

MENDEL UNIVERSITY IN BRNO

FACULTY OF REGIONAL DEVELOPMENT AND INTERNATIONAL STUDIES

**Education of Children in Rural Areas of Developing
Country**

BACHELOR THESIS

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Declaration

I declare that I carried out this bachelor thesis on the theme: “Child Education in Rural Areas of Developing Countries”, individually under the guidance of Mgr. et Mgr. Miroslav Horák, Ph.D., and only with the cited sources, literature and other professional sources of information mentioned in the enclosed list.

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Abstract

PODEŠVOVÁ, BARBORA: *Education of Children in Rural Areas of Developing Countries*. Bachelor Thesis. Mendel University in Brno, 2017.

The bachelor thesis focuses on education problems of children and adolescents in rural areas of developing country, Peru. The thesis specifies the rural and urban areas to provide a comparison of the differences. It examines the effect of education on society; describes the current Peruvian education system and bilingual education there. Regarding historical, cultural, economic and social influences, a model project of development aid was proposed to improve the education through the English and Quechua languages implementation and taught based on Dalton Education Plan into the curriculum of the primary school in the native community Chirikyacu, Lamas province, in the San Martín region.

Key words: *Rural areas, Childhood education, Bilingual education, Peru*

Resumen

PODEŠVOVÁ, BARBORA: *Educación para niños en zonas rurales de países de desarrollo*. Tesis de licenciatura. Universidad de Mendel en Brno, 2017.

La tesis se dirigió a la utilización del Plan de Educación Dalton para mejorar la educación de los niños en las zonas rurales de los países en desarrollo en general, y la educación bilingüe. Para lograr esto, se describieron los efectos de la educación en la Sociedad, además se definió el Sistema educativo y la educación bilingüe, y la situación del idioma inglés y quechua en el Sistema educativo en Perú. Con respecto a las influencias históricas, sociales y culturales en Perú, se propuso el Proyecto de desarrollo de modelos para aumentar el nivel de educación mediante la implementación del idioma inglés y quechua impartido por el Plan de Educación Dalton en la escuela primaria ubicada en la comunidad nativa de Chirikyacu, Región de San Martín.

Palabras clave: *Áreas rurales, Educación infantil, Educación bilingüe, Perú*

Abstrakt

PODEŠVOVÁ, BARBORA: Vzdělání dětí v rurálních oblastech rozvojových zemí. Bakalářská práce. Mendelova Univerzita v Brně, 2017.

Tato bakalářská práce se zaměřuje na problematiku vzdělání dětí a mladistvých v rurálních oblastech rozvojové země, Peru. V práci je zkoumán nejen dopad vzdělání na společnost, současný stav peruánského vzdělávacího systému, ale také role bilingvního vzdělání. S ohledem na historické, kulturní, ekonomické a sociální vlivy v Peru je v práci předložen návrh rozvojového projektu pro zlepšení vzdělání skrze zavedení anglického a kečuánského jazyka, vyučovaných podle zásad Daltonské školy do osnov základní školy v domorodé komunitě Chikiriyacu v provincii Lamas, regionu San Martín.

Klíčová slova: *Rurální oblasti, Vzdělání dětí, Bilingvní vzdělání, Peru*

LIST OF ACRONYMS AND ABBREVIATIONS

CARE	Cooperative for Assistance and Relief Everywhere
CDI	Child Development Index
GDP	Gross Domestic Product
GNP	Gross National Product
HDI	Human Development Index
INEI	National Institute of Statistics and Information <i>Instituto Nacional de Estadística e Informática</i>
LDC	Least Developed Countries
MINEDU	Ministry of Education of Peru <i>Ministerio de Educación del Perú</i>
NGO	Non-governmental organization
SUNEDU	National Superintendence of Higher University Education <i>Superintendencia Nacional de Educación Superior Universitaria</i>
UAC	Andean University in Cusco <i>Universidad Andina del Cusco</i>
UN	United Nations
UNEBI	Unit for Bilingual Intercultural Education <i>Unidad de Educación Bilingüe Intercultural</i>
UNSM	National University in San Martín <i>Universidad Nacional del San Martín</i>
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund

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1 Introduction

Education is a key aspect of each human being that has potential to empower people. Although, importance of education is omnipresent in all spheres in life throughout the world, in developed countries, right to education is unappreciated and most people take it for granted. In contrast, children in developing countries contend with low quality education, shortage of competent teachers with inadequate qualification, inappropriate curriculum, limited educational resources or high dropout rate. A significant part of population in the Least Developed Countries even has no access to education at all resulting from poverty, gender inequality or political and social marginalization. The situation of child education in rural areas is even more alarming. The right to basic education for all children and adolescents is consolidated in the *Convention on the Rights of the Child* which was adopted by United Nations in 1989 and it is the most ratified international human rights treaty in history (United Nations Human Rights, 2001).

The Convention has set cultural, social, political and economic rights to protect youth all over the world without distinction of national or social origin, religion, race, sex, birth status, property, language or political opinion. (United Nations Human Rights, 2001). United Nations International Children's Emergency Fund and United Nation Educational, Scientific and Cultural Organization have committed to ensure access to quality education for all children via Declaration on Education for All and Sustainable Development Goals. Education for Rural People, as a policy approach created by Food and Agriculture Organization of United Nations in cooperation with UNESCO, advocate for access to quality education for rural children, youth and adults in the world to be improved. Education investments and social support in children living in rural areas are essential for improving education and development of productive workforce that may led to foster economic growth of the country in the future.

UNESCO has developed and promotes initiatives related to native-tongue based bilingual or multilingual education to promote social inclusion of native population in society and improve quality education (UNESCO, 2009). In modern world, massive extinction of languages affects social inclusion and isolation, political marginalization and social status of the remnants of native population. Native language of Peruvians Quechua has faced to significant decline in numbers of Quechua speakers since Spanish colonialism period lasted from 16th to 19th century and declaration of Spanish language as the official language of Peru. The Peruvian government alongside with Ministry of Education in Peru committed to create supporting programs in bilingual education and equality between Spanish and Quechua language. The thesis shows briefly both positive and negative opinions on the status of English language in the country.

Republic of Peru as a developing country was given as a case study for the bachelor thesis to describe more specific issue of the developing countries. The thesis is divided into theoretical part and practical part. The first part, theoretical, is focused on specification of terms such as developing countries, rural areas and rural areas in Peru, description of general information about Peru. Effects of education in general, bilingual education with focus on the position of Quechua and English language in educational system, importance of English in Peru, and educational system in Peru including current situation of education in the country are explained gradually for comprehensive understanding of the problematics. Alternative education and schools are described at the end of theoretical part for understanding the term Dalton Education Plan that is crucial for practical part.

The practical part refers to proposal of a model project for development aid aims to improving education of children through English and Quechua language implementation into the curriculum of primary school in native community Chirikyacu in Peru and taught by Dalton Educational Plan. The proposal comprises a project plan with the expected project outcomes, a description of the target group, or an evaluation of the project. Next part is focused on sustainability and introduction of risk management analysis. Other tools for project implementation such as logical framework, Gantt chart or budget proposal are attached in Annexes.

2 Aim and Methodology

2.1 Aim of Thesis

The principal aim of the present bachelor thesis is to assess the use of the Dalton Education Plan for support and improvement of childhood education in rural areas of developing countries through English and Quechua language instruction. Based on the acquired knowledge, a model project of development aid in the native community Chirikyacu located in rural areas of Peru was proposed.

Partial objectives were set for the main aim be achieved:

- To characterize developing countries and rural areas generally, their specifics and; differences between in rural and urban areas and to summarize current problems of the region
- To describe the effect of education on society, the current education system, and the relation between education and children
- To analyze bilingual education in Peru, and the status of English and Quechua language in the local education system
- To explain alternative education, and to define specifically the Dalton Education Plan, its main principles and description of teaching
- To characterize current education level in the specific community, the main issues of the current situation of education, and to propose the solution in the form of a development project
- To evaluate results and acquired knowledge, and draw a conclusion

2.2 Methodology

To achieve the main, aim the partial objectives were achieved step by step in the individual project phases:

1st Phase: The first phase is based on qualitative data and comprises definitions to understand the overall context of the developing countries and rural areas in general with use of the descriptive method of foreign primary sources. Part of the first phase focuses on basic information on the Republic of Peru and specifications of the areas in the country.

2nd Phase: The second phase primarily describes the education system in Peru. The individual subchapters refer to effects of education on the society in general, analytical

information about situation of children in different stages of their life cycle and education, description of child education in rural areas, brief history of education and the current education system. The phase is a fundamental step towards compilation of extensive background information on the thesis topic and outline of the problems. The information includes quantitative data and is retrieved from both internet sources and literature.

3rd Phase: The third phase, bilingual education in Spanish and native languages and Spanish and English language is firstly explained. The following part of the phase assesses the position of English and Quechua in the education system and finally points out the importance of the English language in Peru from the positive and the negative perspective. To prepare this phase internet sources and journals were used.

4th Phase: In the fourth phase characteristics of alternative schools are described alongside with Dalton education as one of the methods of instruction, its brief history, fundamental principles and description of the method in practice. Domestic and foreign literature references were used as the main sources and complemented by information and own experiences acquired during compulsory education of the author in primary school.

5th Phase: The fifth phase is the most important part of the thesis. In this phase the model project of development aid is proposed focused on support in English and Quechua by the Dalton Education Plan through implementation of these two languages into the curriculum of primary school in the native community Chirikyacu in Lamas province, in San Martín region. Information that was acquired directly through interviews with the leader of the community, local teachers and communication with Dr. Carlos Rengifo Saavedra right in the community was crucial for drawing up the fifth phase. The interviews took place during the author's internship in Peru. A small part of the phase introduces the current situation of education in Chirikyacu. The main sources of information were internet sources complemented by the knowledge from the community that was acquired during the month internship in September 2016 as a part of SID project (Scholarly Internship in Development Countries) in Peru.

6th Phase: The last part of the thesis is focused on summarizing all the acquired knowledge and results. The acquired knowledge and the defense of the SID internship before an international jury held in May, 2017 were the basis for completion and overall conclusion of the bachelor thesis. Opinions of experts related to the problems were accepted and included into the final version of the thesis.

THEORETICAL PART

3 Rural Areas of Developing Countries

3.1 Developing Countries

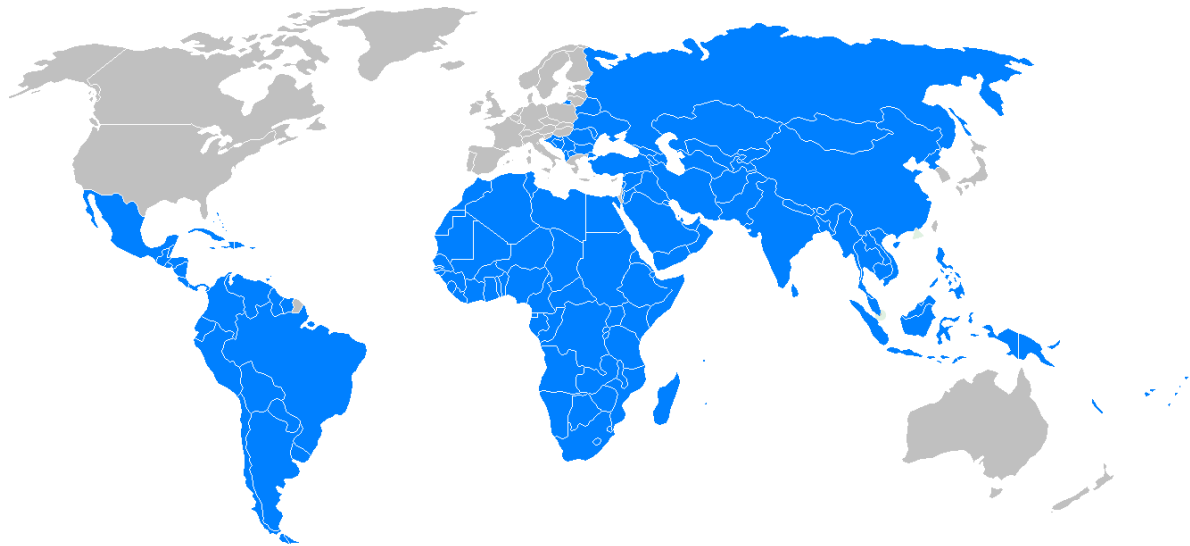
A standardized definition of the term ‘developing countries’ is really hard to find. The United Nations Organization provides a fundamental division of the world into two categories, developed countries and developing countries. The classification is based on the economic indicators such as Human Development Index (HDI)¹, Gross National Product (GNP), Gross Domestic Product (GDP), industrialization, per capita income, standard of living, literacy rate, etc. The developing countries are predominantly characterized by poor education and medical facilities, poor infrastructure, unsustainable government debt, malnutrition, high level of poverty and unemployment, high infant mortality rate, high death rate and birth rate along with low life expectancy rate, moderate living conditions, revenues are generated from service sector, growth relies on the developed countries, low standard of living, unequal distribution of income, ineffectively utilized factors of production. A brief definition of the term is “*developing countries are those ones with a lack of free, healthy, and secured atmosphere to live.*” (Sanford, 2003; Surbhi, 2015)

At the United Nations Conference, the former Secretary General of the United Nations Kofi Annan defines developing countries as “*countries in which civil society is able to insist, not only on material well-being, but on improving standards of human rights and environmental protection as well.*” Scholarly literature provides a different definition for developing countries based on different characteristics, point of views, or specific measures. The part of United Nations called UN Statistics Division (UNSD) notes a list of the world countries classified in developing regions, developed regions and Least Developed Countries (LDCs). According to the Committee for Development Policy, LDCs are defined by the following criteria:

- Low Income
- Economic Vulnerability
- Weak Human Assets

Geographical representation of the developing countries in terms of world regions is as follows Latin America and the Caribbean, Africa (mainly Sub-Saharan part), South Asia, East Asia, and Western Asia. (Machens, 2013)

¹ HDI: a measurement of development level in each country based on income, health and education



Picture 1: Developing countries (Source: Write Opinions, 2011)

3.2 Rural Areas

Rural areas are mainly characterized as those with high rates of illiteracy, especially among girls and women, lack of well-defined territorial organization and planning, poor infrastructure and transportation accessibility, food insecurity, poor marketing systems, ineffective plant and animal health services, insecure right to land, forest and water, lack of essential services including education, healthcare, sanitation and electrical power, and also inadequate financial services and child mortality is even twice as high as in urban areas.

