this legal regulation was developed by the Constituent Assembly, this process began two years ago and their objectives are:

1. Strengthen educational quality consolidating learning environments and communities through a permanent teaching and educational support, increase access to education and promote educational processes based on equity, inclusion and relevance visualizing children and adolescents as subjects of rights and actors learning in the context of their own cultural backgrounds, geographical, social, historical,
2. Improving governance of the system through the articulation and management of educational services that promote the development of the territory and bringing services and procedures to citizens and
3. Promote citizen participation in both the management and the control and oversight of educational activities.

This new context changes the dynamics of National Education System because this one now has an intercultural approach and has established new decentralized model whit operational functions similar to local governments. This new stage of work the project has been inserted with proposals

that have been adopted by the DINEIB not only in terms of pedagogical tools but also with technical support for the formulation of the new education law.

These changes caused some delays in the project outcomes, but working together with all stakeholders in the education community was possible to achieve the objectives. The new scenarios present opportunities to strengthen the processes of cultural revitalization as a catalyst for education. The biggest risk taken at this time is that the new model management cause homogenization and loss of cultural wealth, at this time we can see low motivation among teachers, many supervisors are resigning because the new scheme would affect their interest.

The project has agreed on a highly critical time for intercultural bilingual education at this time is required build regulations and tools with which to practice quality education as well as strengthening the skills of technical staff in education.

3.2 How has the local government, local organization or the beneficiaries themselves taken responsibility for the economic sustainability and continuation of the Project?

Working with local governments has been difficult for several reasons, first because education was not a competition it was up for they and secondly because the budget did not allow them to assume this responsibility. However, it was important to mention support of Mayor of Colta in the Chimborazo province, because him provide a computer technician, who visited schools and did maintenance to computer labs.

Importantly in this year, from and under the new law, the local governments are responsible for the infrastructure of schools

The results achieved with the project have been made due to a joint effort with the beneficiaries. For the provision of infrastructure, communities provided labor, materials and the agreement of the adequate use and maintenance of infrastructure.

On the other hand, technicians and supervisors of rural schools apply knowledge acquired in the training workshops. These activities are assessed in educational circles of reflection in each educational area.

Regarding the social capital, teaching and socialization methodologies that will be developed, they are being linked to existing social networks, working to protect the rights of children and adolescents in the two provinces. This has enabled us have experiences and training tools that can be improved as a contribution not only to selected rural schools, but also other areas of education which have not been favored.

**4. Beneficiaries**

4.1 Who were the direct beneficiaries of the Project, and how many were there?

The number of direct beneficiaries that was described at the beginning of the project was based on the latest statistics of the National Direction of Intercultural Bilingual Education (DINEIB), elaborated in 2005, which were 8 437 people. However, the statistics have changed due to an important rate of school desertion in the zones and the low involvement of the parents in the educational process. At the time, the parents' involvement was calculated by multiplying the number of students per 1.6. Currently this number has been decreased to 0.33, which is why we have a number of 5.292 people as direct beneficiaries. With the implementation of the results 4 and 5, which involve almost all the educational community, communitarian authorities and other members of the student's families, we hope to reach about 7000 people.

The direct beneficiaries are all students, parents, teachers, supervisors of the selected Educational Zones:

Province	School Zone	Students	Teachers	Parents	Total Beneficiaries
Tungurahua	Chibuleo	1.353	90	451	1.894
	Casahuala	981	39	327	1.347
Chimborazo	Juan de Velasco	833	75	280	1.188
	Guaconas	610	50	203	863
					<b>5.292</b>

The Educational Zones are groups of schools located in close geographic proximity within the same province. There are a total of 18 schools.

This project will directly benefit 5.292 people.

**4.2 Who were the indirect beneficiaries of the Project?**

The number of indirect beneficiaries is the same that last year and has been measured by the number of people living in the communities of the counties where the selected schools are. It is important to note that in the indigenous communities the schools also act as meeting points.

The populations of the selected counties are:

Community	Population	Men	Women
Colta	44 701	23 697	21 004
Alausi	42 823	22 623	20 200
Pallatanga	10 800	5 502	5 298
Ambato	287 282	148 539	138 743
Pelileo	48 988	25 268	23 720

However, the entire population of these counties cannot be considered indirect beneficiaries as the counties cover large territorial areas, and thus some will not have access to the projects' benefits.

For this reason the indirect beneficiaries have been the families, children of the selected schools and communities located near to these schools. The approximate number of indirect beneficiaries will be 19,000 people.

If the project support granted was less than 20.000 €, please answer the following question:

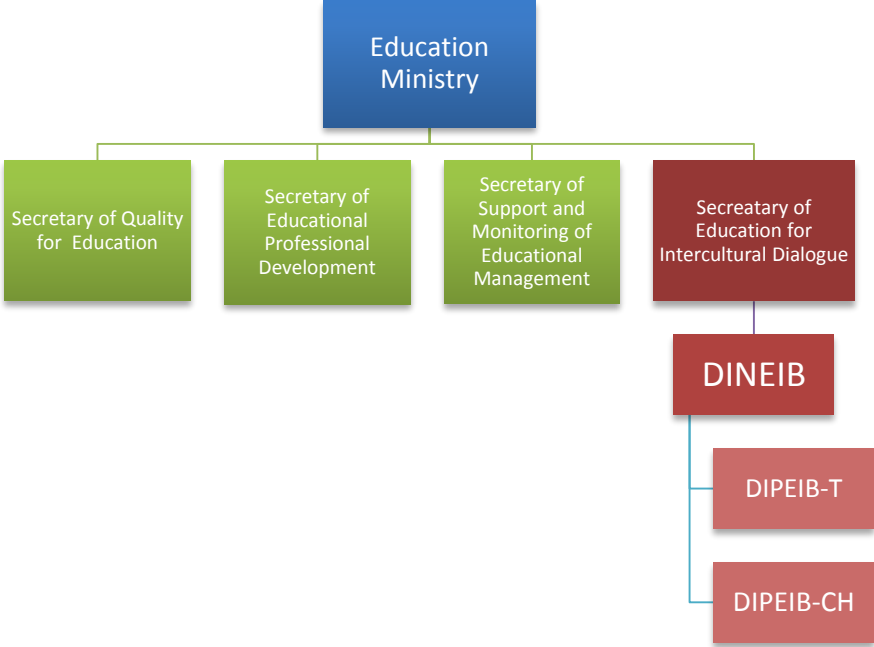
4.3 How did the beneficiaries participate in the Project?

N/A

If the project support granted was 20.000 € or more, please answer the following question:

4.4 Please specify the way in which each group of beneficiaries participated in the Project.

To explain graphically the structure of work in the national and local levels is presented below an outline of the levels with which the project has been connected.



**SECRETARY OF EDUCATION FOR INTERCULTURAL DIALOGUE**

At the request of this secretary, Esquel participated by providing technical support to review The General Law of Intercultural Education and The Education Development Plan. Both with the purpose ensuring to improve the quality education.

## **NATIONAL DIRECTION OF INTERCULTURAL BILINGUAL EDUCATION**

At the request of the National Directorate of Intercultural Bilingual Education, Esquel Foundation is supporting the formation technical advice in a participatory manner with other civil society organizations.

This site seeks to articulate the actions of civil society and various public sector institutions that relate to the educational environment. When about 20 organizations that interact have been linked to discuss for example the New Law of Intercultural Education, New Model of Educational Management and the aspects that allow working in conjunction with the DINEIB.

## **PROVINCIAL BOARDS OF INTERCULTURAL BILINGUAL EDUCATION OF TUNGURAHUA AND CHIMBORAZO**

The groups of identified beneficiaries are still the ones that we mentioned in the initial proposal, but this year we have been able to effectively involve the Education Ministry, the DINEIB and other civil society's organizations due to a process of dialogue and participation which seeks for the definition of public policies that benefit the communities.

Regarding technical, financial and human capital support, during the project's implementation the Provincial Boards of Intercultural Bilingual Education of the Chimborazo and Tungurahua will be responsible for the distribution and transportation of didactic materials and furniture to each one of the participating schools, and have been supplied local architects. In the same manner, the Provincial Boards provided technical experts from the area for the trainings regarding intercultural materials and self-learning guides.

