

A. CUESTIONARIO DEL PLAN DE PROYECTO

Patabamba Academy

2. DISEÑO DEL PROYECTO

Es posible que algunas preguntas no se apliquen a cada proyecto. Por favor, contéstelas lo mejor que pueda.

2.1 DESCRIPCIÓN DEL PROYECTO

- **Por favor, describa el proyecto**

Public university in Peru is tuition free (although there are small matriculation fees each semester) and in place of an application process, entrance to both public and private universities as well as technical institutes is dependent upon entrance exams. These exams, especially for public university due to its affordability for all socio-economic demographics, are increasingly competitive; to such an extent that almost all prospective tertiary education students attend a pre-university academy, created specifically to prepare for the entrance exams.

The Patabamba Academy project is intended to help secondary school students in the communities of Sihua, Q'enqo, and Patabamba overcome some of the many boundaries to higher education that rural households of a low socio-economic level face in Peru: low access to pre-university academies due to low income level and distance from urban areas, and lower cognitive abilities due to low education levels of parents and the poor status of Peruvian public education.

The project will create and implement a pre-university academy in the community of Patabamba, utilizing classrooms provided by I.E. N° 50190 - Patabamba and two professors and materials from the highly acclaimed Academia Raimondi. About eighty secondary school students in fourth and fifth grade as well as recent secondary school graduates (within the last two years) from the communities of Sihua, Q'enqo, and Patabamba will have the opportunity to sign up for four hours of pre-university instruction every Saturday from April through November 2012.

The project will be implemented through the following steps:

- 1) Official matriculation for the academy will be held on Monday, March 5, 2012 in I.E. N° 50190 -Patabamba. The *junta directiva* of the Patabamba APAFA will be in charge of recording each student's name, age, grade in which he/she is currently studying, career interest, and his/her registration fee of 10 Peruvian Nuevos Soles. Based on pre-matriculation registration, a total of about 80 students from the three communities is expected.*

**Note: At the time of preparation of this document an official number of students is not possible. The project must be approved before we can charge an official registration fee. However, the fee was chosen and voted upon by the prospective student's parents, and I*

therefore expect that the pre-matriculation and official matriculation numbers will not vary greatly.

- 2) Psychologists and/or professors from the Academia Raimondi will conduct an evaluation of registered students to indicate the most critical areas of study in reference to the entrance exams and, based on the results, will create an adapted eight-month pre-university curriculum.
- 3) Classes will begin Saturday, March 31, 2012. Using two classrooms provided by I.E. N° 50190 -Patabamba, the students will be divided into two classes of about 40 students each. Both classes will receive two hours of instruction from each of the two Raimondi professors, for a total of four hours of instruction. One professor will be a mathematics professor, the other a communications professor (the two main subjects of all entrance exams), and each professor will dedicate his/her two hours to their subject specialty (i.e. mathematics or communications). Students will remain in their originally assigned group every class.
- 4) Classes will continue every Saturday through November 2012, when the first rounds of entrance exams are offered. The two Raimondi professors will be responsible for tri-monthly *informes*.
- 5) Participating students that will graduate from secondary school in December of 2012 (fifth-graders) or that have already graduated will take the entrance exam of their choice and results will be recorded. Participating students in the fourth grade will not take an entrance exam, as they still have one more year of secondary school.

- **¿Cuál es el objetivo final?**

The final objective of the project is to provide the same access to higher education to students from Sihua, Q'enqo, and Patabamba as students from higher socio-economic levels or from urban areas have by providing pre-university preparation within the community of Patabamba at a low cost.

- **¿Cuáles son las actividades principales necesarias para la implementación del proyecto?**

- 1) Speak with the director of I.E. N° 50190- Patabamba and the Patabamba APAFA President to reserve two classrooms every Saturday from April to November 2012.
- 2) Contract two experienced academy professors (one specialist in mathematics and one specialist in communications) to teach four hours of classes every Saturday to the participating students.
- 3) Coordinate with student's parents to assure student attendance and participation in every class, and to assure that eligible students take the entrance exam of their choice.
- 4) Coordinate with UGEL-Cusco, UGEL-Calca, the District Municipality of Coya, the District Municipality of Taray, and the Provincial Municipality of Calca to communicate the results and seek partnerships for the permanent implementation of the academy.

- **¿Cuáles serán los resultados (productos y/o servicios) que se obtendrán de las actividades mencionadas?**

- 1) Open access to pre-university preparation for students in fourth and fifth grades of secondary school from Sihua, Q'eqo, and Patabamba.
- 2) Increased probability that students from Sihua, Q'eqo, and Patabamba will study at the tertiary level.

- **¿Cuáles serán los impactos (inmediato o a largo plazo) de este proyecto? (Por favor provea una lista detallada)**

Short-term Impact	Long-term Impact
Increased probability that participating students will attend university or a technical institute.	More students from Sihua, Q'eqo, and Patabamba will become professionals in the career of their choice, leading to an increase in the socio-economic levels of their families and communities.
Increased comprehension of mathematics and communication by participating students.	Improvement in the academic performance of participating students in mathematics and communication.
Improvement in the motivation of students to excel in their studies due to the increased opportunity to continue studying.	A rise in the overall importance of education among families in participating communities.
	The implementation of similar projects by UGEL's or District Municipalities in other poor rural communities.