Almost 75% of the world's poorest people live in rural areas and these people often suffer from long-term poverty, limited job opportunities, and obstacles with access to services and infrastructure. They are also more vulnerable to poor harvest, market fluctuations, and climate conditions. (National Audit Office, 2007)

Rural areas may be divided into different types depending on access to urban areas. For instance, rural/urban fringe area, commuter belt area, accessible rural area, and remote rural area. The main factors influencing them are economic, social and ecological. There is no uniform definition of the term because it varies from place to place. In most often refers to areas in the country that are less densely populated. (BBC, 2014)

National Geographic website characterizes the rural areas as *“an open swath of land with few homes or other buildings and rural population density is very low.”* Income of people is mainly generated from agriculture which is the primary and the most important industry in these areas. Globally, more people live in rural areas than in urban areas. However, the situation has been changing over years due to industrialization and urbanization. The UN introduces an estimate

about increase of urban population in Asia by almost 2 billion by 2050. Rural population primarily migrate or travel to urban areas to take advantage of economic opportunities – search of jobs, sale their agricultural products, etc. Education (pre-school, primary, secondary, universities), regional government, municipality, and hospitals are usually situated in urban areas. (National Geographic, 2011)

3.3 General Information about Peru

Peru, officially known as the Republic of Peru, is the third largest country in South America. It is situated in its western part and bordered by Ecuador and Colombia in the north, Brazil in the east, Bolivia in the southeast and Chile in the south. The total area of the country is 1,285,216 sq. kilometres and the its population number is 30,741,062 (July 2016). The official languages are Spanish, Quechua, and Aymara. The capital city of the country is Lima with over 8 million inhabitants. Peru is divided into 25 regions which are further subdivided into 196 provinces. (CIA, 2017)

The poverty rate is not yet favourable but has started changing. For instance, The World Bank created the Development of the Rural Highlands Project to improve economic situation of rural population. The project aims at supporting approximately 35,000 families, nearly 10% of the rural ones, to increase their domestic production by 42% in certain areas of Peru. In 2015, moderate poverty ² reached 19.3% compared to 45.5% in 2005. The decline in the extreme poverty rate was even more significant over the same period and it diminished from 27.6% to 9%. The situation of extreme poverty was improved due to social programmes set by the government along with the Ministry of Social Development and Inclusion. In 2015, the national rural poverty rate was over 50%, with 20% of people in the Andean region considered extremely poor. (The World Bank, 2017)

In 2015, the multilateral development bank *Corporación Andinda de Formento* stated that poverty levels countrywide dropped to 22% from 55% over the 2005-2015 period that reached almost 70% in Andean and Amazonian areas where majority of rural and indigenous people are concentrated. The *Instituto Nacional de Estadística e Informática* (INEI) reported that nearly 90% of the urban population had access to adequate healthcare and education compared to less than half of the population living in the rural areas. (Peru Support Group, 2012)

² Moderate poverty: income of people, live in moderate poverty, is above \$1 per day, but below \$2 per day (Vision of Earth, 2010)

Ancient Peru was the seat of several prominent Andean civilizations, most notably that of the Incas whose empire was captured by Spanish conquistadors in 1533. Peru declared its independence in 1821. After a dozen years of military rule, Peru returned to democratic leadership in 1980. (National Geographic, 2017)

Peruvian population is made up of 45% Amerindian, 37% mestizos (mixed Amerindian and white), 15% white, 3% black, Japanese, Chinese, and other. Social inequalities, difference of economic benefits or access to education split the Peruvian society up into coastal and urban communities and on the other side rural, Afro-Peruvian, indigenous, and poor population of the Amazon and mountain regions. Poverty in Peru is the most obvious among indigenous people in remote rural areas. (Pickle, 2015)

The largest ethnic group representing about 4% of the overall population is the native people of Peru, Indian population, also known as Amerindian. Most of the indigenous people live in the Andes and speak Quechua language and Aymara language in the highlands near Lake Titicaca. The Spanish colonial period caused that the Quechua and Aymara languages are spoken slightly less than in previous decades. (Discover Peru, 2017)



Picture 2: Location of Peru (Source: WIKI CR, 2015)

3.4 Rural Areas in Peru

Peru is often divided into three regions – the coast and plains (*costa*), the Andean mountain range (*sierra*) and the jungle or Amazon (*selva*). The entire mountainous areas accounts for 31% of Peruvian territory and more than half of its territory (58 %) lies within the Amazon Basin covered by dense jungle. Considering the *sierra* and the *selva* rural areas as they are represented there is just an insignificant number of urban areas, predominantly situated at the coastal part. Several literature resources subdivide Peru into 8 different natural regions:

- Costa or chala (cost of plain)
- Yunga (warm zone)

- Suni or jalca (cold lands)
- Quechua (temperate zone)
- Janca or cordillera
- Puna (high-altitude plateau)
- Selva baja (low-altitude jungle)
- Selva alta (high-altitude jungle)

Based on geographical characteristics, all the above mentioned regions are in line with the definition of rural areas except *costa*. (Gallup, Gaviria and Lora, 2003)

Indigenous communities such as Aymara and Quechua people form the majority of the rural population. They often live in the Andean highlands (*sierra*) or in the Amazon jungle and are often defined as the poorest of the poor population in Peru. Lack of basic needs for rural people has caused massive migration to urban areas. Despite of that three out of four Peruvians inhabit urban area surroundings, rural population in Peru accounted to almost 6.7 million people in 2015 and half of that is considered as rural poor population. (Rural Poverty Portal, 2012)

The poverty rate in rural areas is much higher than in urban areas. In 2013, the rural poverty rate decline from 48% to 46%. The *sierra* remained the poorest of the three geographical regions mentioned above. For comparison, only 15% of the urban population experienced poverty. (Peruvian Times, 2015)

4 Education in Peru

4.1 General Effects of Education on Society

Education is crucial for development of countries, communities, and the mankind, especially children. It is a key factor for breaking the intergenerational chains of poverty because it is directly associated with all the Millennium Development Goals, such as combat HIV/AIDS, malaria and other diseases, improving maternal health and reduce child mortality, eradication of hunger, promoting gender equality, supporting women empowerment, building the peace, and supporting economic growth. Education influences the society in many ways as shown by following examples. Empowering education of girls and women led not only to minimisation of the impact of diseases such as HIV/AIDS, but also to poverty reduction, improvement of proper healthcare for themselves and their children, reduction of abortion and circumcision, prevention of early marriages (child marriages), reduction of gender inequalities, and at last but not least support for their self-confidence. In developing countries, girls and women have 20% higher salaries, on average, if they study additional years beyond compulsory education. The risk of death of their own children from preventable causes is decreased by 10% due to adequate education of girls and women. It is highly correlated to improvement in maternal health and child survival. Countries with less than 40% of literate population are not expected to achieve continuous or rapid economic growth in short and long-term. (Results, 2017)

Education is closely linked to human capital. Hence, human capital should be supported by consistent investments because it results into improving life expectancy and longevity, better health of population, and well-educated people. At the same time, morbidity and mortality rates are declined. Educated and healthy workforce are being more productive and they receive higher wages. It leads to an improvement in their standards of living and higher consumption as well, thus contributing to economic growth and development of the country. (Shahzad and Ahmed, 2014)

Education is crucial for cognitive development of children that contributes to systematic changes in children's language, reasoning, memory, concepts, and helps their inclusion or formation of their personality. Social inclusion is a significant aspect of the human society. Socialization transforms the capacities of individuals in lasting ways. Intellectual abilities and knowledge of people are enhanced through many activities related to attending school such as cooperate and be friends with classmates, interact with teacher, participate in school activities, or participate in school excursions. Activities mentioned above help people shape their social

status and values, and improve their personalities. Cognitive and non-cognitive lessons influence people for the rest of their lives. Human capital theory claims that attending school improves individuals' productive skills such as personal features, general analytical capabilities, and technical capacities. It also holds that wages depends on marginal productivity of people and education attainment linked to social capital. *“Social capital involves having interpersonal connections that help people get ahead in settings like the workplace and schools. The well-educated and economically advantaged people are less lonely and excluded from the society than the disadvantaged people with lower education.”* The higher their education the higher wages they earn and the rise of their social status generally. So-called “chartering” means that *“students tend to adopt personal and social qualities appropriate to the positions to which their schools are chartered to assign them and lagged socialization. In case of adults, they tend to adopt qualities appropriate to the roles and expectations to which their educational statuses have assigned them. The rituals of schooling may therefore have socialization effects because the allocative role of education is so evident.”* (Kingston et al., 2003, p.55–58)

4.2 Situation of Childhood Education

Child education, especially enrolment rates in primary education, in developing countries is alarming. In 2000, as response, the United Nations introduced the Millennium Development Goals that aims to achieve 8 goals related to the biggest challenges in developing countries by 2015 and beyond. To achieve universal primary education is one of the targets. Millennium Development Goals Report 2015 comprises evaluation and achieved results in each of the MDGs targets. For instance, the number of global out-of-school children of primary school age has reduced to almost half, from about 100 million to 57 million over the period 2000 to 2015 worldwide; the primary net enrolment rate in developing countries has increased up from 83% in 2000 to 91% in 2015, or the total number of illiterate youth has fallen from 125 million in 2000 to 103 million in 2015. In 2016, the UN set Sustainable Development Goals that continue in the next project. (United Nations, 2015)

Education represented by the percentage of primary school-age children who are not enrolled in school is one out of the three indicators of the Child Development Index (CDI). The remaining two indicators include the percentage of children under 5 who are moderately or severely underweight as the nutrition indicator, and the under-five mortality rate representing the health indicator. From 2000 to 2006 Peru experienced a slight improvement in CDI namely to 6.2% compared to 9.5% in the previous period of 1995-1999. (Save the Children, 2008)

Peru has progressed in universal education, in terms of access to basic schooling, that nowadays has reached 96%. Literacy rates of 15-24 years old population has scored a slight increase by 2.9% from 1990 to 2013. Despite of this, social gaps and differences between rural and urban children left behind the significant gap between education of rural and urban population, or education of indigenous population, still prevail. (UNICEF, 2016)

Peru has increased policies, norms, and programmes to support and protect children rights. Nonetheless, national average rates and indicators tend to provide inaccurate information for the entire country and distort the reality about unequal situation of children and adolescents from different regions of the country. These statistics display aggregate situation without viewing individual regions separately. Children and adolescents are the most vulnerable to poverty in terms of population structure. In 2008, UNICEF reported that 60% of children aged 0 to 5 years and 58% children aged 6 to 11 years out of 7.2 million made up of these two age groups together lived in poverty, while the percentage of the total population living in poverty counted 45%. In most cases, situation of poverty or enrolment rates in rural areas compared to urban areas differs significantly (see Table 1). Preschool education is not as much disconcerting as primary or secondary education of children in Peru and therefore further emphasis is on these two levels. (UNICEF, 2008)