## **INTERCULTURAL BILINGUAL EDUCATION CENTERS**

During the project implementation, the schools contributed with support of areas where school infrastructure can be placed, where modifications can be made, and if needed, areas for additional construction. In regards to physical support, the schools assisted in providing places where all the trainings for teachers, children and parents carried out.

Directors and teachers of schools have been involved in the definition of activities in the provincial level. DIPEIB's have deemed it proper, that is to say, decisions are taken in conjunction with the monitoring team. It is important to support activities with supervisors because otherwise you lose the institutional framework that seeks to strengthen-.

## **TEACHERS**



The teachers have supported since the beginning of the project with criteria for the definition of the proposal.

During the implementation of training workshops they contributed with their knowledge and experiences to enrich the topics content. After receiving training, their commitment was to replicate the knowledge acquired with teachers who have not attended, this is because it is not possible to train all teachers and some teachers are selected. And also because, there are policies defined by the Ministry of Education about to not be left unattended schools for the training process.

After the implementation of the project, the teachers were responsible for training new teachers and of the application of the Children's and Adolescents' Rights and of the environmental guides in their classrooms.

## **STUDENTS**

An example of the contribution given by children during the project implementation was conducted training workshops recycled materials. These materials were collected by students, who promoted too with their parents a cleaning "Minga" in the schools. That is, it has considered the interests of students in defining the themes of the workshops and try to involved then for warranty that children adopt good environmental practices in the classroom

In some schools children were involved to improve the presentation of their schools, painting murals on the exteriors to personalize the school environment.

## **PARENTS**

During the execution of the project, the parents determine, together with the architect, the organizational plan of the construction activities and directly participate in the construction. They receive training on the Children's and Adolescents' Rights and elaborate in collaboration with the students and the teachers a coexistence plan. They also participate in the organization and carrying out of a special event promoting a main activity of this coexistence plan. After the implementation of the project, the parents will be responsible of the maintenance of the new infrastructure and equipment and of the implementation of their coexistence plan in their daily lives.

## **LOCAL COMMUNITY**

The support of the community during all phases of the project is a principal element. This is seen in the organization of the work plan, the carrying out of community working groups, during the development of the infrastructure component, the trainings and the active participation of parents. After carrying out the project, the community will be responsible for maintaining the school infrastructure and the application of the coexistence plan, the plan which gives consideration to the rights of children and adolescents and the protection of the environment.

All of the projects activities consider the importance of integrating all community members, teachers, parents, and students. This is done in order to distribute responsibilities, to empower families and the community, and most of all in order to ensure the future sustainability of the project.

## 5. Project objective, implementation and monitoring

### OBJECTIVE

5.1 Has the objective(s) of the Project remained the same as in the original Project plan? If they have changed, please describe how.

The long-term development objective is to contribute to the improvement of education through an integral intervention in rural schools in the central highlands of Ecuador, and this objective has not been changed.

5.2 Have the objectives of the Project been implemented by the activities as mentioned in the Action Plan? If the activities are different from the original plan, please state the reason for the change and the nature of the current plan of action. Has the Project proceeded according to the original timetable?

The objectives and activities of the project have not changed. The goals are relevant to the circumstances of the work of the selected schools. However it has been necessary to adapt to new scenarios and an example of this are the training workshops, cause the topics identified to strengthen the MOSEIB had to be changed by others that seeking to strengthen the skills of teachers as promoters of intercultural dialogue inside of the classroom.

Despite the delays presented during the project implementation with the second and fifth results, it was possible to implement all proposed activities in the set time. However, the changes outlined above leave us as learning that is necessary at the beginning of the timeline to establish a reasonable time to make an initial analysis when starting the project in light of changes that may occur in the medium term.

If the project support granted was less than 20.000 €, please answer the following question:

5.3 Please estimate how and how successfully the objectives of the Project have been achieved from the beginning of the Project and during the reporting year.

N/A

If the project support granted was 20.000 € or more, please answer the following question:

5.4 Please describe the results that have been achieved since the beginning of the Project and during the reporting year.

It is important to note that one of the greatest achievements in terms of the objectives has been implementation of activities with support from other organizations. This has allowed forming a group of civil society organizations that are working in conjunction with DINEIB and DIEPIB-CH. This spaced is called "The Board of Education" and have incorporated other actors such as Ministries of Health, Heritage and Culture with the purpose of exchanging ideas, proposals and generate state cooperative agreements.

Another aspect that is worth mentioning is the construction of the Calendars AgroFest; this is a pedagogical tool that promotes the recovery of knowledge from intercultural and intergenerational dialogue between members of a community. While this was not defined, this experience enriches the technical criteria for influence within the Ministry of Education in promoting tools that have cultural relevance and can be include within the curriculum.

Once the project is finished it is possible to review objectively the achievements, challenges and learning that have been produced in each of the results. In the following paragraphs are described the results of each of the components:

### **R1: The Intercultural Bilingual Education Centers have basic infrastructure and recreational spaces adapted to the local reality.**

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#### **The objectives achieved for this result were:**

18 schools of the selected areas have improved their infrastructure and recreational spaces.  
Environmental conditions have improved in all operated centers.

In order to indentify the infrastructure necessities in each school, we organize meetings with the communities and the architect during which they define and set priorities of the building works and reparations that needed to be done.

As for the furniture necessities, this aspect is defined with the supervisor of the selected educational zones and the principals of each school by analyzing the actual number of students and de growing expectative.

Once the schools have been selected and requirements have been defined, the architect made arrangements with the community to establish the counterparty with which the community participates.

All activities are completed on time and it is important to mention that despite the difficulties with bad weather and dynamic and vulnerable nature of the territories, we refer to the strong migratory process that has affected Chimborazo during the last few years, many parents leave their communities with their families to look for better opportunities in the big cities, so the children are taken out from the schools and they are not always immediately located in others.

The selected schools are described in the next chart and it has information about the number of students.

Phase	Province	Education Zone	Schools	Students	
				2009-2010	2010-2011
First	Chimborazo	Guaconas	Isabel Arrieta	35	47
			Luis Alberto Falconí	68	83
		Juan de Velasco	Juan Bautista Aguirre	43	43
			Yaguarcocha	21	21
	Tungurahua	Casahuala	Amawta	100	120
			UE: Casahuala	290	300
		Chibuleo	Plutarco Naranjo	193	215
			UE. Chibuleo	340	360
Second	Chimborazo	Guaconas	Alvaro Guerrero	82	96
			San Jacinto de Culluctus	95	115
		Juan de Velasco	10 de diciembre	22	27
			U E Moseñor Proaño	120	110
	Tungurahua	Casahuala	Ciudad de Azoguez	200	220
			Leonidas Proaño	130	150
			San Ignacio	100	120
		Chibuleo	Huayna Capac	224	235
			Mushucñan	212	220
			Río Cenepa	60	65

#### ***A1.1. Meeting with the DIPEIBCH, the DIPEIBT and Esquel to pre-select areas in which schools will be constructed and/or improved through a participatory diagnosis of the situation.***

In Chimborazo, the identification of the schools which would be improve occurred after validation visits and agreements established with the directors, parents and supervisors of the management. It has also been considered commitment of educational communities' members and urgency of needs identified. This definition was made after the analysis of the problematic in the school zones, the necessities of the educational centers and their growing expectative. All of these criteria have been analyzed and decided during the team meetings.

In the province of Tungurahua, although it had a needs assessment report was also undertaken an update of initial diagnosis. This allowed us to establish new working arrangements in each CECIB.

These activities are stated here because we realize that it was necessary to validate the agreements with the educational community members, before the beginning of the second stage.

Some of the conditions could have changed and it was important to set priorities of the building works once again in order to avoid any inconvenience. Besides, this agreement actualization is also realized because the school parents and communitarian authorities are not always the same and the building works must be done with their consensus and support.

***A1.2. Select and contract a technical director of works (an architect), identify locations and schools to be assisted. A professional, qualified and competent architect will be contracted to carry out of the technical direction of the execution of works.***

***A1.3. Meeting with the architect, the project's coordinator and the community to elaborate an infrastructure diagnosis and to plan construction activities: design to be utilized, materials used, manner of transporting the materials, role of the community members in the construction, and assignment of responsibilities.***

Patricio Cevallos has worked for the first and second phase of construction. The monitoring report described all activities have been carried out successfully and school are build with ecological and cultural background. That allowed him to provide architectural plans that are related to the local reality.





