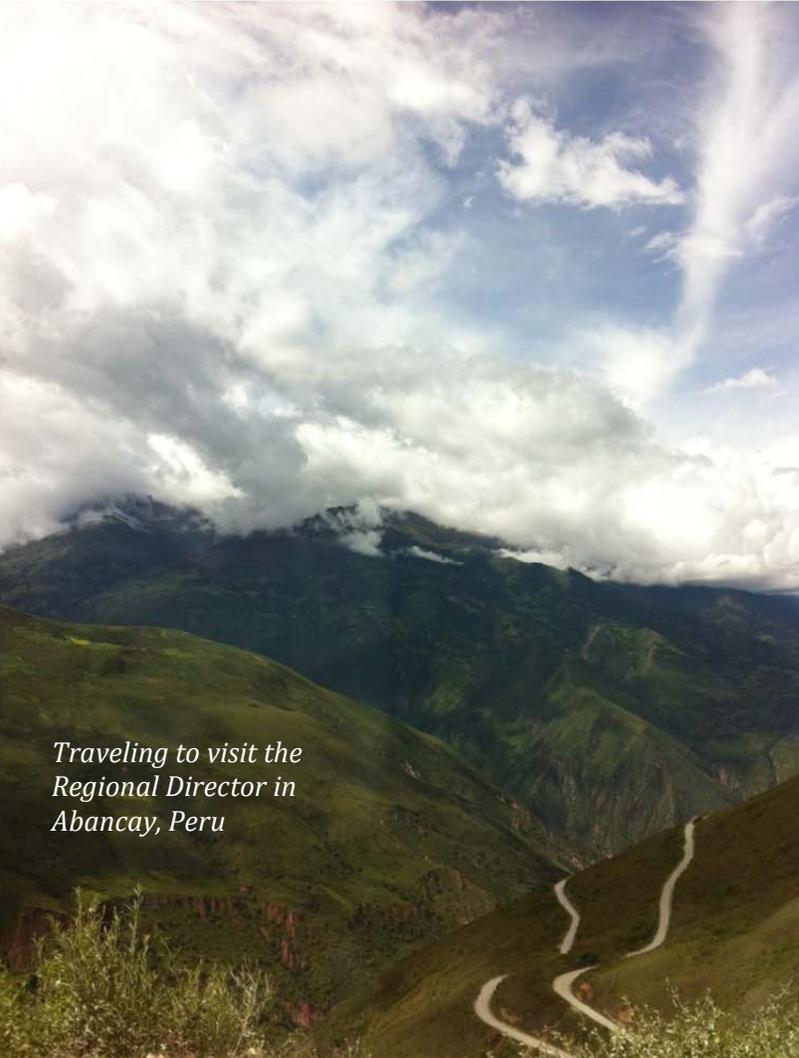


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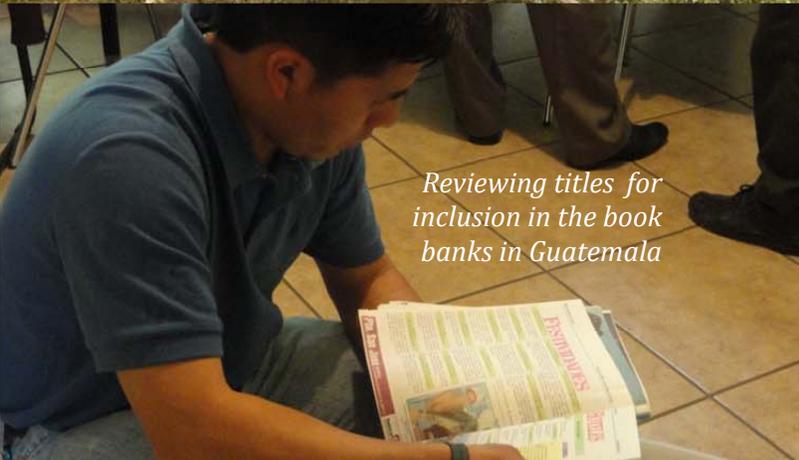
*Traveling to visit the
Regional Director in
Abancay, Peru*



Newly recruited Guatemala staff team



*Producing
local
reading
materials in
Guatemala*



*Reviewing titles for
inclusion in the book
banks in Guatemala*



Newly recruited Peru staff team

LEER JUNTOS, APRENDER JUNTOS

QUARTERLY REPORT, JANUARY 2013-MARCH 2013

COOPERATIVE AGREEMENT NO. AID-OAA-A-12-00097

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EXECUTIVE SUMMARY

The main themes of Quarter 2, spanning from January 1, 2013 through March 31, 2013 centered around preparing and developing materials for full scale implementation in the first weeks of Quarter 3.

Specific accomplishments from Quarter 2 include:

- A complete team of staff for field implementation was recruited and hired in both Peru and Guatemala.
- An intensive orientation was carried out in Peru, and induction training was carried out in Guatemala, with full plans and materials prepared for intensive orientation in the first weeks of Quarter 3.
- The list of universe of schools was produced, refined and cleaned in both countries, with extensive research conducted around the mapping of intervention sites of other programs.
- Creative problem solving was employed in Peru to find a way to obtain consent for the schools in order to start teacher training on time. In the end, Mathematica issued a task order for Kallpa to complete this process.
- A basic architecture and foundational steps for the mapping of the curriculum was completed in both Peru and Guatemala
- In both countries, communications were initiated with donor on accreditation and permission was granted to pursue this initiative. Initial preparatory work began.
- The need for greater detail on how to implement reading programming in a multilingual context was identified, generating a plethora of collection of resources and identification of human resources that could support the project.
- Smooth and seamless transition of partners was effected in Guatemala, bringing about greatly enhanced productivity, and sharpness in implementation focus.
- Cordial government relations were established in both countries, with the Peru team meeting with provincial and district directors and starting work on the memoranda of understanding, and the Guatemala team conducted meetings with the Vice Minister of Education and departmental directors.

Some of the challenges that the team foresees are:

- Implementing classroom activities in mother tongue, when teachers are oral speakers but not writers of the mother tongue
- Resistance to use of the mother tongue in the classroom in particular classrooms, particularly when bilingual education has been politicized in the same location in the past
- Implementing community activities with a volunteer team when there is already an expectation of stipends set by the government and other organizations

- Lack up of take-up of training skill sets when intervening with teachers late in the academic year

The next quarter will be a time of swift action and rapid implementation, building upon the preparatory activities of Quarter 2. The team expects that during Quarter 3 of the project,

- Consent will be obtained to operate in approximately 75 schools in Year 1 in each country, with a total of 150 schools participating in the study.
- Schools will be assigned to treatment groups and oriented to their intervention.
- The first round of teacher training will be provided in both countries.
- Training of four different functions of volunteers will be completed.
- Community action reading work will begin in both countries.
- Development of learning materials will ramp up.
- The baseline evaluation would be carried out by Mathematica's local research partners

The collaborative relations on the project greatly aided in the resolution of problems in a creative manner. This occurred between Mathematica and Leer Juntos, Leer Juntos and the USAID missions, and Leer Juntos and USAID Washington. The project is grateful to have the opportunity to work in such collaborative manner with all entities, with the end of optimizing the functionality of the project.

