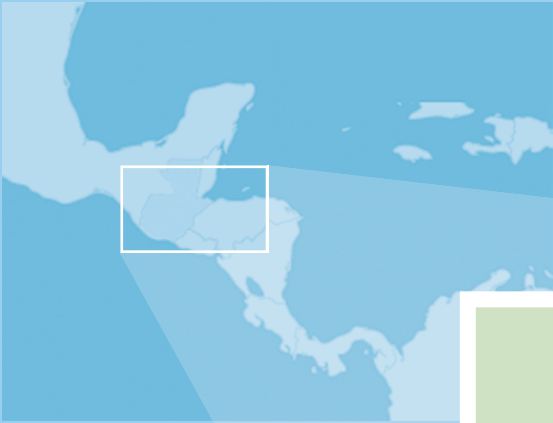


ANNUAL
REPORT
2012

CHILD AID

When children read, communities prosper.





Cover: Jorge Sanum Buch, Child Aid reading promoter, reads aloud a storybook to girls in Xojolá, Guatemala. Above: View of Lake Atitlán from Godínez, Guatemala.

A Letter from Our CEO

Dear Friends,

As you read this Annual Report, I hope you keep in mind that none of our work this past year would have been possible without you and your generosity. Thank you for putting trust in Child Aid and in the work we do. It is our hope that after reading this year's Annual Report, you will understand with even more clarity how Child Aid is having a greater impact in 2012 than in any other year to date.

I'm so proud of the team in Guatemala. Country Director, John van Keppel, has assembled a remarkable group of talented and motivated Guatemalans focused on improving teacher and librarian performance. Our team represents the multi-lingual and multi-cultural strength that defines Guatemala.

Your support helps communities build their capacity to educate children. Once teachers begin to increase their effectiveness, once they have the books they need to inspire and motivate, each child who passes through their classrooms has a world of opportunity and hope that her or his parents never had.

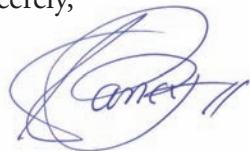
Your investments also allow us to continue our support of libraries and librarians. A library is the community's literacy hub, and the spokes that radiate into the community are after-school and summer reading programs that seek to sustain the reading level gains made throughout the year.

It is our faith in this impact, as well as the sense that this is a key moment for Child Aid, that we present this year's annual report.

We believe that we are creating the tools, pathways and energy that can help transform teaching and learning in Guatemala. We believe that our programs can help move the needle on increasing literacy and thus move a step closer to eradicating poverty.

We hope you will join us as we continue our programs of transformational education in Guatemala by helping those we work with to change their communities and thus their world.

Sincerely,



Nancy Press, Ph.D.
Cofounder & Chief Executive Officer

What We Do

Child Aid's mission is development through literacy. Much data support the view that increasing literacy may be the most powerful lever to enhance economic opportunity while also enriching lives. The *Reading for Life* program you are supporting directly targets children's learning with three interacting and powerful approaches: Training Teachers; Improving Libraries; Providing Books.

Training Teachers

Data from both the developed and developing world show that the key to improving student accomplishment is teacher effectiveness. In Guatemala, teachers enter the primary school setting lacking knowledge of all but the most rudimentary aspects of

Thanks to our supporters, girls like this are now reading for an hour every day as part of Child Aid's *Reading for Life* program.



Opposite: A teacher from Cerro de Oro, Guatemala puts her newly obtained literacy skills into practice during a reading activity with her student.

literacy. Often, rural primary school teachers read at a 7th grade level and many will admit they lack the habit of reading. Classroom instruction depends on rote memorization and teachers are not given an understanding of, or techniques for, developing comprehension, analytic abilities, writing abilities or imagination. The *Reading for Life* program is specifically designed to address those gaps, working with teachers in both large groups and through individual, in-class mentoring.