In both provinces the needs assessment have been decided in accordance with fathers, school director's and technicians of DIPEIB's.

***A1.4. Elaboration of architectural plans, taking into consideration the construction materials that are used at the local level and actual state of the infrastructure of each school. Depending on the case the following will be defined: plans on architecture, structure, construction, electrical installation and bathrooms, green spaces, recreational spaces, outside construction, reconstruction and/or enlargement of school spaces. For this, the opinions and suggestions of those involved will be considered.***

With the information gathered with the selected schools during visits, Patricio Cevallos has prepared plans of the construction works. The plans have been sent to the educational supervisors of the schools for their verification and approval before starting works. All infrastructure improvements at 18 schools have been completed successfully.

***A1.5. The works in the selected schools will be executed according to programming carried out in conjunction with the involved community, under the responsibility of the technical team and with the participation of all involved social actors. Infrastructure and recreational spaces will be constructed including multipurpose sporting facilities, playground equipments and forests.***

The following table details the improvements made at each school.

<b>SCHOOLS LOCATED IN THE TUNGURAHUA PROVINCE</b>	
<b><i>Intercultural Bilingual School</i></b> <b><i>AFTER</i></b>	<b><i>Construction Works/ repair</i></b> <b><i>Before</i></b>
<p style="color: #d9534f; text-align: center;"><b>Mushuc Ñan School</b></p> 	<p style="text-align: center;">Construction of an hexagonal classroom.</p> 
<p style="color: #d9534f; text-align: center;"><b>Monseñor Leonidas Proaño School</b></p> 	<p style="text-align: center;">           Paint and repair the roof            Repair bathroom            Replace windows and door            Improved floor            Repair the walls         </p> 
	<p>Repair of the classroom floor.</p>



## San Ignacio School



## Ciudad de Azogues



Building of a classroom.  
Building of a room for the teacher.  
Repair of the electric system.



## Huayna Capac School



Construction of a library



## Amawta



## Improve basic structure



## Casahuala



## Construction of a multisport field



## Plutarco Naranjo



## Construction of bathrooms





## Chibuleo Intercultural School



Library/cultural center for traditional medicine,  
handicrafts, production and tales, natural food  
Recreational spaces



## Río Cenepa School



Building of a dining  
Building of a food warehouse  
Repairing kitchen



# SCHOOLS LOCATED IN THE CHIMBORAZO PROVINCE

## Intercultural Bilingual School BEFORE

## Construction Works/ repair AFTER

### San Jacinto de Culluctus School



Building of a classroom.  
Repair of the bathrooms.



### Álvaro Guerrero School

Building of two classrooms.  
Repair of the bathrooms.



**Monseñor Leonidas Proaño  
School**



Building of a classroom from an old unfinished construction.  
Repair of the kitchen.  
Building of a cellar with tables.  
Repair of the electric system.  
Repair of the bathrooms.



**10 de Diciembre School**



Building of new bathrooms.  
Building of the kitchen a dining room.  
Building of stairs.  
Painting of the classrooms.



**Yaguarcocha**

Kitchen/school dining room  
Repair bathrooms  
Playground made of concrete



Outside hand washer  
Recreational areas



Juan Bautista Aguirre

Kitchen/school dining room  
Repair roofs  
Recreational areas  
Bathrooms  
Playground and classroom



Luis Alberto Falconí

Kitchen/school dining room



Repair  
bathrooms  
Repair  
roofs

fs

Isabel Arrieta



- Implement faucets
- Repair bathrooms
- Hot water for the showers
- Repair classrooms and floors
- Replace windows
- Repair the school ceiling
- Paint the roof
- General painting
- Chimney
- Kitchen's and cellar's floor
- Improve the school dining room
- Repair the walls and cellar
- Windows in the kitchen and cellar
- Repair the ceiling of the kitchen/cellar
- Sidewalk along the kitchen/cellar
- Recreational areas

**R2: The Intercultural Bilingual Education Centers have been equipped with chairs, tables, didactic materials and mini-libraries all with environmental and cultural pertinence.**

**With this component was possible equipping with furniture to 18 schools and provide educational materials for 40 schools in Chimborazo and Tungurahua.**

The furniture and pedagogical material have been distributed according with the requirements diagnostics. The furniture and pedagogical material have been distributed according with the requirements diagnostics. In the case of trunks and minilibraries have been developed workshops

N°	Province	School Zone	Schools	Furniture					
				Tables	Chairs	Shelves	Blackboards	Minilibraries	Trunks
1	Chimborazo	Guaconas	Isabel Arrieta	✓	✓	✓	✓	✓	✓
2	Chimborazo	Guaconas	Luis Alberto Falconí	✓	✓	✓	✓	✓	✓
3	Chimborazo	Guaconas	Culluctus	✓	✓	✓	✓	✓	✓
4	Chimborazo	Guaconas	Alvaro Guerrero	✓	✓	✓	✓	✓	✓
5	Chimborazo	Juan de Velasco	Yaguarcocha	✓	✓	✓	✓	✓	✓
6	Chimborazo	Juan de Velasco	Juan Bautista Aguirre	✓	✓	✓	✓	✓	✓
7	Chimborazo	Juan de Velasco	U.E. Moseñor Proaño	✓	✓	✓	✓	✓	✓
8	Chimborazo	Juan de Velasco	10 de diciembre	✓	✓	✓	✓	✓	✓
9	Tungurahua	Casahuala	U.E. Casahuala	✓	✓	✓	✓	✓	✓
10	Tungurahua	Casahuala	Amawta	✓	✓	✓	✓	✓	✓
11	Tungurahua	Casahuala	Leonidas Proaño	✓	✓	✓	✓	✓	✓
12	Tungurahua	Casahuala	San Ignacio	✓	✓	✓	✓	✓	✓
13	Tungurahua	Casahuala	Ciudad de Azoguez	✓	✓	✓	✓	✓	✓
14	Tungurahua	Chibuleo	Plutarco Naranjo	✓	✓	✓	✓	✓	✓
15	Tungurahua	Chibuleo	U.E. Chibuleo	✓	✓	✓	✓	✓	✓
16	Tungurahua	Chibuleo	Mushucñan	✓	✓	✓	✓	✓	✓
17	Tungurahua	Chibuleo	Huayna Capac	✓	✓	✓	✓	✓	✓
18	Tungurahua	Chibuleo	Río Cenepa	✓	✓	✓	✓	✓	✓
19	Chimborazo	Juan de Velasco	Angel Armijos	✓	✓				✓
20	Chimborazo	Juan de Velasco	Carlos Vasconez	✓	✓				✓
21	Chimborazo	Juan de Velasco	Cosme Renella Barbata	✓	✓				✓
22	Chimborazo	Juan de Velasco	Jaime Hurtado	✓	✓				✓
23	Chimborazo	Juan de Velasco	Jipangoto	✓	✓				✓
24	Chimborazo	Juan de Velasco	Jose Chavez	✓	✓				✓
25	Chimborazo	Juan de Velasco	Juan Bautista	✓	✓				✓
26	Chimborazo	Juan de Velasco	Juan Montes	✓	✓				✓
27	Chimborazo	Juan de Velasco	Los Puruhaes	✓	✓				✓
28	Chimborazo	Juan de Velasco	Luis Cisneros	✓	✓				✓
29	Chimborazo	Juan de Velasco	Luis Cordero Crespo	✓	✓				✓
30	Chimborazo	Juan de Velasco	Pedro Bedón	✓	✓				✓
31	Chimborazo	Juan de Velasco	República de Suiza	✓	✓				✓
32	Chimborazo	Sin registro	9 de Octubre	✓	✓				✓
33	Chimborazo	Guaconas	24 de Octubre	✓	✓				✓
34	Chimborazo	Guaconas	Carlos Guevara	✓	✓				✓
35	Chimborazo	Guaconas	Guerraloma	✓	✓				✓
36	Chimborazo	Guaconas	Jorge Pérez Concha	✓	✓				✓
37	Chimborazo	Juan de Velasco	Shiri Caran	✓	✓				✓
38	Chimborazo	Guaconas	15 de Octubre	✓	✓				✓
39	Chimborazo	Guaconas	San Francisco	✓	✓				✓
40	Chimborazo	Guaconas	José M. Placido Camañe	✓	✓				✓