PERU

A. ACCOMPLISHMENTS

Between January and March, the Peru team was able to:

- Recruit the core team of technical leaders to guide the community action and teacher training components
- Orient the core technical staff to their roles and the key tasks of the quarter
- Recruit the cadre of field workers who would implement the program at the community level
- Conduct a thorough orientation to the in-school component of Leer Juntos, and the out-of-school community action component of the project, as well as organizational policies and procedures
- Conduct quarterly work planning
- Engage in the process of rebudgeting according to realities

- Brief the regional director on the project, as well as the two provincial directors, jointly with Mathematica, Kallpa and Save the Children present.
- Maintain close coordination and communication with the USAID mission in Peru
- Collect more than 150 titles for book banks and adapt more than 50 reading materials
- Align the 5 reading skills to the National Education Curriculum
- Define the list of potential schools for inclusion in the study, obtaining all information available on the parameters of the schools
- Implement the process of obtaining consent for schools during Year 1 of the study

These are just of a few of the areas in which progress was achieved during Quarter 2. Further detail follows below.

HIRING AND TRAINING OF NEW STAFF

During Quarter 2, all of the project implementation team for Year 1 was hired, including: Community Action Coordinator, Teacher Training Coordinator, as well as the 7 Learning Coaches and one Administrative Assistant. During the first part of the quarter, the Peru team engaged in first orienting the key technical leadership team to the fundamental aspects of the program. When the replete team of staff had been recruited, all new staff participated in the Training of Trainers Workshop, developed by the Project Director and the Project Manager. This workshop was carried out during from February 18th to March 7th.

During the visit and the workshop, the following objectives were achieved: orienting new staff and establishing healthy working patterns; informing staff of project strategy and plans; conducting training of trainers for teachers; conducting training of trainers for volunteer training; initiating the process of materials development with the team; engaging in planning for upcoming quarters; establishing communication and coordination with the evaluation firm, Mathematica; and engaging in planning for obtaining consent and orientation of participating schools.

PRESENTATION OF PROJECT TO LOCAL, REGIONAL AND NATIONAL AUTHORITIES

On March 4th, 5th and 6th, a team of Save the Children, Kallpa and Mathematica carried out the presentation of the project and the study to national, regional and provincial authorities. In meeting with the Regional Government of Apurimac, the team was also able to present to the Director of Rural Education from the Ministry of Education, the Social Development Manager, the Director of the Intercultural Bilingual Education Department from the Regional Office of Education in Apurimac - DREA, UNICEF regional representatives and representatives of the Regional Roundtable of Education.

Some important points raised include the following:

- Authorities emphasized the need to avoid duplication of action in the areas of intervention. In this regard, the National Director of Rural Education expressed the importance of mapping and articulating the interventions of all NGOs that are working in the region in order to avoid duplication of actions and instead complement the institutions of the state.

- Those present raised the concerns regarding the turnover of hired teachers and its impact on the study as well as on other projects. The Director of Rural Education from the MINEDU reported that this reality is being solved gradually by the state.

- The Rural Education Specialist mentioned that starting 2013, Apurimac region would ensure that at least in the first and second grade, teachers would provide classes in Quechua as the language of instruction, based on a rights approach. It was reported that the State Program "Quechua for All" is being implemented and rolled out. *Leer Juntos, Aprender Juntos* will seek to dovetail with this initiative.

- Finally, a verbal agreement was reached to hold periodic meetings with the Regional Government, the DREA and different NGOs working in schools, to report on project updates.

At the provincial level, on March 5th and 6th, the projects were presented to the directors and specialists of the UGEL in Chincheros and Andahuaylas respectively. Both, the presentation of the intervention *Leer Juntos, Aprender Juntos* and the study were met with great enthusiasm from the participants, who expressed their willingness to implement the projects. The project was also presented to a group of all principals in Chincheros region. This group of stakeholders positively received the presentation of the project and the evaluation.

ALIGNMENT WITH THE GOVERNMENT PLAN

During the second quarter, from January to March 2013, the Peru team made significant progress in aligning the activities of the project with the Mid-Term Education Plan for Apurimac. This plan was approved as a framework of the implementation in the region in August 2012. Educational authorities of the region requested that this plan be used as a reference for all projects being implemented in the region by public and private entities. The project paid particular attention to aligning with the regional plans on teacher training, use of language in the classroom, and coordination in planning.

MEMORANDUM OF UNDERSTANDING

The project was able to communicate with the USAID mission, National Ministry of Education and regional government office regarding the preparation of a memorandum of understanding. Processes were agreed upon, templates were shared and by the end of the quarter, Save the Children had prepared a draft memorandum of understanding and was circulating this to a lawyer for feedback to be incorporated.

MAPPING THE SKILLS OF READING TO THE NATIONAL CURRICULUM

The team analyzed the competencies, capacities and attitudes that are established in the National Curriculum Design in order to incorporate the five skills to improve reading proposed by the project. In this regard, the team connected the contents of the curriculum in the area of communication with the five reading skills, to include or adapt each of the reading skills or to include reading content. Next, select skills were diversified, adapted to the regional context.

As a result, we have developed a matrix of skills, contents and indicators for the development of components from the five skills (letter knowledge, phonemic awareness, reading fluency, vocabulary and reading comprehension) that would allow for the formulation a set of capacities in reading, that correspond with the curriculum. The elaboration of this matrix provides teachers with an easier tool for integrating reading into their lesson planning in the area of communication.

ADAPTATION OF THE TRAINING PLAN

Part of the process of starting up the in-school component includes the tailoring of the package of teacher training modules. The team added in to the Literacy Boost training packages sections on: familiarity with the mapping of reading skills to the curriculum, using of the classroom linguistic scenario tool, and other elements. In addition, the team adapted the training module that contains the skill of "Letter Knowledge" to the local context. In the first weeks of the next quarter, the team would finish the adaptation of modules that contain the other 4 reading skills.

