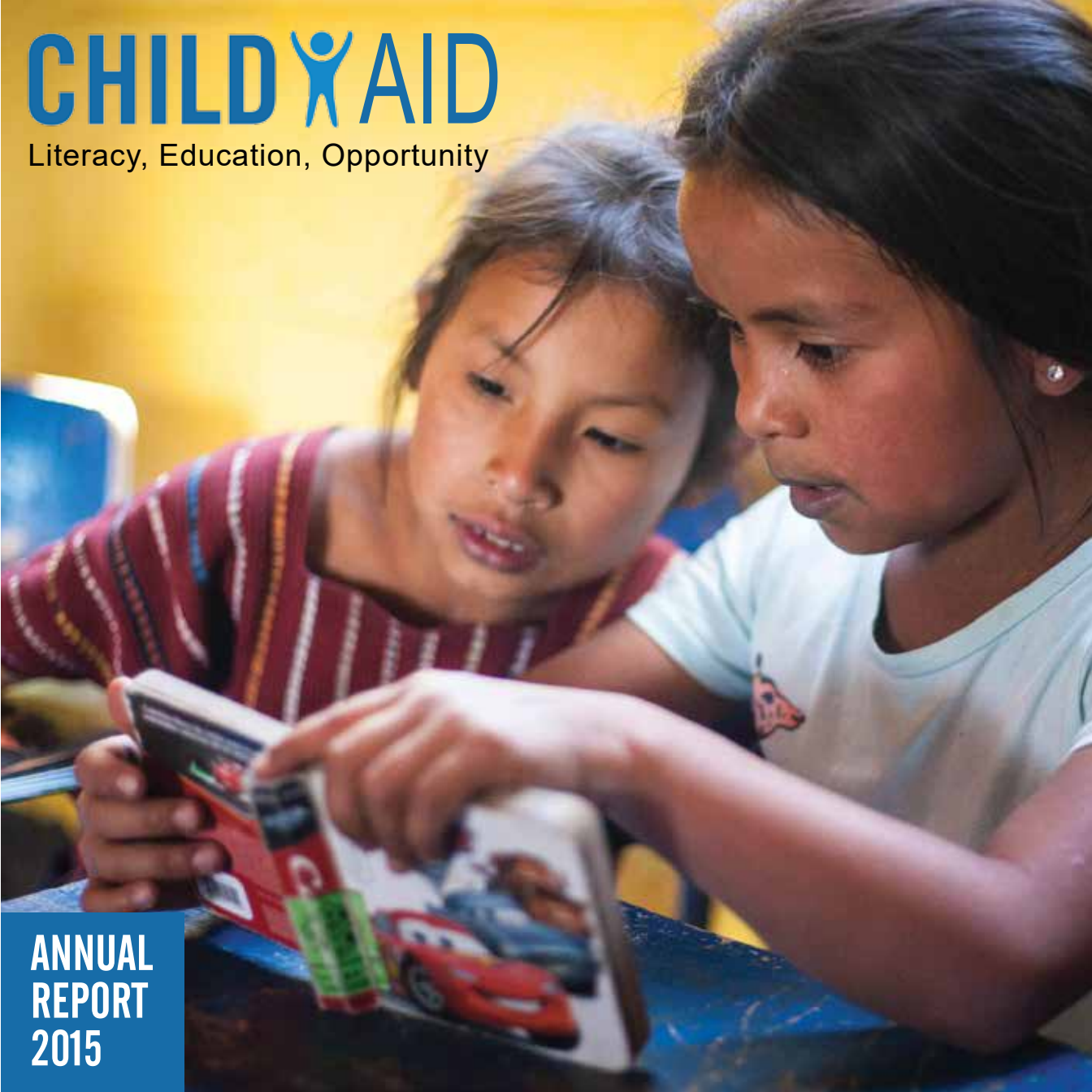


CHILD AID

Literacy, Education, Opportunity



**ANNUAL
REPORT
2015**



Education is a powerful catalyst for change. It imparts knowledge and skills that enable people to reach their full potential and contribute to their communities and the world. By providing training, high-quality books and ongoing support, Child Aid is empowering a new generation of Guatemalan teachers to improve the quality of education for their students so that children can imagine, pursue and realize better lives.

