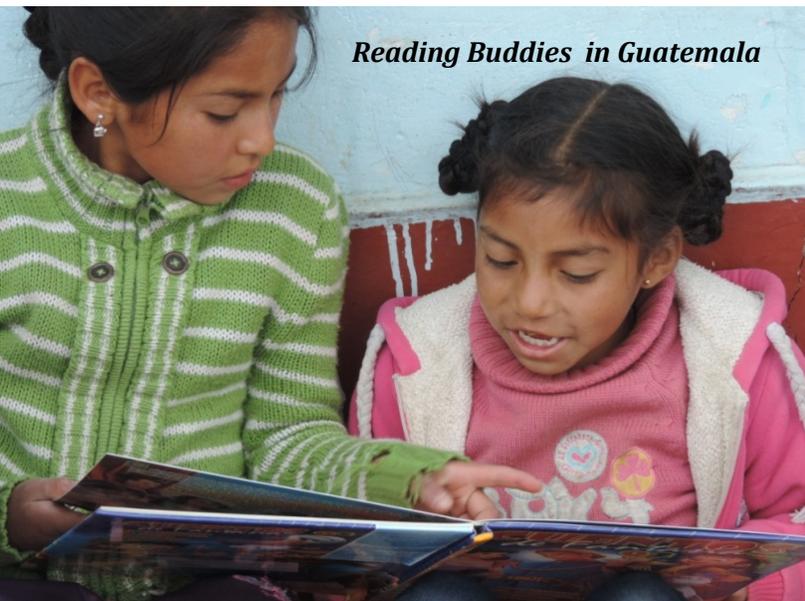


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Reading Buddies in Guatemala



Reading Camp in Peru



Classroom reading activities in Peru



Story Hour in Guatemala



Volunteer Training in Guatemala



*Volunteer
Training
in Peru*

LEER JUNTOS, APRENDER JUNTOS

ANNUAL REPORT, OCTOBER 1, 2012 - SEPTEMBER 30, 2013

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I. INTRODUCTION

Year 1 of the *Leer Juntos, Aprender Juntos* project was a time of great learning, setting up systems and fruitful initiation of activities.

By the end of Year 1 of *Leer Juntos, Aprender Juntos* had achieved the following:

- 5861 children reached through reading interventions
- 322 teachers trained and implementing reading focused-skills in the classroom
- 13 specialists engaged in support of teachers through a minimum of 454 on-site teacher support visits
- Creation of over large volume of local contextualized reading materials in Spanish, Quechua and Quiche.
- Customization of project tools into Quiche and Quechua languages, including training manuals, teacher workbooks, parent flipbooks, etc.
- Training of new local partner and mobilization of two country teams to implement the Literacy Boost methodology

In terms of overall trends for year 1, several themes stand out.

HYBRID: A STUDY OR A PROJECT?

One area in which significant time was invested during Year 1 was in the process of evaluation coordination. Dialogues on this issue occurred between the researchers and implementers occurred before any project staff were even hired. This trend continued, shaping the way that implementation rolled out, the timing of intervention start and feeding into the study design. Biweekly meetings were initiated at the headquarters level, substantial time was spent explaining and coordinating the evaluation, and significant time was invested in working out issues in communications and relating, particularly when local evaluation partners joined the team.

The project grappled with how to strike the balance of being hybrid between a study and an intervention. Over the course of the year, this delicate balance was gradually achieved. The project staff consider themselves as active participants in the study, rather than guinea pigs being evaluated by an external entity. The project has taken the approach that we are all part of the study. We have not considered Mathematica and its partners as “external evaluators” but rather the research arm of the project, while Save and its partners are considered the executive arm. We believe this approach has aided the project in that the evaluation is not as “us and them” but rather that we all have a vested interest in making sure that schools give consent, that they stay in the study, that they allow surveyors to enter their schools.

This orientation to the study impacted the overall tone, including how the implementers make decisions, how they interact with the research partners, how they interact with the government. The project has also striven to understand the implications, in terms of the ways and processes in which we implement the model affecting the technical outcomes of the central research questions, i.e. if there were problems in the manner or the process in which the institutions carried the

application of the model, this would reflect in terms of the overall outcomes of value placed on emphasizing teaching of reading skills in the classroom, or value understood to be derived from engaging non-school actors in reading outcomes.

In the early part of the year, the project grappled with how to understand the model. Over time, the understanding was reached that the essential core components of Literacy Boost constitute the model. The tools and resources of the model are in a process of continual improvement, and so as the project evolves and finds solutions to new challenges, this does not represent change to the model, but rather is part of the inherently dynamic nature of a model that is designed to be flexible and adaptable. A graphic diagram was depicted, in order to share the logic of the model with our research partner.

KNOWLEDGE SHARING

Over the course of year 1, both countries spent significant amount of time getting operation systems tight, getting the Literacy Boost model underway and preparing systems and delivery mechanisms for scale up of Phase II. During the latter part of the year, more space was available for exchange and knowledge sharing between the two countries. A significant amount of knowledge sharing occurred during Guatemala – Peru Exchange in which analyses of accomplishments, challenges and solutions in the following quadrants were identified and shared. Exchange also occurred around the area of teacher accompaniment which each country sharing its lesson learned and inquiring about the differences in hours spent, teachers per monitor in the other country, forms and tools used, and alignment with national systems. A Latin American regional conference in Colombia also allowed for the two country managers to meet and set the foundation for further collaboration. As Literacy Boost as the headquarters level became more systematized, regular quarterly meetings between technical assistance providers were established in which knowledge and information from other country Literacy Boost sites could be shared with Peru and Guatemala and vice versa. When research was released from the Literacy Boost Research on the impact of home literacy environment on student reading outcomes, the project utilized this data to buttress and reinforce the activities that have an impact on what environment students encounter in the home. The project also collaborated with both USAID missions, Peru Ministry of Education and Save the Children implementing teams to share learning on a joint panel on implementing reading projects with linguistic minorities. The project will continue to seek to maximize opportunities for learning, both within the project, and with external entities.

UTILIZING ANNUAL PLANNING TO SYSTEMIZE LEARNING

The end of year annual planning event allowed for the synthesization of learning through analysis of accomplishments, challenges and solutions. In September and early October, annual planning/analysis and field visits to sites were first held in Guatemala, following by replication of the same analysis in Peru. After identification of the accomplishments, challenges and solutions in three project component areas: inside-the-classroom intervention, community action, and monitoring and evaluation, a teleconference was held between the two countries in which field level could ask detailed questions of their compatriot staff in the other country (How many schools per technical specialist? How many hours during each teacher visit? How did you overcome reluctance to volunteer?) This teleconference included the participation of both the entire Peru and Guatemala teams formed by including 2 country Managers, 2 Monitoring Coordinators, 2 Field Coordinators, 13 reading specialists, 2 management assistants and 2 drivers. The experience also provided an opportunity for cross-national learning for Bolivia, where the Save the Children office is preparing to embark on planning a new initiative in comprehensive reading and writing. The Basic Education Coordinator and Early Child Development Coordinator were able to make an

exchange trip and participate in site visits to classrooms and community activities in Guatemala, as well as participating in the analysis of learning and sharing their own country learning.

This opportunity also allowed for the redevelopment of the year 2 annual work plans with a greater systematization between the two countries, much greater level of detail, with each quarter's detailed planning included. The work plan was also realigned along the components of Literacy Boost component implementation, rather than along the Intermediate results proposed in the original proposal. The outcome of this event resulted in: further information sharing, exchanges of information, and the ability to visualize bottlenecks and adjust timing of activity across the annual cycle. The event of having all stakeholders in one location also opened up the opportunity intense coordination, discussion and delineation of roles regarding the research component of the project.

FILLING INFORMATION GAPS IN TEACHING READING IN COMPLEX MULTILINGUAL SITUATIONS

Over the course of the year, areas were identified in which additional resources to the current existing Literacy Boost materials were needed. One such area was more specific guidance on how to teach reading skills in complex, multi-lingual environments. In order to address this concern, Save the Children made connections and sought out some specific information from SIL and other experts. A research intern was also recruited and this individual is currently completing a literature review on how to teach phonemic awareness, letter knowledge, vocabulary development, fluency and reading comprehension in multilingual classrooms. The intern is also updating the teacher training module with more detailed information and developing a presentation to synthesize the information, for the audiences of teachers as well as for technical staff who support teachers.

USING BUDGET REVISION TO SHARPEN IMPLEMENTATION

During year 1, the project completed a budget revision which allowed for the realignment of funds in more realistic and focused ways. This budget revision was prompted by the shift in implementation partners in Guatemala. However, it served to be an extremely useful exercise in allowing the project to become much sharper and targeted in implementation. Reviewing spending at the end of the year also helped in planning, setting targets, and utilizing savings to enhance implementation. For instance, in the Guatemala case, savings in one area, allowed for the hiring of one additional supervisor. The project's senior management team felt that this was the area in which greatest level of quality could be reached, in terms of support for accompaniment of teachers and volunteers.

Some overarching lessons learned of Year 1 implementation of *Leer Juntos, Aprender Juntos* include:

- A well-oiled implementation machine (i.e. when project leadership guides all staff to focus on highest levels of quality, when admin/finance and technical coordinate, when loose ends are never left untied,) lends to successful implementation of project model and strategies
- Continuous communication and joint problem solving is necessary for successful implementation of a project that is hybrid between research study and implementation
- Constant communication and intensive planning is necessary to enable all staff to get on the same page, especially when staff across the project are located in six different physical locations.

II. PERU

The project underwent great learning during Year 1. In the case of Peru, a new partner implemented the Literacy boost model for the first time and opened an office into a new implementation area. . While there were challenges experienced in the early part of the year, due to human resource challenges (around hiring of former civil servants as project staff), staffing changes, and institution of systems, by the end of year 1, the team had been able to fully staff its team, sign an accord with the district government guaranteeing the employment of staff who were former civil servants, and in general consolidate and institutionalize systems for running a USAID project and for carrying out the model.

By the end of Year 1 implementation in Peru, the following had been achieved:

READING INTERVENTIONS IN THE COMMUNITY:

- 27 book banks each containing 178 texts had been distributed in 24 Group A communities
- 19 materials have been produced by the project team, in order to supplement the existing printed materials in Quechua and Spanish.
- 52 reading promoters have been trained and have assumed responsibility for undertaking extracurricular reading activities in their communities, including conducting of reading camps and management of book banks.
- The kits for reading promoters (hat, backpack, vest and t-shirt) were presented, in order that volunteers may be distinguished in their communities and associate a sense of pride with their voluntarism.
- Reading promoters have demonstrated growing initiative to be able to independently convene and lead reading camps.
- Selected reading promoters have been able to assume full implementation of reading camps without the support of project technical support staff.
- Young children have been established into pairs of "reading friends", an activity that incorporates 'reading buddy activity' into the reading camps.

