

Teaching Management Plan

Peru



OVERVIEW

Company Mission

Our mission is to encourage young people to volunteer for worthwhile work in developing countries. We expect that doing this kind of voluntary work will in time become the norm. As more and more people join us, we aim to create a multi-national community with a passion to serve, to learn, to understand, to teach, to inspire, and to be inspired.

Teaching Programme Mission

Our Teaching programme mission is to provide sustainable educational support within disadvantaged schools and communities to reduce inequality in education. Through our volunteers, we aim to empower underprivileged students by improving their future prospects and equipping them with the skills needed to actively engage in a multi-national community.

Background Information

In view of its income level, Peru is performing positively in terms of enrolment rates, opportunities for secondary education as well as higher education; however, disparities remain between urban and rural areas, wealthier and poorer communities, as well as indigenous and non-indigenous populations, in particular with regards to educational outcomesⁱ.

With free primary and secondary education, enrolment rates have increased. However, the enrolment rate in early childhood education, a key stage in childhood development, is less than 32%. Gaps are particularly noticeable between urban and rural communities, with drop-out rates being higher within rural communities, with up to 37% of rural students not completing lower secondary school, as opposed to 9% in urban areasⁱⁱ. Drop-outs remain higher for young women in rural areas (only 43% of women in rural areas finish secondary educationⁱⁱⁱ), and women's literacy rate is estimated to be 10% lower than men's^{iv}.

On an international level, Peruvian students rank very low, but they also fail to meet national expectations as well^v: Peru is considered to be ranked last in terms of education in Latin America^{vi}. Only 12.1% of students reach the required level of integral communication and only 7.9% the required level of logic and math by the end of primary school^{vii}. "Peru is in the third lower of the world's education and in the last place in Latin American education. This grave situation gave as a result decreed the Education in State of Emergency. This means that a majority percentage of students who complete their basic education have not properly developed the skills expected.

The enrolment rate in early childhood education, a key stage in training and readiness, is less than 32%. 1,253,000 children aged 6 to 16 years old do not attend school, especially girls from rural areas and those working in operating conditions. The repetition and dropout rates are high and continue with a high rate of illiteracy, especially among rural women. The levels of performance in maths and reading comprehension are very low. The quality of performance of teachers in their classes is poor; their annual salaries are also very low.

In 2001, less than 24% of students who finished high school had a sufficient level of performance in communication, about 14% a basic level and just under two thirds one level below basic. In mathematics, less than 5% achieve an adequate performance, 13% basic level and 16 around a level

of 83% below basic. This means that a majority percentage of students who complete their basic education have not properly developed the skills expected.

In Peru, we also face a serious problem in terms of educational infrastructure. There is a total of 41,000 local public schools, with only half of existing public schools which are being in good condition. There are 5,517 local schools considered in a state of structural collapse and that constitute a serious threat to the life and health of many students who attend these schools^{viii}. In general, many schools in Peru also lack basic facilities such as electricity, drinking water, and adequate sewage systems. As studies have linked the quality of infrastructure with quality of education, these are issues to be addressed^{ix}.

In the face of this situation, the Ministry of Education (MINEDU) together with other institutions related to education have driven a number of reforms, raised a number of various proposals for action plans and programmes, education policy guidelines and a national education plan in order to reverse to remedy this situation, notably in terms of assessment and teacher training. and strengthen and revalue the teaching career, strengthening the basic education, further the scientific education and the use of new technologies, improve the quality of public education, eradicate illiteracy and create mechanisms for the certification and assessment of the quality of education.

Partners

Projects Abroad Peru partners with various schools with which it has agreements. Teachers programme their classes according to the National Curriculum that the Ministry of Education provides and according to the English books the students have. The teachers can diversify these topics and adapt them to their students' reality.

Projects Abroad Peru has an agreement signed with the Ministry of Education (MINEDU) since it started working in Urubamba (2002) to improve the students' level of the English and support the English teachers' work. To achieve these goals Projects Abroad has the following objectives:

Objectives of Agreement with the DRE-C:

- a. Consolidate the work of educational networks in line with the Cusco Region (UGEL Calca and UGEL Urubamba) to exchange proposals, update teachers and improve the teaching of English in the region.
- b. Curriculum design and validate a proposal for the processes of teaching and learning English, focused on the acquisition and management skills and language skills and basic communication language like English comprehension and production of texts in actual circumstances of human interaction, developed with relevance to the regional reality.
- c. Develop complementary educational material to those provided by the Ministry of Education and ensure their access to the web site of the DRE-C for all interested teachers.
- d. Conduct training to teachers in the subject of English in the areas of interactive strategies, curricular programming and intercultural communication during the holiday time, for a period of six weeks.
- e. Develop activities to promote and encourage the use of English through educational networks in Cuzco region and also on the level of educational institutions.

GOALS

In order to work towards our Teaching programme mission, we have set the following goals to achieve in the placements where we send our volunteers:

1. Improve the safety and cleanliness of the learning environment

Many public schools lack suitable physical infrastructure and cleanliness due to the lack of government funding. Indeed, the increase in enrolment rates has not been matched by further investments in school infrastructure as well as safety, water, sanitation and hygiene^x. These factors are detrimental to students' motivation to learn and many of them are unaware of the importance of having a suitable learning environment. We work with the school to help improve their safety and cleanliness standards. The community on the whole sometimes also lacks basic hygiene knowledge, so outreaches with volunteers can really help local communities in this way.