Indicator	National	Urban	Rural
Early childhood (from conception to 5 years)			
Rate of attendance in preschool for children ages 3 to 5 years	67 %	76 %	56 %
Childhood (ages 6 to 11 years)			
Percentage of children ages 6 to 11 years enrolled in a grade that does not correspond to their age	23 %	15 %	34 %
Proportion of 6th grade children with mathematic skills below the basic level for their corresponding grade	58 %	55 %	83 %
Proportion of 6th grade children with communication skills below the basic level for their corresponding grade	60 %	56 %	86 %
Rate of children ages 6 to 11 years that work and study	18 %	5 %	35 %
Adolescence (ages 12 to 17 years)			
Net secondary education enrolment in adolescents between ages 12 and 16 years	73 %	84 %	56 %
Percentage of adolescents between 12 and 16 years enrolled in a grade that does not correspond to their age	41 %	30 %	60 %
Proportion of adolescents in 5th grade of secondary school with mathematic skills below the basic level for their corresponding grade	86 %	92 %	98 %
Proportion of adolescents in 11th grade with communication skills below the basic level for their corresponding grade	45 %	48 %	74 %
Proportion of adolescents between ages 14 and 17 years who work when school is in session	50 %	32 %	80 %

Table 1: Indicators of the situation of children and adolescents by life cycles (Source: UNICEF, 2008)

Childhood (6 to 11 years) is a fundamental stage in promotion of children's property rights and education to support their development during consolidation of their physical, social, emotional and physical capacities. Many scholarly studies prove the correlation between malnutrition and children's abilities and school performance. They show that lack of essential micronutrients such as vitamin A or iron has negative impact on concentration, learning or memory. In 2008, the percentage of children aged 10 and 14 with anaemia was 32% with noticeable differences between rural and urban areas. Andean regions such as Apurímac, Ayacucho, Cajamarca, Huancavelica, Huánuco and Loreto achieved the worst scores in the Child Development Index. Peru is proud of its primary school enrolment coverage, of all children aged 6 to 11 years, that reach 93% nationwide. With regards to child labor, about 40% of children in this age group living in rural areas work. Startling 60% of students enrolled in the sixth grade of primary schools attend inappropriate level of education regarding their age in terms of basic reading, communication skills, math skill and comprehension level. The regions with majority of native language speakers provided the lowest scores. (UNICEF, 2008)

Adolescence, lasting from 12 to 17 years, is considered one of the most important transitory period in which adolescents form their personality and build their social status, and as mentioned earlier, this development is affected by education. The coastal regions such as for

instance Tacna or Arequipa show the highest results of CDI measurement. The total percentage of students, aged from 12 to 17 years, enrolled in secondary education counts 73%, a percentage significantly lower than in primary education. The remaining 27% are represented by adolescents not attending school or attending primary. Differences in school attendance in rural and urban zones are apparent with respect to the native language. Around 43% of adolescents speaking a native language such as Quechua as their first language are enrolled in secondary level schools and less than a quarter finish their secondary education. This contrasts to 76% of students whose native language is Spanish. Only half of all Peruvian adolescents between 17 and 19 years have finished secondary education. San Martín region refers to the most significant gap in the percentage of over-age enrolment between students who only study (39%) and adolescents who work and study (82%), at the same time. (UNICEF, 2008)

Secondary school enrolment	
Poverty level	
Extremely poor	49
Poor	70
Non-poor	84
Total	73
Maternal language	
Spanish	76
Quechua	57
Aymara	72 *
Other native languages	43 *
Total	73

Table 2: Net secondary coverage of adolescents between 12 and 17 years (Source: UNICEF, 2008)

4.3 Education of Children in Rural Areas

Within the framework of ECE 2011, the comparison of rural and urban education results in a setback due to the growth of the education gap. The World Bank (2015) has published statistics of rural inhabitants who represented about 21% of the total Peruvian population. Rural population is defined as those who do not always have an equal access to education, services and information because rural areas lack sufficient resources and teachers who have to travel large distances to reach their schools. One of the most important variables that contributes to the increase of the educational gap between the rural and the urban sector is the participation of the family in the learning process. In urban areas, parents can afford to hire private teachers for their children to fill this gap. The rural teacher has failed to commit the family in the educational

process. In rural areas children are "left to their luck" because they do not have any support from their parents or other relatives in their schoolwork. (De la Cruz, 2012)

At the rural level, education has declined in quality. Although there is a great educational coverage, schoolchildren do not understand what they read. The most dramatic situation is in the Canas province, where out of 100 schoolchildren only one child assimilates the lesson. Rural children very often walk several hours a day to get to the nearest local school. That is the reason why they tend to enter late into the school system because only older children are capable to endure the journey. Furthermore, many of them work to help their families economically. Hence, repetitions, absenteeism and dropouts are common in school located in rural areas. Lower learning achievement is associated with rural Quechua children who struggle to reach equal school experiences as their urban peers. There are schools in some rural areas but they frequently do not have the enough resources or support to educate students at different levels. Thus, students of all ages mostly sit in one class and study a uniform curriculum which seems to be ineffective. (D'Andrea, 2007)

The low enrolment rates of children admittance into schools are closely related to high drop-out rates in rural areas. Drop-out is specified as children who had been enrolled but they left the school from any causes before they completed the primary level of education. The main reasons of drop-out of children in rural areas are economic reasons such as the need to work, school quality and appropriateness, and family problems and health. Cumulative drop-out rate of rural adolescents who speak Quechua as their first language is about 57% regarding the percentage of adolescents who have finished secondary education mentioned in the previous chapter. Despite the favourable results derived from national education statistics, Peru lags behind the learning achievement at the secondary level than in terms of completion of the secondary education from a world-wide perspective. Factors influencing the drop-out of children are divided either into external and internal factors, or economic, social and educational quality causes. External factors include for instance, level of education of parents, socioeconomic situation and social status of the family, parental awareness of school incentives, etc. Internal factors comprise teacher's qualification and training, involvement of the school in surrounding community, schooling infrastructure, gender inequality, or discrimination. Economic causes are understood as the need to work related to poverty or school fees. Marriage, unintended pregnancy, or youth's alienation are major social problems causing the drop-outs. As a main policy actions to address the drop-out problem are to increase conditional cash transfers in education system, establish a specific learning standard, to develop cleaner links between accountability and parental power. (Seetharamu, 2007)

4.4 Brief History of Education

During the colonial period, the Church controlled the whole system of education. Higher education in universities and colleges was provided solely for Creoles and the Church. Colonial education was “*characterized as being religious in orientation, class- and race-conscious in selection, and, in method, dogmatic, memoristic, authoritarian, and unsystematic.*” Social and racial discrimination were omnipresent and girls had no right to formal education. Social stratification and race determined the school they attended. Society was made up of four distinct social groups, namely, *Blanco, Mestizo, Cholo*³, *Indian*. So-called “nuclearization” was the most organisational reform that had a crucial impact on lifelong education. It was based on social units consisting of 2000-4000 residents from remote zones that were called and had mutual inter-relationships to each other. Communal Education Nuclei. (Paulston and King, 2014)

At the beginning of 19th century the Catholic Church played an important role in education and its intervention was stated in the so-called educational code. After the end of the War with Chile (1879-1883) there was a call for state expansion and nation building. Hence, the government initiated establishment of a public education system and introduced basic principles of primary education. In post-independence period, the elites stated that “*formal education should be adequate to everyone’s race, social status and sex.*” (Paulston and King, 2014)

Since 1876 the system of education was taken by municipalities but during the presidency of José Pardo y Barreda the government took up control over education. In 19th century a vast majority of Peruvian public schools were managed by town and city councils that were in charge of study materials or curriculum. Public education had to deal with problems related to finance, or institutional and pedagogical issues. Nonetheless, it was the basis for formation of a centralized education system at the beginning of 20th century. (Cabtree, 2002)

In the period of the reign of Alberto Fujimori, Constitutional President of the Republic, poor families could not afford to buy school supplies such as schoolbooks and the ministry of education could not improve their situation due to unwillingness of the government to assign a budget either for child education or teacher’s salaries. In rural areas, the situation sharpened to such an extent that schools were mainly used to storage of stuffs or they were used even as cowsheds. In 1950s the first school programme started to expand and education was considered as a key factor for social mobility. In 2000, the budget of the ministry of education amounted

³ *Cholos*: are a transitional social group combining of Indians and mestizos (Paulston and King, 2014)

to nearly 7% that is twice as much as in the current period. Nevertheless, the school-building programme was governed by the ministry of presidency. At the beginning of the reign of García, in mid 1980s, educational spending reached a climax. The budget was primarily used for salaries of teachers but in the following years these were sharply reduced. That resulted in “geographical brain drain” to other countries or teachers had to change their job. The issue of inadequate number of qualified teachers per children attending the public education system prevailed. (Crabtree, 2002)

In 2006, President Alan García introduced and implemented small-scale policies for educational decentralization and privatization of Peruvian schools. A limited number of municipalities were accountable for public school funding and had administrative competences. After the end of García’s reign, the new President Ollanta Humala cancelled the directives and decrees about the education system set by the former president. (Espinoza, 2013)

The current President, Pablo Pedro Kuczynski has introduced six priorities that must be addressed during his presidency – support for policies combating corruption, discrimination and criminality, infrastructure development, access to safe drinking water for all citizens, and promotion of high-standard public public education as the most important point. He will also support the educational reform led by Jaime Saavedra, the Minister of Education. The reform includes for instance, the scholarship programme called “Beca 18” based on provision of access to high-quality universities for youth from low-income families living in rural areas. (The Economist, 2016)

4.5 Education System

The academic school year runs from March to the turn of November and December. Peru is situated in the southern hemisphere that means autumn there begins in March and the summer holidays last from the end of December to February. That is the reason why the first day of the school year falls on 1st March. At majority of Peruvian public and private schools Spanish is the language of instruction. Native language such as Aymara or Quechua is dominant at some regional primary schools and Spanish is offered as a second language. At the national level, in common public schools English or indigenous language are only taught at secondary level of education nationwide. (Clark, 2015)

Public schools are fee-free while private schools, offering higher quality of education, require quite high tuition fees. Both schools follow the national curriculum set and oversee by *Ministerio de Educación del Peru* (MINEDU). Higher education curriculum comes under

Superintendencia Nacional de Educación Superior Universitaria (SUNEDU). Education is provided at four main levels including Primary, Secondary, Vocational and Technical, and University. The duration of Peruvian basic school system is 12 years and they are split into four main stages:

- 1 year of Pre-school (Initial) education (aged 0-5 years)
- 6 years of Primary school (aged 6-11 years)
- 5 years of Secondary school (aged 12-16 years)

Superintendencia Nacional de Educación Superior Universitaria (SUNEDU)

- 2 to 5 years of Post-secondary education
- 3 years of Academic secondary (art and science) or 3 years of Technical secondary education

Primary education is divided into 3 two-year cycles. It comprises 6 lessons per day, 30 lessons per week which amounts to at least 1100 lessons per school year. Subjects include mathematics, communication, art, personal social development, physical education, religious education, and science and environment/nature. The grading system in primary schools include grades AD (very good), A (good), B (satisfactory), and C (unsatisfactory).

Secondary education is divided into a two-year cycle and a three-year cycle. Before start of the final three years students decide for either academic specialization or technical specialization. The curriculum consists of the same subjects but English language, history, geography and economics, social studies, social skills, technology and vocational training are added. The students have 7 lessons a day, 35 lessons a week, and at least 1200 lessons a year. The assessment system scale at secondary and higher education levels includes points from 0 to 20 with 11 points required to pass:

- 20-19 points – Excellent
- 18-17 points – Very good
- 16-14 points – Good
- 13-11 points – Satisfactory
- 0-10 points – Unsatisfactory

Secondary education is concluded with a secondary school diploma that provides access to higher education. (Clark, 2015)

4.6 Current Situation of Education

Peru's system of education is heavily unbalanced and challenged by the steadily increasing percentage of young people in its population and in provision of equal educational opportunities to all citizens. Extreme poverty, poor quality of education, gender inequalities, social and linguistic discrimination, high-fee-paying schools, inappropriate derided level of education, low-qualified teachers, and at least but not last unwillingness of teachers to work in rural areas are other important issues. Only about 20% of Peruvian students perform at the desired level of education. The World Bank Country Study (2007) stated that *“inequality in learning achievement among poor is a half as high as inequality among better-off and the contrast between achievement and enrolment in Peru is very high. There is a great imbalance between enrolment levels and what youths actually learn.* Primary school dropout rate⁴ has fallen from 30.7% to 9.5% over period last from 1995 to 2013 and regarding results Peru ranked 87th in the world. The difference in the school dropout rates between urban and rural areas is noticeable. It accounts 1.4% in urban zones and 2.3% in rural ones. (Human Development Reports, 2016) Madre de Dios, Ucayali, Loreto, or San Martín represent areas with the highest levels of learning deficiencies for second grade of primary education in comprehension and mathematics. Nationwide, a notable percentage of children in ages 6 to 11 years enrolled in primary schools attend lower level of education than that corresponding to their age. The situation is caused mainly by standards of living, location of residence, or first language. In rural areas, the rate of poor academic performance (30%) is twice as high as in urban areas (13%). Compared to children living in extreme poverty (35%) the rate is even triple that of non-poor children.