COLLECTION AND GENERATION OF LOCAL READING MATERIALS

During the second quarter of the project, the team began conducting a market analysis of materials available in Quechua language. For the selection of materials that could form part of the book banks, the team carried out visits to various institutions and libraries in the provinces of Chincheros and Andahuaylas, as well as neighboring provinces. The team formally submitted a request to the UGELs of Chincheros and Andahuaylas, to provide books, especially in Quechua. Furthermore, the project requested texts from universities, libraries, institutions in other regions such as Cusco, Lima, Puno and nationally through the Ministry of Education. Already printed materials were gathered and contacts were made with local authors who would be willing to allow their material to be adapted into Quechua.

During the ten day training and orientation session, staff reviewed the available materials and identified that there would be a need to develop materials in which the market revealed a dearth of materials namely, in: basic reading level, materials with a focus on phonemic awareness and alphabetic principles, and materials developed in Quechua with a cultural context, rather than materials translated from Spanish.

As a result, by the end of the quarter, the team now had an initial list of over 150 titles, which are appropriate to improve reading for young children, with various genres such as legends, stories, songs, poems, myths, jokes, fables and twisters. However, most of these texts are in Spanish, because in Apurimac and other Quechua-speaking regions of the country, native language materials are scarce. After reviewing these texts, the team proceeded to edit and translate some of the materials. To date, the team has adapted 56 titles and these adaptations have been elaborated by the Learning Coaches and Component Coordinators. A second step, after the adaptation, will be to carry out the syntactic and semantic revision of these texts. If required, the design and layout will be carried out by a specialist in production of texts for children.

The texts identified will facilitate the promotion of reading comprehension and fluency skills. However, the team was not able to locate titles that favor the skills: phonemic awareness, letter knowledge and vocabulary development. Therefore, the team has agreed to produce texts in the mother tongue language and Spanish, to encourage the development of these reading skills.

SUPPORT TO LINGUISTIC ASSESSMENT OF TEACHERS

Two technical staff from the project, the Director of Teacher Training and Community Action were invited by the Director of the Intercultural Bilingual Education Department of the Regional Office of Education in Apurimac to participate in the linguistic assessment of teachers in the "Quechua for All" program. This opportunity allowed program staff to gain first hand working knowledge of the language fluency of teachers who would work in 2013. The diagnosis revealed that of 2500 teachers participating in the 2013 hiring process:

- 45% of teachers to be hired in 2013 had basic level fluency in Quechua
- 50% had Intermediate level:

- 5% of teachers had advanced levels of Quechua.

This information serves as useful data for understanding the linguistic context, as the Leer Juntos team prepared to implement in the region's schools.

DEVELOPMENT OF THE LIST OF THE UNIVERSE OF POSSIBLE SCHOOLS

During the second quarter, the team spent a significant amount of effort in identifying the universe of possible schools that could be included in the study. A matrix was developed to include school characteristics including, type of school, distance from provincial capital, condition of the road, types of intervention, numbers of students, and linguistic attributes, among other characteristics. Extensive research was conducted with government authorities and representatives on the mapping of different interventions. By the end of the quarter, a list had been provided to Mathematica with meticulous details collected on each school. Of these schools, it was expected that, in year one, 75 schools would sign consent to participate in the project and the evaluation, and that 25 would receive interventions in teacher training and community action, 25 would receive only teacher training and 25 would receive intervention by the state.

OBTAINING CONSENT FROM SCHOOLS

During Quarter 2, it became apparent during the visit of Mathematica that the local evaluation partner would not be available to participate in the consent process soon. It also became known that the government would allocate a certain period for training in April, but that in later months it would be difficult to introduce new training or to ask teachers to modify their yearly plan if they had already attended workshops and crafted their annual teaching plan. Therefore, Mathematica undertook the decision to subcontract directly to Kallpa to undertake the process of consent. This process first entailed the creation of a budget, the setting up of systems for financial transfer of funds, drafting, editing and approval of consent documents and then conducting a training of local level field workers. This process all occurred in Quarter 2. Then in the first days of Quarter 3, the process of consent was undertaken over the span of five days. 105 schools were visited, 71 schools consented to be in the study and 30 schools rejected the offer. In the end, 70 schools were selected for random assignment in the first weeks of the following quarter.

ACCREDITATION

Over the course of Quarter 2, local project staff observed a tension around the issue of accreditation, noting that the regional government had planned that all new projects should accredit their training with the government. In addition, it was assessed that teachers would not be motivated to participate in Leer Juntos project training if the training did not offer some possibility for career or salary advancement. Accreditation was not originally part of the project plan. After much discussion, the project formulated a process for obtaining consent at the regional level. This was shared with the USAID mission. The mission then went on to discuss with the National Ministry of Education. The national level Ministry is open to the prospects and has invited the project to submit documentation. This documentation will be prepared in the next quarter.

VEHICLE PROCUREMENT

Great effort was spent in identifying a solution to the vehicle conundrum. A sizeable amount of time was spent trying to find an American made vehicle within budget specifications and an American made vehicle that was guaranteed to be both manufactured and branded in the United States. When this information could not be confirmed, the team also researched various options, like renting vehicles, motorcycles and non-American brands in order to resolve the situation. At the end of quarter, USAID granted approval to purchase a non-American brand and the situation was resolved.

B. CHALLENGES

A summary of the challenges identified during Quarter 2 that the project might face in the local implementation context are as follows:

- Obtaining detailed level information about the realities of linguistic diversity that exist among children
- Varying levels of competency in writing Quechua among teachers participating in the program.
- Gaining of acceptance from teachers and parents for children and students to learn in their mother tongue.
- Finding youth and adults, in the selected communities, who are literate and capable of implementing the community action activities.
- Strengthening the capacities of young people and adults in the community to read in Quechua, in order to successfully carry out reading activities outside the classroom.
- Identifying volunteers who are willing to commit to community service without stipends
- Ensuring acceptance and consent from educational institutions for their participation in the program during the three years of implementation.
- Ensuring conditions where staff who are former teachers/civil servants can be successfully employed with the project over the long-term

Further discussion of some of these challenges follows below.

During the presentation of the teacher training modules to the team of trainers, some challenges arose related to the implementation of activities. The following alternatives were raised as possible solutions.

DIFFERING LINGUISTIC REALITIES OF CHILDREN

The team expects to find different levels of language fluency in Quechua and Spanish among students of elementary from first to third grade. Therefore, we consider it important to carry out a psycholinguistic diagnosis of children in the Leer Juntos classrooms, so we can learn about the different linguistic scenarios in each classroom, and to develop teaching strategies that are appropriate to the linguistic reality of the students. In order to address this need, the team reviewed various strategies and finally settled on using an instrument designed by the state for use by teachers. The instrument is very intensive, so therefore the team plans to integrate training on the use of the instrument into the teacher training modules. Following this, teachers will implement the tool, and Learning Coaches will follow up to spot check and ensure that it is being implemented correctly. This data will be used in the teacher training sessions in order to inform the language of instruction strategies.