**R3: The implementation of the MOSEIB (Model System for Intercultural Bilingual Education) and the application of the EIFC (Childhood, Family and Community**

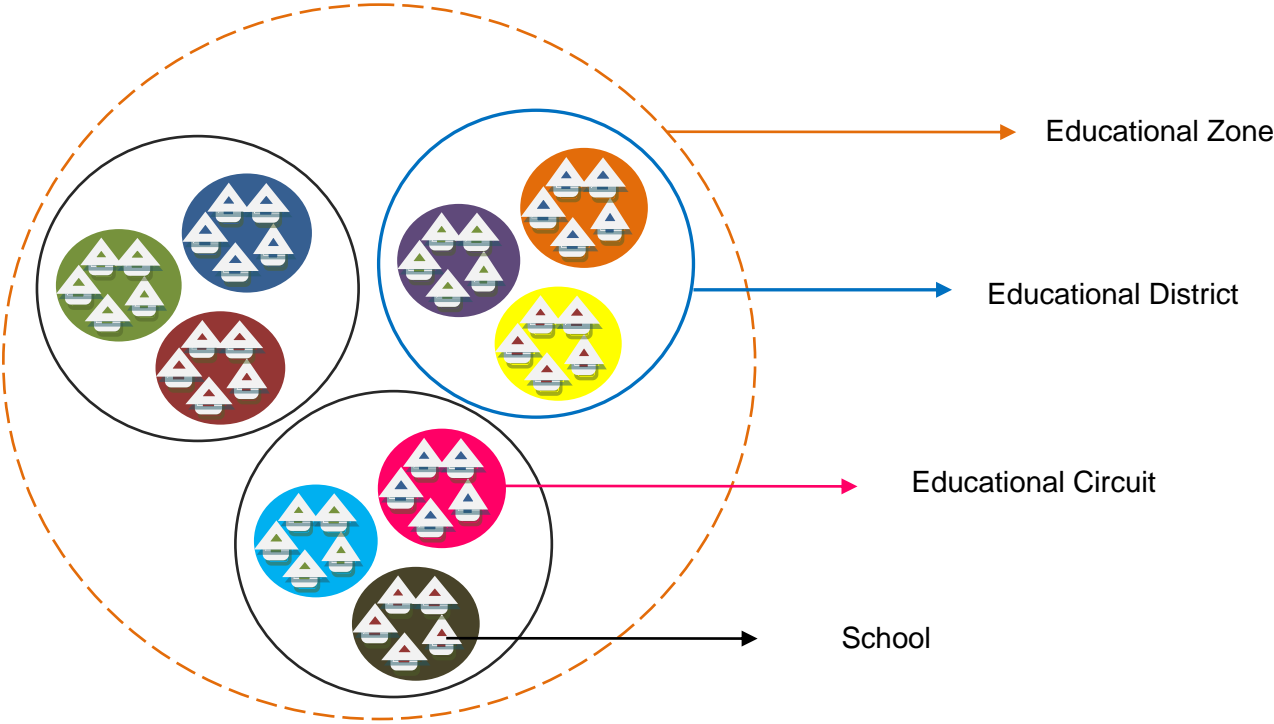
*Education) have been strengthened in the Intercultural Bilingual Education Centers of the Provinces of Chimborazo and Tungurahua.*

- 254 teachers of Chimborazo and Tungurahua have been trained in topics linked to MOSEIB and the EIFC model, as well as, strengthened their capacities like intercultural teachers.
- Teachers have also been trained in the relevant use of didactic materials and mini-libraries.

The changes in the educational context have affected the normal performance in the project. Changes about the adoption of administrative and technical approach called the "New Management Model" in wich schools are grouped according to geographic location and then the resources are transferred looking for with this strategy, pedagogical actions more direct and timely. As well as this new management model, the current curriculum called "Strengthening and updating the curriculum" have influenced in the training topics, the wich ones were identified for this outcome.

For implement this strategy is necessary to distribute not only economic resources but also technicians like supervisors and administrative personal. This changes are happening in this time and it is necessary try to understand this process for adapt the project results in the context.

**The New Management Model**



As well as this new management model, the current curriculum called "Strengthening and updating the curriculum" have influenced in the training topics, the which ones were identified for this outcome.

At the present time, the teachers who are working in the SEIB are being trained by the Ministry of Education and the most relevant topics are tools and methodologies to be applied in mathematics and language.

During the last year the MOSEIB was updating, the objective of this was to introduce new elements and criteria about intercultural bilingual education on the rest of ethnics in the country. The challenge now is try to adapt this model for each People and Nationality.

For this reason there have been workshops that focused in the awakening of ancient values and costumes. In this context, and responding to a request of the DINEIB, we have adopted an experience of cultural awakening that can be applied in the EIFCs, CECIBs and its communities. The instrument proposed for achieving this are the agro festive calendars, which imply a recompilation of ancestral knowledge during its elaboration and the gathering of all the community members.

The agro festive calendars have been conceived as a pedagogical tool with cultural pertinence, which contributes to the reinforcement of a culture without interfering with another one, and to the intercultural dialogue with respect and acknowledge of the differences. This proposal, leaded by the Minister of Education, is going to be developed in 8 provinces. In order to achieve this, a work plan has been done and it's described in the workshops mentioned in the component 3.3.

***A3.1. Diagnosis to analyze the needs of the teachers and supervisors of the 3 selected educational zones in terms of knowledge and capabilities in the application of the EIFC and MOSEIB models in the classroom curriculum; selection of the trainers for the workshops.***

The teachers who are working in the intercultural system have not been formally trained in this educational approach. In the best cases, the ones who were already working in bilingual schools received many hours training but this was not enough for them, if they do not understand the program and are able to respond for this responsibilities.

Due to this fact, it is not possible to strengthen a language like Kichwa if do not maintain and revitalize the culture and traditions for the development of interculturalism. It is important to mention that this project concentrates on the strengthening and improvement of Intercultural Bilingual Education System. The proposed topics have been defined with approach cultural revitalization.

The review of the model of Bilingual and Intercultural Education has generated interesting processes in the establishment of the curricula for the EIFCs and primary education. These changes have been included in de design of the training workshops in order to provide an adequate knowledge to the beneficiaries.



It's important to mention that the participation of Esquel in the Round Table of Bilingual and Intercultural Education, led by the DINEIB and with the participation of other national and international organisms, has allowed us a certain influence in far-reaching aspects for the national system of education.

***A3.2. Train the teachers in curriculum adaptation for the MOSEIB model, curricula design, learning guides and use of didactic materials (trunk of supplies and mini-libraries), through five workshops directed to all the teachers of the 3 educational zones selected.***

It is important to mention that the Ministry of Education has evaluated the knowledge of primary school teachers in the whole country. The objective was to identify the deficiencies in knowledge and then to implement a training process in the areas identified to be strengthened. Actually the evaluations are being applied for second time in the areas of logic and verbal reasoning because they are considered the most important ones for the generation of critical knowledge, in comparison to other areas. That is why we decided to work in a training process for teachers focused on the priority areas identified in the evaluation.

The persons who have been running these workshops are professionals hired by Esquel, during the time the event lasts. They are selected according to their experience level; professional carrier and their knowledge of the zone where the workshops will take place. At the end of the event, they are evaluated and graded in the consultant's development registry of Esquel Foundation.

The training workshops for teachers implemented focused on the following subjects:

- Model of the Intercultural and Bilingual Education System - MOSEIB (In their acronym in Spanish).
- The development of pedagogical skills for teachers and supervisors.
- Management of learning problems in the classroom.
- Designing of didactic material.
- Skills in logic mathematic and logic verbal reasoning.

The following table describes the workshops carried out during this year. It is important to note that despite the changes in the National Direction of the Intercultural and Bilingual Education – DINEIB (In their acronym in Spanish), it was possible to develop the workshops planned and focus on topics promoting a dialogue space to discuss, in a participative way, the difficulties teachers share during their daily activities, as well as find solutions and support each other.