- **¿Cuánto tiempo se requiere para completar el proyecto?**

9 months. (March- November)

2.2 DESCRIPCIÓN DEL SOCIO LOCAL

- **Por favor, describa el socio local**

The Patabamba APAFA consists of 115 families, of which the majority of the active participants are women. The APAFA exists in order to manage and coordinate all activities needing community/parental involvement pertaining to the education of their children.

I.E. N°50190- Patabamba consists of 11 classrooms (6 for primary and 5 for secondary) made of adobe brick with wood floors. The school also has a computer room with 12 computers without internet access and a kitchen. During the 2011 academic year, the school employed 6 primary school and 7 secondary school professors. There were 110 students attending primary school and 99 in secondary school. Students come mainly from Patabamba and Sihua, with a small percentage from Q'eqo.

2.3 CONTEXTO AND RACIONAL

- **¿Cuál es la importancia de este proyecto? ¿Por qué debe llevarse a cabo?**

The positive effects of continuing education beyond secondary school are widely proven and

recorded. A World Bank task force, investigating the importance of higher education in developing countries found:

"As knowledge becomes more important, so does higher education. Countries need to educate more of their young people to a higher standard – a degree is now a basic qualification for many skilled jobs. The quality of knowledge generated within higher education institutions, and its accessibility to the wider economy, is becoming increasingly critical to national competitiveness."

"...currently, across most of the developing world, the potential of higher education to promote development is being realized only marginally." [The Task Force on Higher Education and Society. 2000. "Peril and promise higher education in developing countries". Washington, DC: World Bank.]

However, in poor rural communities such as Sihua, Q'enqo, and Patabamba, very high barriers to higher education exist.

"Access to higher education in Peru is remarkably regressive. According to the latest national household survey (ENAH0 2010), in the bottom 20% of the income distribution, only 37% of individuals with completed secondary were able to enroll in some type of higher education. In contrast, nearly 80% of youngsters in the richest 20% had access to this educational level."

"... [In Peru] two thirds of students enrolled in a public institute and 80% of those enrolled in a public university come from non-poor households."

"Information contained in the ENHAB survey not only confirms the regressive nature of college access but also reveals a significant correlation between family income and individuals' basic skills, especially cognitive skills." [Castro, Yamada, and Arias. December 2011. "Higher Education Decisions in Peru: On the Role of Financial Constraints, Skills, and Family Background". Centro de Investigación de la Universidad del Pacífico.]

Therefore, the implementation of a pre-university academy in Patabamba is very important for the continuing educational development of the children in Patabamba and surrounding communities, because it will help the families overcome the income barrier and will augment the cognitive skills of participating students. The project will greatly increase the probability that participating students will continue their education beyond the secondary level.

- **¿Qué factores contextuales se deben tener en cuenta?**

Outside of the research above, a very important factor in the project is the direct and indirect beneficiaries' ownership of it. The idea to implement a pre-university academy in Patabamba was presented to me by members of the Patabamba APAFA during one of our meetings, and their participation throughout the planning process has been exceptional.

In my experience in community development, I have found that community participation is crucial to the success of a project; and generally when the idea comes from the beneficiaries themselves, they take a much more active role in the development and implementation of that idea. This has been true in Patabamba.

- **¿Hay otras iniciativas, apoyadas por donantes, planeadas o en proceso de implementación? Si las hay, ¿cómo van a afectar el diseño de este proyecto?**

The Academia Raimondi will be contracted by the Alma Foundation in order to utilize their professors, materials, and experience in implementing adapted academies in rural communities.

2.4 ALCANCE Y BENEFICIARIOS

- **¿Cuáles son los beneficiarios directos e indirectos del proyecto? ¿Qué personas y/u organizaciones se beneficiarán? ¿Cuántas personas aproximadamente se beneficiarán del proyecto? ¿Cuántos de los beneficiarios son mujeres y cuántos son hombres? ¿Cuántos son niños, jóvenes, adultos, y personas mayores? ¿Cuántos viven en zona rural, urbana, y peri-urbana?**

Direct Beneficiaries	Indirect Beneficiaries
79 participating 4th and 5th grade secondary school students and recent secondary school graduates from the communities of Sihua, Patabamba, and Q'eqo.* Males: 38 Females: 41	All other primary and secondary school students from Sihua, Q'eqo, and Patabamba through the motivation to finish secondary school due to the increased opportunity to continue on to higher education. Sihua: 108 students Patabamba: 219 students Q'eqo: 87 students
2 professors from the Academia Raimondi	Parents of participating students* Males: 79 Females: 79

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All students and parents live in rural zones defined as in poverty or extreme poverty.

- **¿Cuáles son las características principales de estas personas? ¿Cómo describiría a estas personas en términos del estatus económico, social, cultural, y educativo?**

Beneficiaries of the project come from three communities: Sihua, Q'eqo, and Patabamba. Though they are relatively close in proximity, their socio-economic and educational statuses have some small differences.