DIFFERENCES IN THE LANGUAGE SKILLS AND FLUENCY LEVELS OF QUECHUA AMONG TEACHERS

The language levels and the support for use of maternal language in the classroom differ widely across the region. While some teachers do not speak Quechua, most teachers speak Quechua, but do

not use it in the class as a language of instruction. Teachers who speak Quechua orally often do not have literacy skills. Therefore, the project has planned to develop modules to train teachers in Quechua, so that teachers who participate in the project can be capable of applying the strategies of *Leer Juntos, Aprender Juntos* in classrooms. In addition, the team plans to raise awareness among Quechua-speaking teachers about the importance of using mother tongue in the classroom.

During the training and orientation session on the community action component, the following challenges arose and the following solutions were proposed:

OPPOSITION OF MOTHERS AND FATHERS TO ALLOWING THEIR CHILDREN TO LEARN IN QUECHUA

During the training and orientation session, the team raised the question of previously experienced opposition to allowing children to learn in Quechua language. In order to confront the expected resistance, the team engaged in mobilization strategies for raising awareness among the participating communities on the importance of teaching in their native language to generate better learning outcomes.

LANGUAGE SKILLS OF VOLUNTEERS

The majority of young people and adults in Apurimac communities do not know how to read in Quechua. Most parents are illiterate and those who can read, do so in Spanish. This greatly reduces the size of the universe for the selection of key people in the community who could promote reading in mother tongue. Therefore, one strategy will be to engage those who are literate among the community to participate in circles for strengthening reading skills, as well as training them on reading in their mother tongue. Another strategy will be to find volunteers who are literate in Spanish who they can read and to find other young people or adults who could interpret the text in Quechua or tell stories orally. The plan of the team is to assess skills among the community, consider the situational needs in each community and implement reinforcement according to the profiles of the volunteers in each locality.

MOTIVATION OF VOLUNTEERS

In the Peruvian context, many volunteers are used to receiving a stipend. The team has held great discussion on their fears about to what extent volunteers will be ready to work without stipend or salary. To encourage the participation and commitment of volunteers, the team has decided to grant them the title of Community Reading Promoter. The team will also provide jackets or vests with that title (so they can be easily recognized by the community), as well as a kit of materials. After a period of service, or in conjunction with reading festivals, they will be awarded a certificate or diploma for having participated in the project, and for their service to benefit their communities.

POLITICIZATION OF ASSIGNMENT TO TREATMENT GROUPS

In the first weeks of Quarter 3, following receipt of the assignment to treatment group A, B, or C, some schools protested this process. Some teachers have aired on the radio, broadcasting to other schools to reject the *Leer Juntos, Aprender Juntos* program saying that it wants to make schools 'little rats'. The team has investigated this incident, to understand whether the discontent is localized or more widespread, and has found that it is localized to a specific school. The team is also in dialogue with Mathematica to send a representative so that it can be clearly asserted that random assignment happens according to statistical method and that the local partner Kallpa has no say in the assignment to treatment group. It would have been preferable to be able to conduct the consent process in collaboration with the local evaluation partner or a consultant representative. The next challenge will be to introduce the local evaluation partner or Mathematica and try to redress the current situation. It has been noted that other Save the Children projects have encountered this frequent tendency of teachers to strike and align with the union and have been

able to successfully convince teachers to collaborate in education activities through repeated sensitization, mobilization and community visits.

C. LOOKING TO THE FUTURE

By the start of Quarter 3, the Peru team had already received the random assignment for the schools that would be part of Treatment groups A and B for Year 1. Quarter 3 will entail planning for teacher training workshops, planning for introductions to communities, selection of volunteers and preparation of volunteer training, adding titles to the book banks, and finalizing dialogues for the signing of agreements at regional and local level, to provide support for the implementation of the project.

Particular upcoming activities include:

- Elaborating the protocol for accompaniment of teachers in the five core reading skills according to each grade
- Developing basic guidelines for handling interculturality and language fluency issues
- Concluding with the adaptation of the training plan to strengthen capacities among teachers on the handling of methodological strategies aimed at developing the five reading skills, taking into account the linguistic scenarios in classrooms.
- Concluding the adaptation of the teacher training modules before the first workshop with teachers
- Continuing to improve the first version of the curricular adaptation through teacher training and practice in the classroom.
- Fleshing out the approach to providing strengthening of Quechua language to teachers
- Receiving approval for the certification of teachers and articulating the plan for certification of teachers' training
- Obtaining more detailed information about official educational programs, such as the proposal of Marca Peru (rural education networks), Learning Outcomes Education Program, Friendly Schools among others.

Specifically in regard to teachers training, the project will:

- Develop teaching strategies customized to the possible psycholinguistic scenarios for teachers to apply in classrooms (1st, 2nd and 3rd grades),
- Complete the adaptation of the training modules
- Carry out the first teacher workshops

- Carry out technical accompaniment for teachers in schools to evaluate the learning acquired in the first two workshops
- Prepare for workshops to strengthen the Quechua of teachers, by evaluating teacher levels.

In regard to community action in reading, the project will:

- Concluding the adaptation and production of at least 150 texts for the 25 book banks considered for the first year of the project, before presenting the project to the communities.
- Elaborate a comic book in both Quechua and Spanish, which will describe the activities that will be developed in the community.
- Conduct visits to communities to introduce the project, raise awareness and recruit volunteers who will be responsible for reading activities
- Hand over the Book Banks to the selected communities for the first year and look for an appropriate place where the book banks can be stored

In regard to monitoring, the project will:

- Carry out training workshop on monitoring and applying data-gathering tools for the local team of coordinators and advisers of project learning.
- Elaborate a database of beneficiaries and project activities.
- Accompany the local technical team to the first communities where the project will be presented in order to raise awareness among the community on the importance of the registration of participants to community activities of the project.

GUATEMALA

A. ACCOMPLISHMENTS

Over the course of Quarter 2, the following accomplishments were undertaken:

OPERATIONALIZATION OF FIELD OFFICE

Because the size of the Quiche team has grown, it was necessary to obtain additional office space in the department. As of March 11, the team relocated to new office space. By the start of Quarter 3, staff were operational and the necessary equipment and furniture was being installed.