There are significant differences between rural and urban areas, and males and females in completion of primary education. Almost 85% of children who live in urban zones and only 60% of rural children complete primary education. (UNICEF Peru, 2015)

Education quality is a concern in Peru, which ranked 136th out of 144 countries for primary education in the 2014 Global Competitiveness Report. Despite this the rate of literacy in Peru reaches in total 93% (89,4% females; 96,4% males). Ministry policies at the primary and secondary level of education are administered and implemented by the local education authorities in the 25 regions. (Country Reports, 2015)

⁴ Primary school dropout rate: is a percentage of students from a given cohort who have enrolled in primary school but who drop out before reaching the last grade of primary education (Human Development Reports, 2016)

Peruvian government only spends around 3,9% of the GDP on education, which is one of the lowest percentage in the world. In the future, the vision is to reach 6% by 2021. Extremely large class sizes, inadequate facilities, and poorly trained teachers are the main reasons why the quality of education received by children in public schools is regarded as low. Universities in Peru include such large, high-caliber institutions as the Pontifical Catholic University of Peru, the University of Lima, and the National University of San Marcos. In 1996, MINEDU reformed primary education which began to be free and compulsory. Nonetheless, according to UNESCO research (2013) currently about one quarter of the relevant age group do not enrol in the secondary period of compulsory education. This is particularly the case in rural areas of Peru such as the Andean Highlands and the sparsely populated areas in the Amazonian rainforest. (Clark, 2015)

Rural population tend to have less access to schools and teachers, resulting in educational and socio-economic inequality. School enrolment has improved but achievement scores reflect ongoing problems with educational quality. Many poor children temporarily or permanently drop out of school to help support their families. (CIA, 2017)

5 Bilingual Education

5.1 Bilingual Education in Peru

In a World Bank Country Study (2007, p. xiv) there is a note reading: *“The issue of pedagogical models for the approximately one quarter of children whose main home language is not Spanish is important but daunting. Language of origin is an important and independent determinant of learning achievement.”*

Bilingual education in Peru is one of the most discussed topics in the education system. Its importance is given by two factors. The first is represented by the correlation between school achievement and Spanish as the first language and the second factor is based on the estimates that approximately a quarter of children have a native language as the first language. Peru reaches the highest internal educational inequality compared to about 14 developing countries with available data. (The World Bank, 2007)

Incas had established the Quechua language that was declared as the official language of Inca’s Empire. History of Spanish language in Peru is rooted in the colonization period when Peru was conquered by Spaniards. Spanish has replaced Quechua as the official language of the country since achievement of independence in 1821. Alejandro Toledo, Peruvian president from 2001 to 2006, supported indigenous political, social, and cultural rights. He addressed the bilingualism in native languages and Spanish, and supported the implementation of bilingual and intercultural education for indigenous population living mainly in rural zones to promote keeping of native languages along with teaching Spanish as the second language. Aymara or Quechua are the languages of instruction in remote Andean and Amazonian areas where population only speak the native language and is isolated from the civilized world. Bilingual education in Spanish and in the native language is not as apparent as in the case of the Spanish and English languages but there too is an educational gap in this field. (De Mejía, 2005)

Bilingual schools which are specialized in the majority or a large proportion of subjects in English are mainly located in Lima. Peru has committed to a national policy of bilingualism by 2021 with a clear focus on building English proficiency in the country. This has led to substantial investments in teacher training and an expansion of English language teaching, as well as scholarships for study abroad. In 2014, President Ollanta Humala created the SUNEDU to oversee the university sector and at the same time, he aimed to raise the proficiency in English in all classes within the country because upper classes have the privilege of achieving proficiency in English due to bilingual schools and study abroad. (British Council, 2015).

5.2 Quechua Language in Education System

In 1976, the President Juan Velasco Alvarado passed a law that made teaching of Quechua become at all educational levels in schools and its alphabet was officialised 9 years later. *Unidad Nacional de Educación Bilingüe Intercultural* (UNEBI) produced several bilingual teaching manuals in Quechua language and in cooperation with non-governmental organizations (NGOs), research institutions and universities provided a training of bilingual education for teachers. UNEBI aimed to maintain bilingual education programs on all levels of education in order to foster the improvement of school performance and equality of opportunities for Quechua-speaking children. (De Mejía, 2005)

Spanish language is used to the greatest extent in technical, political, administrative and educational fields even though Quechua is stated as the official language of Peru. In all Peruvian public and private schools the language of instruction is Spanish except several schools in rural areas with native languages. English as a second language is only taught at the secondary level of education. On the basic level of education only several rural schools in the Andes provide children with the native language such as Aymara and Quechua as the languages of instructions and Spanish offered as a second language. Most of Peruvian studies on Quechua language concur with the fact that the current state and capability of inventing new words of Quechua language is quite limited and hence, the language cannot be advanced to such an extent to be the language of instruction or compulsory subject in public primary schools. Language barrier between student and teacher is common but a crucial issue because in recent years to find enough qualified teachers willing to teach in rural areas and speaking Quechua is almost impossible. (Back, 2001; Nuffic, 2016)

The largest group of Peruvian Quechua-speaking population counts about 3.5 million people and the majority is made up of indigenous population living in remote and rural areas. Children whose mother language is Quechua have lower levels of educational attainment and learning achievement than their non-indigenous peers and children speaking Spanish as their first language. Non-Spanish speaking children, mainly in rural areas of Peru, have only had access to education with Spanish as the language of instruction. Several studies investigated the impact of the language of instruction and schooling results of children in Peru and found out that Quechua-speaking children who attend the school where education is provided in Quechua language obtain higher mathematics and language test scores compared to children taught in Spanish. (López, 2014).

De Mejía (2005, p.24) summarizes the importance of native languages after the interview with an Education Program coordinator from Cusco and uses his words: *“By teaching children in and about their native language and by providing them with the opportunity to learn the dominant language as a second language – second to their own – children will learn to value their culture and language, and thus be able to raise their self-esteem, defend themselves from discrimination and abuse, and chart their own course through history within the dominant society.”*

5.3 English in Peruvian Education System

The role of the English language in Peru has still been in its developmental stage. Historically, learning of the native language has been prioritized over English but still the language instruction in rural schools is unprecedented. In 1950s and 1960s learning English was only a privilege in schools located in coastal areas of Peru and after 1968 it was strictly limited by the government. In recent years, the government has committed to fostering English language instruction from pre-primary to secondary level of education, providing new teaching methods, and training of English teachers. The official curriculum imposes all national public and private schools to instruct foreign language and English become more preferred than any other languages. Several schools offer to choose between English and the native language as the compulsory foreign language. The situation of qualification of English teachers in Peru is alarming because almost 70% of lessons are taught by teachers without any qualification to teach English. Only two professional associations providing courses for teachers to obtain qualification in teaching English language are situated in Peru. To achieve the above mentioned goals, the government aims to cooperate with foreign universities, international institutions and governments. In this purpose education budget was doubled and that should affect the English language instruction across Peru. MINEDU has created a plan including instructions how English language should be taught in secondary schools and the same instructions defined for primary schools is under preparation. By 2021, the plan should address the low qualification of English teachers and increase the numbers of teaching hours to five hours per week instead of two in all Peru’s public secondary schools. (Nino-Murcia, 2003; British Council, 2015).

5.4 Importance of English Language in Peru

English, as the second most frequently spoken language in the world, has become the principal tool for communication and for education field (even in countries where the official language is different). The language is considered as cultural capital and called as the key for prosperous

businesses and development of the country, and as the language of business and globalized world. In rural areas, young generation see the command of the English language as a door to higher social status and economic opportunities. More than 75% of Peruvian employers who were surveyed claim that from their point of view English is a fundamental precondition for good management skills and the same percentage believe that English is crucial for development, prosperity and economic growth of Peru. English learners and non-learners state that English is a tool for social mobility, job opportunities, improving employability and obtaining higher social status. About 81% of non-learners would be motivated to learn the language if it increased their employment prospects. Inquired Peruvians regard education as one of the major factors that would motivate them to learn English. Students in Peru are taught English, as one of the compulsory languages only at secondary schools and universities. Some public universities even require advanced knowledge of English as one of the conditions for admission. Throughout the world universities offer scholarships, courses, broad range of educational programs and internships in English for foreign students. For this reason, there is a need for improvement of the status of the language in the Peruvian education system at all levels to provide students with an opportunity for higher quality of education at foreign institution. Tuition fees are the major barriers for Peruvians who want to study English or study a private university with more qualified professors. Therefore, they rely mainly on the public education system, where funding for infrastructure, resources, and qualified teachers is in most cases inadequate. Positive opinions and attitudes are predominantly seen among students and in the young generations generally. They point out the importance of English through improvement in their standard of living due to quality education and well-paid jobs. (British Council, 2015)

For comparison, in older generations English language is compared to dollar meanings that in the current globalized world the language and dollar as well is being more and more spread and interconnects the countries in all spheres to each other. On the other hand, where dollar is preferred over local currency and the value of the local currency is weakened, which is true in certain countries. Likewise, English weakens the identity of Peru and the country loses its values. Therefore, the older generation are persuaded that the English language is evil and represents a threat of “Americanization” for the country. English is not seemed to be the best thing but there is an inevitable need to master it to be able to participate in global market. A possible hypothesis of the negative attitude of Peruvians toward English may be deep-rooted in the colonization period by Spaniards when Spanish language was preferred in all education, business, or technical contexts and also declared as the official language over Aymara and Quechua. (Calvet, 1998)

6 Alternative Schools

6.1 Alternative Education System

Alternative schools comprise a broad range of different pedagogic streams and concepts whose common characteristics are focus on teaching of partial knowledge, personality development of children, and emotional experience and social skills. They are quite a lot specific and differ from common school in diverse practices, teaching methods, structure, different content, different length of teaching hours, organization, and more friendly relationships between teacher and students, etc. The best-known types of alternative and innovative schools are Waldorf schools, Montessori schools, Dalton schools, Modern School Movement (Freinet Schools), or various programmes including for instance, “Start Again” programme, or “Healthy school”. Alternative education is mainly used in kindergartens and primary schools throughout the world. But they predominantly appear to be programmes and schools in America and Europe while in South American countries, the term of “alternative schooling” is generally unknown and unprecedented. There are only two mentions about alternative schools in Bolivia, namely, Pestalozzi School and La Floresta School that was inspired by the first one. To create a positive atmosphere and successfully foster trust between the teacher and the student, alternative schools should incorporate modern psychological theories and special activities requiring active assistance of students. That attitude provides students with an opportunity to personal development. (Svobodová and Jůva, 2006; Rao, 2008)

Nagata (2007) in his book displays concrete specifications such as “*critical stance toward public education; emphasis on individuality, which is devalued in the uniformity of public education; family-type atmosphere unique to small community; membership has a mutual affinity; preference of cooperation to competition; fostering a culture of care and concern; children and staff member have a real sense that they are creating their own learning and their own lives; great awareness of participating in community formation.*”

Alternative education is also classified by optimistic attitude, values shared by teachers and parents, small class size, innovative programmes, teaching matched to interests and needs of the students, evaluation done by students, importance of school curricula, and independence of students. (Nagata, 2007, p.1)

6.2 Dalton education

Educational principles of the Dalton education plan are built upon the ideas of the American educator Helen Parkhurst. They are based on the idea that students learn best by organizing their schoolwork themselves and freely cooperating with their teacher and fellow students.