READING INTERVENTIONS IN THE CLASSROOM:

- 134 grade 1-3 teachers had been trained in 7 modules of teacher training, according to the Literacy Boost model.
- 7 booklets were elaborated for teachers to accompany teacher training modules, for follow up use in the classroom.
- 132 teachers had received a minimum of 2 visits of pedagogical accompaniment in the classroom.
- 50% of teachers had included a space or corner inside the classroom for texts or material in Quechua.
- The reading skills of the program had been aligned into the regional curricula, matrix of competencies, and national and regional education plans (National Curriculum Design and "Routes to Learning")

MONITORING:

- Project staff conducted 2 workshops containing technical guidance for specialists on monitoring and information gathering.
- The Monitoring Unit developed a database for collecting data on the twelve indicators as well as a series of sheets to gather information of the indicators and associated activities.

- During Year 1, the product prepared lists of the universe of schools for Phase 1 and Phase 2. The project conduct the school consent process for Phase I and coordinated closely with Mathematica/GRADE for prepare for the consent process for Phase II.

INSTITUTIONALLY:

- The project introduced and described the program (including its research and implementation components) to authorities at the national, regional and local levels. During several changes of leadership, the program was reintroduced.
- Memoranda of understanding were signed with the UGELs (Local Education Management Units) of Chincheros and Andahuaylas.
- Coordination and meetings were conducted with the USAID Peru Mission and weekly meetings with Save the Children headquarters.

A. ACCOMPLISHMENTS

During the last quarter of the first year of the project, the Peru team began implementation of the Community Action component, and continued implementation of the interventions inside the classroom.

With regard to interventions in classrooms, the Peru team completed: capacity building for teachers of group A and B in fluency and vocabulary skills of reading; the development of the teacher booklets to companion participation in workshops; the pedagogical accompaniment in classrooms; and the strengthening of capacities for the project staff on the government initiative, *Rutas de Aprendizaje*.

With regard to Community Action, the Peru team completed: the selection of volunteers, donning them with the title, "reading promoters"; capacity building for reading promoters in extracurricular community activities; the production of materials for the book bank; distribution of book banks, the implementation of reading camps and reading buddies; and the commencement of borrowing from book banks in the community.

During the last quarter, the Peru team worked with 46¹ out of the 47 schools who gave their consent to participate in the project.

PREPARATION AND DISTRIBUTION OF BOOK BANKS

During Quarter 4, Reading Together, Learning Together Peru team continued working on collecting, selecting, adapting and producing titles in Spanish and Quechua across different genres: short stories, fables, legends, poems, songs, riddles, tongue twisters, among others. Titles were obtained through purchases, donations, adaptations and original productions by the local team.

19 original titles in Quechua were produced by the team. They were first reviewed in terms of grammatical structure and content relevance, and in the next step, attractive images for children were designed and assembled. In terms of books for purchase, the local team visited bookstores, malls and publishers where they were able to acquire 112 titles in Spanish. There were no texts in

¹ 47 schools signed the consent form. However in the site of Pampanza, the school did not allow the program to operate, however the community did allow community action activities to proceed.

Quechua for sale. Furthermore, the team worked with the donation of books by the UGELs of Chincheros and Andahuaylas, Save the Children and Kallpa. A total of 49 titles were donated with a variety of genres, different curricular aspects, texts in Quechua, dictionaries, songbooks, stories, children games, among others. From the sum of these efforts, a total of 178 titles was prepared for each book bank. By the end of Quarter 4, 27 book banks had been provided in 24 communities. In three communities (Helena, Anranjuez and Talavera), the project decided to establish 2 book banks per site, to avoid children having to travel long distances to access the books.

COMMUNITY MOBILIZATION

During July and August, the Peru team requested dates for community assembly in order to present the project in each of the 24 communities assigned to community action. Some of the calls to request a community assembly were undertaken through direct visits to communities and talking to the municipal authorities, while others were facilitated through teachers and school principals who are recognized as authorities in these communities. The community gatherings were used as venues not only for selection of reading promoters, but also for generating community commitment to assume responsibility for carrying out reading activities. In almost every community assembly, teachers, municipal authorities and parents actively participated. The Peru team highlighted the importance of developing reading skills at an early age, and the importance of creating spaces outside the school where children could read. In most communities, there was interest and willingness in the voluntary registration of promoters, while in some other communities, this willingness was not forthcoming and reading promoters were therefore chosen through voting; however, once elected by their peers, the promoters agreed to uphold their commitments, in terms of participating in the workshops, implementing activities in their communities and managing the Book Banks.

52 reading promoters were selected. The promoters are literate, the majority are women, many of whom are mothers, how some youth who have completed high school, or who are studying technical or university careers. One promoter is illiterate but still asked to be a volunteer as she would like to support children during games, storytelling, and safeguarding and organizing the reading materials.

The community assemblies served a dual purpose in terms of voluntary selection of reading promoters, but also raising awareness among parents about the importance of children learn to read in their native language, because their abilities in second language could be developed more easily. Most parents questioned this position stating that Quechua would hamper the learning progress of their children. The majority of parents accepted the rationale after learning that in addition to reading in their native language, children would also read in Spanish.

TRAINING READING PROMOTERS

After appointing the reading promoters, the first training was held on August 23rd in district of Pacucha, for 52 reading promoters. The training informed promoters of the methodology for conducting reading camps and other extracurricular activities, familiarized them with the manuals, and the use of monitoring tools. In order to facilitate the delivery of the workshop, the Peru team developed a short and dynamic training module to guide activities, including instructions on how to read aloud in a way that is engaging.

During the training, staff carried out a demonstration of reading camps with each group of promoters, taking into account the key moments of the activity and its strategies: free play for children who arrive early, welcoming children, game for motivation, time for stories, creative activity, reading time, and session review. After practicing the implementation of activities, reading

promoters were trained on how to register children's attendance and use of Book Banks and associated monitoring tools. At the end of the workshop, each promoter received a backpack, a vest, a t-shirt, a cap, a notebook and a pen as an incentive for their voluntary work and to be recognized by the community as reading promoters.

It is important to mention that the participation of volunteers during the workshop was 74% - 34 promoters from the province of Andahuaylas and 24 from Chincheros. However, the 26% of promoters who did not attend were later trained in follow-up in each of their communities so that by the end of Year 1, 100 % of reading promoters had been trained.

IMPLEMENTATION OF READING CAMPS

In September, reading camps were initiated. Most camps were planned for once a week, during the evenings. These camps, initially have required the accompaniment of the specialists from local team, in order to support the fledgling volunteers who had never initiated such an activity before. By the end of the quarter, 73 reading camps had been implemented in 27 different physical locations (in 24 different communities of Group A).

TEACHER TRAINING

In July, the project conducted two training sessions on reading skills in Vocabulary and Fluency with a participation of a total of 142 teachers (including 134 from grade 1-3, and 8 from grade 4-6). The workshops were held at the facilities in Ocobamba, Chincheros and Andahuaylas, over four days. Attendance in Chincheros was 100 % of teachers and including attendance of teachers from the 4th, 5th and 6th grades, while in Andahuaylas the attendance reached 87% of teachers. Those teachers who could not attend were trained later in their classrooms.

During the fluency workshop, teachers improved their knowledge regarding the concept of reading fluency and how it contributes to the development of reading and writing. In addition, they identified and planned activities that can be used to promote Reading Fluency among students. They also developed a lesson plan to teach Fluency skills for Reading in their own classrooms. During the vocabulary workshop, teachers improved their understanding of the concept of vocabulary and how it contributes to the development of reading and writing. In addition, they were able to identify activities that can be used to increase student vocabulary. By the end of the workshop, they had developed classroom sessions to teach and evaluate skills related to vocabulary. The methodology in both workshops was practical and participatory, and included audiovisual support. It promoted sharing ideas and experiences, group work and encouraging teachers to share their reflections.

During these workshops, the local team carried out a pre- and post-test to measure the improvement of knowledge on each topic of the workshops. The pre-test showed an average of 9 points out of 20. After the workshops, the evaluation showed an average score of 13.6, reflecting a 23% increase in improvement in fluency and vocabulary knowledge.

DEVELOPMENT OF MATERIAL TO STRENGTHEN CAPACITIES

Before the workshop, the Peru team developed teacher training modules and accompanying workbooks on vocabulary and fluency. The fluency module emphasizes the components of speed, accuracy and intonation and provides a variety of strategies for classroom work. The vocabulary module helps understand the interaction of two types of terminologies: the knowledge of new

words and terms in use, and how to teach vocabulary directly and indirectly. These modules were distributed during the development process of the workshops.

TEACHER ACCOMPANIMENT AND SUPPORT IN THE CLASSROOM

During the quarter between July and September, the local team carried out a minimum of 2 accompaniments for each teacher (and in many cases 3 visits) to strengthen and improve the application of four reading skills in classroom: *phonological awareness* (phonemic, syllabic and lexical awareness), *letter knowledge* (size, shape, name and sound of each letter), *vocabulary* (used terms and new terms) and *reading fluency* (speed, accuracy and intonation). In Andahuaylas, Peru team specialists have accompanied a total of 83 teachers and in Chincheros a total of 49 teachers from first to third grade.

At the beginning of this quarter, there were still four schools that refused to receive teacher accompaniment visits or apply strategies to promote reading skills. However, after repeated visits from team specialists and demonstration of sample classes using the methodology, some of these teachers changed their attitudes and began to participate actively in project activities. However, the Group A school of Pampanza continues to refuse to participate. Therefore, project staff have desisted from insisting after repeated visits. The project maintains the hope that the activities undertaken in the community can influence teachers and the school principal to change their minds over time and participate in classroom interventions of *Leer Juntos, Aprender Juntos*.

In order to facilitate the teachers' accompaniment sessions, the local reading specialists have developed worksheets for each skill they work with the teacher during the accompaniment visit. Prior to the visit, specialists coordinate with teachers the prioritized topics for the session so specialists can enter the classroom with materials and strategies relevant to the needs of each teacher. Project specialists then apply the worksheets to the development of the reading ability used in the classroom activity, to observe the reading skills and gather information to help them provide feedback for the teacher feedback sessions. Most teachers feel very comfortable with the accompaniment sessions and request that the visits are carried out once a week. However, this level of support is not possible due to budget staffing limitations, so specialists are support teachers to design sessions for their next classes and then the specialists follow up on later visits. One challenge has been to consolidate all worksheets according to reading skills and to create a useful record for an appropriate monitoring because the worksheets differ in content depending on the grade and each visited classroom.

During the Peru's team work in classrooms, a majority of teachers have expressed the need to receive advice on other issues they need to implement their pedagogical practices, particularly in the area of preparation of lesson plans. Therefore, SCI provided to the Andahuaylas team further training on the government directives around lesson plan preparation.