Quechua is the principal language in all three communities, though Spanish is more widely understood in Patabamba (where there is a secondary school) than in Sihua (where there is not even access to full primary school). In Sihua, 88% of the population lives in extreme poverty and the majority is illiterate. Though these numbers are lower in Q'eqo and even lower still in Patabamba, all three communities are defined as rural zones of poverty or extreme poverty, with percentages of illiteracy above national averages.

The three communities are, generally speaking, culturally homogeneous. As stated above, all are mainly Quechua speaking and use the clothes and eat the foods typical of high Andean communities.

- **¿Cómo afectará el proyecto a la población beneficiaria? ¿Cuáles serán los efectos positivos y negativos esperados?**

Positive Effects	Negative Effects
Students and their families will be able to overcome the income barrier to higher education.	Division between communities over location of the academy.
Students will receive additional instruction from highly experienced professors in mathematics and communications, improving their cognitive abilities (which are shown to be lacking in poorer Peruvian households) and the probability that they will perform well on their selected entrance exams	Division between APAFA members over which grades should be eligible to participate in the academy.
Improvement in the motivation of students to excel in their studies due to the increased opportunity to continue studying.	
A rise in the overall importance of education among families in participating communities due to the increased opportunity to continue studying.	

2.5 ESTRATEGIA DE RIESGO

- **¿Qué factores pondrían en riesgo el desarrollo del proyecto?**
- **¿Cuál es la probabilidad de que estos riesgos ocurran?**
 - **¿Es está una probabilidad alta, mediana, o baja?**
- **¿Cuál será el impacto, si estos factor de riesgos ocurren?**
 - **¿Sería el impacto alto, mediano, o bajo?**
- **¿Qué va a hacer para reducir la posibilidad de ocurrencia de cada uno de los riesgos?**
- **¿Qué mecanismos establecerá para reducir el impacto negativo de estos factores?**

Risk	Probability	Impact	How to reduce the probability of occurrence	How to reduce the impact in case of occurrence
Poor student attendance	Low	High	Charge a matriculation fee and include parents in all scheduling and location decisions, as well as set a maximum number of absences.	Using the contract with Raimondi, assure the professors will continue teaching regardless of number of participating students.
Poor professor attendance	Low	High	Sign a contract with the Academia Raimondi assuring professor attendance and interview professors before contracting them.	In this case, new professors from a different academy would have to be contracted.
Divisions between communities	High	Low	It already exists.	Include all participants in scheduling and location decisions and explain the project in detail to all possible participants before official registration.
Low success rate (few students enter university or technical institute)	Medium	Medium	Evaluate educational level of students and create adapted curriculum based on their specific needs.	Be realistic with participants and highlight successes and longevity of the project. For example, Student A did not enter university but her math and communication grades improved and she can still participate in the academy next year, increasing her chances even more for next year.
Local authorities unwilling to contribute in following years	Low	High	Include local authorities in the project this year through status updates and contracts pledging future support.	Rally participating communities to solicit help from their elected officials.
Eligible students do not take an entrance exam	Low	High	Have participants and their parents sign an agreement upon matriculation pledging that the student will take an entrance exam upon eligibility, and hold informative meetings with the parents of participants to clearly explain the costs of the exams.	Prohibit the families of eligible students who do not take an entrance exam from participating in the project in the future.

2.6 ESTRATEGIA DE SOSTENIBILIDAD

- **¿Cuál es el papel del socio local en el desarrollo e implementación de este proyecto?**

The Patabamba APAFA and parents of all participating students have been the deciding body on all final decisions reached in the development of this project and will be responsible for assuring the attendance of their children. The Patabamba APAFA will be responsible for organizing and executing the official matriculation of students for the pre-university academy.

- **¿Cómo se involucrará la población beneficiaria en este proyecto?**

The direct beneficiaries are the students and professors, and will be involved in the project by attending all classes and, in the student's case, taking and entrance exam when they are eligible.

The indirect beneficiaries are the parents and other students not yet eligible to participate in the academy. The parents will be (and have been) involved by helping to develop the project and by guaranteeing the participation of the participating students. The not yet eligible children will be informed of the progress of the academy and its successes, in order to motivate them to strive in their studies and participate in the future.

- **¿Qué resultados van a mantenerse cuando el proyecto termine? ¿Cuáles son las estrategias a largo plazo cuando el proyecto ha finalizado?**

Maintained results of the project will be the increased percentage of children in the participating communities of Sihua, Q'enqo, and Patabamba that:

- A) Complete secondary school
- B) Enter and complete studies in university or a technical institute
- C) Become professionals in their career of choice, raising the socio-economic status/ educational opportunities of themselves, their families, and their future children.

A goal of the project is that it will not terminate, but that local authorities will assume the costs of the project and continue it without the support of Alma and without contracting the Academia Raimondi, permanently offering the opportunity of higher education to children of the surrounding communities.

Preparado por:

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Firma:

Fecha: February 23, 2012