**The next chart describes the workshops developed in this activity:**

Year	Workshop	Month	School	Duration	Participants
------	----------	-------	--------	----------	--------------

		Zones			Women	Men
2008	Pedagogical reflection circle	May	Chimborazo	8	4	1
	Andean Worldview contrasted with Occidental Cosmology	May	Chimborazo	24	25	15
	Regional Forum on Education. Interculturalism, Education Quality, Responsibility of Local Governments.	Jun	Chimborazo	20	37	32
	Workshop socialization of strategic plan and curriculum tools	Ago-Sep	Tungurahua	80	52	38
	KUPEDS Management and Evaluation for Domain	Nov	Tungurahua	40	23	34
2009	Workshop about verbal and mathematical reasoning	Feb	Chimborazo	16	31	25
	Definition of Institutional Management Policies system	April	Chimborazo	24	43	37
	Forum - Education and territory	April	Tungurahua	16	17	19
	Incidences of new pedagogical system	June	Chimborazo	24	20	17
	Forum National Assembly of Peoples and Nationalities	July	Both provinces	20	86	38
2010	ICTs for education	Dic	Chimborazo	40	14	13
	Training on projects' design	Feb	Chimborazo	8	18	14
	Training on pedagogical schools	Feb	Tungurahua	8	20	12
	Training on the use of the trunks	April	Chimborazo	8	60	46



**A3.3. Train the EIFC teachers in four areas of curriculum design: language**

*and communication, health and nutrition, socio-cultural and educational psychology and in the use of the trunk of alternative education supplies.*

All workshops are planned with the participation of the technical team responsible for EIFC centers. These workshops have been carried out to benefit the teachers on the EIFC in the four areas of the EIFC curriculum; Language and Communication, Health and Nutrition, Cultural-sociology, and Psycho-pedagogy. The training has focused on the four areas of the EIFC to promote knowledge among the teachers on implementing the model in an integral manner with their students.

Year	Workshop	Month	School Zones	Duration	Participants	
					Women	Women
<b>2008</b>	Socialization of curriculum for EIFC	Ago	Chimborazo	24	43	37
	Updating of the methodologies and tools for teaching and teachers in EIFCs	March	Chimborazo	12	32	40
<b>2009</b>	Development of plastic arts using multiple intelligences	May	Chimborazo	30	110	138
	Design of training materials for the development of multiple intelligences	May	Tungurahua	25	28	37
	Observation Pedagogical EIFC, Tungurahua	May	Chimborazo	16	17	19
	Development of plans and reports for teachers	Jun	Chimborazo	16	21	15
	Development of educational projects	Jun	Tungurahua	16	23	13
	Strengthening Kichwa language	Jul	Tungurahua	80	12	9
	Curricular planning for EIFC	Ago	Tungurahua	40	23	28
	Training on the use of the library	Nov	Tungurahua	8	28	47
	Training on the use of the library	Nov	Chimborazo	8	17	36
	<b>2010</b>	Elaboration of didactic materials for EIFC's	April	Tungurahua	40	28
Checking of the Children and Adolescent's Rights law for the plan elaboration		May	Chimborazo	6	2	4
Maratón del Cuento (Short story's marathon)		May	Tungurahua Chimborazo	20	27	23
Agrofestivos Planning Calendars		May	Salcedo	11	6	5
Roundtable Intercultural Bilingual Education		March	Quito	5	16	14
		April	Quito	5	14	11
		May	Quito	5	15	10

Workshop about active learning techniques	Jun	Quito	5	15	12
	Jul	Imbabura	16	12	8
	Sept	Baños	16	25	48



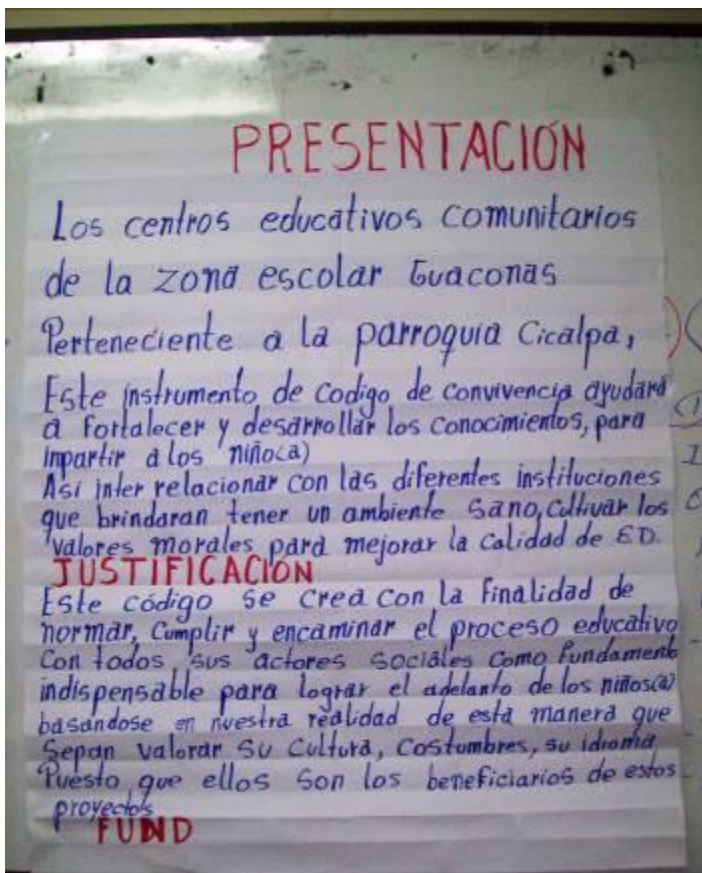


#### **R4: The Children's and Adolescents' Rights have been promoted in the Intercultural Bilingual Education Centers of the Provinces of Chimborazo and Tungurahua.**

The results achieved are described in the following paragraph:

- 348 teachers of the 4 selected educational (Casahuala, Chibuleo, Juan de Velasco and Guacona) areas have been trained about Children's and Adolescents' Rights by the end of the project.
- 3168 students and 2544 parents of the selected schools were trained in Children's and Adolescents' Rights by the end of the project.
- Teachers, students and parents of the 4 selected zones have elaborated a coexistence plan for each participating school by the end of the second year of the project.
- Teachers, students and parents of the 4 selected zones have implemented a main activity of their coexistence plan in order to promote children's and adolescents' rights by the end of the project.

After reviewing the indicators in the implementation of this result, we can state that there was an average participation of 66 children, 8 teachers and 53 parents per establishment.



The coexistence plans were built in 48 schools, 14 for Tungurahua and 34 in Chimborazo. For this, two methods have been developed in order to strengthen the tools and particularized with the context and social dynamics in communities.

In sensitization workshops with the three actors of the educational community (children, parents and teachers) rescued the interests and perceptions about wellness or not wellness into the school. The techniques used were playful, dynamic and interactive in order to facilitate the ability of expression of the participants. An example above mentioned was the use of painting as an expression to facilitate communication with kichua speaker's parents.

Some of the concerns expressed by the children were related to current environmental issues, the effects of migration, forms of aggression

that may exist from adults towards them and discriminatory practices for which they are subject. The interests of parents were: the quality of education provided by the SEIB, the few economic opportunities and time they had to support the educational management and topics about sex education. On the other hand, the teachers said that are disquiet about changes to the New Model of Educational Management. When collected their feelings is possible to continue with the process, the facilitating workshops for interexchange of glances with the objective to prioritize the areas where they want to work and build a shared vision. With these inputs are built coexistence plans.

And then the two methodologies and results were confronted in both provinces. It is important to note that in the province of Tungurahua there were some problems with implementation because the methodology proposed that the teachers collected the feelings and information with parents and children, this imposed a directionality on the criteria were focused more on the logic of regulation from the perspective of the adult who can often render invisible the interests of children. Finally in this province plans were constructed with additional added value and that plans were made for living well and indigenous leaders of Chibuleo Casahuala networks.

## CHIMBORAZO PROVINCE



- Maintain a process of communication between teacher and pupil, and student and teacher.
- We aim to improve attitudes to learning among all international actors in education.
- Improve school environments.
- Improving the interface between the educational community
- Routing the active learning

techniques.

- Change our attitude against the authoritarian NN and we are working with humans
- Have confidence in students
- Be involved with parents.

## TUNGURAHUA PROVINCE

What to do to improve welfare?