Overall, the Peru team has observed that teachers are indeed already creating conditions and taking action to improve reading skills in classroom, but they need ongoing accompaniment in order to develop this process fully and become consistent in their application. In addition, the Peru team observes that the majority of teachers have an interest in implementing the proposed reading methodology and that most students feel good and show enthusiasm in participating in reading-oriented lesson plans. This is a positive change in Year 1, compared to the initial resistance of teachers, particularly teachers active in the labor union, to participate at the start of the intervention.

USING MONITORING VISITS TO ACCOMPLISH MULTIPLE OBJECTIVES

During quarter 1 and 2, the project learned the value of regular on-site visits when staff are multiple locations, in order to use this time for checking in, ensuring staff are on the same page and implementing consistently, and achieving multiple objectives. From this experience, Peru team developed three year monitoring plan to serve for the life of the project.

During Quarter 4, from August 21st to the 24th, SCI carried out monitoring and coordination visit to the province of Andahuaylas. Visits were made by Brizza Zuazo (Project Manager), Marizabel Alagon (Monitoring and Data Coordinator) and Graciela Meini (Program Assistant). During the visit, the following activities were conducted:

Coordination meeting with the team. - Two coordination meetings were held with the entire team in order to review the progress of the activities planned in July and August, and the planning of activities for September. Key issues were identified, difficulties discussed, and jointly the team developed solution proposals for each difficulty.

Technical assistance to the teacher accompaniment strategy. - On August 22nd, the SCI team visited school No. 54216 located in the village of Pampamarca at the Talavera district in the province of Andahuaylas. SCI was able to observe the development of teachers accompaniment carried out by three specialists from Kallpa, and witness the strategies provided to teachers to improve their classroom sessions incorporating what they had learned at the Literacy Boost workshops.

Provision of Workshop on Donor Requirements (USAID). - On Wednesday, August 21st at the Kallpa offices, the staff was trained on donor requirements for accounting documents (invoices, sales receipts, affidavits and/or receipts for services). This administrative focal point also reviewed documents and the condition of the equipment purchased by Kallpa.

Volunteer Workshop. - On Friday August 23rd, a monitoring visit was carried out to the volunteers' workshop, which was conducted in 3 classrooms simultaneously at the school located in the village of Ancopaccha at the Pacucha district in the province of Andahuaylas. The workshop was attended by a total of 40 volunteers from the target communities.

Working Session: Use of formats and means of verification. - After the review of physical documentation formats carried out by the Coordinator of Monitoring and Data, staff members received feedback on their correct use. In addition, the Monitoring and Data Coordinator validated the formats to be used by volunteers: list of attendance to reading camps and books' log.

Strengthening Session: On Application of Government Strategy: Rutas de Aprendizaje -On August 22nd, the SCI Education Advisor conducted a capacity building session for the team of Kallpa specialists on to incorporating strategies into the government's existing Learning Units so that reading skills could be strengthened. The Education Advisor provided practical examples of strategies to improve reading among children that specialists could incorporate during teacher accompaniment visits to the target schools and take up with teachers.

B. CHALLENGES

The challenges forecast for the next quarter include the following:

IDENTIFICATION OF PHASE II SCHOOLS

In order to identify schools for Phase II, the project has taken into account that for the purposes of the study we should not consider schools with less than four students in first grade. This represents a challenge because in rural areas of the provinces of Chincheros and Andahuaylas, there are a high percentage of multigrade and single teacher schools and most of them have few numbers of students in each grade. In the first list that we had identified at the end of the quarter, X schools were affected by this criteria and had to be removed from the study. To overcome this challenge we are considering expanding our area of intervention to the Huancarama district, which is under the management of another UGEL. By the end of year 1 and at the beginning of Year 2, the local Kallpa partner was identifying whether this would be budgetarily feasible within the existing realigned budget.

SUSTAINING VOLUNTEER RETENTION

The Peru team foresees the need to make proactive efforts to ensure that volunteers continue to uphold the responsibilities they have agreed to take on. Strengthening the image and supporting the role of the voluntary reading promoters is key. Because they are not teachers, some community members dismiss the function of the promoters and this could lead to that reading promoters eventually dropping out or waning in their efforts. To overcome this, we will carry out community meetings to sensitize community members about the important role promoters have to implement reading spaces where children can strengthen their skills.

IMPROVING THE SUPPLY OF READING MATERIALS IN BOOK BANKS

Children have shown much interest in the use of the materials provided in the book banks. However, as reading camps take place, we observed that some texts are less interesting to children or they prefer different texts, with greater variety. To ensure that reading banks are as stimulating as possible to children, we will carry out a review every three months to identify which books are read most frequently and which ones are read least frequently. Furthermore, we will promote the production of texts by children (working with teachers and/or reading promoters) so these items can be added into the Book Banks. The best texts of these children's text would be selected for wider sharing, reproduced and distributed to all the Book Banks.

PLANNING AHEAD FOR TRAINING ACTIVITIES

During year 1, one challenge was hurried planning for the workshops for teachers and selection of reading promoters. Some of this was due to the timing of random assignment of Phase I schools and the need to squeeze all nine modules into the school year. To address this challenge, the Peru team is working far in advance with research team, Mathematica, to obtain the list of schools and communities where we will participate during Phase II. Internally, the team has addressed the challenge of planning by making a very detailed and system work plan for year 2, that spells out every step of planning needed and the week it should be completed in order to carry out an event with thoroughness, anticipation and effectiveness.

On a related note, there is also a need to reduce the risk of scheduling teacher training so that it does not overlap with events organized by the public sector are programmed for the same date. To overcome this, the project will negotiate our dates with the UGELs in advance and so as not to interfere with planning. In order to find an opportunity to present the plan overall for the year, and negotiate teacher's time at a higher level, the project will schedule an update event with the UGEL district level government in January or early February.

INITIATING CLASSROOM ACTIVITIES AT THE START OF THE SCHOOL YEAR

During Year 1, the Peru field team has been concerned with the need to begin initiating classroom activities at the start of the school year in March, so that teacher's year long planning reflects inclusion of the core skills of reading and so that teachers' training interventions starts early in the year. The joint annual planning of all sites of the Leer Juntos team allowed local Peru staff to witness and understand the level and extent of coordination that is being undertaken with Mathematica in order obtain school consent before the start of the school year.

III. GUATEMALA

The Guatemala implementation mechanism saw great changes, moving from working with a local partner to implementing through the Save the Children US modality.

During the first year of implementation, the following results were achieved.

READING INTERVENTIONS IN THE CLASSROOM

- The curriculum mapping was completed, linking the five skills of reading with the National Basic Curriculum.
- Eight modules of teacher training were delivered with an average attendance of 90%.
- 100% of teachers have had at least one visit of technical support in the classroom.
- The training sessions used a balance of Spanish and K'iche' languages both in the materials, delivery of sessions and follow-up technical accompaniment in the classroom.
- Virtual communication was established with teachers, through email and a project group in Facebook.
- Teachers, principals and children have exhibited a positive response in the training and accompaniment process. The teachers have shared their successful experiences about the implementation of the methodology with other teachers.
- The teachers have started to build bilingual pedagogical spaces inside the classroom, using materials from the project and creating their own materials.

READING INTERVENTIONS IN THE COMMUNITY

- 76 community volunteers have been identified, who are currently carrying out reading activities in 18 communities.
- 66 volunteers participated in training on extracurricular reading activities and 6 others were trained in their communities.
- 1392 children are participating in the reading buddies activity.
- 705 children are participating in the story hour activity.

- The technical team has produced bilingual texts for the book banks, and has selected for purchase 75 printed books for each book bank.

MONITORING COMPONENT:

- Forms were developed to track indicators in the Performance Management Plan.
- Instruments were developed for classroom technical support and monitoring of the implementation of the methodology by teachers.
- Some teachers begin to use formative assessment tool in their classrooms, and during technical accompaniment visits were supported how to fill out the tools and in how to interpret them.
- 79 schools were convened, and signed the consent letter to participate in the project activities and in the study for Phase I.
- 75 schools were selected for Phase I for the formation of groups A, B and C.
- The list of the universe of possible schools for Phase II was created.

PROJECT MANAGEMENT:

- The project engaged in continual communication with national and regional education authorities to achieve project results, establishing synergies and close cooperation with the Department of Education Coordination and Management.
- The project engaged in ongoing communication and coordination with USAID Guatemala office regarding the project implementation.

A. ACCOMPLISHMENTS

TEACHER TRAINING

Over the period of Quarter 4, the project continued to complete the teacher training cycle for Phase I cohort teachers in groups A and B. The team refined the methodology and planning process, which contributed to efficiency in the training. In July, the second training covering fluency and vocabulary was delivered and in August, reading comprehension was covered completed the remainder of the Literacy Boost modules.

During each training, the team first exposed teachers to practical exercises, in order to put the teachers in context to experience the learning and development of the ability in question. This was followed by time for reflection, theoretical background on the reading ability and equipping

teachers with tools and techniques. Special attention was placed on making the trainings practical and dynamic.

The attendance for the second workshop was 93% of teachers, and for the third 82%. The lower attendance at the third workshop was due to the celebration of national holidays. Project staff responded by provide extra guidance and printed materials to teachers in schools who had missed the training.

The Save the Children field office has worked closely with the Departmental Directorate of Education in coordination of dates and ensuring the presence of all invited. In terms of attendance, the second teachers workshop in Year 2 had 93% and the third workshop had 82%. In both cases, the absence of teachers was due to special activities in their schools.

Attendance in teachers training - Workshop 2			
Municipality	Woman's	Men's	Total
San Antonio Ilotenango	22	16	38
Santa Cruz del Quiché	26	18	44
Chichicastenango	53	38	91
TOTALS	101	72	173

Attendance in teachers training - Workshop 3			
Municipality	Woman's	Men's	Total
San Antonio Ilotenango	19	12	31
Santa Cruz del Quiché	26	17	43
Chichicastenango	47	32	79
TOTALS	92	61	153

At the end of each workshop participants participated in an evaluation of the event, the main results were:

- The facilitator, methodology, materials and audience participation are rated between excellent and good.
- The training venue, time available for activities were items to be improved.
- Teachers recognized the importance of the methodology and its applicability in the classroom.
- The teacher requested: supplementary materials, digital materials on reading for use in the classroom, more techniques and strategies to apply on each of the five reading skills, and more examples of various dynamic or participatory activities they could use in their classroom.

SUPPORT TO TEACHERS' IMPLEMENTATION OF THE METHODOLOGY IN THE CLASSROOMS

With the implementation of the series of teacher training modules completed, the core task of the project pedagogical support team is to ensure follow up and implementation of the methodology in the classroom. The initiative of teacher accompaniment allows staff to directly support teachers, to observe their work, interact or demonstrate when necessary, and make recommendations and suggestions for improving the application of the teaching of reading.