2. Improve English

English has undeniably become the global language for business. It is vital for countries, businesses and individuals to improve their level of English to become true participants in international trade. Cusco is a privileged area in terms of cultural and natural heritage and, therefore, receives many tourists, generating income for local people. This is one of the main reasons why knowledge of the English language becomes indispensable for many youngsters. It is thus essential for any locals interested in joining working in the tourism sector for a better income. Volunteers, in particular native speakers, can offer invaluable help in improving the students' and also the teachers' phonetics, pronunciation and grammar. We also set up conversation classes to improve the student's oral skills and capacity to participate in "real life" conversations. We, as an organization, have the possibility of bringing native English-speaking volunteers to assist Peruvian English teachers in public educational institutions where there are plenty of students. Matching our volunteers' skills enables us to achieve greater impact and teach this language in the most efficient way possible and attain greater assimilation of knowledge and motivation in the English subject through our innovative strategies.

3. Improve teaching techniques

Teachers in Peru are often under-qualified and underpaid, affecting their level of motivation as well as the quality of their teaching. Many continue to teach using the same methods in which they themselves were taught as students. This can have a damaging lasting effect on their future education and professional capacities. Teachers need to be aware of international perspectives in their teaching and acquaint themselves with contemporary methods in teaching. Volunteers are able to bring a variety in the teaching and learning techniques as well as offer personalised teaching support to students identified as slow learners. This help is in particular useful in improving methods of teaching the English language. In the Cusco region, English is not a speciality for all teachers who teach this subject, so having a volunteer is beneficial for teachers, since the volunteer can advise these teachers directly in a hands-on way with interactive language-learning strategies, pronunciation, grammar and vocabulary.

4. Improve classroom support

With large numbers of students and very limited resources, it is difficult for teachers to maintain discipline, deliver creative teaching methods and offer personalised support to students struggling to keep up. The vast number of students in each classroom makes it a challenge for teachers to reach all students. This is yet another area where volunteers' support is important in the teachers' work, and volunteers can focus on specific groups within a classroom for the direct benefit of those students.

The volunteers' participation in the classroom also has the advantage of facilitating the phenomenon of a cultural exchange and coexistence, thereby introducing learning about different cultures and languages.

RESOURCES

Human Resources	Average 15 volunteers per year Projects Abroad global staff teams Placement staff support
Physical Resources	Projects Abroad offices Placement materials
Online Resources	Volunteer Resources Database Myprojectsabroad webpages
Financial Resources	Monthly budgets for overall operations Donations to specific projects or placements
Intangible Resources	Reputation in destination communities Goodwill; genuine desire to help Expertise

Projects Abroad provides a range of resources for each of our programmes. These fall into four interdependent categories:

Human: Volunteers themselves are our most crucial asset in achieving our goals. Through their creativity and energy, all of our ambitions can be realised. Another central support team is our extensive network of Projects Abroad staff worldwide, dedicated to supporting volunteers and achieving our company mission. We also depend greatly on the staff in all of our placements; whose support guides volunteers through their daily activities.

Physical: Projects Abroad has offices in all of our destinations, where volunteers can come to speak to staff or attend workshops. There are also office materials and placement supplies available to volunteers.

Online: The Volunteers Resources Database and myprojectsabroad webpages all provide vital support before, during and after their placements.

Financial: Funds for all of Projects Abroad’s work come solely from volunteer placement fees. These are distributed via monthly budgets, to ensure fair allocation of funds for each destination. Occasionally volunteers may also send donations directly for a specific placement or project.

Intangible: The good reputation of volunteers in local communities is what makes our work possible. This reputation has been earned over years of dedicated volunteer contribution. This is supported by the combined knowledge of our extensive staff network. With over 700 staff across every continent, we are proud to be a diverse and accomplished team.

MONITORING & EVALUATION

Placement visits Volunteer workshop sessions Staff meetings Volunteer Resources Database Feedback evaluation
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Physical monitoring: Through placement visits and volunteer workshops, volunteers are in frequent contact with staff members, who will observe and advise volunteers in action. Staff participate in regular meetings to discuss best practices within and between destinations.

Online monitoring: The Volunteer Resource Database is platform for staff and volunteers to share and develop ideas.

Feedback evaluation: Feedback from placement staff, Projects Abroad staff and volunteers is continuously gathered and used to inform future plans.

LOCATION OF PLACEMENTS

Partner schools are located in the Sacred Valley: Písaq, Urubamba, Ollantaytambo, and Chincheros.

i

[Ⓜ] <http://documents.worldbank.org/curated/en/1999/12/439067/peru-education-crossroads-challenges-opportunities-21st-century-vol-2-2-background-notes-appendices>

ii

[Ⓜ] <http://sites.mii.edu/peruprofile/challenges-and-initiatives/educational-issues/>

iii

[Ⓜ] <http://www.ipsnews.net/2011/02/peru-rural-girls-face-barriers-to-education/>

iv

[Ⓜ] <http://sites.miiis.edu/peruprofile/challenges-and-initiatives/educational-issues/>

v

[Ⓜ] <http://sites.miiis.edu/peruprofile/challenges-and-initiatives/educational-issues/>

vi

[Ⓜ] “Informe sobre la Educación Peruana Situación y Perspectivas” Idel Vexler Talledo (Ex Vice Ministro de Educación)

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[Ⓜ] <http://sites.miiis.edu/peruprofile/challenges-and-initiatives/educational-issues/>

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[Ⓜ] “Informe sobre la Educación Peruana Situación y Perspectivas” Idel Vexler Talledo (Ex Vice Ministro de Educación)

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[Ⓜ] <http://www.iadb.org/en/news/webstories/2011-10-18/school-infrastructure-and-educational-in-latin-america,9615.html>

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[Ⓜ] <http://tz.one.un.org/index.php/what-we-do/education>