RECRUITMENT AND ORIENTATION TECHNICAL AND PROJECT ADMINISTRATIVE STAFF

Over the course of Quarter 2, the entire team, including technical and administrative members, were hired. The head office team includes: Country Manager, Coordinator of Monitoring and Evaluation (M&E), Financial Supervisor and Administrative Assistant. The field office team is now

composed of: Project Coordinator, two Literacy Supervisors, five Community Reading Technicians, and one driver.

The orientation of the team occurred in three stages. First the Supervisor's orientation occurred, in which the project overview and methodology for community action, teacher training and reading camp curriculum content were studied in-depth. This induction then was carried out for the first wave of technical staff hired, then the second wave. The strategy of utilizing new recruits to prepare summaries for the next wave of recruits, was utilized as a way to enhance team comprehension of core concepts. All staff then participated in the in-depth Project Strategy orientation to held over ten days (to be described in the Quarter 3 Report.)

ORIENTATION OF PERSONNEL TO USAID REGULATIONS

Save the Children conducted a USAID regulations workshop, in order to ensure that all project staff were acquainted regulations applicable to USAID projects. The workshop covered: the basics of the cooperative agreements, regulations 226 & 228, the procurement process, and the marking and branding plan for the project. The workshop was the Finance Manager, Contract and Agreement Officer and other financial staff and was held for head office staff in Guatemala City as well for field office staff in the Quiche office location.

DEVELOPMENT OF RELATIONSHIPS WITH THE REGIONAL DEPARTMENT OF EDUCATION

The Save the Children Education team placed high priority on developing good relationships with the Regional Department of Education, despite the high turnover of three directors within the preceding months.

On January 31, the team conducted a visit to the Departmental Director of Education (DDE), Armín Rodríguez Motta presenting an update of the project's progress. He was pleased with the information, and reconfirmed his willingness to cooperate with the implementation process. He connected the project with the focal staff to support the revision of the translation work of the manuals methodology to the K'iche language.

On February 27, the team presented the project to the new Sub Departmental Director of Education, Miguel Marcelino Cabrera Vicente. He was supportive of the project and felt that is supported the goals of the National Reading Program.

In March, a new Departmental Director was appointed, and the team of USAID Guatemala, Mathematica, and Save the Children again introduced the project. This director was supportive of the project, and requested that the operations should not be implemented in communities where other similar interventions were occurring. He also suggested specific municipalities that could be prioritized for support and these suggestions were taken into consideration.

At the close of the quarter, the team was informed that Mr. Cabrera had been removed and that a new Departmental Director had been installed. The team was making preparations to re-present the project to the new Director at the start of Quarter 3.

INCORPORATION OF THE FIVE SKILLS OF READING INTO THE CURRICULUM

In order to facilitate the process for teachers to easily uptake use of the five skills of reading into the curriculum, the project is aligning the five skills into the Communication section of the national curriculum. The Project Coordinator, M&E Coordinators and Supervisors identified standards, general skills in L1 and L2, order skills, indicators of achievement as a precursor step. In Quarter 3, the project will continue elaborating the curriculum so as to suggest specifically what reading skills can be tied to each curriculum competency and suggest illustrative classroom activities under each.

TRANSLATION OF PROJECT MATERIALS INTO K'ICHE

In order to incorporate the use of the mother tongue on technical topics, it was considered important to translate into K'iche documents and tools that convey the project methodology. These include: the Community Action Manual, Teacher Training Manual, Reading Camp Curriculum and Parent's Flipbook on Reading to Children. A translator was hired locally to carry out this work. To review and verify the quality of the translation, the Departmental Director of Quiché, issued his opinions, suggestions and connected the team with a local expert in K'iche language. By the end of the quarter, in preparation for the intensive staff orientation workshop, the first chapters of each of the manuals had been translated.

PRODUCTION OF LOCAL READING MATERIALS

During Quarter 2, the team produced the first tranches of literacy production, resulting in poems, stories, oral tradition and community experiences. This first phase of production included phases of preparation, development and revision. The preparation phase allowed the team to establish some basic guidelines for writing in the K'iche language, general rules of style, and the importance of making materials relevant and contextualized. All team members were engaged to write, even the finance team. Emphasis was placed on creating materials in the K'iche language, with locally crafted illustrations. Simple short stories on one page (Spanish in front and K'iche 'on the back), laminated in plastic, will also contribute to the book bank. A selection of this quarter's titles includes: Our Mother Earth, John the Fisherman, The Hen and her Chicks, The Sacred Moon and Syany Xina, Maize Cultivation and Megan. These materials will form part of the book banks and will increase the amount of printed materials available to the community. The team also researched already existed published materials available for book bank use. A list of 89 commercial literacy titles focused on children of first, second and third grade was identified. The materials include: magazines, brochures, stories and fables. The Guatemala team will both purchase and create reading materials to reach the target of 200 titles in each book bank.

DEVELOPMENT OF MONITORING AND EVALUATION SYSTEM

The team's Monitoring and Data Coordinator has developed a package of monitoring and evaluation forms, for each of the indicators Global Investing in People USAID as well as the Project Specific Indicators. The project has also developed verification forms to support the activities of volunteers and provide a means for local activities to be documented. These verification forms include: school fact sheet, formative assessment tool for teachers, project activities attendance lists, log books for book banks, Reading Camps and Reading Buddies, community reading event forms, and membership cards to the book bank, and other forms. The preliminary package is under review for feedback and finalization. Staff have received an introductory orientation and will be trained on the forms in the following quarter.

COMPLETION OF THE LIST OF THE UNIVERSE OF SCHOOLS

During Quarter 3, the team spent an enormous amount of effort in identifying the universe of possible schools that could be included in the project. Working through the statistics system of the Ministry, the team obtained the official list of primary rural schools in Quiché as well as greater detail on academic background information from the 2011 academic year. The team also visited each of the technical administrative coordinators (CTAs), in order to obtain accurate and detailed information on which interventions were occurring in which school.

The list submitted to Mathematica was revised several times, taking into account the requests of the Departmental Director of Education, the USAID mission, (and in the first weeks of Quarter 3) the Chichicastenango CTA. The final universe of eligible schools without other interventions to

strengthen reading are: 174; distributed in the following municipalities: San Andrés Sajcabajá (68), San Antonio Ilotenango (28), Santa Cruz del Quiché (38) and Chichicastenango (40). This list was furnished to Mathematica for the analysis and definition of the selection strategy of the schools and the communities.