By the end of year 1, 100% of schools in Group A and B had received classroom visits, where project technical staff provided pedagogical support in the classroom. The team considers this one of the most important achievements of year, in that it has allowed pedagogical support staff to know the intervention area and become thoroughly familiar with teachers.

Save the Children has initiated school visits by first approaching school directors, explaining the rationale for the visits and requesting them to authorize the accompaniment in the classroom. For the most part, the project staff have met with a positive attitude on the part of the school directors, which has facilitated the success of the visits.

During the accompaniment visit, the technical staff observes the teachers work to verify if the methodology is being implemented properly. When necessary, technical support staff sometimes interact in the classroom to strengthen the teacher's strategy or demonstrate use of a technique. Following each visit, there is a moment of reflection with the teacher on the work done, a period for comments and suggestions, and for agreements to improve performance. During the follow up visit, the agreements are taken up in the next visit to verify compliance. However, above all, the main objective is to ensure that the methodology of teaching reading presented in the teacher training is being well implemented.

Performing this teacher accompaniment allows the project technicians being recognized in the schools and develop relationships with teachers, directors and children. In most cases, they are seen as co-workers, children call them by their first names, and this creates an important environment which facilitates the work of "teacher support" rather than "teacher supervision". Most Directors express their satisfaction and acknowledge that the teacher support is beneficial to the children.

The following schools have been identified as locations where the teaching of reading is being implemented with good uptake of the Literacy Boost methodology:

- Santa Cruz del Quiché: Pixtup, Sualchoj, Sibacá I, Cruz Che I, La Puerta Cuacamán.
- Chichicastenango: Chuabaj, Pajuliboy, Pocohil I, Xecojá, Chontalá, Semejá I y Paquixic.
- San Antonio Ilotenango: Xeúl, Xejip, Chusicá, y Patzalá in some sections.

In other schools, only some of the teachers are implementing the teaching reading according to Literacy Boost methodology or they are still fresh in their learning of how to apply the strategies.

DEVELOPMENT OF TOOLS FOR TEACHER ACCOMPANIMENT

The Guatemala office developed two separate tools to facilitate and document the technical support of teachers' implementation of reading skills in the classrooms. The first tool serves as a guide for technical assistance, clarifying the objectives of the visit, checking in on the implementation of the agreements made during the last monitoring visit, and guiding the teacher and the accompaniest to agree on engage in discussion and suggestions, and reach agreements about goals to change with the teacher. The second tool, aims to measure the application of Literacy Boost methodology in the

classrooms through tracking the literate environment, language skills utilized in the classroom and the implementation of the five reading skills. These tools were derived from the teacher training manual methodology.

USE OF MOTHER TONGUE

In the first training module, teachers were accepting and willing to engage in the use of K'iche' language for training demonstrations, so for the next two training sessions mother tongue was utilized in order to demonstrate how mother tongue can be implemented in the classroom. All tools and techniques applied in Spanish and K'iche' are delivered printed in both languages for teachers' reference and use in the classrooms.

Through classroom visits, it has been observed that there are classrooms where teachers have organized bilingual learning spaces for strengthening the reading skills of children. Materials are present in both in K'iche' and in Spanish which help them to develop skills in both languages. While in some areas, the use of Kiché 'in the classroom is just emerging, in others there is already evidence of its use. Project staff are pleased with the progress and willingness to use K'iche' over the course of year 1, but plan to encourage and strengthen this further.

CHILDREN'S PRODUCTION OF READING MATERIALS

In several cases, there have been very successful results in the production of reading materials by children, with the guidance of their teachers. Children have compiled their first books of short stories. Teachers have asked students to write about an object or an animal that they know, then the teachers reviewed the stories children wrote, compiling stories into a little book. Students then use cardboard, paste, drawing and colors to illustrate and make covers for the books. *Leer Juntos, Aprender Juntos* will continue to encourage this in the upcoming year.

FORMATIVE ASSESSMENT

In relation to formative assessment, progress is slow, especially in the documenting of the information. The concept of conducting formative assessment has been well received by teachers but the actual practice of systematically conducting evaluation is something that teachers are not used to doing. The Guatemala office plans to gradually and progressively reinforce this practice.

PROVISION OF CLASSROOM SUPPORT MATERIALS

Another important achievement of the classroom is that each teacher involved in the project received a package of materials to support their implementation of focus on the five core reading skills. This package was developed by the project to support the techniques and tools provided in the teacher training session. It provides further, more detailed suggestions for applying the strategies in the classroom. These meetings have so far been well utilized by teachers in most cases. In each monitoring visit is oriented to helping teachers make optimal use of the resources provided, so as to facilitate and support the development of reading skills and teachers' re-referencing of the training support materials.

Each teacher from first and third grade was given the following:

- 1 Package of 250 sheets of colored organic
 - 1 Ream of letter size paper
 - 2 Paper construction Block legal size
-

In	2	Cardboard Sheets 60 gauge
	1	Box of 12 permanent markers black, blue and red
	3	Board markers (blue, black and red)
	2	Masking tape rolls 1.5 inch
	40	Sheets of newspaper
	20	Sheets of paper of different colors
	1	Bottles of white glue 1/4 gallon
	3	Scissors 8 1/2 inches
	5	Wooden boxes of crayons 12 colors (Large)

VOLUNTEER RECRUITMENT
total, there were 23 community meetings over Quarter 4 to recruit volunteers for community action

activities, local leaders and community development councils present in the majority of these meetings.

Community gatherings to present project and call for volunteers				
Municipality	No. Communities	Woman's	Men's	Total
San Antonio Ilotenango	6	30	23	53
Santa Cruz del Quiché	8	34	62	96
Chichicastenango	9	5	82	87
TOTALS	23	69	167	236

By the end of the quarter, there were 20 communities that had organized their corps of volunteers, with a total of 76 volunteers. These volunteers, including adults, young people and even children who have decided to support this task with the authorization of their parents. Among volunteers, 45 were female and 31 male.

TRAINING OF VOLUNTEERS

The training of the first group of volunteers from the three municipalities was conducted on the 12 and 13th of August, with the participation of 66 volunteers. The event served to prepare each participant for active involvement in each of the different activities of Literacy Boost (reading camps, reading buddies, story hour, etc.). Those in attendance showed willingness and desire to contribute to supporting children in their communities, as well as potential and desire to learn about the activities of the community action component.

The methodology of the training was practice-oriented, with the purpose to enabling volunteers to easily replicate community action strategies with children in communities. The approach was very

active and creative, stressing the engagement of all. Volunteers spanned different age and educational levels, resulting in a quite heterogeneous group, yet they demonstrated the ability to integrate and work together. The training fulfilled its objectives in terms of each participant receiving the opportunity to experience each one of the various types of community reading activities in an experiential manner. At the conclusion of the training, each team of volunteers developed a weekly schedule of activities for their community, to guide the rollout of implementation.

Numerically 66 volunteers participated in the process of induction, with 68% women and 32% men. The 59% of volunteers are minors.

Training volunteers				
Municipality	No. Participants communities	Woman's	Men's	Total
San Antonio Ilotenango	3	16	8	24
Santa Cruz del Quiché	7	9	2	11
Chichicastenango	8	20	11	31
TOTALS	18	45	21	66

After the training, participants evaluated the event, with feedback resulting in facilitator, methodology, materials and audience participants rated as excellent and good. The volunteers indicated that the training provided them with new knowledge applicable to their communities. The volunteers discussed the importance of paying attention to the activities and becoming involved in meeting the needs of children.

Following the training 10 additional volunteers were identified. Seven communities whose volunteers were identified after the training will be trained in a follow up training session during Year 2, Quarter 1.

INITIATION OF COMMUNITY READING ACTIVITIES: READING BUDDIES

After workshop, project staff strongly supported community volunteers to start up the first activities without delay. The first activity to be initiated was coordinated and decided with school principals. It was determined that the reading buddy activity, should be the first extracurricular activity initiated. Utilizing the support of teachers, students from 4th to 6th grade were identified. By the end of the quarter, reading buddies had been initiated in twelve communities, with the plan to read together, one or two times a week, as per the school's decision. The methodology is working very well; there are cases where children from 4th to 6th grade are engaged and taking seriously their commitments to help their younger schoolmates improve their reading skills. Teachers support the activity as important because it not only helps the little children, also helps the older children to develop their reading skills. The communities in which reading buddies had become active by the end of the quarter include:

READING BUDDIES

Community	Municipality	Total			First to third grade		Fourth to sixth grade		Others		Number of activities
		Boys	Girls	Total	B	G	B	G	B	G	
Quivalá	Santa Cruz del Quiché	31	36	67	15	18	16	18	0	0	1
Graditas	Santa Cruz del Quiché	22	26	48	11	13	11	13	0	0	1
Sibacá I	Santa Cruz del Quiché	33	27	60	17	14	16	13	0	0	1
Tierra Caliente	Santa Cruz del Quiché	9	9	18	5	5	4	4	0	0	1
Xatinap II	Santa Cruz del Quiché	16	12	28	8	8	8	4	0	0	1
Chocojá	San Antonio Ilotenango	34	29	63	19	15	15	14	0	0	1
Patzalá	San Antonio Ilotenango	60	68	128	40	43	20	25	0	0	1
Sualchoj	San Antonio Ilotenango	34	29	63	19	17	15	12	0	0	1
Chusicá	San Antonio Ilotenango	38	33	71	20	18	18	15	0	0	1
Pocohil I	Chichicastenango	122	148	270	76	85	46	63	0	0	1
Chontalá	Chichicastenango	236	189	425	136	113	100	76	0	0	1
Chucojom	Chichicastenango	83	68	151	52	33	31	35	0	0	1
TOTAL		718	674	1392	418	382	300	292	0	0	12

INITIATION OF COMMUNITY READING ACTIVITIES: STORY HOUR

In order to initiate community activities in advance of the full procurement of book bank materials, the Guatemala team decided to initiate story hour. Most story time activities have started in the afternoon. This activity has generated positive attendance, with in some cases up to 100 children participating. Attendance has depended on the size of the community and the number of children

attending school between first and third grade. While the story hour was not yet a reading camp until books were received, many did model their story hours after reading camps, including starting with games and using the topic of story hour as motivation for themes used for drawing, songs and play. Volunteers became storytellers, sometimes telling the story of how the community was founded, how corn was first planted or other traditional stories. Story hours were commenced in Quarter 4 performed in 14 communities in the three municipalities: 4 villages of Santa Cruz del Quiché, 8 in Chichicastenango and 2 in San Antonio Ilotenango.