- Work with each other, all social actors
- Promote recovery educational classrooms for children with learning rhythms
- Joint participation in student competitions in different areas



### How to change the malaise?

- Forming homogeneous groups according to the needs and interests of learners
- Organize classroom corners, space for each classroom

The largest impacts are given not only by the implementation of this tool, but rather by the possibility that the three actors have a dialogue and express themselves about issues that are not usually covered in indigenous schools such as alcoholism, sex or political relations in their territory.

So deep were several issues that were addressed in communities that were necessary involved an extra effort on the part of the facilitation team, because they have to develop explanatory workshops about different topics.







**R5: The environmental component has been implemented in the curricula of the Intercultural Bilingual Education Centers of the Province of Tungurahua and evaluated in the Province of Chimborazo for possible future implementation.**

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Not only in nets of Casahuala and Chibuleo, but also in the rest of the schools in Tungurahua province are using the Environmental Guides like a pedagogical and support material. In Chimborazo 20 schools were trained and introduce that material according with environmental topics.

- 50% of the teachers of the Intercultural Bilingual Education Centers of the province of Tungurahua have been trained about the use of the environmental guides.

- 5325 students of the Intercultural Bilingual Education Centers of the province of Tungurahua and Chimborazo were trained an environmental guide by the end of the project.

The Direction of Intercultural Bilingual Education of Tungurahua has developed environmental guides in order to promote environmental awareness among the students of the province.

During the last year of the project the educational guides have been revised and updated with what was developed in a participative and technical process in accordance with supervisors and educational technicians of DIPEIBT and DIPEIBCH.

The workshops have been made to generate valuable information and strategies to raise alternatives to introduce tools into the educational networks.

With everything that has been achieved so far, it is also necessary to process the data from the assessments made. All suggested changes have served to correct the guides, taking into account the contributions generated.

Workshops for use of environmental guides started the last year, different strategies such as sharing experiences with other provinces and between selected schools. It is important to mention that the parents have participated actively in the process. The assessments of the validation process are completed and the guides were edited. On January, the guides will be printed and delivered.

Year	Workshop	Month	School Zone	Duratio	Participants	
					Me	Womer
2008	Meeting with DIPEIBCH technicians	Abr-08	Quito	10	3	1
	Meeting with DIPEIBT technicians	Abr-08	Quito	10	4	1
	Training workshop about management of environmental education guides	Sep-08	Baños	40	32	28
2009	Instalaciones y utilización de impresora	Ene-09	Tungurahua	10	3	0
	Interchanges of educational experiences Zone Guaconas	Abr-09	Tungurahua	8	75	82
	Interchanges of educational experiences Zone Juan de Velasco	Jun-09	Amawta Ñanpi	20	39	14
	Review of environmental guides	May-09	Baños	20	13	15
	Teachers meeting for environmental guides	Mar-09	Nuevo Milenio	20	25	30
2010	Applications of environmental education guides	Jun-10	Tungurahua	10	24	36
	Community cleanup in schools supported by parents, children and teachers.	Jul-10	Chimborazo	8	250	300
	Good environmental practices in the classroom for children	May-10	Tungurahua	16	122	178
	Good environmental practices in the classroom for Fathers	May-10	Tungurahua	24	127	193
	Good environmental practices in the classroom for Teachers	May-10	Tungurahua	24	30	26
	Observation tour Ricpamba linear park	Jun-10	Chimborazo	8	94	106
	Pedagogical party for the environmental recovery_Casahuala	Jun-10	Tungurahua	8	231	172
	Pedagogical party for the environmental recovery_Chibuleo	Jun-10	Tungurahua	8	184	221
	Pedagogical party for the environmental recovery_Guaconas	Jul-10	Chimborazo	8	312	288
	Pedagogical party for the environmental recovery_Juan de Velasco	Jun-10	Chimborazo	8	340	322
	Workshop on development of teaching tools with recycled materials	May-10	Tungurahua	24	156	164

If the project support granted was less than 20.000 €, please answer the following question:

5.5 How did the separation of responsibilities in the implementation of the Project work?

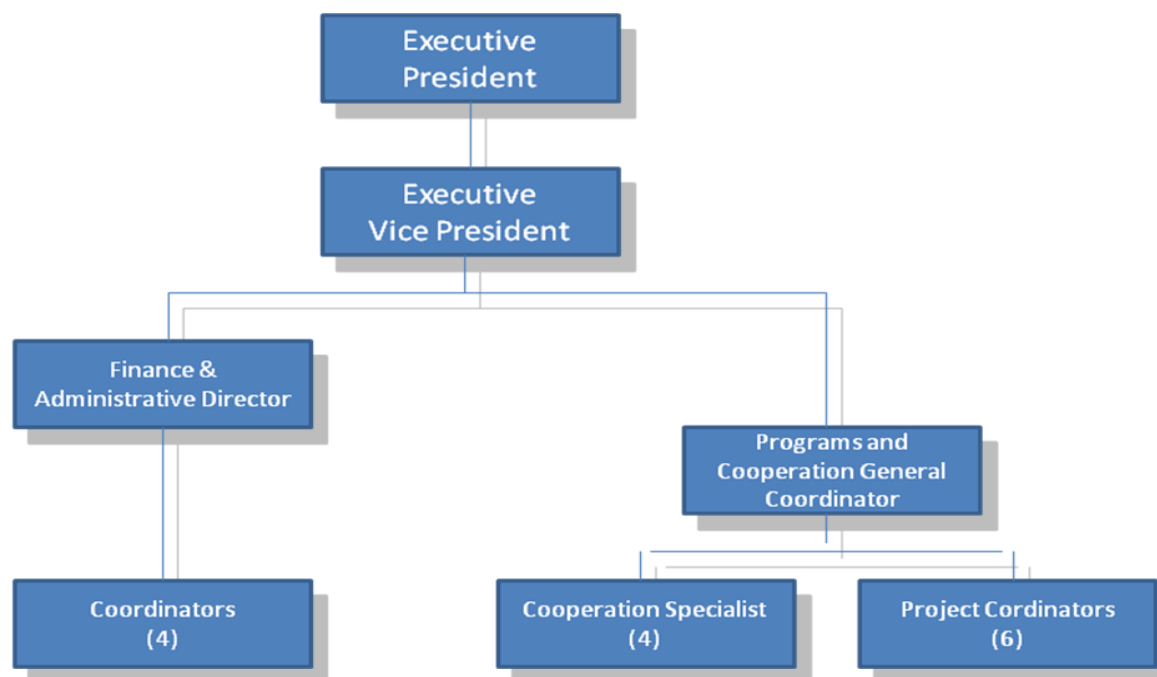
N/A

If the project support granted was 20.000 € or more, please answer the question:

5.6 Describe the implementation and monitoring procedure of the Project and the responsibility of each party therein.

Structure of the implementation and monitoring organization of the Project:

Esquel's organization chart



The project's coordinator is responsible for the organization of the implementation of the project. The project's coordinator usually works under the Cooperation and Programs Director's authority because most of the Esquel's projects are part of larger programs.

All the projects implemented by Esquel are monitored and analyzed through the Planning, Monitoring and Evaluation System developed by the Foundation. Then the viability of the project is evaluated by the Administrative and Financial Department. Finally, all the implementation and monitoring processes are controlled by the Cooperation and Programs Director.

Persons with highest levels of responsibility:

Name	Areas of Responsibility
Mr. Cornelio Marchán	Executive President
Mr. Boris Cornejo	Vice president
Mrs. Cecilia Karolys	Finance and Administrative Director

Persons responsible for implementing and monitoring the activities of this project:

Name	Areas of Responsibility
Mrs. Jhoana Haro	Project Coordinator
Mr. Humberto Salazar	SPME Coordinator

Project's Coordinator: Jhoana Haro, Esquel's Coordinator for the Rural Schools Program.

Miss. Haro has worked at Esquel for one and half year. Throughout her professional career, she has overseen work in over sixty rural communities. She was the on-site coordinator throughout the project's various stages. Her responsibilities for the project consisted of the following:

During the construction phase, Miss. Haro maintained direct contact with the architect contracted for the building process. The architect was the principal construction supervisor, and has worked with Esquel on numerous school-building efforts in the past. Both he and Ms. Haro are knowledgeable about local conditions, material and labor costs.