The educational method spread throughout the world in the 1920s and 1930s. The exact number of Dalton schools is not known, but they were in America, the Soviet Union, Japan and China, Australia, England, Germany, the Netherlands and India. In some of them the Dalton system has remained in existence. Nowadays, there has been a revival of international interest for example in the Czech Republic and Slovakia. According to estimates (2013) in the Netherlands there were over 400 Dalton schools, particularly elementary. The Dalton education is the largest educational reform movement in the Netherlands covering 5% of all elementary schools. (Phillips, 2014)

The philosophy of Dalton schools is based on mutual understanding, caring and respect for all peoples and all cultures. Nowadays, the Dalton International associates Dalton schools throughout the world. Its members include schools such as The Dalton School New York, Ascham School Sydney, Dalton schools in Tokyo, Dalton school in Kobe, Dutch Dalton schools, Dalton schools in Brno, and further Saxion Hogeschool Ijselland and Wenke Dalton Consultancy. (Röhner and Wenke, 2003)

The essential idea of the Dalton education is an abolition of the traditional teaching lessons and work organization in the classroom. Each pupil signs a contract with a teacher and receives a monthly programme of work for every subject that must be completed in the given time. The programmes are compiled based individually on knowledge and talent of each pupil at the beginning of the school year. The pupils choose a subject they want to start with and then they proceed to work at their own pace. Then they submit their finished tasks and are examined in the acquired knowledge. If the pupils do not finish the worksheet with tasks from all subjects, they neither fail nor are punished but they cannot proceed with other tasks. The teacher explains and discusses all the tasks on the worksheet with the pupils and devises a schedule of work.

Helen Parkhurst based the plan on 3 main principles – responsibility (freedom), cooperation, and assignment. This three-part plan is the structural foundation of the Dalton education plan. Several countries adjust these three basic principles by different practice without affecting the educational intention. For instance, the Netherlands base their Dalton structure on freedom, cooperation and self-reliance. In the Czech Republic, this education structure is based on the Dutch model launched in 1996. (Phillips, 2014)

Freedom is closely related to responsibility and refers to the fact that children can choose the place where they will work on the tasks, they can choose the tasks order and then they are responsible for their education, meaning that they teach themselves – they take matters into their own hands. Through the cooperation pupils learn to work in a team or group and cooperate with schoolmates because during the lessons pupils are divided into small groups of 5 members at the most in which they can work on their own or in a team. If they do not know a correct answer they can ask schoolmates in the group or in another group. The last possibility is to ask the teacher. None of these is allowed to tell the answer directly. They can only give them an advice in which textbook or encyclopaedia the information can be found or advise which procedure follow.

During Dalton lessons, the pupils are expected to use textbooks, scholarly literature, exercise books, dictionaries, encyclopaedias, or other aids that should help them find the correct answer for a certain task. Worksheets are scored and the points are noted on the measuring tape for each pupil by means of a pin with his or her name or recorded into the pupils' Dalton diaries. The teachers set the certain numbers of points to be achieved for getting a "reward". For instance, if they achieve 50 or 100 points they obtain praise such as small toys, or sweets. It depends on the imagination of the teachers or the parents. When the pupils finish their tasks, they can devote the remaining time to preparation of extra tasks also evaluated by extra points or they can perform other activities. In Dalton Education Plan, the tasks are in the form of worksheets, or quizzes where they write whole text or definitions, or just enter words into gaps. The assigned tasks must be completed in the given time.

At the end of the Dalton lesson, pupils evaluate their work in the Dalton diary that includes date, subject, topic, and difficulty in a scale from 1 to 5 (the most difficult). They can write down what they have learnt, how much they were successful, how long they worked on the tasks and how much they worked on their own. Teacher's evaluation is the last part of this diary. Children take over responsibility for their education in this way. Their evaluations serve as a feedback for teachers who may identify which tasks are the most difficult or the easiest for the children to do, or what should be improved.

PRACTICAL PART

7 Model Project

The project was already elaborated as the output of the internship in September 2016. The first half of the thesis describes the situation of children overall and their education in rural areas, the current situation of education in the country, the relationship between the English language and well-being and its importance for improvement in the living standards. It further explains the notion of bilingual education in Peru and status of English and Quechua languages in the education system. These key findings and quantitative data collected during the internship were used in the proposal of the development project *English and Quechua Language Education by Dalton Method in the Native Community Chirikyacu*. The would support English and preserve Quechua language through inclusion of both into the school curriculum. The project is theoretically implemented in Chirikyacu community in the northern part of Peru that belongs to the *selva baja* and *yunga* regions. Children from rural areas of Peru face to poor quality of education generally, inadequate education and social inequalities compared to children from urban areas, or lack of qualified teachers. Political marginalization of indigenous people from rural areas also plays a significant role in provision of policies or programmes improving the education level. The community is situated in Lamas province, in San Martín region that is specific and known for majority of Quechua speakers. All mentioned challenges make the community an ideal place for the project implementation.

The first part of the proposal comprises the characteristics of the region and the province in which the project will be implemented, including basic information about the community and situation of education in the community, and problem analysis. The second part is focused on the overall aim and specific objectives that are followed on description of target group. The following parts describe Peruvian stakeholders, project implementation, human resources and description of responsibilities of the project team members. Further project outputs such as project evaluation, possible risks and sustainability of the project are described. The final part comprises a summary of the project.

The project is based on field research during a monthly internship in the Republic of Peru in September 2016. The project proposal and its evaluation was created using basic elements of project management such as logical framework, Gantt chart or risk management analysis.

7.1 Location of Project Implementation

7.1.1 San Martín Region

San Martín Region is situated in the northern part of Peru between the Andes and the Amazon jungle. The region is subdivided into ten provinces – Bellavista, El Dorado, Huallaga, Lamas, Mariscal Cáceres, Moyobamba, Picota, Rioja, San Martín, and Tocache. The total area is 51,253 square kilometres. Total population was estimated to equal to 794,000 inhabitants in 2011 and consisting of 54.4% males and 45.6% females. The capital city of the region is Moyobamba and Tarapoto, known as “City of Palms” is the largest city. San Martín was discovered in 1965 and written on the list of the world heritage UNESCO. (The Only Peru Guide, 2010)

7.1.2 Lamas Province

Lamas is one of the ten provinces of San Martín region and it has about 84,000 inhabitants. The province is subdivided into eleven districts. Lamas is the capital city of the province and founded in 1656 as one of the oldest cities in the Peruvian East. The city is surrounded by several native communities such as *Pocras*, *Hanan Chancas*, *Wuayku Minor* and *Chirikyacu* that are known for their Quechua-Lamista native population. (Go2Peru, 2000)

7.1.3 Chirikyacu

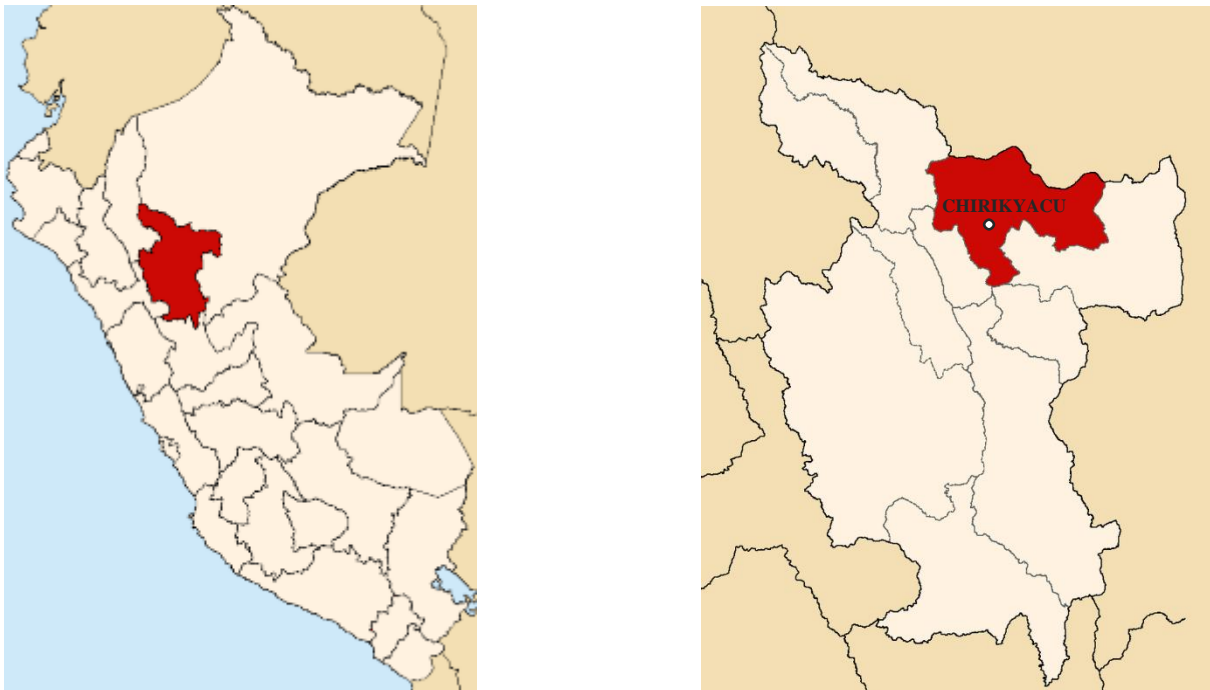
Chirikyacu is a native community belonging to the Quechua-Lamista ethnolinguistic group. Inhabitants are descendants of the *Chankas* and *Pokras* of Ancient Peru. The community is situated in the district of San Roque de Cumbaza, in Lamas province, San Martín region and inhabited by approximately 300 Quechua-speaking people represented by 60 families. It occupies a territory of 5,493 hectares and is part of the Regional Conservation Area called *Cordillera Escalera* located in *selva alta* of San Martín Region. Chirikyacu is surrounded by other native communities such as *Alto Shamboyacu*, *Chunchiwi* or *Aviación*. The poverty rate is 28.4%. The population of Chirikyacu is highly skilled in hunting, and handcrafting in mud and cotton. The ethnicity struggle to maintain the Quechua language because young generation avoid using it even though children and youth understand the language they rather speak Spanish than Quechua. They feel ashamed to speak their mother tongue. (Díaz, 2014)

The first mentions about the history of Chirikyacu date back to 1925 when *wauky*⁵ Moisés Tapullima Ishuiza left El Wayku⁶ in Lamas and he was seeking for a place with arable land

⁵ Wauky: is a Quechua term for a men

and forests rich in wildlife. He founded it in Chirikyacu and decided to settle down along with his family. The only water source was a small, cold and clear brook. Hence name Chirikyacu for the brook and the settlement as well. In Quechua language *chirikyacu* means cold water, *chirik* – cold and *yacu* – water. (Černovická, 2016)

On 30th May, 1997 Chirikyacu was announced the native community. The communal authorities took steps to start construction of a road from San Roque de Cumbaza one year later. Transport connections, unpaved roads, between neighbouring communities were expanded in 2001. Primary school *Yachay Wasi* was built in Chirikyacu in 2005 and currently operated with a low number of students – 12 in total, at both levels (Initial and Primary). In cooperation with University of Valencia in Spain the so-called *Valencia Wasi* house was built. It is an ecological hostel for 16 people, with its own bathroom, four rooms with two double cabins in each. The kitchen with a dining room is located close to the accommodation. The auditory is located right next to the kitchen. In the reception room the visitors can comfortably read books, watch the TV, or just relax. (Díaz, 2014)



Picture 4: Location of San Martín, Lamas province and Chirikyacu (Source: Wikiwand, 2005)

7.1.4 Education in Chirikyacu

The economic standing of the population is such that only 30 % of the population can afford to provide education to their children. Difficult economic situation makes the access to academic education impossible. In Chirikyacu, children attend the only one school that exists here. Education includes both initial and primary level. The school has only two classrooms that are

divided by the level of education. Languages of instructions are Quechua and Spanish. Demographic and socioeconomic resources of indigenous communities indicate that the illiteracy rate is 25.1%, and the poverty rate is 28.4% compared to the national illiteracy rate that equals about 5% and national poverty rate around 22%. It places Chirikyacu at the very poor level. Socio-demographic analysis stated that in 2014, only 12 out of 37 children living in the community attended the local school. Parents are concerned about the school closure that may be caused by a low enrolment of students. After finishing primary education, most the students continue their education in Lamas. There is an absence of any secondary level of education in the community. Some parents do want to enrol their children to a school in *Pamashto*, 15-minutes driving distance, or to *Martín dela Riva y Herrera* situated in Lamas, requiring a 55-minutes drives to be reached. Secondary education is crucial for improving knowledge of critical thinking, logical reasoning and comprehensive understanding. In Lamas province, secondary level education is only provided by two universities. The *Instituto Tecnológico de Lamas* and the Faculty of tourism and administration at *Universidad Nacional de San Martín* (UNSM). Other faculties such as economics and business, medicine, etc. are situated in Tarapoto. (Díaz, 2015)

7.2 Problem Analysis

Latin American countries are heavily most affected by the marginal situation of the indigenous population in rural areas. They have suffered for centuries from exploitation, local genocide, conquest, forced assimilation and diseases ever since Europeans conquered that continent. The native languages of the Americas, Aymara and Quechua, have no legal or political status effective enough to guarantee their survival in the future. The Quechua natives and culture face constant pressure from the side of the Spanish-speaking national society that drives them towards abandonment of their ancestral languages and culture. The native language speakers have been persuaded that progress is only seen in a shift to the Spanish language in response of social marginalization and oppression during the colonization period. The government started to create a range of complementary programmes and projects for the communities, speaking Spanish alongside with the native language, to protect and to preserve the indigenous populations and their native languages. (Adelaar, 2014)

Quechua, as the native language, has the greatest number of speakers in Peru because the language has its historical origin in the country. The total number of Quechua speakers amounts to about 3.5 million people representing 12% of the total population. Insufficient support and enthusiasm on the side of indigenous people for the effort to maintain the language is a decisive

obstacle for any project or program that tries to promote the use of Quechua. Declaration of Spanish as the official language and its prioritizing in all social, economic, education and technical spheres has contributed to a decline in the number of Quechua speakers, endangered the native culture and weakened the Quechua identity. Recognition of English as the language of higher social status, prosperity, and economic growth of Peru, and prioritizing teaching of English over the native languages are other negative factors of the issue. (Adelaar, 2014)

In some public schools in rural areas, students learn the native language and Spanish as the second language from the age of six. This is not the case of primary school in Chirikyacu where children only learn Spanish. Despite that Chirikyacu is defined as a native community with residues of native language speakers. At the national level, the English language is compulsory from secondary schools up but there is no secondary level in Chirikaycu. (British Council, 2015)

7.3 Aim of the Project

Improving the education of children through English and Quechua language implementation into curriculum of primary school and taught by Dalton Educational Plan.