STORY TIME													
Community	Municipality	Total			First to third grade		Fourth to sixth grade		Preschool		Outside the education system		Number of activities
		Boys	Girls	Total	B	G	B	G	B	G	B	G	
Graditas	Santa Cruz del Quiché	19	15	34	14	11	3	1	2	3	0	0	1
Sibacá I	Santa Cruz del Quiché	36	24	60	28	21	7	3	1	0	0	0	2
Tierra Caliente	Santa Cruz del Quiché	14	8	22	10	7	4	1	0	0	0	0	1
Xatinap II	Santa Cruz del Quiché	18	12	30	15	9	3	2	0	1	0	0	1
Chontalá	Chichicastenango	14	125	139	11	119	1	3	1	1	1	2	1
Chucojom	Chichicastenango	35	25	60	31	22	4	3	0	0	0	0	4
Semejá III	Chichicastenango	40	56	96	35	50	2	3	3	3	0	0	2
Pajuliboy	Chichicastenango	35	42	77	30	39	2	2	3	1	0	0	2
Río Camanibal	Chichicastenango	25	30	55	22	23	1	3	2	4	0	0	2
Xoljip	San Antonio Ilotenango	20	22	42	14	14	4	6	2	2	0	0	2
Chusicá	San Antonio Ilotenango	48	42	90	35	30	13	12	0	0	0	0	1
Total		304	401	705	245	345	44	39	14	15	1	2	19

Whenever possible, project staff sought to accompany the volunteers in their initiation of activities. For many of these individuals, it is the first time they ever performed such an activity, let alone directed the activity themselves. Often, project staff will hold a pre-session planning to check in order to give volunteers security.

Project staff accompaniment of extracurricular activities has shown that many of the volunteers have the potential to facilitate the activities, that they have exerted great effort in preparing themselves, and that they closely identify with the children because they are in the community and aids the effectiveness of their activities. Other interesting points are that children seem to value the event. Often times, they get washed and comb their hair, and girls come with little purses. They arrive substantially early and even after the event has concluded and goodbyes have been said, they linger on. Not only children from 1st to 3rd grades, but other grades also participate. Of importance to note, is that in various locations children who do not attend school are participating in the extracurricular reading activities.

INITIATION OF COMMUNITY READING ACTIVITIES: READING BANK

Through the last quarter of the year, the project staff continued reviewing and reproducing materials created in-house, including short stories, poems for the reading banks. The team also continued with the process of purchasing books for community book banks and also selecting books from the Book Fair held in Guatemala City. Great effort is being made to make the literary productions /purchases bilingual so there are varied and plentiful materials in both languages.

CREATION OF THE LIST OF UNIVERSE OF SCHOOL FOR PHASE II

During Quarter 4, the project prepared for incorporation of Phase II of additional schools. Research on school criteria, including number of students, was compiled, and later a list of 104 rural primary bilingual schools was compiled. Potential schools were added in the new implementation area of San Andrés Sajcabajá. Significant efforts were made to coordinate in advance with the local evaluation partner DMC, in order to ensure that meetings would occur without the best possible outcomes. Below follows the list of schools in each municipality added to year 2 universe of schools.

Municipality	No. Schools
San Andrés Sajcabajá	60
Zacualpa	44
TOTAL	104

B. CHALLENGES

MOTIVATING COMMUNITY MEMBERS TO VOLUNTEER

The implementation of the Community Action component, has been a real challenge for the project. From the moment, that Group A communities clearly understood this would be a responsibility they were expected to fulfill, the response has not been positive. Therefore, identifying volunteers is a permanent ongoing task for the team. To achieve this goal, it has been necessary to engage continuous, ongoing communication, meetings with organizations, community leaders, and religious leaders. In one municipality in Chichicastenango, the project coordinated with the Association of Community Development (ASDECO) and two high school directors to identify individuals could participate as volunteers in those communities. In several cases, high school directors were able to identify ex-alumni to support *Leer Juntos, Aprender Juntos*.

When Community Action for reading was introduced to leaders, authorities and parents, most have reacted by considering it important, but at the same time, responding that it would be difficult to find volunteers, because most people have obligations to work, study or engage in some activity that supports livelihoods. In many communities, a great amount of mistrust exists from past experience. The climate of violence that exists in the country made some parents not allow their children to participate in activities or youth to volunteer. Many have asked or suspected whether the project has to do with a political party. In many cases, those interested have asked for financial recompense because people felt the program could not work without payment. There have been community leaders who were aggressive and recalcitrant with team members.

Through continuous conversations and persistent doggedness, in most communities the willingness to collaborate was eventually achieved. The result of this persistence, has been groups of volunteers trained, mobilized and now carrying out extracurricular reading activities in many communities. In one special case, one volunteer is a student with bachelor's degree in Pedagogical Educational Administration from the Faculty of Humanities at the University of San Carlos of Guatemala. Not only does she volunteer for the project, but she also has joined to the effort of searching for volunteers, in the municipality of Chichicastenango, and supports the identification of volunteers in three communities.

INTEGRATING THE TEACHING OF READING INTO CLASSROOM PEDAGOGY

To ensure the implementation of model, it will be required to develop the teaching practice in the classroom based on systematic planning and use of Literacy Boost methodology. The team has been working with teachers to integrate the methodology in planning and teaching strategies, and in many cases this has been achieved. However, much more work is needed. There are schools that are doing very well but in others, teachers still consider that the proposed methodology as something extra and additional to what they do. It is necessary to change this perception to demonstrate this is simply a different way of teaching the material that they have.

GETTING TEACHERS TO CREATE THEIR OWN MATERIALS

It was a challenge for teachers develop the proposed materials. The team will continue to emphasize the having the right materials for children to work in more productive ways to ensure that they are developing reading skills. Giving teachers the raw materials package of classroom supplied has contributed to make the implementation easier and getting teachers to be more committed.

INCREASING ATTENDANCE AT TEACHER TRAINING TO 100%

It is necessary that 100% of teachers in grades in which the methodology is implemented attend training sessions. Since the dates are coordinated and approved by the district Administrative Technical Coordinators (CTAs), Directors are informed of the dates, to inform their teachers and asked not schedule other conflicting activities. During the support visits, schools are reminded or called by telephone, in this way good participation has been achieved with attendance rates in the months of July and August were 93 and 82%. Yet there have been conflicting activities in schools or personal situations that prevented teachers from attending. The project will aim for 100% attendance in year 2 trainings.

INCREASED USE OF THE MOTHER TONGUE IN THE CLASSROOM

The use of the mother tongue in the teaching-learning process and especially the process of learning to read showed gains in Year 1 but continues to be a challenge. During the training

sessions, evidence has been demonstrated and staff have provided all the tools in the two languages modeling the same way that teachers should implement in the classroom. However, some of teachers still show resistance or simply do not want to use mother tongue. The project worked with teachers to decorate classrooms with some pictures or texts that teachers themselves created, using the board or sheets of paper. What has worked in changing attitudes is that when many classrooms were decorated with K'iche and Spanish, it called the attention of the children, and teachers realized "it works". The Guatemala office will continue these efforts in Year 2.

IV. PERSONAL STORY

PERU: Elizabeth Curo Oré Volunteers for Her Community

Elizabeth Curo Oré lives in the community of Llimpe and was selected to support as a volunteer for her community to implement the community action component of *Reading Together, Learning Together* program. She is one of 52 volunteers who are called "reading promoters" who volunteer to implement extracurricular reading activities. The following is Elizabeth's testimony regarding experience as a promoter at the reading camps:

" Good morning. Welcome to the reading camp here in Llimpe. Today we are doing the second reading camp session with children... It is a nice experience because we support and teach children, and we strengthen their reading skills and some writing too.

It is true that we have had a few difficulties at first, but gradually we are overcoming all these difficulties as we gain more experience. I have a son who is in third grade at the elementary school and I have seen that he's having some [of the same] difficulties that I have seen in children who come to the camp, both in the areas of reading and writing.

I've always liked supporting this kind of humanitarian action, and now I am happy to carry out this camp with boys and girls where I teach them things so they can grow up to be intelligent children of tomorrow and later good professionals. That's what motivates me.

I have reviewed several books from the book bank. I've even had the opportunity to read with my son. They are very nice books... In some texts, the writer narrates his own experience; other books talk about places like the Amazon. They are very nice books, and that's good for the children because they can enjoy reading and maybe when they grow up, they would like to become writers.

I have noticed that children are impressed with the drawings. Of course we always have to read them the stories so they can understand what is in the book. At first, children have chosen the books mostly for the drawings, and not the content, but little by little, we are reading the books with them, and we are telling them about the stories and accordingly they will like reading the [content of] the books.

I want to thank you for the visit and for the support. I hope you keep coming constantly to support us and visit us, so you can help us with some difficulties that we will have during the sessions, and maybe you can help us overcome any difficulty we have, or support us in case we need materials to work with children.

Thanks again for the support ... and I'm happy to be supporting the children in this voluntary program with no money incentive".

Emiliana Chacaj Rojas: Overcoming Life Obstacles to Serve as a Dynamic Volunteer

Emiliana Chacaj Rojas is from el Cantón Sibacá I, located 25 kilometers from Santa Cruz del Quiché on a bumpy, rock-filled, twisty mountain road, which few venture to travel. She is 25 years old and a mother of a 6 year old child. She comes from a family of seven siblings.

Emiliana is the president of the Education Council, the parents' association at the local school of Sibacá. Her father abandoned her in childhood, so Emiliana, at an early age, had to devote herself to the care of animals, to contribute to the livelihood of her family. She was forced to leave behind the opportunity to study. She is currently studying in the Adult Literacy program, equivalent to second grade.

During the process of identifying volunteers in Sibaca, Emiliana was present at the meeting due to the position that she holds in the parent association. From the start, she showed interest in participating as a volunteer, seeing reading activities as another way to serve the community. She



Facilitating Story Hour with Children

attended the volunteer training along with her other youth from her community, who also enrolled as volunteers. They currently carry out activities together.

In rolling out the story hour, Emiliana has demonstrated surprising skills in organizing the group of children and leading them. She helps plan activities and carry them out, and takes a clear leadership role engaging her brothers and sisters as volunteers. She demonstrates her talents and skills, evidenced in performing Story Hour or Reading Buddies in which she cares for children, and motivates them to attend and participate. She uses K'iche' language and also speaks fluent Spanish, using both languages to facilitate activities, storytelling, games

and instruct children. The director of the school recognizes and emphasizes the experience, leadership and acceptance of Emiliana Chacaj locally. Project staff and school personnel have also noted that she could be a talented teacher.

Emiliana states that volunteer participation has been contribution in her personal life: "I have found it great because it is very useful for learning, which leads to life and work for children", she said. Emiliana has profound enthusiasm and wishes to continue in community services, as long as parents trust her, as long as she can do so, without neglecting personal sustenance, in terms of the need to use time to generate income.

V. LOOKING TO THE FUTURE

At the start of Year 2, the project looks forward to pursuing the following directions.