Maintained direct relations with the Programs Director as well as with the Administrative and Financial Director in defining the general guidelines of the project, alliances, strategies for monitoring and evaluating the course of the project, the completion of budgets and financial and administrative activities.

Participated in the promotion of the Rural School Program among organizations and individuals interested in supporting the development of the projects.

Established the terms of reference for inter-institutional agreements and for hiring professional staff needed for the execution of the program, together with the Director of Programs.

Elaborated and updated the project's information database and its continuous systematization following the guidelines of the established monitoring and evaluation process created by Esquel entitled the Planning, Monitoring and Evaluation System (SPME).

Provided orientation and assistance in elaborating the pertinent follow-up to work plans and activity time-lines for the execution of the project.

Resolved problems pertaining to the fulfillment of the objectives of the project.

Elaborated regular follow-up reports about the progress and fulfillment of the objectives of each of the projects and presented them to the Director of Programs.

Coordinator of Programs: Wilson Andrade

Mr. Andrade is in charge of overseeing Esquel's various programs. He is charged with maintaining the efficiency and effectiveness of each program by working with coordinators and local supervisors. For the duration of this project, he worked in conjunction with Jhoana Haro and used feedback to monitor the program's progress and resolved any problems that arose.

Coordinator of the Planning, Monitoring and Evaluation System: Humberto Salazar

Mr. Salazar is in charge of the Planning, Monitoring and Evaluation System designed by Esquel in the year 2001. This integrated system supports a culture based on permanent learning, where constant feedback is implemented into the processes with the help of the project's beneficiaries.

Financial Management:

Esquel Foundation counts on its staff of experienced accountants and financial experts to guarantee the monetarily sound operation of each of the foundation's projects.

## MONITORING

5.7 How did the responsible persons in the Finnish organisation follow the implementation of the Project and the use of financial resources? How did they participate in the implementation themselves?

FCYF

5.8 How did the local co-operation partners follow the implementation of the Project?

During the implementation of the project, Esquel was the coordinator and executor of the planned activities. The coordinator of the project or her assistant visited the project at least three times a month; they monitored and evaluated the fulfillment of the activities related to the deadlines.

### **Monitoring activities of the Project's Coordinator:**

Maintained direct relations with the Director of Programs as well as with the Administrative and Financial Direction in defining the general guidelines of the project, alliances, strategies for monitoring and evaluating the course of the project, the completion of budgets and financial and administrative activities.

Elaborated and updated the project's information database and its continuous systematization following the guidelines of the established monitoring and evaluation process created by Esquel entitled the Planning, Monitoring and Evaluation System (SPME).

Maintained permanent communication with the project coordinating team as well as with the Director of Programs and the Financial and Administrative Direction. The on-site coordinator participated in all departmental and institutional coordination meetings to which she was invited.

Elaborated regular follow-up reports about the progress and fulfillment of the objectives of each of the projects and presented them to the Director of Programs.

### **Monitoring activities of the Director of Programs:**

For the duration of this project, he worked in conjunction with the project coordinator and used feedback to monitor the program's progress and resolved any problems that arose. The Director visited the project at least one time every three months.

### **Monitoring activities of the Coordinator of the Planning, Monitoring and Evaluation System:**

He implemented the Planning, Monitoring and Evaluation System for this project, especially with regard to its Monitoring component. The Monitoring component is a permanent observation and documentation process of the project's information. The tool used for this purpose is the Annual Operative Plan, designed with the aforementioned methodology. This monitoring strategy delivers continuous and structured information that provides feedback on: the progress made in each project or program, the conditions of the expected results and the external changes that may

influence the project's execution or implementation. The monitoring component helps adjust institutional actions to a dynamic reality, while maintaining the project's progress.

### **External auditory**

Furthermore, as the Planning, Monitoring and Evaluation System only provides the monitoring of the activities of the project, Esquel also carried out an external audit with a recognized firm, on all the projects of the year coordinated by the Foundation.

## 5.9 What kind of qualitative or quantitative data was collected on the advancement of the Project?

In order to carry out the monitoring of the project's activities some quantitative and qualitative indicators were used:

For each of the indicators of the specific objectives and of the results, Esquel provides information about the sources which allow for the verification of the indicator's content;

Specific objective:

Strengthen the quality of education in the rural schools of the Chibuleo and Casahuala school zones in Tungurahua Province and of the Juan de Velasco school zone in Chimborazo Province.

### **Indicator 1:**

Increase the number of students enrolled in the Intercultural Bilingual Education Centers in the Provinces of Chimborazo and Tungurahua.

VERIFICATION SOURCES: Statistics and reports of the National Board of Intercultural Bilingual Education (DINEIB) and the Provincial Boards of Chimborazo and Tungurahua.

**Indicator 2:** The MOSEIB has been strengthened in educational areas in the Provinces of Chimborazo and Tungurahua.

VERIFICATION SOURCES: Statistics of this project. Currently this model is being reviewed by Ministry.

**Indicator 3:** Children's and adolescents' rights have been recognized and promoted in the educational communities.

VERIFICATION SOURCES: Polls and reports on events aiming to promote and diffuse children and adolescents' rights.

**Indicator 4:** The environmental component has been implemented in the educational curricula of the Province of Tungurahua.

VERIFICATION SOURCES: Statistics and reports of the Provincial Board of Intercultural Bilingual Education of Tungurahua.

Result 1:

The Intercultural Bilingual Education Centers have basic infrastructure and recreational spaces adapted to the local reality.

**Indicator 1:** At least 18 schools of the selected areas have improved their infrastructure and recreational spaces by the end of the project.

VERIFICATION SOURCES: Certification of receipts, reports, pictures of the schools' infrastructure.

**Indicator 2:** Environmental protection has increased by at least 30% by the end of the project.  
VERIFICATION SOURCES: Statistics of the SISEMOE (System of Monitoring and Evaluation of the National Board of Intercultural Bilingual Education).

**Indicator 3:** At least 18 schools have multipurpose sporting facilities and playground equipment.  
VERIFICATION SOURCES: Certification of receipts, pictures of the schools' infrastructure.

Result 2:

The Intercultural Bilingual Education Centers have been equipped with: chairs, tables, didactic materials, and mini-libraries all with environmental and cultural pertinence.

**Indicator 1:** 18 Schools have the necessary equipment and furniture to develop their activities by the end of the project.

VERIFICATION SOURCES: Certification of receipt of the furniture and the equipment; inventories; pictures.

**Indicator 2:** 40 Schools receive a trunk of didactic materials, books and a minilibraries by the end of the project.

VERIFICATION SOURCES: Certification of receipts, inventories; pictures.

Result 3:

The implementation of the MOSEIB (Model System for Intercultural Bilingual Education) and the application of the EIFC (Childhood, Family and Community Education) have been strengthened in the Intercultural Bilingual Education Centers of the Provinces of Chimborazo and Tungurahua.

**Indicator 1:** At least 150 Teachers of the 3 selected educational zones receive training and reinforcement in the implementation of the MOSEIB and the EIFC models in their classrooms and in their relevant use by the end of the project.

VERIFICATION SOURCES: Attendance records, pictures and reports from training sessions.

**Indicator 2:** At least 150 teachers of the 3 selected educational zones receive training in the relevant use of didactic materials and mini-library by the end of the project's second year.

VERIFICATION SOURCES: Attendance records, pictures and reports from training sessions.

**Indicator 3:** At least 75% of the trained teachers implement the MOSEIB and EIFC model in their classrooms, by the end of the project.

VERIFICATION SOURCES: Statistics of the SISEMOE (System of Monitoring and Evaluation of the National Board of Intercultural Bilingual Education); results of evaluations carried out by the DIPEIBCH and the DIPEIBT in the 3 selected educational zones.

Result 4:

Children's and Adolescents' Rights have been promoted in the Intercultural Bilingual Education Centers of the Provinces of Chimborazo and Tungurahua.

**Indicator 1:** At least 150 teachers of the 3 selected educational areas receive training in Children's and Adolescents' Rights by the end of the project.

VERIFICATION SOURCES: Pictures, reports and attendance records from training sessions.

**Indicator 2:** At least 2500 students and 2500 parents of the selected schools receive training in Children's and Adolescents' Rights by the end of the project.

VERIFICATION SOURCES: Pictures, reports and attendance records from training sessions.