Changing Lives Through Literacy and Education

In 2015, Child Aid continued to make strides toward our mission of transforming the way Guatemala educates its children. Change can be measured in numbers and statistics, but it is perhaps best appreciated in the stories of the individuals who experience change in their own lives. For each time that a child opens a book, a trainer and teacher sit down to work together or an principal finds a new way to inspire and motivate his teachers, they are taking a step toward creating a brighter future for themselves and their communities.

We want to share the stories of a few of the thousands of students, teachers, principals and trainers whose lives have been changed through your support of literacy and education. We hope their stories will inspire you as we continue to work together to create opportunity and alleviate poverty for all of Guatemala's children.

THE EDUCATION CHALLENGE IN GUATEMALA

More than
60%
of the indigenous population is illiterate.*

In rural communities, only
4 of 10
students will reach 6th grade.*

7th grade
Reading level of the average Guatemalan teacher

Source: *UNESCO Institute for Statistics



Aracely Cortéz Lec

Third Grade Student, San Isidro School

Aracely Cortéz Lec is a third grader with a shy smile and a quiet manner. She attends the school in San Isidro, a small village in the hills around the town of Sololá. From the very beginning of the school year, Aracely's teacher Rodrigo Bocel Cuc, noticed that she was struggling with reading and reluctant to participate in class.

"She was nervous about her reading," he says. "She was having difficulties in her learning and wasn't progressing as well as the other students."

Things began to change for Aracely when her school set up a small library for students, thanks to donated books, training and support from Child Aid. Her teachers were now able to create a space where students could read and explore books during their free time.



Aracely with her mother, Margarita.

Aracely began to go to the library during recess. At first, she just turned the pages to look at the pictures. Every day, the teacher in charge of the library encouraged her to read the words as well. She started reading books with short phrases, sounding out the words slowly and methodically. Bit by bit, her confidence grew and she began to