PREPARATION FOR INITIAL EVALUATION ACTIVITIES

The Quarter 2 visit of a Mathematica Representative allowed for the presentation of the evaluation design to be shared with Project Manager, Project Coordinator, Monitoring and Evaluation Coordinator, Supervisors and Technicians. The opportunity to have direct dialogue between the implementation team and the evaluation team was very beneficial for clarifying process and alleviating doubts.

The visit also allowed for the joint planning of the school consent meetings. In contrast to the Peru case, the Guatemala team prefers to carry out the meetings in clusters of schools, by municipality. In order to gain the commitment of the community, the project will invite principals of the schools, chairpersons of the Boards of Education and community leaders to jointly decide whether or not participate in the project. Each group will need to sign a consent form agreeing that they accept to be randomly assigned to a treatment group. The signing of the letter of consent ensures that intervention in communities and schools will be supported by these organizations and therefore more likely support from fathers and mothers and the entire community. The Guatemala team will have Mathematica and the local evaluation partner present jointly, with the implementer and the government, to avoid the problems that arose in the Peru case.

B. CHALLENGES

ISSUES AROUND TIMING AND TEACHER TRAINING

Various aspects of timing will serve as a challenge for the teacher training. Currently the Ministry of Education has issued instructions to all departments in the country for teachers to take advantage the most the school day, in order to make best use of the 180 days in the academic calendar. The government has asked organizations to limit the time that they remove teachers from class. This mandate is particularly in force at that latter half of the school year when teachers are trying to cover missed content before exams. For this reason, it will be necessary to hold special negotiations with authorities and municipal education departments in order to coordinate this process and ensure proper authorization for the time needed to implement the Leer Juntos in-school component. The project includes 9 teacher training modules that normally are delivered over the course of the year. The project will also try to condense or adapt the training to be delivered over 9 months to fit in the 3.5 months left worth of functional time in the academic calendar. This will require some compressing of the original training plan.

In addition, the project has learned that some CTA education local authorities have stated that afternoons are not good time to implement activities with teachers. The project will seek to mobilize intrinsic motivation of teachers to utilize their time to benefit the reading of skills of children, will try to seek ways to directly address the issues that keep teachers busy during afternoons (for instance, income generation) and will try to dialogue with government authorities to encourage use of afternoon time.

IMPLEMENTING TEACHER TRAINING AT A LATE POINT IN THE ACADEMIC CALENDAR

The project had earlier received the go-ahead, that evaluation activities would be complete and allow for implementation of the in-school component in early April. Unfortunately, with the current dialogues and timing with the new local evaluation partner, school consent meetings will not occur until mid-May which will mean that the earliest teacher training sessions could start in the beginning of June. The team has concerns about intervening this late in the school year. Teachers will have already formulated their yearly lesson plans, will be hesitant to change and will be beginning to cram content in preparation for the end of the year exam. It also leaves little time for students to practice the 5 core areas of reading. The project expects that introducing the teacher in-school component at this point in the school will have less than optimal impact.

However, the project is aware of the delicate balance of between a hybrid between a project and a research study and will have to accept the fact of lessened potential impact in the classroom in Year 1 in order to adhere to the requirements of the study. To turn a challenge into an opportunity, the project will use the condensed in-school component in year 1 in order to understand the challenges of teachers, to observe what aspects of the methodology teachers easily respond to, and what areas they need further reinforcement. All of this learning will be rolled into the implementation of the in-school component in year 2.

Leer Juntos, Aprender Juntos will look forward to introducing the in-school component at the start of the school year in Year 2.

COORDINATION AND MAPPING OF INTERVENTIONS IN EDUCATION AND READING

The project has exerted great effort in collecting information from organizations that are strengthening the reading process in the department of Quiché in order to avoid duplication of efforts and to ensure that schools that make up the proposed universe of school do not implement interventions that would confound the parameters of the study.

The Departmental Directorate of Education has shown an interest and consent to convene a meeting of all organizations that are developing projects in the area of education in Quiche, to coordinate and support interventions and make better use of resources. *Leer Juntos, Aprender Juntos* would also like to map interventions. Developing an attitude of willingness and openness with other organizations will in the long term benefit communities through collaboration.

Notwithstanding the project's efforts in conducting a mapping of interventions as accurately as possible, it is expected that after random assignment of groups, the conditions will continue to evolve and other donors and stakeholders may take an interest in providing development aid to the schools covered under the study. *Leer Juntos, Aprender Juntos* will continue to make the best effort possible to map interventions and coordinate, but the project will understand that it can stop all other interventions, and that the study will need to cope with the evolution of circumstances at the local level in each school.

MAXIMIZING LIKELIHOOD OF CONSENTING TO PARTICIPATE IN THE STUDY

The team expected potential challenges among the group of schools participating in Treatment C. It may be likely that directors and representatives of communities, want to participate in groups with direct intervention in schools and communities, and not just serve as a comparison group or receive services they consider less valuable. This situation should be handled with extreme care, in order not to cause hard feelings, or worst case scenario, dropping out of the study.

In order to forestall and minimize the rejecting of organizations to participate in the study, Save the Children will collaborate with Mathematica and DMC Borge to design a joint meet for obtaining

school consent. The project will invite school principals and community representatives to consult on their participation and to work jointly with the members of the team. For Save the Children staff, it is very important to know in advance, what reactions, reservations or concerns communities and schools have in order to address these early on—if possible prior to random assignment.

C. LOOKING TO THE FUTURE

During the upcoming quarter, the project will be occupied with the following activities:

TRAINER OF TRAINERS ORIENTATION

The project planned, in the month of April, to conduct the training of trainers workshop, in which technical and administrative staff of the project would participate and deepen their knowledge and understanding of both the *Leer Juntos, Aprender Juntos* project, as well as the Literacy Boost methodology. This event is expected to be an opportunity to share experiences, challenges for the implementation of the project and find the best strategies for implementation.

COORDINATION WITH THE LOCAL EVALUATION PARTNER

Over the next quarter, Save the Children in Guatemala plans to work closely with Mathematica and the new local evaluation partner, DMC Borge, during process of process of selecting schools, obtaining consent and preparing for the study. Save the Children will promote a respect of the roles and responsibilities, constant communication to the effect that each organization knows the work of the other and can support or facilitate activities, to ensure that the end product is achieved. Save the Children will also try to promote this approach in the way that the team presents the project to school principals and community representatives, so that the beneficiaries perceive all entities on the project as one group working toward the outcomes of the study.