**Indicator 3:** Teachers, students and parents of the 3 selected zones elaborate a coexistence plan for each participating school at the end of the second year of the project.

VERIFICATION SOURCES: Participation in the programmed events, attendance lists, pictures, coexistence plans.

**Indicator 4:** Teachers, students and parents of the 3 selected zones choose and execute an activity on their coexistence plan in order to promote children's and adolescents' rights by the end of the project.

VERIFICATION SOURCES: Plans, pictures and reports.

Result 5:

The environmental component has been implemented in the educational curricula of the Intercultural Bilingual Education Centers of the Province of Tungurahua.

**Indicator 1:** By the end of the first year an environmental guide has been designed.

VERIFICATION SOURCES: Publication of the guides; reports of the DIPEIBT.

**Indicator 2:** At least 50% of the teachers of the Intercultural Bilingual Education Centers of the province of Tungurahua receive training on the use of the environmental guides.

VERIFICATION SOURCES: Reports and attendance records from training sessions; pictures.

**Indicator 3:** At least 80% of the 5885 students of the Intercultural Bilingual Education Centers of the province of Tungurahua receive an environmental guide by the end of the project.

VERIFICATION SOURCES: Certification of receipts; pictures.

5.10 How has the Project budget been realized? If the realized costs in one or more of the budget sections differ by 15 % from the planned costs, please explain here.

5.11 Where and how were the accounting and audit of the Project arranged?

Esquel always carries out an external audit of all the projects that have been executed by the end of the year, this is a financial audit.

5.12 Has the organization carried out an evaluation of the Project during the reporting year? If so, please state here the findings in brief. Please also attach the evaluation report.

The project will implement the Planning, Monitoring and Evaluation System (PMES), which was designed by Esquel in the year 2001. This integrated system supports a culture based on permanent learning, where constant feedback is implemented into the processes with the help of the project's beneficiaries.



The Planning component is based on our unified institutional methodology of planning by results. The methodology is our own adaptation of the ZOPP (Planning system based on objectives) of the GTZ; a revised Logical Framework Approach and other methodological contributions. The planning component is based on a system of indicators that facilitate effective monitoring and evaluation processes.

The Monitoring component is a permanent observation and documentation process of the project's information. The tool used for this purpose is the Annual Operative Plan, designed with the aforementioned methodology. This monitoring strategy delivers continuous and structured information that provides feedback on: the progress made in each project or program, the conditions of the expected results and the external changes that may influence the project's execution or implementation. The monitoring component helps adjust institutional actions to a dynamic reality, while maintaining the project's progress.

The Evaluation component is also a continuous learning process used to strengthen and improve projects, incorporate multiple intervention approaches, focus towards real and relevant issues, promote participation and flexibility and, perhaps most importantly, build internal capacities.

5.13. How has the organization informed of the Project? Give details on the target groups, information material and distribution channels.

There are several ways through which Esquel Foundation informs about its projects. These processes of communication are: meetings with all the actors involved in the projects as a process of exchange of information and opinions, field visits to evaluate the development of the implemented actions during which all the pertinent information is given to the target groups, and the use of alternative communication media like the web page, electronic bulletins and free media.

## 6. Lessons learned and the continuation of the Project

6.1 Describe the nature of problems encountered during the Project and the attempts to solve them. (E.g. in reaching the beneficiaries, working to keep to the timetable and other risks not included in 3.7)

One of the problems found during the execution of the project, was the construction of the plans of coexistence according to the times described in the agenda. That happens because both, DIPEIBCH and DIPEIBT, have designed agendas of work already established, and, they must fulfill the defined plans.

Another one of the presented problems has been the hardness of the winter with fickle rains which has affected the roads. It has complicated the transport of the materials to build the educative centers.

The reflection circles are an innovative pedagogical tool that promotes a direct participation of the supervisors and teachers, so as to allow an evaluation of their capabilities and improve them with a positive feedback of the entire group.

The changes given during the last year in relation to governance of education, it is important to mention because for that reason we wait implementation of certain tasks has become necessary to include some decisions by the Ministry and in DINEIB too.

## 6.2 Describe the next stages of the implementation of the Project.

The next activities to be developed are:

Execute “Rendición de Cuentas” (surrender of accounts) with new technicians and supervisors in Chimborazo province. During the last year of implementation it is so important to make a sustainable process before the end of this project.

### Result 1

With new diagnosis report for the second phase it is possible to continue with construction according to the agenda.

### Result 2

To transport and settle down the furniture, and trunks, as well as the workshops for the use of the given pedagogical tools

### Result 3

For the next year, it is needed to update the planning of the contemplated workshops in this result. This should be worked altogether with the supervisors of the scholastic zones

### Result 4

In this year two of the four phases have been ended. The scheme of work defined to implement this result was:

Phase 1 - To determine the conditions of coexistence in the schools.

Phase 2 - To prepare the coexistence plans.

Phase 3 - To accomplish the support for the implementation of the plans of coexistence developed and,

Phase 4 - To implement the pursuit and evaluation of the implemented plans of coexistence.

The next year will be continued with the last phases of this process.

### Result 5

The guides of environmental education will be end to print and continue with workshops planned. On February the scheme of work will be defined and implemented too.

**7. Free-form description of the Project and its operation  
(optional: if the other questions in this form are not suitable or  
sufficient to describe the Project, please use this space to give  
additional information.)**

This project has generated positive impacts and learning that have guided us through the achievement of our goals in the final stage of this process.

There has been an undeniable improvement in the scholar infrastructure which generates a positive impact in the children's life's conditions in aspects like healthiness and adequate use of the recreational spaces. Besides, the remarkable training and strengthening of the teacher's academic abilities is also an aspect that makes this project and important process for the development of the areas.

## 8. Project costs and financing

Project costs	Approved Project budget	Cost performance
<b>1. Personnel costs (Appendix 1)</b>		
Salaries and related costs of the Finnish personnel		
Travel and accommodation of the Finnish personnel		
Salaries and related of the local personnel		
Other personnel costs		
Value of Finnish voluntary work		
<b>Personnel costs, subtotal</b>		
<b>2. Activity costs (e.g. training) (Appendix 2)</b>		
Fees of hired experts		
Other costs		
<b>Activity costs, subtotal</b>		
<b>3. Materials, procurements and investments (Appendix 3)</b>		
Procurement of materials and appliances		
Construction		
Other procurements		
Value of donated goods		
<b>Materials, procurements and investments, subtotal</b>		
<b>4. Operation and maintenance (Appendix 4)</b>		
Operation costs		
Maintenance costs		
<b>Operation and maintenance, subtotal</b>		
<b>5. Monitoring, evaluation, and information (Appendix 5)</b>		
External services (incl. experts)		
Travel and accommodation		

Other costs		
Information costs (max. 5 % of total project costs)		
<b>Monitoring, evaluation, and information, subtotal</b>		
<b>TOTAL IMPLEMENTATION COSTS</b>		
<b>6. Administrative costs (Appendix 6)</b>		
Salaries and related costs of administrative personnel		
Office costs		
Statutory audit costs of the Finnish organisation		
Fund-raising		
Value of Finnish voluntary work in administration		
<b>Total administrative costs</b>		
<b>TOTAL PROJECT COSTS</b>		
Administrative costs as a % of total costs (max. 10 %)		

<b>Project financing</b>	<b>Approved Project Budget</b>	<b>Cost performance</b>
<b>1. Self-financing (Appendix 7)</b>		
Cash contributions		
Voluntary work and material donations		
<b>Total self-financing</b>		
Self-financing as a % of the total costs		
<b>2. Project support from the Ministry for Foreign Affairs</b>		
Support transferred from prior years		
Support available for and used during the reporting year		
<b>TOTAL FINANCING</b>		

## 9. Signatures

Place and date: January 20<sup>th</sup>, 2010      Place and date \_\_\_\_\_

Signature: Jhoana Haro

Signature \_\_\_\_

Name in Capitals \_\_\_\_\_

Name in Capitals \_\_\_\_\_

Position \_\_\_\_

Position \_\_\_\_

- Copy of the co-operation agreement between organizations (if it was not attached to the Project plan)
- Report of the Board of Directors
- Financial Statement of the organization (income statement, balance sheet, notes to the financial statement)
- Audit report on the organization's annual financial statements
- Auditor's assurance on the legal use of the Project funds