Education is one of the basic human rights and has many positive impacts in human lives and is crucial from both personal and social perspective. It is a significant factor of increase in social status, enhancement of personal advancement and personal development. On the other hand, it is one of the key factors for poverty reduction, improving standard of living, decrease in social and income inequalities, supporting gender empowerment, or fostering of literacy. Human capital is a fundamental resource for economic growth of the nation. Hence, education and educated people are a backbone for sustainable development of economy and human well-being in developing countries. Children are our future and they can contribute to creation a better world for future generations.

Primary education contributes to formation and development of child competencies such as abilities, knowledge, skills, values that are important for their role in the society and development of personality itself; and helps develop the child's responsibility and protect their social, mental and physical health. (Ministry of Education, Youth and Sport of CR, 2007)

7.4 Specific objectives

7.4.1 Creation of English and Quechua Language Lessons

The first and at the same time the most important project step is create English and Quechua language lessons for implementation into the curriculum. For this purpose, it is necessary to prepare a concept alongside with compilation of the syllabus of both the English and the Quechua languages. In the second step, a teaching plan of both languages must be elaborated for each teaching lesson during the entire school year and the plan must include detailed description of the topic taught in each lesson, duration of each activity and materials used, etc. All activities mentioned above are in qualified or volunteer teacher's competences. The syllabus and the teaching plan must be implemented down to a sufficient detail level to provide adequate fundamentals for implementation into curriculum, and should be discussed with local teachers too.

The school where English and Quechua instruction will take place has one classroom for initial and one classroom for primary education with the seating capacity of 12. The classroom is already electrified and equipped with 12 desks with 12 chairs for pupils, one teacher table, two blackboards and one bookcase. Nevertheless, other school supplies and equipment required for the teaching based on Dalton principles are necessary to be purchased before the project is launched. Either project manager or *Espaanglisch* is responsible for purchase of the equipment including a printer, reams of paper, school supplies such as notebooks, binders for finished worksheets, dictionaries, textbooks, encyclopedias, writing accessories, a bookcase, and a radio because studies shows that relaxing music contributes to better concentration so that children can work on their tasks without stress or pressure.

An employee selection process and personal interviews must take place to find qualified English-speaking and Quechua-speaking teachers willing to teach children in Chirikyacu. Peru face to a lack of teachers with appropriate qualification to teach in the Quechua language because the number of teachers and people in general who speak Quechua is declining overall. Cooperation with the *Universidad Andina del Cusco* where about 45% of all academic employees is made up of Quechua speakers is one of the possible solutions. Providing of volunteer English or Quechua teachers, with competent knowledge in certain language, via non-governmental organizations *CARE Peru* or *Espaanglisch* is another solution of the issue.

The teaching of English and Quechua languages is planned to take place in the scope of 1 lesson twice per week for each subject. To examine the acquired knowledge of the topics learned pupils must pass mid-term tests every other week and final exam from each lesson at the end

of the school year. High results in learning performance could motivate pupils for life-long education.

7.4.2 Preparation of Fundamentals for Creation of Dalton Course

The project manager is in charge of selection a Dalton consultant and 2 teachers, for English and for Quechua separately, who succeed in the employee recruitment process and the personal interview. The project manager is also responsible for ensuring the place for the course, and accommodation and food in *Valencia Wasi* for all participants. All activities must be discussed with the leader of the community. The selected teachers (participants) must undergo a two-week course comprising of Dalton seminars that are run by the Dalton consultant or a teacher with qualifications in teaching by the Dalton principles. The consultant must compile a curriculum for the course and ensure the required study materials for all participants.

7.5 Target Group

The total population in Peru is made up by 38% of children and adolescents aged 0 to 17 years (over 10.7 million). The age group of children between 6 and 11 years amounts to 3.6 million. Estimates (2007) reported that almost 2.6 million children aged 5 to 14 years represented child labor on the national level. Almost 40% of rural children from 6 to 11 years do not attend school because they work. Therefore, the selected age group is the most vulnerable. (Scheuch, 2008)

The initial intention of the project is to be focused on pupils aged 6 to 11 years who attend the *Yachay Wasi* school in Chirikyacu. But the project must take in account the fact that the total number of pupils who attend the school is 12 and so all of them attend one class together because a lack of resources impedes of improving the appropriate education for them. Qualified teachers or volunteer teachers should ensure an opportunity of acquirement knowledge and skills for all of them equally and regardless of their different age. They should be patient, also prepared to help slow learners or children with specific learning needs and be able to work with children individually because there are only 12 pupils in the *Yachay Wasi* school. In response to the low number of pupils they would be taught as a whole without any split into age groups.

The results of the project should be preparation of the children for secondary schools to increase the rate of secondary and academic admissions, improvement of literacy, support for the Quechua culture and language, introduction and fostering English language skills, and last but not least contribution to integration of indigenous children to majority society.

7.6 Peruvian Stakeholders

Several people confirmed their participation in the project. First, the project was introduced to Segundo Miguel Tapullima Sinarahua, the leader of community, who was keen on it and assented to participate in the project implementation at primary school in Chirikyacu. Director of the UNSM-T International Cooperation Office, Dr. Carlos Rengifo Saavedra is in close contact with the APU and he would be pleased to be an advisor for the project. It was also discussed with the director and teachers from *Yachay Wasi* who were glad about such support in education of children.

Dean of the Faculty of Humanities, Dra. Aydess Flores Contreras at *Universidad Andina del Cusco* in cooperation with Mg. Herminia Callo Sanchez de Masias, an Academic Department Director for Humanities and Education, pledged to participate and support in the project. An integral parts of project implementation are NGO organizations *Espaanglisch*, headed by Mario Mercedes, and *CARE Peru*, led by Inés Temple, that were enthusiastic about the cooperation.

7.7 Project Implementation

7.7.1 Compiling a Syllabus, Visa Application

RESPONSIBLE PERSON: PROJECT MANAGER

The project manager alongside with local teachers, are responsible for compilation of the syllabus for both the English language and the Quechua language. They must be finished before the project launch and before the meeting with all stakeholders. The curriculum must include accurate information about the structure, the teaching plan, description of worker's job and tasks, conditions for successful project completion. The syllabus must comprise teaching topics, the number of lessons per week, evaluation of subjects such as mid-term tests and the final exam.

Before the project starts, the project manager is responsible for applying for 90-day visas that can be prolonged. Visas for the purpose of working abroad are mediated by Peruvian inviting stakeholder.

7.7.2 Implementation of English and Quechua lessons into school curriculum

RESPONSIBLE PERSON: PROJECT MANAGER

The compilation of a syllabus for English and Quechua language lessons will be the starting point of the project. The second step will be English and Quechua lesson implementation into the curriculum in the primary school in Chirikyacu as any other subjects. A discussion about

application of the new subjects and compiling their syllabus with local teachers and APO, the leader of the community, is crucial. The project manager will discuss with them all matters related to the project to assure suitable syllabus of the subjects for children and will also be in charge of the necessary administration from the Assembly of the community and from the primary school. Through the final evaluation by the children, the teachers will be able to identify the difficult topics for children or if the teaching based on Dalton principles is effective or not.

7.7.3 Meeting of stakeholders

RESPONSIBLE PERSON: PROJECT MANAGER

The project manager will arrange an appointment with all stakeholders, namely, the leader of community, the director and teachers of primary school *Yachay Wasi*, the Dean of the Faculty of Humanities and Education at UAC, and directors of NGOs. The project, its progress and outputs will be subsequently presented to all. A meeting with parents of the children will be arranged as the next step. Parents have to sign their consent with participation of their children in the project.

7.7.4 Building a project team

RESPONSIBLE PERSON: PROJECT MANAGER

Building a project team is one of the most crucial activities of the whole project. The project manager alongside with the leader of community are in charge of employee recruitment process and personal interviews to select a qualified Dalton consultant and qualified English and Quechua teachers. *CARE Peru* and *Espaanglisch* non-governmental organizations or UAC can contribute to provide volunteers or academic employees that can apply for participation in the project. The employee recruitment process is scheduled for two or three months before the project start.

7.7.5 Equipping the classroom

RESPONSIBLE PERSON: PROJECT MANAGER OR ESPAANGLISCH

The classroom is already partly equipped as mentioned. Either *Espaanglisch* organization or the project manager shall procure the rest of the needed equipment. In cooperation with *Espaanglisch* as the supplier of equipment the project manager shall ensure transportation from Trujillo to Tarapoto and from there to the Chirikyacu. In the case of failure of the cooperation with NGO, the project manager must contact the local suppliers of equipment, probably from Tarapoto, and must ensure purchase of the equipment and its safe transportation to Chirikyacu.

7.7.6 Creation of Dalton course

RESPONSIBLE PERSON: DALTON CONSULTANT

The qualified Dalton consultant or teachers with qualifications in teaching by Dalton principles are in charge of the content preparation and conduction of the Dalton course seminars. The seminars topics will includes the vision of Dalton education; shift to independent learning from working independently; optimization of classroom management; working on the main line of independence and cooperation; responsibility; creating a worksheet based on individual's needs and differences; reflecting with pupils and development of their portfolio; reporting the results and progress inthe Dalton way.

7.7.7 Cooperation with non-governmental organizations

RESPONSIBLE PERSON: PROJECT MANAGER

The support of NGO organizations is essential for further collaboration, funding, and creation of the volunteer program. *Espaanglisch* organization will offer English-speaking teachers and volunteer teachers. Another non-governmental organization *CARE Peru* will support the project through one of its programs focused on children and adolescent education living in rural areas. To create a volunteer program, it is necessary to discuss the administration fee amount, length of stay in Chirikyacu, and other needed information with the education program manager *CARE Peru* Silvia Nole. The volunteers, from all over the world, would have an opportunity to apply for work and be part of the project.

7.8 Human Resources

Each member of the project team is assigned by a specific role and his job is clearly described and defined. All members have defined responsibilities and competences within the project that must be followed.

PROJECT MANAGER

- ensures visas for workers, and all permission for project implementation
- directs the project team and its activities; and interprets project results
- is responsible for the process of project implementation, communicates with stakeholders
- manages the employee recruitment process for the Dalton consultant, English and Quechua teachers and application for internship
- is in charge of administrations and documentation

DALTON CONSULTANT

- leads the Dalton seminar
- prepares Dalton study materials and creates the curriculum for the seminar
- is in charge of quality of teaching of the Dalton education Plan
- leads a team of trainees and is responsible for them
- teaches and oversee English and Quechua teachers or volunteers
- communicates with the project manager
- processes the results of examination and provides data for final report

ENGLISH TEACHER AND QUECHUA TEACHER

- compiles a syllabus of English and Quechua language
- leads the teaching of children and is responsible for quality of lessons
- compiles a teaching plan for every lesson
- prepares mid-term tests and the final exam
- process the results of the examination
- communicates with parents or children's legal representatives

7.9 Project Outputs

7.9.1 English and Quechua language as compulsory subjects in curriculum

Considering that English and Quechua languages are not part of the curriculum in Chirikyacu, implementation of these subjects, under supervision of qualified teachers, is a principal outcome of the project. The lessons are taught and evaluated according to the Dalton principles. Children receive grades, write tests and final exams from both lessons as in other subjects. The acquired knowledge of the English language is useful and serves as preparation for secondary school. Inclusion of English and Quechua languages as compulsory subjects in the curriculum may increase awareness of the project among other communities.