ENHANCEMENT TO QUALITY OF DELIVERY OF THE INTERVENTION

With systems constructed, staff recruited, communities identified and project implementation in place, this leaves space for staff to engage, not just in the basics of getting activities operational, but to move beyond this, in terms of enhancing activities, proactively seeing how they could become

more efficient, more useful, or more attractive to participants. Some examples include: how to get teachers to independently create their own activities, games and strategies, incorporating the five reading skills; how to enhance the enactment of reading activities by volunteers with low levels of education; how to enrich the diversity and attractiveness of reading materials, especially in local language and at basic levels of reading, among a myriad of other applications. This focus on continuous quality improvement will be a main theme for Year 2.

KNOWLEDGE SHARING AND LEARNING

The project views itself as an active participant in the study, with an interest in learning about emerging research and findings related to the project research agenda. Within this light, as implementation is now underway, the project will actively seek out the experience of projects dealing with the same core research questions, in terms of how community, family or home involvement makes a difference in learning outcomes of children and what tools and techniques can enhance children's ability to read.

The Project hopes to engage in further opportunities for exchange through:

- Joint skype meetings between the technical teams of the two countries
- Increased engagement in Save the Children education sessions and brown bags, via long distance participation, particularly in learning from the totality of 24 countries implementing Literacy Boost around the world.
- Exploration of Numeracy Boost and resulting learning for Literacy Boost sites
- Participation in USAID education sector meetings
- Presentation of project implementation lessons learned at the CIES conference
- Sharing of resources from external resources (for instance from the Multilingual Mother Tongue Education Network, SIL, etc.)

The project has found that interacting with wider community and engagement with these types of initiatives, particularly in learning from the actual experiences and lessons learned from others implementing like-minded interventions, helps keep project staff sharp, proactive and thinking about continuous improvement, rather than becoming pigeon-holed and isolated in the way they approach project interventions.

ENGAGEMENT WITH THE DONOR

During the latter part of Year 1, it became clear the added value gained from engaging and coordinating with the donor. When USAID mission staff were consulted and became part of the process in developing future plans, when donors were present at consent meetings and trainings, when project staff were invited to bilateral portfolio reviews, when joint activities were planned these all contributed to the heightened effectiveness of project activities. The project felt the value of the presence of the donor helping to learn from the experiences of other USAID partners and the value of being keenly in tune with mission priorities. The merit of this engagement was perceived

both at the mission level and the headquarters level. The project will plan for ongoing collaboration in Year 2, for example, through the initiation of regular quarterly meetings with the USAID Peru mission, continued engagement in education sector meetings in the Guatemala context, and continued participation in biweekly meetings at the LAC Bureau level.

LEARNING FROM SCALE UP

The Save the Children Guatemala office was recently awarded a USDA grant to implement Literacy Boost in 300 schools in the Department of Quiche, with wrap-around services of food security support, provision of schools and other nutritional elements. This scale-up of the Literacy Boost model in Quiche represents an opportunity for learning. Guatemala's new project will be six times larger than the current *Leer Juntos* project. Current staff will train the new staff to be on-boarded and Literacy Boost tools and manuals adapted through *Leer Juntos*, *Aprender Juntos* will be utilized. The Guatemala team currently a well-prepared implementation mechanism and seems ready to take on the challenge. Attention will need to be paid to ensure that the rapid expansion in operations does not stretch the resources of the support units of the office (administration, finance, IT). Another area requiring cognizance is that simultaneous with the roll out of the new project, the Save the Children office in Guatemala will transition from a Save the Children US branch to a Save the Children International office. This entails change in financial management systems and change in senior county office management staff. In general, the USDA project scale up presents opportunities for learning, in that Guatemala team members are enthusiastic, efficient and have all the products and tools already created to smooth the roll out, so that attention can be focused on how to enhance things that are already working well. Stakeholders are currently in dialogue about whether there are opportunities to piggyback on the new project to support research outcomes.

WIDER EFFECTS OF THE INTERVENTION

Looking back over Year 1, there are interesting reflections concerning the wider effects of the project, that are not the primary target of interventions. In the Literacy boost sites, where volunteers are youth, these youth often bring their siblings. In many cases, these siblings are below primary age. In one example, a youth volunteer regular brings five of his siblings, and two of these are primary school goers and the other 3 are pre-primary age. Project staff have observed that in extracurricular reading activities operated by youth it is often the preprimary age children that are most attentive in comparison to grades 1-3 children. The pre-primary children are the ones that vigorously raise hands to answer questions, that know all the words to the songs, who enthusiastically suggest the next song. Empirically, it is not clear whether this heightened level of enthusiasm is due to age, or to the fact that most preprimary attendees are the siblings of the youth volunteer and so are more inclined to be responsive. However, it would be of interest to collect data of the longer term impact of the intervention on children younger than the grade 1-3 cohort targeted by the study.

On another note, a "wider effect " is that parents are often attending extracurricular events themselves (not just parents workshop's as originally intended). In anecdotally monitoring of this issue, project staff observed that there is almost always one parent present standing at a distance observing what is going on, and that almost always these are mothers. Sometimes groups of as many as eight mothers can be seen observing the reading activities. It would be of interest if the qualitative aspect of the study could investigate whether participation in reading events, modeled behaviors that parents eventually took up with children.

At the end of year, certain issues remain to be grappled with:

FOSTERING VOLUNTEER RETENTION AND VOLUNTEER QUALITY

Volunteer retention will remain a core challenge of the next year. In both countries, the project will need to actively search for new volunteers, make volunteering attractive and seek for ways to ensure volunteer retention and diminish drop out. The technical staff in both countries will also dedicate significant time to accompaniment of volunteers so that they have the guidance, feedback and support to improve the quality of the services that they deliver, despite having low education levels.

MINIMIZING LOSS OF TIME ON TASK FOR TEACHERS AND CHILDREN

The project grappled with how to increase time on task for teachers and students in the classroom, and minimize missed class from teachers in training, by participating in the nine modules on reading. The issues here are that, in the Guatemala case, the mission is highly interested in seeing this outcome and Save is motivated to find solutions. After series of meetings with various stakeholders, what surfaced was that: teachers do not wish to give time during hours outside the morning class time, as they are occupied in income generating activities during other periods of the day. The Department authorities has not been able to find ways of convincing teachers to give their time and so has publicly expressed to non-governmental organizations that teachers are not expected to work outside these hours. However the Department expressed willingness to help find ways to work with the project to achieve this objective. Other USAID implementers have found success in other regions but not in Quiche region. The project has made various attempts to resolve this quandary, and in the last days of Year 1, obtained permission from the Ministry to use several consecutive full days for training at the beginning of the school year, before classroom attendance has fully ramped up. The project remains committed to finding additional solutions to this seeming impasse and will continue to dialogue with the USAID mission as new solutions are identified.

In terms of country specific-plans, the following sections identify Peru and Guatemala's plans for the upcoming quarter.

LOOKING TO YEAR 2

PERU

Some of the highlights planned for the next quarter in Peru include:

- Delivering the final training modules on "reading comprehension", "formative evaluation" and "conclusion" for Phase I teachers in Quarter 1
- Completing the supplementary materials for teachers' booklets on reading comprehension and formative assessment.
- Enhancement of the training materials and supplementary for teachers for the first seven modules. These modules will be enhanced based on the feedback and demands of teachers.
- Reviewing and completing the materials and plans for community action. This includes elaboration of plans for reading camps, developing primers with dynamic activities for implementation in in reading camps, and elaboration of modules for workshops with parents.

- Collaboration with GRADE/Mathematica on defining eligible schools and obtaining school consent for Phase II cohort
- Hiring more staff to expand into Phase II schools. The project plans to hire five new specialists in December, in order to start training and induction of these staff in January of 2014.
- Communicating project progress to government entities. In early 2014, the project plans to schedule meetings with the local, regional and national political and educational authorities to present, the achievements, challenges, plans, and the phase II of the project in order to strengthen ties and agreements for the improvement of the project implementation.
- Meetings with the communities to share the progress and updates of the first year of the project. The first of this series of meetings will be held in December and will be led by project specialists. However, the next series in the sequence of regular meetings can be led by reading promoters so that these volunteers gradually learn to take initiative in the community and can provide parents more direct information on their children's progress.
- Continued pedagogical accompaniment of teachers in application of reading skills in the classroom, as well as pedagogical accompaniment of volunteers' implementation of reading camps.
- Provision of oversight and support to the implementation of the full panoply of community activities including: lending texts through the book banks, reading buddies, story hour and other activities.
- Preparation of a package for the Ministry of Education in order apply for certification of the teachers from the groups A and B who are participating in the training workshops and the teacher accompaniments in class.

GUATEMALA

Main thrusts for the activities of Year 2, quarter 2 in Guatemala include the following:

PHASE II COHORT SELECTION

During year 2, quarter 1, the project team will collaborate with CIPRE / MATHEMATICA and DMC/BORGE in the selection process of new cohort communities. As was conducted with Phase I, the project team will present the overview of the project to representatives of communities and schools, hoping for the highest level of consent possible.

RECRUITING AND EQUIPPING ADDITIONAL STAFF

The project will be fully staffed up with the hiring of five reading community technical specialists and one reading supervisor in preparation for scaling up to Phase II schools. During Quarter 1 of Year 1, these individuals will be trained in the methodology so that teacher training of both cohorts can commence in January smoothly. The opportunity to train and induct new staff will also provide a space for reinforcing the skills of the actual team. Exercises will be conducted to identify strengths and weaknesses in various aspects of the methodology. Training will also be provided to reinforce the team's skills in effectively supporting teachers.

FOCUS ON LESSON PLANNING

The team has prioritized working with teachers on lesson planning from the start of the school in 2014. Key to this is the process of integrating the methodology focusing on the five reading skills link with the National Basic Curriculum. During Year 1, the team conducted a curriculum mapping exercise. Linking with the national curriculum also requires incorporating other resources provided by the Ministry of Education. In order to ensure that this occurs, the team will include develop an additional module for inclusion in the first teacher training session on: lesson planning and linking five skills of reading to the existing curriculum. The curriculum mapping will be shared and teachers will engage in lesson planning for the year. Project staff have detected little familiarity or adeptness at using the national curriculum so note that this will aid many teachers to become better skilled at reading, but also more familiar with the content of the core competencies of the existing curriculum.

LENDING IMPULSE TO COMMUNITY ACTION ACTIVITIES

Over the next quarter, the project will also deliver resources for the community action component, expand the activities with the development of the first reading camps and continue existing activities such as story time. The project will continue the process of identifying volunteers in communities that are still pending. There are very few communities without volunteers, but these locations are the hardest to mobilize. Having completed the necessary production and purchase of books for the reading banks, at the start of the next quarter, reading materials will be delivered to the communities, with priority to sites in which volunteers are already working.