Our training sessions are conducted by Guatemalan literacy staff who are assigned to schools in the areas where they were raised. They know their area intimately and speak the indigenous language used in that region. The training that your support

makes possible increases the teachers' confidence, makes their teaching more enjoyable and helps them become more successful educators. And every teacher trained has an impact not only on the students in class that year - but for all the classrooms in which they teach during the rest of their careers.



Improving Rural Libraries

Because access to books is very rare in rural Guatemala, we work with libraries to become spaces in which children can learn and in which the community can take pride. *Reading for Life* builds the capacity of local people to create and maintain functioning libraries that become hubs for reading promotion and literacy education.

You are supporting a literacy staff that trains librarians to become resources for children's reading and investigation. After school and vacation reading activities help build the habit and love of reading even when school is out.

Providing Books

Books are the building blocks of literacy. They are critical to helping Guatemala's poorest children reach their potential, in school and in life. Yet schools are often utterly lacking in books or text of any kind while rural libraries may contain one hundred or fewer volumes. Your support helps Child Aid ship tens of thousands of Spanish-language books to Guatemala each year and to deliver them to remote schools and libraries. We work closely with U.S. publishers and nonprofit book consolidators to acquire supplies of high-quality books that are carefully selected to be culturally relevant and appropriate to students' ages and abilities.



"Because of Child Aid's Educational Assistance Fund, I can now finish my law degree when lack of money was making it seem impossible. The fund gave me the money, and the motivation, to take this last step."