The schedule of teaching has not been determined yet. At Peruvian secondary schools, pupils must take 2 lessons of a foreign or the indigenous language per week. A standard length of one teaching hour for both English and Quechua languages is set to be 45 minutes. Within the project the children have 1 lesson twice a week per language. This accounts to 76 hours for each subject per academic year. The teaching will take place in the full equipped classroom at the primary school *Yachay Wasi*.

7.9.2 Teaching plan for lessons

External teachers, English and Quechua teachers, alongside with local teachers are required to elaborate a teaching plan for every lesson that will be made up of different stages. Each lesson must include listening, speaking, grammar, vocabulary, reading, and writing. They must also focus on introduction of new language items and revision of learned topics. The first lessons will contain the most basic and the easiest words such as colors, digits, animals, etc. Following lessons may include more advanced topics.

The number of teachers is optimal with regard to the number of children who attend the primary school in the community. English and Quechua teachers are evaluated by the project manager and the school headmaster twice per year. Obligations of the teachers include:

- *Teaching management* – fair and professional attitude to pupils, careful observation of the children, their strengths and weaknesses.
- *Evaluation of pupils* – examination of the children’s knowledge of the learned topics by mid-term tests at the end of each month, and by a final exam at the end of the school year.
- *Help pupils* – paying attention to those who have problems with learning – slow learners or children with specific learning needs and explanations the lessons provided with patience.

Keeping all results of tests, exams, evaluations and feedback is important to ensure that the project main aim is fulfilled. This process will last during the whole project cycle. It is necessary to elaborate a final report including evaluations from the project manager, the external teachers, the Dalton consultant, and results of all mid-term tests and the final exam. After finishing the final report all the data and information and evaluation of the project are included in a complete manual. This manual will serve as a detailed description of the project implementation or to improve the education in primary schools in Lamas province or San Martín region.

7.9.3 Dalton course

The Dalton Education Plan is unprecedented in Latin American countries that is the main reason for creation of a Dalton course for teachers interested in the project.

The Dalton course is scheduled for first two weeks in February so that the teachers will have enough time to prepare materials such as teaching plan and themselves to the teaching before the start of school year. The course is composed of seminars that will be held every day from Monday to Friday for 2 hours. The seminars are divided into a theoretical and a practical part. In the theoretical part, participants will learn general information about Dalton education and

its principles, practice, how the worksheets for pupils should be created, procedures in lessons, methods of evaluation, etc. The practical part is focused on use of the acquired knowledge in practical exercises. In the first seminar, participant receive all study materials needed for the course such as examples of curriculum, assignments, brochures, action guides, etc. for free.

The course is not finished by any final exam. The participants must propose a feasible teaching plan for the whole year and a feasible example of worksheet for pupils. After that, they receive a certificate of completion of the course that includes qualification to teach by Dalton principles as well. Feedback from the participants is important to evaluate the course, to find out the level of satisfaction with the content of seminar, understandability of explanations, etc.

7.9.4 Volunteer program for unqualified teachers

In cooperation with non-governmental organization *CARE Peru* volunteer program will be prepared and focused on provision of Quechua-speaking and English-speaking volunteer teachers from all over the world. They would have an opportunity to be part of the project and teach rural children and try to teach pupils in accord with Dalton principles. The organization has not offered any similar program for volunteers yet. The organization will profit through the contributions that volunteers will have to pay for their participation in the program.

In cooperation with *Espaanglisch* organization there would be an opportunity to provide English-speaking volunteers and to offer English language courses for non-English speaking people. Administration fee for the volunteer program, provided by this organization, would be a one-off payment of \$100 to cover the expenses for running the programs. Further, the applicants pay for thier visas. The conditions of these extra payments are the same as in any other organization offering volunteer programs. The accommodation and food are ensured in *Valencia Wasi*. Needed study materials from Dalton course are for free.

7.9.5 Final project report

All documents such as the feedback, the results of the mid-term tests, the final exam, evaluations from the teachers, reports from all members of the project team, etc. are the most important components that are needed for the final report and must be kept. The final project report will describe a progress of the project implementation, results from tests and exams of pupils, or efficiency of Dalton Education Plan through comparisons to results from the previous year. It should become a model for other development projects in the area. The results from mid-term tests and final exam are the core for the assessment of the project success.

The report will also comprise the project schedule, a list of all administrative actions before the project start, and a detailed description of financial analysis of the project along with references or photo documentation from participants.

7.10 Project Sustainability

Sustainability of the project is influenced of several factors. They are divided into factors directly related to the project which may be managed by the project manager, and into those which cannot be managed. The principal factors generally affecting the sustainability are technical, social, environmental, financial, government policies and programs, political and economic stability, and many others.

For secured sustainability, monthly, half-yearly and yearly reports, photo documentation, monitoring, events programs, teaching plans, curriculum of both subjects, evaluation, mid-term tests results, final exam results, etc. would be needed. Further components would be reports from associated stakeholders and non-governmental organizations and their evaluation of their own involvement in the project and inspection from the APO and Assembly of the community. Needless to say that institutional and local authority support is important for project sustainability. Ensuring the sustainability of the project will be based on the Assembly of the community or APO who should take over responsibility for the project to manage and supervise its progress. The project should acquire the nature of a long-term (ongoing) project.

7.10.1 Political factors

Project sustainability has a great potential because it is in line with the Peruvian priorities, and governmental policies and strategies related to education. Since 2011, the President of Peru, Ollanta Humala Tasso has set large-scale state reforms that aim at improving education and achievement of access to quality education. Peruvian government had increased investment in education and between 2011 and 2016 the education budget increased by 88%. The total budget for 2015 amounted to 7.1 billion dollars and there is a goal to double the education budget by 2021.

7.10.2 Social factors

Peru ranks in the top place in terms of social inequalities, economic discrimination and political marginalisation between indigenous living in rural areas and people from urban areas. The largest group of Peru's indigenous population amounts to approximately 3.5 million people and they speak Quechua. This population fares worse both economically and socially than the

majority population. In much of Latin America, indigenous children face a lower level of educational attainment than their urban non-indigenous peers. Rural population suffers disproportionately from poverty and high rates of illiteracy. Approximately 78% of rural children whose mother language is Quechua lived in poverty, compared to 40% of Spanish-speaking children. That is one of the reasons why number of the Quechua speakers has diminished. Therefore, the project focuses on teaching of the Quechua language and emphasizes gender and social equality among children.

7.10.3 Financial factors

Considering the financial situation of the local population, they are not expected to donate or contribute to the project by themselves. Financial support must be ensured by grants on the side of project donor, contributions from NGOs, European Union subsidies, or subsidies provided by MINEDU. After the end of the one-year ‘test time’, if the project outputs are successfully presented, the project should get under control of the Ministry of Education of Peru.

7.10.4 Roles of stakeholders

The project manager must define and assign financial roles and responsibilities of stakeholders for project sustainability. He is also in charge of communicating within the project team and involved stakeholders and donors.

7.11 Risk management analysis

Risk management analysis should answer the questions related to the most possible threats of the project such as:

- **Lack of Quechua-speaking teachers or volunteer teachers:**

This threat is one of the most likely threats the project could face. At the *Universidad Andina del Cusco*, about 45 % of all academic employees speak Quechua. Therefore, a presentation before the Dean of the UAC and directors of NGOs as well about project benefits and outcomes, or advantages of Dalton Education Plan is needed. It is also necessary to highlight the issue of Quechua language disappearance and inadequate level of education for children in rural areas.

- **Indifference of community and parents:**

First, the project advantages and outcomes are to be presented to local the teachers and parents of the children belonging to the target group. An example of lesson teaching by Dalton principles is provided to children to impress both them and their parents. To awake

their interest in the Dalton Education Plan, workshops providing all relevant information would be held through meetings of the project manager with local teachers, parents and other stakeholders.

▪ **Insufficient number of teachers or volunteers willing to teach in rural area:**

A transportation of all project team members to the community is another possible risk that must be taken into consideration. Hence, the project manager is responsible to address *Municipalidad de Provincial del Lamas* and arrange a car or a van are able to ride on the unpaved road leading to the community.

▪ **Language barrier between children and teachers:**

A language barrier may exist between the indigenous children and the teacher or the volunteer teachers. Children in Chirikyacu only speak Spanish. Hence the teachers must be able to speak Spanish to understand each other. The non-English speaking teachers with have an opportunity to attend English language courses provided by *Espaanglisch* or language school *Semillas Tarapoto*. The *Projects Abroad* organization that is located in Sacred Valley, in Urubamba offers Quechua language courses.

7.12 Summary

Based on introduction of the education issues in Peru and rural areas in general, at model project of development aid was introduced in the present bachelor thesis. Field research within the practical international internship in Peru is the fundamental part of the project. The location of the project implementation is primary school in the native community Chirikyacu situated in Lamas province, San Martín region. The region is known for the major residues of the Quechua-Lamista population, hence the problem of the Quechua language disappearance, the fact that the language of instruction in most of schools is Spanish and the absence of the native language as a compulsory subject contributed to the selection of it as the appropriate location for the project. Quality of education in Chirikyacu is inadequate and alarming, and so is the qualification of the local teachers. The project uses the Dalton Education Plan as the method of teaching of the Quechua language to support the population's culture and identity. And on the other hand, to provide the English language instruction to prepare pupils for secondary school and high school performance that could help them to admission at high quality universities or study abroad.

Implementation of English and Quechua language teaching based on the Dalton Education Plan in the primary school in Chirikyacu and improving the local education is the main aim of the

project because local teachers lack appropriate sources to ensure it. The target group consists of children aged 6 to 11 years who attend the primary school in the community. Together with the main aim and the overall objectives, the project provides a Dalton course and increase awareness of the Dalton Education that is unfamiliar to the Peruvians.

The final project report is the key outcome because it represents success of the project and will then be presented to the Ministry of Education in Peru and to the Peruvian stakeholders for the purpose of extension of implementation of these two languages as compulsory subjects in other primary schools. The potential is high in Peru but the existing social and economic problems impede the development of the Peruvian population. Peru must improve the economic, education and social situation in the country to be able to compete with developed countries not only in Latin America but may be even in the world.

8 Conclusion

The main aim of the bachelor thesis was to assess the use of the Dalton Education Plan to improving education of children in rural areas of developing countries through English and Quechua language instruction. Based on acquired knowledge and information, the native community Chirikyacu located in the rural areas of Lamas province, known for Quechua-Lamista population, is suitable place for implementation of a model project of development aid that was proposed.

Introduction part of the bachelor thesis was focused on definition of developing countries, rural areas and rural areas in Peru to provide a comparison of different indicators in rural and urban area and show the inequity and huge gap between them. It was found that, the situation of rural poverty has been improved through the government projects such as Development of the Rural Highlands Project or the Millennium Development Goals and the national poverty rate dropped from 55% to 22% over period 2005 to 2015. In 2005, the national rural poverty rate even reached 70% in rural, Andean and Amazonian, areas but it slightly decreased to 50% in 2015 and almost half of that representing the population living in the Andean region in extreme poverty.

The following part of the bachelor thesis aimed to explain effects of education on society in general, to inform about the situation of childhood education in rural areas of Peru. Actually none of studies that were used for this section have shown any negative impact of education so do it has only positive effects on society for instance in reduction of poverty, promoting gender equality, combating HIV/AIDS, developing social status and promoting inclusion in society, or achievement of high quality education. Studies showed that education of people affects economics of the country and states that countries with less than 40% of literate population are not expected to achieve sustainable economic growth in short and long-term.

Next subchapters describe the situation of children and their access to education from national perspective including both rural and urban areas of Peru, education of children in rural areas of Peru. It was necessary to use quantitative data retrieved in percentage with different indicators such as poverty rate or literacy rate in both urban and rural areas to compare them to each other and to national average and to show significant differences between them. Because although, national statistics related to education and poverty performed high scores, it is necessary to have these statistics and information from different regions of Peru at the local, regional and national levels because aggregate data tend to misrepresent the alarming situation caused by the huge diversity in all spheres of the country. The correlation between education and maternal language

was shown as one of the factors that influences the secondary school enrolment. About 75% of Spanish-speaking children are enrolled in secondary school in contrast to 57% of children whose maternal language is Quechua.

