



**EDUCATING FOR RURAL DEVELOPMENT
ACHIEVEMENTS OF THE ALTERNATING EDUCATION SYSTEM
IN THE PERUVIAN RURAL AREA
(Oct 2018)**

1. In 2002, at the initiative of ProRural, the first three Rural Alternation Training Centers (CRFA) were set up: Cusco, 2; Piura, 1. The Agreements established by the Ministry of Education with ProRural and Adeas Qullana fostered and promoted the development of this educational proposal aimed at rural development. At present, 75 CRFAs are operating in 15 regions of the country. The student population this year (2018), reaches 5,400 adolescents. Benefiting some 600 communities,
2. Rural Alternation Training Centers (CRFA) are public educational institutions of the Secondary Level (High School), implemented in rural areas which operate under the temporary boarding regime. Its main objective is to contribute effectively to the development of the local environment, through the comprehensive training of young people and adolescents (human, productive-entrepreneurial and academic) and the active involvement of families. 46% of the students are female and 54% are male.
3. Students from 1st to 4th Grade develop productive projects; in 2017 they were distributed as follows: Primary Sector, 96.5%, Secondary Sector 2% and Tertiary Sector 1.5%.
4. 60% of the graduates have opted for tertiary studies (university and technological); the rest have joined the productive sector (goods and services), dependent (30%), independent (8%) or both (2%), developing a new activity with their family or independently of it. It is worth mentioning that 85% of the graduates remain or maintain a close relationship with their family and locality.
5. As has been indicated, the CRFAs are public educational institutions of associative management; they are gestated and managed by parents and other local collaborators, through legally constituted Associations. They respond for the institutional management of the CRFA; actively participate in the selection of teachers (monitors) and evaluate them permanently; they participate, along with teachers, in the pedagogical management of the CRFA Training Plan, progressively shaping a true social fabric around the CRFA.
6. Each Rural Alternance Training Center has a specific Training Plan, which responds to the characteristics of the locality (social, economic, natural resources, opportunities, etc.). The official curriculum of the secondary school is organized and deployed according to said Training Plan. The development of entrepreneurial and innovation capacities is stimulated from the first grade of secondary school, through the productive projects that each student must design and develop with the support of his family. Of the students graduated from the ProRural Network, 95% have supported their Business Plans; 20.30% of them keep it running.
7. These achievements are due to two factors of the model: a specific pedagogy and its instruments -the pedagogy of alternation- by which students alternate their school life in two integrated spaces: two weeks in real life (socio-economic space) , with two weeks of study and coexistence in the CRFA, dedicated full-time to academic activities, in charge of a



multidisciplinary team of trainers; and an organic and active participation of parents and other local actors in the management of the CRFA.

8. During the period in the socio-economic space (family, business), the student is strengthened in the culture of work, alongside his family, develops observation skills, innovation and entrepreneurship; In addition, it executes the Research Plan that generates inputs for the development of academic activities in the CRFA. In the period in the CRFA, the coexistence (boarding) is a space without equal that facilitates the socialization and the formation in values.

9. The support of the Municipalities and the Regional Governments has been growing progressively, being for some CRFA their main allies. The support of these governing bodies is the most varied: equipment, support with mobility for the development of academic activities, food, etc., being the support in new infrastructure the most significant.

10. Everyone's task: all this initiative, for the benefit of adolescents in rural areas, their families and communities, gets ahead thanks to the support of public entities (municipalities, regional governments, Ministry of Education and their deconcentrated bodies), private entities and natural persons, who generously contribute to the continuous improvement of the quality of the apprenticeships, as well as to their maintenance and expansion; and, of course, with the contributions of various kinds made by parents and other local grassroots institutions.

For the development of this educational and rural development proposal, ProRural has received the following distinctions:

- **Distinction of the Latin American Institute of Educational Communication - ILCE** - for quality and equity, teacher education and inclusive education. In addition to criteria of innovation, systematization and coverage. **2005**
- **Esteban Campodónico Figallo Award**, -managed by the Clover Foundation (NY-USA) - in the Area of Direct Services to Society, as a special recognition of the important services it is providing to education in rural areas of the country. **2006**
- **Integration and Solidarity Award**, of Radio Programas del Perú - RPP- in the institutional category. **2006**
- **"Ciudadanos al Día Award**, for "Good Practices in Public Management", in the Education Area. Years **2010** and **2014**.
- **WISE Award (World Innovation Summit for Education)** - Qatar Foundation - 6 innovative initiatives were awarded in Peru, Australia, India, Finland, Jordan and Egypt; were selected among 140 proposals submitted, from 5 continents, **2014**.
- Recognition as **Ally for Education**, by the Ministry of Education, **2017**.