

9c Closing Report (by 15. February)

Reference no. 305

 Referent **Co-Referent**
Country Ecuador
In _____
 (please leave blank)

 Children and Talents **Medical and Biological Research**

1. Organization

Name of organization	<u>Fundación Esquel</u>	
Address	<u>República del Salvador N34-229 and Moscú</u>	
Name of person responsible for project	<u>Jhoana Haro</u>	Date of birth _____
Name of deputy	_____	
Telephone (direct)	<u>2453800</u>	
E-Mail	_____	
Partner-Organization/-Institute	<u>Intercultural Bilingual Education System of Tungurahua (Dirección Provincial de Educación Intercultural Bilingue de Tungurahua)</u>	Co-operation since <u>05/11/2009</u>

2. Project status (for terms see glossary)

Title of project	<u>Comprehensive Support for Bilingual Intercultural Education schools in the province of Tungurahua, Ecuador</u>		
Place (region)/Country	<u>Ambato/ Tungurahua/Ecuador</u>		
Period covered by this report from	<u>May 2009</u>	to	<u>February 2012</u>
Staff headcount	_____	of whom	_____
		locals	_____

Project goals
(according to proposal)

▶ **General Objective:**

Contribute to the development of quality education in the central highlands of Ecuador.

▶ **Specific Objectives:**

Improve teacher qualifications and performance for the delivery of training and the establishment of local participatory monitoring and evaluation systems.

Ensure that parents know the evaluation of bilingual education and use it to control the quality of their children's education.

Create an appropriate learning environment for the restoration of 10 rural centers of basic education, bilingual education and the provision of equipment and supplies.

Create a safe learning environment for the education of children, parents and teachers about children and collective rights.

Raising awareness on environmental protection, gender issues and the incorporation into the school curriculum.

▶	_____	_____	_____
Milestones for last year (according to agreement)	Achievements	Comments (mandatory in case of deviations)	
▶ R1	R1	R1	
The project has made it pos-	Completed with the	Even the project was created	

sible to dramatically improve the infrastructure of the schools, in order to establish significant changes in how the facilities are equipped.

In the first phase of intervention the schools benefited were: Luis Chiriboga, Caupolican and Neptali Sancho (Ana Maria Torres Network) and Vicente Cisneros, Loja Province, Lucio Palacios, U. E. Ambayata, Mundo de Saber, Chimborazo Province and Eloy Alfaro (Ambayata Network). The leverage of project resources through community counterpart contributions made it possible to implement a second phase of upgrading in another eight schools.

The second phase was implemented in eight schools: Luis Chiriboga, U. E. Ana María Torres and Sawatoa (Ana María Torres Network), José Luis Urquiza, Víctor Manuel Garcés, Patria Nueva, Nueva Esperanza, U. E. Tamboloma y Runacunapac (Tamboloma Network).

improvement of infrastructure of the 18 schools. Started thanks to the counterpart given by the communities.

The leverage of project resources through community counterpart contributions made it possible to implement a second phase of upgrading in another eight schools.

In this result the counterpart provided by the community was approximately 10% of the resources invested. The description of specific actions carried out in each school is detailed in the Annex.

to attend 10 schools, we were able to link in the same project 8 schools more, thank to the community members. At the end, 18 schools were attended within two phases, those which were selected to the second phase were educational centers that have not received infrastructure improvement of any kind.

I

► R2

The second result of the project called for identifying and providing infrastructure in the form of furniture and teaching aids to support the mutual learning process in the ten selected schools.

The educational resources delivered facilitated the teaching - learning process within an educational context, stimulating the senses and facilitating the acquisition of concepts, abilities, attitudes or skills. These elements have a growing importance in contemporary education, as forced memorization and physical threats have not been viable methods for quite some time, giving way to stimulation of the senses and imagination with appropriate tools.

In order to strengthen the use of classroom tools, workshops were held for teachers on the importance of the tools and how to use them in the classroom. The learning methodology used sought to help organize information, to relate, compare and build knowledge, on thinking about them and applying them, enabling the development or strengthening of skills and / or different abilities: reading, writing, numeracy, cognitive, social,

R2

Furnishings have been delivered to the 18 schools selected according to their needs identified through the diagnosis of infrastructure.