To describe current situation of education and educational system in Peru depending on its history in the country was another objective of the third section. Based on these information, Spanish colonization and declaration of Spanish as the official language are perceived as ones of the most important milestones in the history of Peruvian educational system because Spanish was expanded into all spheres of life and prioritized over native languages Aymara and Quechua, and do so contributed to decline in native speakers. It also contributed to the need for establishment of bilingual education in Spanish and native language because Spanish was also declared as the language of instruction in all public schools. Education in Quechua is provided only by several rural schools in remote areas. In consideration with bilingual education, the status of English language in educational system of Peru was mentioned to evaluate the importance of the language in the country. Education in English is offered only at private schools with high tuition fees that most population are not able to pay. In public schools, English language instruction is provided until at secondary level of education and to the detriment of the native languages. The importance of English language, is seen by young generation to be prosperous for economic growth, development of the country and successful participation in global market, not only in Peru but even in other Latin American countries in general. The study among older generation showed that they are of the opinion that English language has unfavorable impacts on their culture and identity alike.

Based on introduction of positive impacts of education and the problems of education in the country and in specific community, the model project for development aid was proposed in the practical part of the thesis. Field research that was performed within the international internship of author in the Republic of Peru. The project was elaborated with use of the project management procedures and consists of individual sequential parts, logically aligned from current situation analysis, through problem analysis to introduction of solution, final evaluation to the risk management analysis.

Improving education is fundamental step to combat the problems Peru faces within its boundaries that concern poverty, social and gender inequalities, political marginalization or social discrimination.

Resumen

El objetivo principal de la tesis de licenciatura fue evaluar el uso del Plan de Educación Dalton para mejorar la educación de los niños en las zonas rurales de los países en desarrollo a través de la enseñanza del idioma inglés y quechua. Con base en los conocimientos adquiridos, crear un proyecto modelo de ayuda al desarrollo en la comunidad nativa de Chirikyacu, ubicada en zonas rurales de la República del Perú.

La introducción se centra en la definición de los países en desarrollo, las zonas rurales y las zonas rurales en el Perú para proporcionar una comparación de los diferentes indicadores en zonas rurales y urbanas y muestran la inequidad y la enorme brecha entre ellos. Se encontró que la situación de la pobreza rural se ha mejorado a través de proyectos gubernamentales tales como Desarrollo del Proyecto de las Tierras Rurales o los Objetivos de Desarrollo del Milenio y la tasa de pobreza nacional bajó de 55% a 22% durante el período 2005 a 2015. En 2005, La tasa nacional de pobreza rural incluso alcanzó el 70% en áreas rurales, andinas y amazónicas, pero disminuyó ligeramente hasta el 50% en 2015 y casi la mitad de la población que vive en la región andina en extrema pobreza.

La siguiente parte de la tesis de licenciatura tuvo como objetivo explicar los efectos de la educación en la sociedad en general, para informar sobre la situación de la educación infantil en las zonas rurales del Perú. En realidad, ninguno de los estudios que se utilizaron para esta sección ha demostrado ningún impacto negativo de la educación, por lo que sólo tiene efectos positivos sobre la sociedad, por ejemplo en la reducción de la pobreza, la promoción de la igualdad de género, la lucha contra el VIH / SIDA, Promover la inclusión en la sociedad o lograr una educación de alta calidad. Los estudios demostraron que la educación de las personas afecta la economía del país y afirma que no se espera que los países con menos del 40% de la población alfabetizada logren un crecimiento económico sostenible a corto y largo plazo.

Los siguientes subcapítulos suscriben la situación de los niños y su acceso a la educación desde una perspectiva nacional, incluyendo tanto las zonas rurales como urbanas del Perú, la educación de los niños en las zonas rurales del Perú. Es necesario utilizar datos cuantitativos recuperados en porcentaje con diferentes indicadores como la tasa de pobreza o la tasa de alfabetización en las zonas urbanas y rurales para compararlos entre sí y con el promedio nacional y mostrar diferencias significativas entre ellos. Puesto que, aunque las estadísticas nacionales relacionadas con la educación y la pobreza obtuvieron altas calificaciones, es necesario tener estas estadísticas e información de diferentes regiones del Perú a nivel local, regional y nacional porque los datos agregados tienden a malinterpretar la alarmante situación

causada por la enorme diversidad En todas las esferas del país. La correlación entre la educación y el lenguaje materno se mostró como uno de los factores que influyen en la matrícula en la escuela secundaria. Alrededor del 75% de los niños que hablan español están matriculados en la escuela secundaria, en contraste con el 57% de los niños cuya lengua materna es quechua.

Describir la situación actual de la educación y del sistema educativo en el Perú en función de su historia en el país fue otro objetivo de la tercera sección. Basándose en esta información, la colonización española y la declaración del español como lengua oficial se perciben como uno de los hitos más importantes en la historia del sistema educativo peruano porque el español se expandió en todas las esferas de la vida y se priorizó sobre las lenguas nativas aymara y quechua, Lo que contribuyó a la disminución de los hablantes nativos. También contribuyó a la necesidad de establecer una educación bilingüe en español e idioma nativo porque el español también fue declarado como la lengua de instrucción en todas las escuelas públicas. La educación en quechua es proporcionada solamente por varias escuelas rurales en áreas remotas. En consideración con la educación bilingüe, se mencionó la situación del idioma inglés en el sistema educativo del Perú para evaluar la importancia del idioma en el país. La educación en inglés se ofrece solamente en escuelas privadas con altas tasas de matrícula que la mayoría de la población no puede pagar. En las escuelas públicas, la enseñanza del idioma inglés se imparte hasta el nivel secundario de educación y en detrimento de los idiomas nativos. La importancia de la lengua inglesa es vista por la generación joven como próspera para el crecimiento económico, el desarrollo del país y la participación exitosa en el mercado global, no sólo en el Perú sino también en otros países latinoamericanos en general. El estudio entre la generación más vieja demostró que se persuade que el idioma inglés tenga efectos desfavorables en su cultura e identidad.

Sobre la base de la introducción de los impactos positivos de la educación y las problemáticas de la educación en el país y en la comunidad específica, se propuso el proyecto modelo de ayuda al desarrollo en la parte práctica de la tesis. Investigación de campo que se realizó dentro del internado internacional de autor en la República del Perú. El proyecto se elaboró con el uso de los procedimientos de gestión de proyectos y consta de partes secuenciales individuales, alineadas lógicamente desde el análisis de la situación actual, mediante el análisis de problemas hasta la introducción de la solución, la evaluación final del análisis de gestión de riesgos.

Mejorar la educación es un paso fundamental para combatir los problemas que el Perú enfrenta dentro de sus fronteras que se refieren a la pobreza, desigualdades sociales y de género, marginalización política o discriminación social

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A IDENTIFICATION FORM

TITLE	
ENGLISH AND QUECHUA LANGUAGE EDUCATION BY DALTON METHOD IN THE NATIVE COMMUNITY CHIRIKYACU	
COUNTRY REPUBLIC OF PERU	LOCATION LAMAS PROVINCE SAN MARTÍN REGION
SPECIFICATION OF LOCATION CHIRIKYACU	
DATE OF PROJECT INITIATION November 2017	DATE OF PROJECT COMPLETION January 2018
TOTAL BUDGET OF PROJECT IMPLEMENTATION \$36 440	
APPLICANT MENDELOVA UNIVERZITA ZEMĚDĚLSKÁ 1/1665 BRNO 61300, ČESKÁ REPUBLIKA EMAIL: INFO@MENDEL.U.CZ	
STAKEHOLDERS IN THE REPUBLIC OF PERU UNIVERSIDAD ANDINA DEL CUSCO URB. INGENIERÍA LARAPA GRANDEA-5 SAN JERÓNIMO CUSCO REGION ESPAANGLISCH CALLE PARAGUAY 499 TRUJILLO CARE PERU URBANIZACIÓN LA FLORIDA LOTE C-18, WACHAQ CUSCO REGION	

B LOGICAL FRAMEWORK

	PROJECT DESCRIPTION	OBJECTIVELY VERIFIABLE INDICATORS OF ACHIEVEMENT	MEANS OF VERIFICATION	ASSUMPTIONS
PURPOSE	<ul style="list-style-type: none"> - Preparation of children to secondary education - Maintenance of Quechua language - Support in traditional culture - Improving education 	<ul style="list-style-type: none"> - Increase in Quechua speakers - Comprehensive understanding in English and Quechua by pupils - Increase in effectivity of teaching due to Dalton - Increase awareness about Quechua culture among youth 	<ul style="list-style-type: none"> - Number of Quechua speakers - Rate of success in final exam - Final exam results comparison 	
OBJECTIVE	<ul style="list-style-type: none"> - English and Quechua language implemented in school curriculum and taught by Dalton Education Plan 	<ul style="list-style-type: none"> - Pupils taught English and Quechua compulsory - Passed final exams - Comprehensive understanding of English and Quechua 	<ul style="list-style-type: none"> - Final school report and documentation - Tests and final exam results - Monthly and quarterly data comparison from tests 	<ul style="list-style-type: none"> - Decline in Quechua language - Ignorance of English - Motivation of community and parents in project implementation - Inadequate education
EXPECTED OUTCOMES	<ul style="list-style-type: none"> - English and Quechua language compulsory subjects in curriculum - Dalton Education Plan used as teaching method for English and Quechua - Equipped classroom - Dalton trained workers - Volunteer program 	<ul style="list-style-type: none"> - English and Quechua languages classified in timetable - English and Quechua taught by Dalton principles - Fully equipped classroom - Certificated Dalton workers - Volunteer provided by NGO 	<ul style="list-style-type: none"> - Annual school curriculum and final report check - Project documentation - Photo documentation - Course certification - Report and documentation of volunteering 	<ul style="list-style-type: none"> - Appropriate syllabus - Effective use of Dalton principles in teaching - Successful final exam - Purchase of study materials and equipment - Successful completion of Dalton course with certification - Establishment of cooperation with NGOs
ACTIVITIES	<ul style="list-style-type: none"> - Ensure the interest of parents - Ensure human resources - Equipping the classroom - Compiling syllabus - Implementation of subjects into curriculum - Creation of Dalton course - Addressing institutions and organizations 	<p>Budget \$ 36 440</p>	<p>Time Frame 01.11.2017 – 30.01.2018</p>	<ul style="list-style-type: none"> - Ensure the interest of community and parents - Ensure human resources - Ensure funding for project - Engage the community into project - Cooperation with NGOs - Cooperation with university - Fulfil schedule and budget
				PRE-CONDITIONS
				<ul style="list-style-type: none"> - Interest of leader of community and local teachers - Interest of NGOs and institutions

C BUDGET PROPOSAL

	NUMBER OF UNITS	PRICE (\$)
Equipment		\$1475
Printer	1	\$470
Radio	1	\$40
Bookcase	1	\$140
Dictionaries	6	\$300
Textbooks	10	\$80
Dalton study materials	3	\$125
Encyclopedias	3	\$45
Flipchart	1	\$180
Others – writing accessories, notebooks, binders, A4 paper reams of 500 sheets	-	\$220
Final report and evaluation	1	\$1000
Project final report	1	\$1500
TOTAL		\$4100

Table 3: Start-up costs

	N	UNIT	PRICE FOR UNIT	LENGTH OF DURATION	PRICE
Project manager	1	Month	\$590	17	\$10 030
Dalton consultant	1	Week	\$200	2	\$400
English teacher	1	Month	\$350	12	\$4200
Quechua teacher	1	Month	\$350	12	\$4200
Return fly tickets	4	Person	\$1250	-	\$5000
Accommodation	-	Night	\$6	395	\$2370
Food	-	Day	\$14	395	\$5530
Transportation	-	Month	\$20	17	\$340
TOTAL					\$32 340

Table 4: Operational costs (Source: Author's archive)

	PRICE (\$)
START-UP COSTS	\$4100
OPERATIONAL COSTS	\$32 340
SUM	\$36 440

Table 5: Total project budget

D GANTT CHART

	2017																																															
	Nov				Dec				Jan				Feb				Mar				Apr				May				Jun				Jul				Aug				Sep				Oct			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	
PREPARATION PHASE																																																
Preparing of volunteer program materials																																																
Selection of Dalton consultant																																																
Selection of English and Quechua teachers																																																
Equipping the classroom																																																
Preparing of Dalton study materials																																																
REALIZATION PHASE																																																
Implementation of subjects into curriculum																																																
Dalton education plan course																																																
Compiling syllabus																																																
Review of training teachers																																																
Monitoring and evaluation																																																

	2018											
	Nov				Dec				Jan			
	1	2	3	4	5	6	7	8	9	10	11	12
REALIZATION PHASE												
Monitoring and evaluation												
Evaluation of project												

E PHOTO DOCUMENTATION OF CHIRIKYACU



Picture 5: Entry gate to Chirikyacu and Valencia Wasi (Source: Author's archive)



Picture 6: Auditorium and interior of the dining room (Source: Author's archive)



Picture 7: Primary school Yachay Wasi and interior of the classroom (Source: Author's archive)