PREPARATION FOR TRAINING TEACHERS AND VOLUNTEERS

In the upcoming quarter, Save the Children will conduct all the legwork necessary to prepare to implement teacher training with grades 1-3 teachers in 50 schools across the areas of three municipalities. Preparation will entail elaboration of training materials, customization of training manual to the local context, communication, negotiation and coordination with department government, contacting and invitation of teachers. Following the training of teachers, the project will simultaneously be conducting preparations for training of volunteers, including orientation to communities, identification of volunteers and preparations for initial volunteer training. The project expects that by the end of Quarter 3, all key project participants will have been trained and will be implementing the methodology of *Leer Juntos, Aprender Juntos*. When the methodology is implemented the project will begin monitoring, mentoring and coaching of teachers and volunteers.

PERSONAL STORY

In the future, this section will be dedicated to documenting the personal stories of participants in the project. Until the time that the project has identified the students, teachers and community members who will form part of the project, the project takes the opportunity to profile the stories of some of the *Leer Juntos, Aprender Juntos* staff who will both transform and be transformed as

participants in the project. The last quarterly featured Peru staff and this edition focuses on the newly employed Guatemala staff.

Maria Riquiac is a Literacy Supervisor for Save the Children, based in Santa Cruz de Quiche. She began as a student where she spoke only the Mayan language of K'iche, and she had to learn Spanish through literacy classes. She later went on to become a literacy teacher for Mayan children learning Spanish. She says, "Over time, I found that just working as a teacher, I wanted to have a wider impact, to reach more people." Her interests led her into the area of applied linguistics and she became a Promoter for the Academy of Mayan Languages. "I realized that the K'iche language also has its alphabet, its grammar, its structure. Just as people conduct studies on the German language or the English language, you could also conduct studies on K'iche". She later had the opportunity to pursue a Master's Degree in Gender in Barcelona. "In Barcelona, the Catalan identity is strong. Having been in Barcelona helped me identify much more with the linguistic community of Quiche. Sometimes being a 'localist' is important; that is the only way you can know the globe." When she reflects on the goals expected through implementing the *Leer Juntos, Aprender Juntos* methodology, "To be able to bring about greater results in learning, the use of language is primordial. We cannot talk to the child, if it is not in their language. We have to value language. Going to school is the first time a person is taken out of the home environment and put in a new school environment." Maria is now deepening herself in the methodology of reading and help her staff prepare to conduct teacher training in K'iche language for teachers who will work with K'iche students.

Juan Antonia Us grew up with one set of his grandparents speaking K'iche and the other set of grandparents speaking Uzpantec. His first encounter with Spanish, occurred when he would take the milk to market for selling as a child. Since then, Juan has been able to work with children, youth and adults, on the mastery of reading and language, serving as a teacher, project implementer and university professor. He has also had the opportunity to work with the Academy of Mayan Languages in developing Uzpantec language, has developed reading and instructional materials in K'iche, and has worked on bilingual education projects. "Basically, my academic training has allowed me to become a much broader person, to see things from another view. When I came into this project, at first I was not oriented. After I learned about the methodology, I became convinced, and as we, in turn, trained the field workers, my understanding of the core skills of reading became much deeper. Our recent two week training together has given us a much wider panorama and has clarified the methodology. Personally, for me, this project is a grand goal, we are going to have experiences that mean a lot. The project success will rest not on us, but truly on the teachers who will share this knowledge and implement this methodology with their students. For me, the most interesting and innovative part of this methodology is that the community will be one of the most important partners for the development of learning in children. This special feature of the methodology is to be supported by volunteers and youth leaders, and with the participation of parents in the telling of stories and legends that will reinforce the children's knowledge in the subject of reading."

CONCLUSION

Overall, Quarter 2 was a period of preparation. In both Guatemala and Peru, the entire team of field staff was hired, new office space was located and made functional, and entire teams in both countries were oriented to the methodology of the project, *Leer Juntos, Aprender Juntos*, as well as to the Save the Children methodology of Literacy Boost.

The finalization of the evaluation design really helped to bring clarity to the issues raised during Quarter 1. In both countries, the team engaged in intense coordination with Mathematica, in terms of searching out and researching all information needed to complete the parameters of the universe of schools. Once this was conducted, both countries hosted a visit from Mathematica and engaged in joint planning of the processes of school consent.

In the Guatemala context, the successful transition from the local partner to implementation through the Save the Children US in Guatemala allowed for the expedient hiring of staff and ramping up of project activities to full pace, with high quality, committed staff in place.

During the second quarter, USAID granted approval to revise the budget, in accordance with the transition of partners in the Guatemala context. During the latter part of the quarter, country teams engaged in realigning their budgets with more actual costs. The first part of quarter three will be dedicated to compiling and finalizing the budget for forward submission to USAID.

Quarter 3 activities will also focus on giving adequate support to country teams from head office and country level offices so that the teams can adequately prepare for introducing the project to communities, training teachers and training volunteers.

The project also will coordinate with Mathematica and its local partners in the conducting of the baseline, while Save the Children will conduct the requisite information that it needs for beginning of project implementation. *Leer Juntos, Aprender Juntos* will monitor the process of school consent in both countries to seek to ensure maximum participation in the study.

Quarter 3 will be packed with action and will draw up on the preparation steps taken in Quarter 2, as the foundation for successful scale-up of activities in the next quarter.

UPDATES AS PER WORK PLAN

Please see the attached work plan items with descriptions of progress achieved during the first quarter.