As with the previous result, it was possible to benefit the eighteen schools by distributing: 359 tables, 718 chairs, 108 blackboards, 95 shelves, 19 educational materials trunks and 10 mini-libraries. It is important to mention that beyond the items listed above, the assistance and training given to teachers in the use of teaching resources was significant to ensure that they were properly taken advantage of.

emotional. It was also possible to provide simulations with settings for observation, exploration and experimentation or problem solving through case studies.

Materials are listed below
Teaching Materials Trunk

Linguistic Intelligence
2 reading-writing
8 intercultural puppets

Mathematical-logic Intelligence
2 vertical abacus
2 geoboards (flat and circular)
2 base 10 (units, tens, hundreds)
1 numeric series
1 multiplication series
3 taptanas
2 fractions sets
2 Cuisenaire rulers
2 towers of Hanoi
2 intelligence triangles

Spatial intelligence
1 building blocks x 60
8 Chinese tangram games
5 puzzles
2 intelligence games
2 dominos
2 stacking towers

Musical intelligence
Musical instruments

Bodily-kinesthetic intelligence
Intrapersonal intelligence
Intrapersonal intelligence
8 intercultural puppets

Naturalist intelligence
2 stackable fruits

Mini-Libraries

Editorial Santillana
Practical student Dictionary
"Aventuras en el Amazonas" book
"La canoa de la abuela" book
"El secreto de los Yumbos" book
"La nariz del diablo" book
"El borrador mágico" book

Editorial Abya Ayala
Quichua Dictionary
"Imashi Imashi" book
"Leyendas y tradiciones de mi Ecuador" (legends and traditions of my Ecuador)
Stories of creation and resistance
Indigenous songs of the Andes
"El Cóndor Enamorado" story
"La leyenda del Tío Lobo" story
"Entre tinieblas" story
"Recetas para la vida" (Recipes for life)

Editorial Eugenio Espejo
"Hideyo Naguchi" story

"Mi tío Atahualpa" story
 "Alzamientos indígenas"
 "Rupito"
 "El fascinante mundo de la literatura infantil y juvenil"
 (The fascinating world of children's and adolescent's literature)
 "Truquito y su gallada"
 "Rescoldo de la Historia"
 IMAGO
 "Ecuador Historia de la República", Tomo I,II,III y IV (Ecuador History of the Republic", Volume I, II, III and IV)

Editorial Manthra
 Guía didáctica viento (Wind tutorial)
 Todos los caminos del Viento (All the paths of the wind)
 Guía didáctica sol (Sun tutorial)
 Todos los caminos del Sol (All the paths of the sun)
 Guía didáctica agua (Water tutorial)
 Todos los caminos del Agua (All the paths of water)
 Adivina adivinador (Guess Guesser)
 Perdido y abandonado (Lost and abandoned)
 Sueña (Dream)

► R3

As for the workshops, it is important to mention that the topics discussed were intended to support the basic processes defined in the teaching-learning cycle

- Teaching Preparation
- Creation of an environment conducive to learning
- Teaching for learning
- Professional Responsibilities

During the first year of project intervention, teachers were trained in the use of the MOSEIB System Model of Intercultural Bilingual Education, however, after the changes introduced with the new Organic Law of Intercultural Education and unified curriculum in the Curriculum Updating and Strengthening, it was necessary to change the topics defined in the beginning.

Yet despite the changes mentioned above, all the proposed topics developed aimed to contribute to one of the processes of the learning cycle.

Phase
Teaching preparation

Workshop
Evaluation by domain
Curriculum Strengthening

R3

The indicators achieved in this result, strengthened the knowledge of at least 50 teachers and 10 technical staff of the Directorate of Intercultural Bilingual Education Tungurahua.

The results achieved in the workshops, made us realize that about 62 teachers participated on average and we finally had participation of DIPEIB-T, including the director, the head of supervision, the training coordinator, the head of statistics and planning, and training and statistics technicians.

Teaching for learning was reinforced by events to enhance knowledge of child development, revision of the New Curriculum Reform, active learning techniques and mathematical verbal logic. These events were intended to provide teachers with tools that enhance their abilities to mediate knowledge in the construction stage, to facilitate the relationship with the environment in a dynamic process, and support the adaptation of information that reaches the individual and interacts with them.