—Graciela Landa Pichiyá

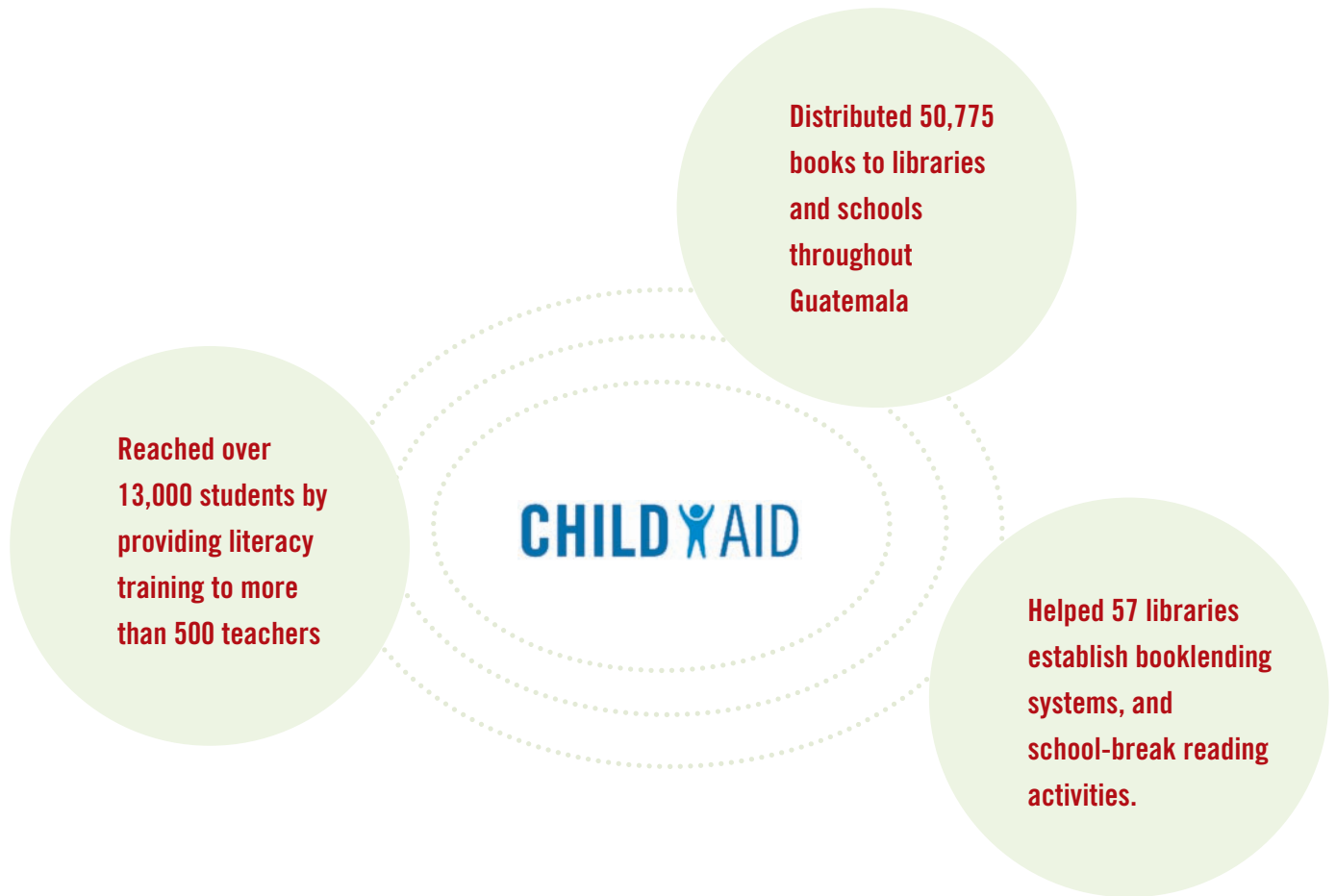
Developing Our Staff

Child Aid's first program recipients are the *Reading for Life* staff themselves. As of 2012, your contributions helped support a staff of 16 Guatemalan teachers and librarians, many of whom were plucked from the classrooms and libraries where *Reading for Life* trainings occur. These are the exuberant, talented and dedicated individuals who stood out from the crowd.

In order to enhance their continuous professional development and offer them opportunities to pursue their own dreams, Child Aid has established a fund to support tuition for on-going courses of study and special training opportunities.

Graciela Landa Pichiyá is one of our staff recipients. In 2012, her dream of having a college degree became a real possibility. Thanks to Child Aid's Educational Assistance Fund, Graciela will be the first person in her family to graduate from college. She loves working for Child Aid, and in the future, Graciela plans to open her own law practice to help indigenous women who need legal aid, thus spreading the effect of your support for Child Aid even further.

Our Impact in 2012



Glenda Noehemi Guarchaj

Teacher, Palanquix School, Palanquix Cotiyab, Nahualá, Guatemala

Glenda Noehemi Guarchaj is a third-grade teacher in the small town of Palanquix Cotiyab. Like most rural towns in Guatemala, Palanquix Cotiyab's school was sorely lacking in educational resources. In addition, many children there grow up speaking K'iche, not Spanish. This makes it very difficult for children to learn in school and many drop out while others never catch up to native Spanish speaking students. Glenda wanted to find a way to help motivate her students and help them be more successful in school.

In 2012, she heard about Child Aid's teacher training workshops and signed up. Because of your support, she learned techniques to better teach children to read. And because so many of her students, like Glenda herself, spoke K'iche, she was given literacy training using bilingual methodology and materials. Glenda's students are now engaged in reading more than ever.

"After my first year of Child Aid teacher training, I can prepare better lesson plans and reading activities that engage my students."

—Glenda Noehemi Guarchaj



A Special Partnership: FUNDIT

Top: A class photo of preschoolers from CEDIN in El Tejar, Guatemala.

In 2000, Child Aid was presented with a challenge and an opportunity. In that year, when the founder of FUNDIT, Nancy de España, passed away unexpectedly, it seemed likely that her work in the town of El Tejar would die as well. FUNDIT comprised a set of programs including the first Montessori-based preschool for poor children in the country (CEDIN), one of the best community libraries in rural Guatemala and a scholarship program for the most promising students at CEDIN. These were wonderful programs. So, when some of FUNDIT's US-based supporters, along with the Guatemalan Board of Directors, approached Child Aid and asked for our help, we quickly agreed. Child Aid took over FUNDIT's reserve fund and their donor list and agreed to fundraise for the organization while launching them on a path to obtain further funding for themselves.