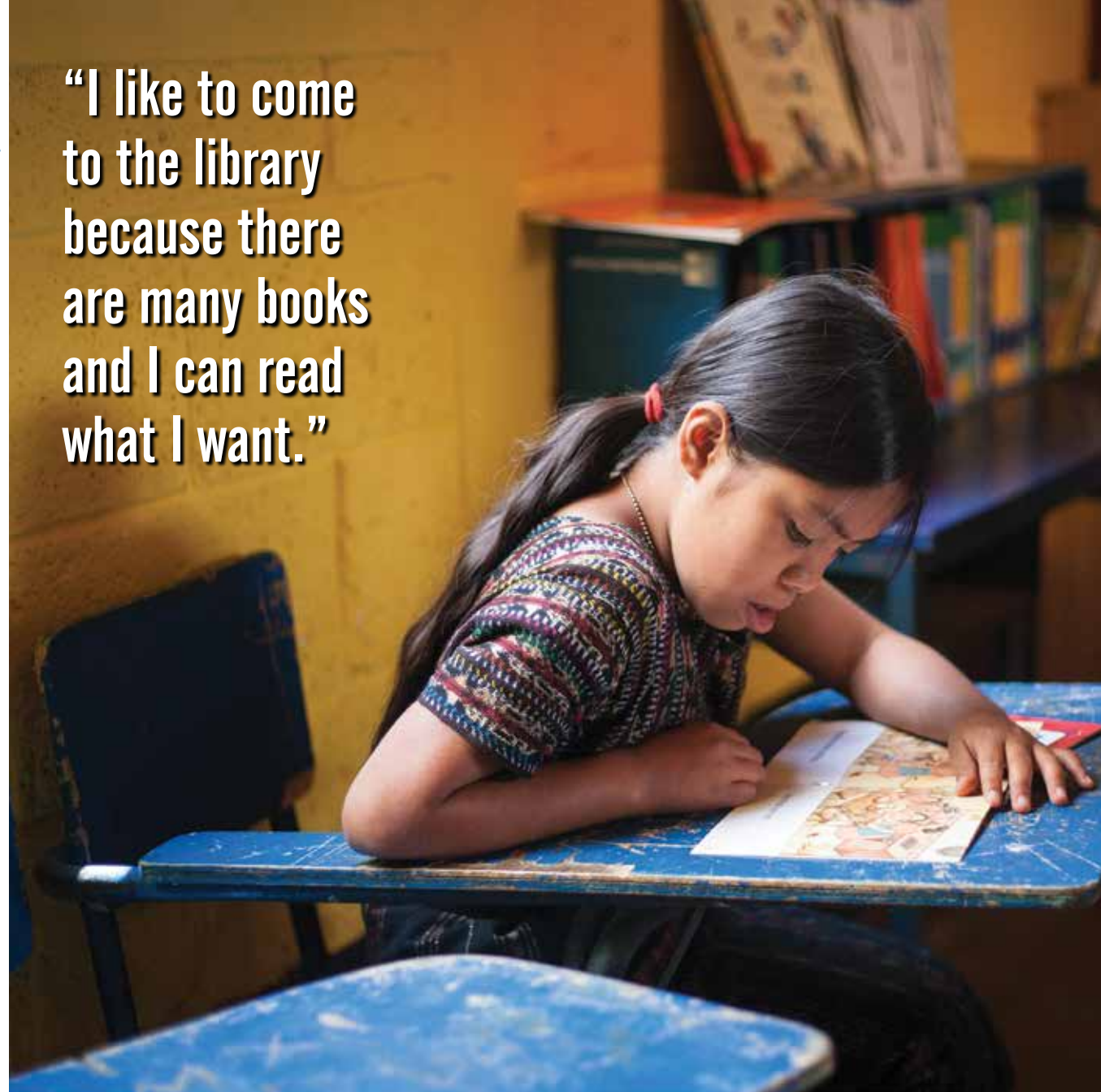
try more challenging books. Now she is a regular visitor to the library and one of the girls who has read the most books during recess time.

When asked about her favorite book, she goes to the bookshelf and picks out a book called simply, "Birds." "This is the one that I like the best because it was the first one that I was able to read by myself," she says. "Because it has small words."

Her teacher Rodrigo has noticed the change in Aracely. "She has been helped a lot by reading in the library because by the end of the year, her schoolwork has improved in all of the subjects," he says. "Now when we read aloud in class, she is the first one to volunteer."

Aracely's mother Margarita, who only speaks Kachiquel and cannot read or write herself, says she's happy and grateful for her daughter's growing skill and confidence in reading. "Before, when notes came to the house, I would ask Aracely to read them and she didn't want to. Now she reads them to me, which is a big help. And when the cell phone rings, she quickly asks to read the message to me. She is reading everything now."

"I like to come to the library because there are many books and I can read what I want."



Telma Tzirín Mucía

Preschool Teacher, Xejolón School

When you peek into the preschool classroom at the Xejolón school, teacher Telma Tzirín Mucía invites you in with a big smile on her face, saying, “Welcome to our little school. Come in. We were just beginning the reading of the day.”

Alongside her desk is a small table decorated with many bright, colorful books that she received from Child Aid.

“My students get very excited when they see the books,” she says. “They say ‘Teacher, it’s time to read!’ Sometimes we read 2 or 3 books and when we finish I give them time to choose their favorite books to read.”

Before Telma began the Child Aid program, helping her students learn to read was a struggle because she didn’t have either the resources or the training she needed.

Although she has been a teacher in Xejolón for eight years, Telma had never had anyone in her class to help her improve her teaching before. So she was understandably nervous when Child Aid Trainer Marilena Ixen arrived for her first one-one coaching session.