In the Responsibilities of the professionals component, the project was able to review the

Curriculum Planning Review of the New Curriculum Reform_Ambayata	educational evaluation methods with the teachers, as feedback on their planning activities. Workshops were also necessary for the management of the state of the situation of exclusion, access and retention of children in the Intercultural Education System.
Phase Creation of an environment conducive to learning	This result also included in its indicators the need to train at least 2 parent committees. It also suggests that teachers and supervisors integrate two advisory committees to oversee the proper implementation of the MOSEIB.
Workshop Cultural meeting of the seven networks Storybook Marathon Dissemination of lessons learned	This indicator was possible to gain from meetings and cultural recognition of members of the educational community in the networks. And, to integrate them into an experience led by DINEIB (Directorate of Intercultural Bilingual Education) in the construction of 1)the State of Situation of exclusion of children from the Intercultural Education System and 2)Ten-Year Report on education in the SEIB.
Phase Teaching for learning	Organizational spaces of both parents as well as teachers have been integrated into these two products. These committees are linked with the directors of educational networks within the Codes of Coexistence.
Workshop Evolutionary Development of the Child Verbal and Mathematical Logic Review of the New Curriculum Reform _Ana María Torres Active techniques for learning_Ambayata Active techniques for learning _Ana María Torres	The topics contained in Teaching Preparation focus on developing the talent and teaching skills of teachers in the classroom, as well as strengthening a world view with elements in educational practice based on three elements of the domain: Cognitive, Psychomotor and Affective.
Phase Responsibilities of the professionals	For its part, the Creation of an environment conducive to learning phase focused on strengthening actions performed in the second result, with training in the use of educational materials trunks and mini-libraries. Thus, the participation of first and second level teachers was facilitated in the Storybook Marathon and the promotion of events that allows them to share and learn from successful experiences in cultural exchange events.
Workshop Training to headmasters on monitoring and research Educational evaluation_Ambayata Educational evaluation _Ana María Torres Strengthening teaching skills EIFC	

R4

This result led to the creation of Codes of Coexistence in the ten selected schools. The process generated the participation of 192 children and adolescents, 134 parents, 42 teachers and 293 community members who were included in the expanded activities that were developed for the implementation of the codes. The participation in terms of gender has been almost equal, since 48% of participants are women. The process of creating and implementing the Codes of Coexistence encompasses the following phases:

Phase I:

The first phase begins with an in-person workshop with the three target groups individually, where the team presents the project, its objectives, and has a dialogue about the life of the community.

Based on these reflections, participants discuss human rights and good living within the framework of the rights included in the Constitution and international conventions, as well as the Andean worldview and one's relationship with the other. This dialogue helps to determine the conditions of scholastic co-existence in each of the schools, working with the three groups.

With the information gathered, the process can be started, following the phases described below:

- Integration
- Awareness
- Profiles
- Historical lines
- Ranges of health and poverty
- Calendar year
- Exchanging views

In this phase we have obtained many lessons learned, including:

The importance of reaching consensus with every one of the social stakeholders, setting work plans according to their schedules and movements, since this makes it possible to generate the space necessary to move on to the next event, as well as to comply with the partial agreements reached.

In most communities, those who are really at the forefront of caring for and raising the

R4

This result led to the creation of Code of Coexistence in the ten schools selected as priorities. The participation generated by the process included 192 children and adolescents, 134 parents, 42 teachers and 293 community members who were engaged in the extended activities carried out to implement the codes. Participation in terms of gender has been equitable, as 48% of participants were women.

children are their mothers, which is reflected in their majority presence in each of the events that we have held with student representatives.

With the information gathered, the second phase is implemented, sharing perceptions of the stakeholders relative to the other, contrasting them to build a shared vision of community addressing all the needs and expectations in situations of wellbeing and not wellbeing prioritized by them. Next, participants describe a vision of their educational community, consider the issues to work on in a plan (codes of coexistence) and basic premises of relating, which results in the definition of agreements, activities, persons responsible and timetables for the proposals, times of coexistence within the educational community to promote encounter and dialogue, through reflections intended to improve relationships with the different members of the community.