Utilizing the school break scheduled in October according to the academic calendar, the project will work to strengthen community action activities, so that in all communities where volunteers are already identified and committed to serve, extracurricular engagement with reading continues while schools are out of session. Most volunteers have committed to serve until the end of November. December will serve as a time when most are engaged with families. And the project will reinitiate agreements with volunteers in January. The next volunteer training will strengthen community action strategies, emphasizing dynamic implementation of activities and how to manage groups.

VI. REPORTING ON INDICATORS

	TYPE OF INDICATOR	NAME OF INDICATOR	REPORTING FREQUENCY	CURRENT QUARTER-GUATEMALA	CURRENT QUARTER-PERU	ANNUAL TOTAL	CUMULATIVE TOTAL
	USAID Global Investing in People	Number of learners receiving reading interventions at the primary level	Annual	5006 ²	855	5861	5861
	USAID Global Investing in People	Proportion of students who, by the end of three and four grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Baseline, midline, endline	--	--	--	Tracked by Mathematica
	USAID Global Investing in People	Number of teachers/educators/training assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	Quarterly	173	142	315	322
	Program-specific Indicators	Number of children who borrow books from the book bank	Monthly	To start in Year 2	To tabulate in Year 2	--	--
	Program-specific Indicators	Number of parents and community members in target communities attending at least one community awareness workshop	Annually	To start in Year 2	To start in Year 2	--	--
	Program-specific	Number of children in targeted	Bi-annually	To tabulate	To tabulate in	--	--

² In the case of Guatemala, they have totaled this indicator to include all participants in reading activities and have disaggregated the 5006 individual by the following categories”

Preschool(Story time): boys 14, girls 15

First to third grade (enrolled in school): 2551 boys, 2340 girls

Fourth to sixth grade (Story time): boys 44, girls 39

Outside the education system (Story time): boys 1, girls 2

	Indicators	communities participating in reading camps		in Year 2	Year 2		
	Program-specific Indicators	Number of children participating in reading buddy activities	Bi-annually	1392	To start in Year 2	1392	1392
	Program-specific Indicators	Number of community reading activities held in target communities	Bi-annually	31	(Peru counts 73 activities but this figure is to be verified so final numbers will be totaled in next quarterly report)	31	31
	Program-specific Indicators	Number of community members participating in reading activities	Biannually	76	40	116	116
	Additional Mathematica Tracked Indicators	Percent of teachers demonstrating improved instructional practice in teaching reading	Baseline, midline, endline	--	--	--	Tracked by Mathematica
	Additional Mathematica Tracked Indicators	Incidence of mother tongue used during period of classroom instruction.	Baseline, midline, endline	--	--	--	Tracked by Mathematica
	Additional Mathematica Tracked Indicators	Percent of family members implementing activities to support literacy learning for children at home	Baseline, midline, endline	--	--	--	Tracked by Mathematica

VII. RESULTS OF THE YEAR ONE SYSTEMATIC ANALYSIS OF ACCOMPLISHMENTS, CHALLENGES AND SOLUTIONS

Reading Interventions Inside the Classroom	ACCOMPLISHMENTS	CHALLENGES	SOLUTIONS
PERU			
Curriculum adaptation	<ul style="list-style-type: none"> • Elaboration of the matrix of curriculum competencies with reading skills defined 	<ul style="list-style-type: none"> • Adaptation and implementation of a diversified curriculum in terms of aligning the reading program with government initiatives (“Rutas de Aprendizaje”, national curriculum and reading skills) • Preparation of matrix of performance. 	<ul style="list-style-type: none"> • Organization of work groups according to skills and strengths with Ministry tools. • Literature review. • Conducting workshops for staff on government initiatives and participating in government sponsored workshops. • Elaboration of sessions and strategies for teachers for use during teacher training workshop. • Operationalization of reading skills strategies within government tools. • Continual drawing teachers back to frame topics within the national curriculum

<p>Teacher Training</p>	<ul style="list-style-type: none"> • Development of 6 teacher training modules on: introduction to reading, problems of language, phonological awareness, knowledge of letters, vocabulary, reading fluency. • Conducting of 6 workshop sessions strengthening capacities with 134 teachers from the provinces of Andahuaylas and Chincheros. • Preparation of didactic units (units of learning and learning, research, arts and action projects) in accordance with government guidance, while incorporating reading skills 	<ul style="list-style-type: none"> • Need for completion of the final version of the teacher supplementary materials on reading skills development. • Punctual attendance and commitment of teachers who did not attend the development of workshops. • Resistance of union teachers to participate in training. 	<ul style="list-style-type: none"> • Supplement teacher supplementary materials with more relevant information and consolidate for 1°, 2° and 3 ° grades. Align contents with national curriculum and invigorate with frequent use of the mother tongue. • Supplement missing workshops through personal dialogues, visits to classrooms, explanation of materials, on missing content. •
<p>Teacher Accompaniment</p>	<ul style="list-style-type: none"> • 268 visits of teacher accompaniment conducted in grades 1, 2 and 3 in 47 schools. 	<ul style="list-style-type: none"> • Reluctance to implement activities and strategies proposed for the development of reading skills • Lack of enough time to give enough attention to teachers in all the skills areas that they need. • Provision of technical and pedagogical advice. • Notebook of forms for tracking reading skills. • Systematization of the application and use of psycholinguistic Diagnostic tool. 	<ul style="list-style-type: none"> • Utilize forms to document where where each teacher is in the pedagogical process • Differentiate time spent on visits to first, second, and third grade teachers. • Differentiate time spent on high performing vs. low performing teachers • Preparation of forms to track achievement of reading skills. • Preparation of didactic units.

			<ul style="list-style-type: none"> • Reduce the amount of teachers per specialist. • Development of sessions and strategies in L1, L2. • Facilitate some technical documents with pedagogical implementation of the skills - session, sheets of evaluation, etc. • Publicize and share good practices of teachers. • Implement a process of formative evaluation within the Kallpa team. • Systematize, evaluate and validate the forms for the development of reading skills. • Consolidate the tracking of information of the diagnostic tool. • Development of a sheet on the characterization of materials to develop.
Print rich environment	<ul style="list-style-type: none"> • Implementation of sectors, with conditions for the development of reading. • Teacher training (fascicle - introduction) • 40% of schools, there are classroom libraries. • 50% of teachers have designated a space in the classroom for Quechua language. 	<ul style="list-style-type: none"> • Need for specific corners within the classroom that promote reading in Spanish and Quechua. • Operationalization and use of classroom libraries. • Do the children to produce texts in Quechua. • Promote children to participate in the setting of the classroom. • Requests for audiovisual materials, to strengthen reading skills. • Requests for primers for the development of the mother tongue. 	<ul style="list-style-type: none"> • Familiarize teachers of different ways of providing conditions for reading. • Visits the classroom. • Engage students and teachers in the preparation of materials. • Conduct exchange meetings between teachers. • Reinforce the guidance on creating a space for the Quechua and working with the

	<ul style="list-style-type: none"> 30% of teachers make children participate in making the classroom a literate environment 		<p>teacher.</p> <ul style="list-style-type: none"> Showed the relevance of the use of languages, both with children and parents
GUATEMALA			
Curriculum adaptation	<ul style="list-style-type: none"> Mapping of the National Basic Curriculum CNB with the five skills of reading Adaption of the techniques according to the grades covered and level of difficulty 	<ul style="list-style-type: none"> Implementation of curriculum mapping. Teachers' lack of practice in implementing teaching strategies based on systematic planning. Lack of utilization of MOE children's texts for classroom learning Lack of utilization of the teacher guide 	<ul style="list-style-type: none"> Development of integral planning that supports effective teaching practice in the classroom, linking plans with the methodologies with student needs Performance of demonstration classes during the training sessions and in schools, in order to illustrate strategies concretely
Teacher Training	<ul style="list-style-type: none"> Development of modules 1 to 8. Planning detailed strategies and training plans for each modules. Developing printed materials for teachers. Successful introduction of K'iche' as a language for delivery of training. Sharing of successful experiences between teachers. Creation of the project group page in Facebook 	<ul style="list-style-type: none"> Designing new tools, games, materials for teachers Teachers' own ability to elaborate materials during the workshops. Appropriation and ownership of the methodology by teachers. Inclusion of the reading-focused methodology in teachers' annual planning. Attendance of 100% of teachers. 	<ul style="list-style-type: none"> Enrich the existing methodology with innovative techniques. Work with teachers so that they develop their own educational materials in the workshops. Allocate a space for exchanging experiences between teachers at training sessions. Documentation of successful experiences presented in the workshops
Teacher Accompaniment	<ul style="list-style-type: none"> Each reading specialists got to know the schools in their intervention area. 	<ul style="list-style-type: none"> Use of children's mother tongue by teachers in the classroom. Adoption of the methodology and techniques 	<ul style="list-style-type: none"> Provide specific techniques and more reading materials in mother tongue.

	<ul style="list-style-type: none"> • Coordination with school principals, to open the door for teacher accompaniment in their schools • Positive attitude of principals, teachers and children in the process of technical support to teachers. • Implementation of techniques and strategies of the methodology suggested by the reading specialists. 	<ul style="list-style-type: none"> • Use of reading in the classroom, in a contextualized and meaningful way, especially in L2. 	<ul style="list-style-type: none"> • Adapt the balance of the use of L1 and L2, according to needs and language skills in each classroom • Communicate the objectives and purposes of technical support visits with teachers.
Print rich environment	<ul style="list-style-type: none"> • Teachers have developed materials with recyclable resources. • Teachers' bilingual spaces have strengthened the reading skills of children. • There is evidence that tools introduced in training, have been applied in classrooms. 	<ul style="list-style-type: none"> • The challenge to get teachers to build literate environment with materials developed by students, based on significant and meaningful activities. 	<ul style="list-style-type: none"> • Specialists' provision of technical assistance on the development of materials by teachers and children during the training sessions and classroom visits.
Reading Interventions in the Community			
PERU			
Selecting and motivating Volunteers	<ul style="list-style-type: none"> • 52 Volunteers selected in Group A 27 communities. 	<ul style="list-style-type: none"> • Finding volunteers who fulfill the characteristics needed to be volunteers and who demonstrate leadership skills. 	<ul style="list-style-type: none"> • Coordination with municipal authorities and directors. • Sponsoring assemblies for the