“At first I felt a little bit uncomfortable, because there was someone in my classroom. But Mari always says ‘I’m not here to supervise, I’m here to be with you and help you. If you have any doubts we can figure them out.’ I think Mari has inspired confidence in us as teachers. The trust between us has helped me a lot. I have never experienced that before and it has been beneficial and very satisfying to have that kind of support.”

“Teachers say that the follow-ups are what make the program special,” adds Marilena. “They often don’t understand what they see in a workshop until they see it modelled in their classrooms.”

“Even after the first workshops, I was a little bit timid about expressing myself when reading out loud,” says Telma. “I would focus only what

what the readings said and didn’t know how to help students understand the story. But the techniques I am learning from Child Aid have helped me make my classes more engaging for the students. My children do not get bored and they learn faster.”



Individualized coaching has helped Telma develop confidence in the classroom.



“I have started to be more confident in myself, and my kids are more confident as well. One of my goals is that my little ones leave my classroom reading. Reading will open many doors for them.”

Edgar Rolando Urizar Sanchez

Principal, Miguel Garcia Granados School

Principal Edgar Sanchez is proud of his school of 20 teachers and over 400 students and takes an active role in helping everyone succeed.

“The role of the principal covers everything,” he says. “I am at the head of the group of teachers and students. So if I don’t push them, if I don’t motivate them, if I don’t get involved with them, the school doesn’t work. It’s like a car without a driver.”

Unfortunately, the majority of primary schools in Guatemala are like that driverless car. Many schools are so small that the principal must keep teaching classes while being inundated with administrative work. They are given few resources and little incentive to work toward improving teacher performance and student outcomes.



In workshops, Edgar's teachers get hands-on experience using new classroom techniques.

“Over the years, the Ministry of Education has emphasized reading and writing in the school through various programs and trainings, but without follow up in the schools,” he says. “So teachers aren’t motivated to change. Teachers may say that they are using the techniques in their classrooms, but that really isn’t happening.”

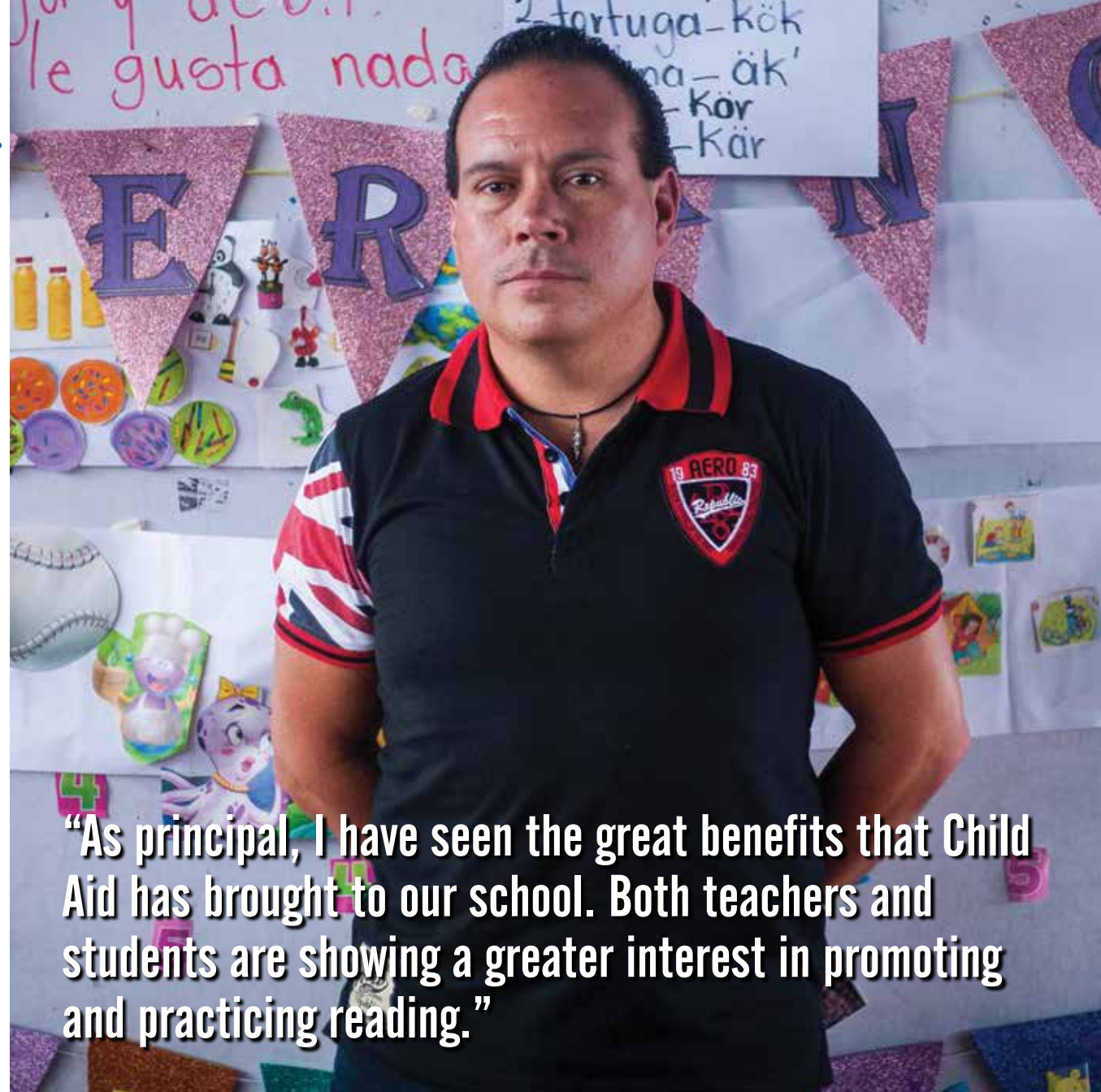
So when Edgar found out that his school would be joining Child Aid’s program this year, he was