R5

This component includes environmental topics within the study plans in selected schools by strengthening the implementation of environmental education guidelines.

The objective of this result was to support the teaching tools that the Tungurahua Directorate of Intercultural Bilingual Education has developed and complement them with workshops aimed at implementing good environmental practices from the Andean worldview in schools. This ensures that the inter-learning approach is not a text-centric approach. One of the key points considered in the workshops, was the disassociation of children in schools from natural areas, so that tours, visits and exchanges of experiences were carried out.

Some of the practices developed:

- Visiting Mother Water (Madre Agua).
- We take care of the plants and they take care of us.
- In nature everything speaks to us.
- Caring for Mother Earth.

No more garbage!
Within the classroom, graphic methodologies were used,

R5

Environmental education guidelines have been implemented in all educational areas of the Intercultural Bilingual Education System.

727 people participated in this process, 92 of which are teachers. The project has also confirmed the distribution of the environmental education guides to all of the schools. Finally, three exchanges of experiences were carried out among the teachers in the provinces of Chimborazo and Tungurahua.

with an alternative approach to sharing knowledge:

- Drawing in our Mother Nature.
- Two sets of knowledge, two ways of relating to Nature.
- Creating knowledge books.
- The tree in my life.

3. Overall project achievements

Achieved project objectives (over the entire project period)

► The main achievements are described below according to the expected results in the project:

Eighteen schools have been equipped with didactic material, furniture and infrastructure thank to the help extended by the community members and Intercultural Bilingual Education System. Beyond infrastructure it is important to say that schools beneficiated in the second phase, were not attended from their very creation and furthermore, people of this community live with 2 dolars per day aproximately.

► Another relevant accomplishment was the compilation of ideas around the New Intercultural Organic Law in education framework built by some events of discusion and reflexion. Through these dialogs, an important contribution to the law was sent and a concrete proposal to the implementation.

Through an exhaustive research related to the current status of exclusión of children and teens, we were able to generate public political proposals and establish some strategies in order to ensure the aplicacion of constitutional laws, all of this between rights framework.

Thereby, through implementation of Convivence Codes we could validate a joint methodology with the main actors of the project that includes within its tools specs of rural communities.

How many beneficiaries have we reached?

► To explain the number of beneficiaries that have been linked to the project, it is important to state the reasons and at which stage they have been able to get involved.

- Taking into account the girls, boys, adolescents, parents and teachers who participated in the training processes, there were 4,346 participants. In addition to these stakeholders, we can report that the result that generated the most participation in the Project was the creation of the Codes of Coexistence, which involved 380 community members.

- The supervisors and technical team of the Directorate of Intercultural Bilingual Education in the Province of Tungurahua meanwhile represented 9 additional beneficiaries.

- In addition, and as mentioned in previous reports, through the implementation of the project it has been possible to participate in the development of a investigation of the state of exclusion of children from the Intercultural Bilingual Education System (SEIB for its initials in Spanish) as well as the Ten-Year Report of the NNA. This experience led to an alliance between the Esquel Foundation, UNICEF, International Plan, CARE Ecuador, the Undersecretary of Education and the National Directorate of Intercultural Bilingual Education. Technicians who participated in this experience were officials from the aforementioned institutions, 12 technicians responsible for education.

Our count shows 4747 project participants, who participated or have made a contribution to meet the proposed objectives.

Assessment of the integration

of the local population and authorities in the project

What specific outcomes have been achieved?

The educational process is a dynamic process, in which the actions and results that emerge from it require persistent and personalized efforts, and are also affected by other variables. In this sense, the effects of the results achieved are described below:

- The contribution of community members, expressed in the contribution of infrastructure, enabled us to expand the coverage and benefit schools that have never before been attended to.
- The Codes of Coexistence have generated positive synergies between the stakeholders involved in the education process in an environment of continuous improvement. The contribution to a generally positive situation was evident in the schools that have implemented this tool for over a year.

The evaluation of the training process carried out during December gave us a high perception regarding environmental education; this indicates that the workshops were entirely practical.

As for the training workshops, it was expressed that the courses held were given in accordance with the context of the worldview in the educational areas.