APRIL 2013 UPDATE ON WORKPLAN ACTIVITIES

Shading Key
Guatemala
Peru

		Quarter 2			QUARTERLY PROGRESS
No.	Project Management and Partner Capacity Building	J	F	M	
0.01	Key personnel take up positions				<i>completed in previous quarters</i>
0.02	Complete recruitment and orient staff				8 staff recruited and oriented in Peru. 12 staff recruited and oriented in Guatemala.
0.03	Introduce project to MOE and other key government stakeholders				<i>completed in previous quarters.</i> Additional: In Peru, project conducted to orient MOE holding 3 meetings with provincial/district directors, 2 with national level ministry staff and innumerable weekly/daily meetings and interactions with other district government officials. In Guatemala, project conducted 3 orientations of departmental director/subdirector, 1 meeting with vice-minister, and ongoing interactions with other departmental and national level government officials
0.04	Establish project management and coordination mechanisms with MOEs and USAID offices				<i>completed in previous quarters</i>
0.05	Collaborate with Evaluation Unit and government partners to select intervention and control schools				In Peru, coordinated with Mathematica and government officials to finalize the list of possible treatment schools, carried out all preparations for the consent process, conducted training on how to obtain consent. In Guatemala, coordinated with Mathematica and government officials to finalize the list of possible treatment schools, carried out initial preparations for the consent process.
0.06	Introductory project community meetings				<i>to be implemented in future quarters, due to the timing of assignment of treatment groups.</i>
0.07	Quarterly community progress update meetings				<i>to be implemented in future quarters</i>
0.08	MOE stakeholder annual project review and planning workshop				<i>to be implemented in future quarters</i>
0.09	Prepare quarterly performance reports for USAID				prepared report for USAID
0.10	Closeout community meetings at end of project				<i>to be implemented in future quarters</i>
<i>Partner Organizational Dev't Capacity Building Activities (Peru)</i>					
0.11	Participatory capacity assessment with local partner				<i>completed in previous quarters</i>
0.12	Identification of needs, targets, and benchmarks for capacity building of local partners				<i>completed in previous quarters</i>
0.13	Targeted capacity building training activities with local partners				Carried out two week intensive training on orientation to Leer Juntos Aprender Juntos project and in-depth training in the Literacy Boost strategy
0.14	Annual capacity building review and planning				<i>to be implemented in future quarters</i>
IR 1: Improved Mother Tongue and/or Spanish Reading Instruction Applied by Teachers, Focusing on 5 Key Reading Skills					
1.01	Translation of teacher training modules as needed				In Peru, began preparation for future translation. In Guatemala, completed translation of the first set of modules in Kiche.
1.02	Mapping of Literacy Boost teacher training content against the national curriculum				In Peru, completed mapping of reading skills to the national curriculum. In Guatemala, carried out initial groundwork for later completion in Quarter 3.
1.03	Review teacher training modules and adapt/contextualize stories, passages, or texts using local language examples				In Peru, initial modules adapted, local content added to training plan. In Guatemala, modules reviewed for adaptation and local content adapted in first weeks of Quarter 3.
1.04	Training of trainers (TOT)				In Peru, conducted in February. In Guatemala, preparations conducted in Quarter 2. training conducted in the first days of Quarter 3.
1.05	Teacher training sessions				<i>to be implemented in future quarters, due to the timing of assignment of treatment groups.</i>
1.06	Applying training in the classroom				<i>to be implemented in future quarters, due to the timing of assignment of treatment groups.</i>
1.07	Classroom observation and monitoring				<i>to be implemented in future quarters, due to the timing of assignment of treatment groups.</i>
IR 2: Improved Access to and Use of Mother Tongue Reading Materials Inside of Schools and Out					
2.01	Conduct literacy market survey of currently available children's books				In Peru, analysis conducted in shops, presses, universities and libraries. In Guatemala, analysis conducted and matrix of over 100 titles identified.
2.02	Assess and select materials for inclusion in book banks				In Peru, 150 initial titles identified, and these were narrowed down for appropriateness to reading level. In Guatemala, a total of 89 appropriate titles identified.
2.03	Procure and/or develop materials for book banks				In Peru, team was training in local material production and began producing. In Guatemala, team received an initial orientation and began producing local materials in advance of the in-depth training

Annex A: Illustrative Work Plan

2.04	Selection and training of volunteers to organize and keep the books				<i>to be implemented in future quarters, due to the timing of assignment of treatment groups.</i>
2.05	Book bank delivery				<i>to be implemented in future quarters, due to the timing of assignment of treatment groups.</i>
2.06	Book bank monitoring and replenishment				<i>to be implemented in future quarters, due to the timing of assignment of treatment groups.</i>
IR 3: Increased Parental Actions to Support Children's Mother Tongue Reading Skill Development					
3.01	Translate/adapt community strategies to promote literacy flipbook				In Peru, began preparation for future translation. In Guatemala, completed translation of the flipbook in Kiche.
3.02	Translate/adapt community reading awareness workshop modules in the community action toolkit				Guatemala translated the community reading awareness modules latest version into Spanish and shared these with Peru. Both countries began translation of the modules into local language.
3.03	Reading awareness community workshop training of trainers				<i>to be implemented in future quarters, due to the timing of assignment of treatment groups.</i>
3.04	Reading awareness community workshops				<i>to be implemented in future quarters, due to the timing of assignment of treatment groups.</i>
3.05	Program monitoring and follow-up				<i>to be implemented in future quarters, due to the timing of assignment of treatment groups.</i>
IR 4: Increased Level of Children's Mother Tongue Reading Practice Outside of School					
4.01	Reading camp training of trainers				<i>to be implemented in future quarters, due to the timing of assignment of treatment groups.</i>
4.02	Recruit and train community volunteers to serve as reading camp counselors				<i>to be implemented in future quarters, due to the timing of assignment of treatment groups.</i>
4.03	Organize children in intervention schools into reading camp groups				<i>to be implemented in future quarters, due to the timing of assignment of treatment groups.</i>
4.04	Reading camp weekly after-school sessions				<i>to be implemented in future quarters, due to the timing of assignment of treatment groups.</i>
4.05	Read-athon/Reading festival culminating activity				<i>to be implemented in future quarters, due to the timing of assignment of treatment groups.</i>
4.06	Reading buddies program implementation				<i>to be implemented in future quarters, due to the timing of assignment of treatment groups.</i>
Performance Monitoring and Support to Evaluation Unit					
<i>Collaboration & Support to Evaluation Unit</i>					
5.01	Collaborate on development of evaluation plan and timeline; review and refine research questions as needed				Input provided into the evaluation plan and timeline. Input provided on the research questions.
5.02	Support design and selection of evaluation instruments				Suggestions provided on baseline instruments. Feedback provided to consent letters and school consent protocol.
5.03	Participate in development of sampling plan				Extensive collaboration with Mathematica on preparation for random assignment and sampling.
5.04	Assist in training of enumerators as needed				<i>to be implemented in future quarters, due to the timing of assignment of treatment groups.</i>
5.05	Support baseline data collection as needed				<i>to be implemented in future quarters, due to the timing of assignment of treatment groups.</i>
5.06	Support midline data collection as needed				<i>to be implemented in future quarters</i>
5.07	Support endline data collection as needed				<i>to be implemented in future quarters</i>
5.08	Technical review of evaluation data analysis and draft reports				<i>to be implemented in future quarters</i>
<i>Project Monitoring</i>					
5.09	Training of project field staff on monitoring tools				In Guatemala, monitoring tools completed, revised and shared with the Peru team. Initial training conducted, additional training to be conducted in Quarter 3. In Peru, monitoring tools training not conducted until Monitoring and Data Coordinator was hired in Quarter 3.
5.10	Regular field-based performance monitoring data collection				<i>to be implemented in future quarters</i>
5.11	Quarterly monitoring data analysis and reporting				Quarterly monitoring data analysis and reporting conducted
5.12	Ad hoc reports and data updates as requested				Information provided to USAID as needed. No ad hoc reports requested.