			<p>to designate volunteers.</p> <ul style="list-style-type: none"> Clearly delineating roles for activities, in particular information and data collection
Training Volunteers	<ul style="list-style-type: none"> Reading module developed for promoters. 52 Volunteers trained Training on the management of information instruments for registration of assistance, lending of books. Acquisition and delivery of the kit for the reading promoters. Commitment of the volunteers to undertake reading camps. 	<ul style="list-style-type: none"> Ability of volunteers to understand and replicate the methodology of reading camps Understanding the reading buddies activity Difficulty in volunteers' ability to manage of the Bank's books in each of the communities. Proper and continuous use of the monitoring tools to track information. 	<ul style="list-style-type: none"> Conduct accompaniment to the reading camps and ongoing follow up with volunteers strengthen their capabilities to conduct activities, specifically in information management.
Monitoring of activities (reading buddies, story time, reading camp, parent workshops, festivals, etc.).	<ul style="list-style-type: none"> Execution of 73 reading camps in 27 communities. Participation of children, parents, youth and other children from different schools. Volunteers assumed duties with commitment and responsibility. Children are grouped into reading buddies within the reading camps 	<ul style="list-style-type: none"> Autonomy of promoters in the initiating and conducting of reading camps. Use of instruments for registration at events, loan of books Developing timetables for execution of the reading camps. 	<ul style="list-style-type: none"> Accompaniment of reading promoters in implementing reading camps. Accompaniment tailored to the individual volunteers' needs Ongoing oversight and assistance as volunteers learn how to fill out the monitoring forms for book use and reading events Clearly defining communities' reading camp schedules
Book Banks	<ul style="list-style-type: none"> Installation of 27 banks of books High receptivity to the books by children in the 	<ul style="list-style-type: none"> Difficulty in mapping of the local and national production of texts (no more than 5 book sources in Andahuaylas, for example) Dearth of texts in Quechua. 	<ul style="list-style-type: none"> Purchase of texts in the capital Mailing of books from capital to Andahuaylas, rather than other means of transport

	<p>communities.</p> <ul style="list-style-type: none"> • Particular books were found to be attractive to children. • Frequent use of the books by the children. 	<ul style="list-style-type: none"> • Few texts in Spanish for beginning level readers. • Books that are not to the liking or preferred children (e.g. books with small letters, little picture books, “flamboyant” books) 	<ul style="list-style-type: none"> • Selection of texts at beginning reading level • Produce many more texts in Quechua Chanka. • Produce many more texts at beginning level. • Validate books and prioritizing purchases according to the preferences of children beneficiaries of the project.
GUATEMALA			
Selecting and motivating Volunteers	<ul style="list-style-type: none"> • Presentation of the initiative, identification of volunteers and coordination of activities with leaders, officers, directors of educational institutions and parents. • Concerted outreach with youth or community leaders. • 76 voluntary identified • Incorporation of key individuals to support volunteer outreach, (e.g. college students, teacher trainees in their supervised practice, etc). 	<ul style="list-style-type: none"> • That community leaders understand the importance of the project That community leaders themselves become involved and committed to identifying of volunteers • That the community accepts that community voluntarism without economic incentive. • Some parents not allowing youth to volunteer because of the lack of trust or fear of insecurity and violence • Retaining interest and commitment from the volunteers for ongoing voluntarism • Filling the number of outstanding vacancies for volunteers. • Volunteers comprehension and ability to uptake and replicate the reading activities, with a sufficient amount of quality • Having on hand necessary resources for the activities, including reading materials, as well as other media • Maintaining the interest and participation and of children in community action activities. 	<ul style="list-style-type: none"> • Close collaboration with the community to identify volunteers and maintain consistent attendance of children. • Specialists providing on-site technical support to volunteers carrying out of activities • Specialists supporting volunteers in coordination and planning Improving the efficiency and speed of Save’s internal procurement processes
Training Volunteers	<ul style="list-style-type: none"> • Planning and elaboration of materials, for the workshop. 	<ul style="list-style-type: none"> • Training the volunteers that didn't attendance the workshop. • Adapt training at different academic levels of 	<ul style="list-style-type: none"> • Do the workshops in the volunteers municipalities • Considerate the different

	<ul style="list-style-type: none"> • 66 participated in intensive training methodology for community volunteers and other 6 were trained in their communities. • Active intervention of each volunteer in the different activities of the workshop. 	volunteers, for a better understanding.	academic levels of volunteers, for a better understanding
Follow up and Monitoring of activities (reading buddies, story time, reading camp, parent workshops, festivals, etc.).	<ul style="list-style-type: none"> • Identification of 10 additional volunteers in second round of recruitment • Conducting of activity planning meetings with 18 volunteers. • Extracurricular reading activities commenced in 18 communities • Receipt of positive feedback on activities and ability to reinforcement activities. 	<ul style="list-style-type: none"> • Being able to agree on mutually feasible schedules for the planning meetings with the volunteers. • Having the time to focus efforts on consolidating the community action component • Climatic Factors (e.g. heavy rains impeding children from participating and causing illness in specialists who must spend large amounts of time traveling on motorbikes in torrential rain on muddy, hilly roads that become slippery and dangerous in rain) 	<ul style="list-style-type: none"> • Maintain fluid and constant telephone communication with volunteers to arrive at agreed times. • Reviewing and reworking the planning proposals made by the volunteers during their training session • Prioritize the delivery of reading materials as highest priority of all procurements • Search for alternate routes to reach communities, when torrential rains and landslides make muddy roads impassable
Book Banks	<ul style="list-style-type: none"> • Production of bilingual texts produced by the team. • Conducting of a market assessment of available materials. • Identification of texts at the International Book Fair in Guatemala. • Initiation of an elaborate and labor-intensive 	<ul style="list-style-type: none"> • Lack of materials in local language • Lack of materials at basic reading skill level • Lack of ability to illustrate or have ready made illustrations for the books produced. • Being able to deliver every book bank to each volunteer. 	<ul style="list-style-type: none"> • Search for sources for material illustration. • Prioritize and simplify the process of buying books. • Organization, codification and printing of materials developed by the team. • Assemble and deliver the book banks. • Programming and monitoring of

	procurement process.		community activities.
MONITOREO Y EVALUACIÓN			
PERU			
Monitoring	<ul style="list-style-type: none"> • Development of instruments to track all indicators • Initiation of socio linguistic diagnostic tool in 47 educational institutions. • Development of tools for consolidating the technical and pedagogical advice given through classroom visits. 	<ul style="list-style-type: none"> • Lack of a baseline • Lack of the ability of the research arm of the project to implement the socio-linguistic tool • Need for method to consolidate information from teacher support visits. • Need for method to consolidate and utilize information from diagnostic tool 	<ul style="list-style-type: none"> • Coordinate between Guatemala and Peru Monitoring Coordinators ways of managing this information.
Formative assessment	<ul style="list-style-type: none"> • Preparation of forms to track the development of reading skills. • Some teachers who apply strategies and make use of the instruments. • Teachers develop and propose their own assessment tools. 	<ul style="list-style-type: none"> • Slow uptake in conducting formative assessment • Difficulty utilizing information from formative assessment. 	<ul style="list-style-type: none"> • Work with teachers through training and classroom observation to better understand and utilize the tools • Work with teachers on how to understand how to utilize the results of formative assessment.
Process of Obtaining School Consent	<ul style="list-style-type: none"> • Obtaining UGEL authorization documents for Kallpa to make visits to schools for consent. • Consent of 72 schools. 	<ul style="list-style-type: none"> • Not able to obtain the consent of more than 75 schools for random selection. 	<ul style="list-style-type: none"> • Work with GRADE and UGEL to obtain larger number of consent in Year 2 • Design briefer or basic sheet to communicate the basic

			information of the program
Coordination with the evaluators	<ul style="list-style-type: none"> • Provision of acceptance letters to institutions assigned to treatment groups • The convincing of 3 of the 4 resistant institutions to change their attitude and decide to undertake project activities • Executing of field work activities according to timetable 	<ul style="list-style-type: none"> • Beginning of the activities of the project late in the first year of intervention, due to the delay in the evaluation timing. • 4 educational institutions did not cooperate with the program • Challenges of scheduling conflicts in which GRADE and Kallpa coincided in working in schools 	<ul style="list-style-type: none"> • Establishing channels of information between Kallpa and GRADE and other institutions of the project. • Establishing for communicating changes to GRADE's timetable of visits •
GUATEMALA			
Monitoring	<p>Production of forms for tracking:</p> <ul style="list-style-type: none"> • USAID Indicators. • Project Indicators. • Mathematica Indicators. • Teacher accompaniment in the classroom. • Community Action activities • Materials inventory 	<ul style="list-style-type: none"> • Definition of goals per project, by country and by quarter. • Needing base line information in order to understand where we started from • Getting volunteers to be able to accurately use the monitoring tools • Using the information generated to make decisions and manage information. 	<ul style="list-style-type: none"> • Set targets for each indicator. • Coordinate with Mathematica for access to the information, as soon as is available. • Periodically validate the instruments. • Share results of monitoring with all technical team.
Formative assessment	<ul style="list-style-type: none"> • Teachers are familiar with the tool and some have already begun to use it. • Teacher training and follow up technical support sessions have 	<ul style="list-style-type: none"> • Teachers' using and applying the formative assessment tool in their classrooms • Teachers' understanding how to interpretation of the instrument results • Teachers' understanding of how to respond or act upon the results of in-class formative assessment 	<ul style="list-style-type: none"> • Linking the instrument to the process of evaluation that a teacher conducts in L1 and L2. • Stress understanding and use of the tool in training and technical support follow up in the classroom.

	<p>focused on how to fill out and how to interpret the tool</p>		<ul style="list-style-type: none"> • Help teachers' develop plans for students who have not mastered the skill. • Linking formative assessment tool with the assessment processed used by the MOE.
<p>Process of Obtaining School Consent</p>	<ul style="list-style-type: none"> • 92% attendance of schools convened at the presentation of the project and the study in Phase 1. • 79 schools convened in Phase I signed letter of consent. • 75 schools selected in phase 1 and assigned into treatment groups A, B and C • Creation of the universe of schools for the process of the Phase 2 	<ul style="list-style-type: none"> • Obtaining consent for at least for 75 schools that fill requirements of the study • Spreading responsibility for support and monitoring of the schools, across the team of technical team so that each school gets adequate support and time 	<ul style="list-style-type: none"> • Collaborate to ensure the attendance and participation of school directors at school consent meetings with the support of the Departmental division of the ministry • Equitably distribute Phase II schools to the technical team according to the number and location of the selected schools. • Hire new staff to accommodate Phase II schools
<p>Coordination with the evaluators</p>	<ul style="list-style-type: none"> • Documentation approved and reviewed by the partners. • Coordination and assistance with MATHEMATICA / CIPRE, DMC and Borge & Asociados in the consent process. • Clarifying and partner roles 	<ul style="list-style-type: none"> • Initial problems with communication and organization in start of year 	<ul style="list-style-type: none"> • Establish communication links and regular meetings with Mathematica and its local partner. • Establish an efficient system of communication.

VIII. UPDATES AS PER WORK PLAN

The *Leer Juntos, Aprender Juntos* Project formally submits a revised workplan for year 2. Note that the format of the workplan has been reorganized, around the components of the Literacy Boost model rather than around the intermediate results of the APS proposal. This change has been made in order to streamline and make the workplan more utilitarian and user-friendly for those who reference the workplan on a daily basis.

Please see the attached work plan items with plans for action during the second year of the project.