This in turn made us realize that the teachers must increase their theoretical and practical strategies in the environmental hour carried out in schools so as not to make it a text-centric process.

Finally one of the biggest outcomes of the project, which was made possible due to the institutional partnerships with DINEIB, has been the development of a ten-year education report and the state of exclusion, access and retention of children and adolescents in the Education System. The results show 851 children and adolescents in the province excluded from the system, of these 56% are women.

Do the achieved results correspond to the expected impact?

There has been a gradual strengthening of the educational conditions in the selected schools, by impacting them in a built in way. On the other hand, the impact in public politics on a national level is also important for the development of the project.

What reactions have there been from beneficiaries, authorities, industry representatives, the media?

Upon completion of the project, we were able to carry out an evaluation of the project's effects. The aspects that caused the most impact were the improvement of infrastructure and the training workshops involving the participation of the three educational actors.

The evaluation shows that participants are satisfied with the project. This is important to emphasize, as the changes to the New Intercultural Education Act warned that the implementation of the New Management Model has generated high staff turnover in schools.

On the other hand, with regard to the evaluation of the effects of the project, teachers have used some of the knowledge they acquired to make recommendations in response to a new curriculum model designed by the Ministry of Education (Curriculum Updating and Strengthening), since some of the topics addressed have not been attended to in the curriculum model established by the DINEIB with the MOSEIB.

From the institutions that have been involved in this process, we have seen that the work being done is generating products that help to feed into decision-making and facilitate public policy advocacy.

Which "best practices" have been achieved?

Practices that have been identified and applied as successful are: work days of experience interchanges that started as a strategy of a environmental component and later time was extended to observation tours to get to know innovative experiences in pedagogy and convivence codes.

A particularity that have to be kept in mind is that people in communities are not accustomed to keep meetings that integrate interchange of expe-

periences of other schools.

As the transmission of any knowledge has been orally, we tried to persuade them to keep a record of the progress, by a systematization scheme, in order to have evidences for themselves and for future projects.

Who has had specific learning experiences, and what did they learn?

One of the most important lessons acquired is based in our institutional intervention for construction of networks with a supra and sub territorial perspective. In other words, the strengthened of networks with Education Ministry and Intercultural Bilingual Education System, and other important institutions, that support continuity in processes underway and ensure the sustainability of strategies.

Unachieved project objectives (over the entire project period)

▶ Even though the desired results were achieved, there were changes in local normative for education that inhibit the implementation of convivence codes in time, according to plan. We needed to have more time to deepen the topic.

▶

▶

What objectives were not achieved and why?

Changes shown thru the last three years with the New Organic Intercultural Education Law and the New Management Model have impacted in education structure hence produced a high turnover.

What general problems arose?
(political, economic, etc.)

The leadership of the Ministry of Education with the New Organic Law of Intercultural Education implies significant changes in project implementation, since all events must be in line with the guidelines of this organization and under the conditions established.

The difficulties that have arisen during implementation of the project are directly related to the changes wrought by the New Management Model, a strong staff turnover is seen which has led to negative situations because a considerable number of trained teachers have left.

What concrete measures were taken?

We have maintained the intervention strategy. However, a new educational network has been defined because by the time the project was approved, one of the zones had most of its necessities covered.

Were there unforeseen consequences?

Unexpected consequences in the project were directly related to the normative changes described before. The challenge is to find a new intercultural strategy for the whole system. DINEIB is not prepared yet; so they need to count with accurate tools that strengthen the system.

4. Outlook

Future objectives?

Activities for this year will focus on the evaluation of the effects of the project in accordance with that described in the milestones.

What are the sustainability strategies? (How will the project continue?)

How is the project integrated locally? (other NGOs, local partners, government)

How has the financial sustainability been secured?

Impact? (What leverage has been achieved?)

What is the scaling up potential of the project?

What would you do differently on the next project?

5. Financial Reporting

(Appendix 9 b/c)

6. Cost/Benefit efficiency

How would you assess the financial expenditure in relation to the objectives achieved?

Does the actual expenditure correspond to the expected costs? Explanation:

7. Comments

Comments on the cooperation with the UBS Optimus Foundation

General remarks

8. Enclosures

Illustrations Annual Report Evaluation (intern, extern)

Place/Date

Signature