In the past 12 years, FUNDIT has continued to flourish, and some of the CEDIN preschoolers who were given scholarships have now graduated from college. FUNDIT provided something key to Child Aid as well: El Tejar has become a laboratory for development of some of the key parts of the *Reading for Life* program. It was in the FUNDIT library that Adventures in Reading — Child Aid's school-break reading program — was first created and honed. It was also in the FUNDIT library that we worked to develop strategies to overcome librarian resistance to lending out books to children. Thus Child Aid has helped preserve a stellar project in El Tejar, while using FUNDIT as a laboratory to develop programs that reach far beyond this one town.

Evaluating Our Work

We believe a program is only as good as the impact it achieves.

Last year we carried out a formative evaluation to assess how well the materials and methods of the *Reading for Life* program fit with best practices for achieving our program's goals. Phase One began by having staff identify the barriers to literacy that *Reading for Life* was designed to address and overcome. We undertook a bibliographic

search to find best practices in education (especially in a developing world context) for overcoming those barriers.

We then examined the *Reading for Life* curriculum through the lens of those best practices. The results strongly supported the structure and content of our program work.

In 2012, we undertook Phase Two, partnering with an expert in international development and education. She reviewed our curriculum and then spent two weeks

touring and observing our program, along with our staff, and interviewing all levels of program participants. Her assessment was extremely positive and included recommendations on how program implementation could be improved, all of which have been implemented.

(See Kristin Rosekrans' report at <http://child-aid.org/kristin-rosekrans>)



John van Keppel, Child Aid's Guatemala Country Director, engages in a discussion with school administrators on best practices for classroom literacy activities.

Next year, we are planning the design of a summative evaluation that will assess how well the program is working to achieve its goals. This will include measuring teacher improvement, as well as improvement in reading, writing and critical thinking abilities of students.

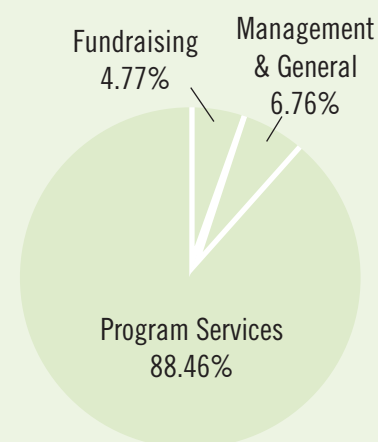
A key measure will also focus on how well the schools that “graduate” from the *Reading for Life* program retain the practices and approaches they learned.

Financial Highlights

Child Aid is an efficient, cost-effective organization. We focus our work where we can make a significant and lasting difference in children's lives. We take our responsibility to donors very seriously, ensuring that their support makes a difference. With the help of volunteers and a hard-working staff, we minimize our overhead and maximize impact. Our supporters are direct partners who help us train teachers, improve libraries, and provide books, in order to better educate children.

Balance Sheet

Revenue	Unrestricted Cash & Security Contributions	\$301,261
	Restricted Contributions & Grants	\$510,960
	In-Kind Donations (non-cash)	\$452,639
	Investment Income	\$198,761
	Total Revenue	\$1,463,621
Expenses	Program Services	\$1,092,891
	Management & General	\$83,554
	Fundraising	\$58,983
	Total Expenses	\$1,235,428
Revenue Over Expenses		\$228,193
Assets	Cash Restricted	\$7,808
	Cash Unrestricted	\$430,456
	Securities Restricted	\$168,481
	Securities Unrestricted	\$1,088,596
	Other Assets	\$1,308
	Total Assets	\$1,696,651
Liabilities	Accounts payable & current liabilities	\$26,807
Net Assets	Unrestricted	\$1,264,441
	Temporarily restricted	\$405,403
Total Net Assets:		\$1,669,844
Total Liabilities and Net Assets		\$1,696,651



Many Reading
for Life students
from rural villages
live in extremely
simple houses
like this.



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A boy shares a brand new storybook with his little brother in the community of La Vega, Guatemala. Without their trained teachers and relevant books, these brothers would struggle with reading in school and beyond.

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