skeptical that another training program would make much of a difference in changing teacher practices. He says his attitude changed after the first workshop, when Child Aid trainers arrived for follow-up sessions with teachers.

Soon he began seeing teachers using new techniques in their classrooms -- reading out loud to students, asking questions and encouraging students to read. He realized that the individual coaching and support provided by the trainers was the piece his teachers had been missing.

“That’s when I began to think that this program might be something different and could really help our school. The ability, professionalism and dedication shown by the Child Aid trainers have been fundamental in helping motivate our teachers to promote reading.”

“This first year working with Child Aid was a big success,” he says. “And our hopes and expectations for the next three years are great. The program will help us prepare our students to be learners and thinkers so that they can make their voices heard in the not too distant future.”



“As principal, I have seen the great benefits that Child Aid has brought to our school. Both teachers and students are showing a greater interest in promoting and practicing reading.”

Mildred Jocabed Ramirez Esquina

Child Aid Literacy Trainer

I remember I was very excited to begin school in first grade. On my first day of classes, my mother took me and said, “You’ll have books, you’ll have crayons, you’ll have games and you will have fun.” But little by little, I lost my enthusiasm because the reality of school did not match my expectations. There was only one book for us to use for the whole year and I learned to read by dictation and copying, nothing else. If the teacher wanted to tell us a story, it was oral. We didn’t have story books for reading aloud. So school was often frustrating for me.

My father was traditional and did not see the value in girls getting an education. But my mother is one of those people that believed that her daughters could do better than her. She did not know how to read or write but she said, ‘I want you to have a career.’ She was very strong in supporting me to continue my education.



Mildred is gaining the skills and confidence to become a leader in her community.

My first job after school was at the Puerta Abierta library in Santiago-Atitlan, which was run by an NGO. It was a challenge because my reading skills were not very good. But my boss encouraged me

to read every book I could in the library. Later I was put in charge of the afternoon reading club. I had to prepare to talk to the kids about the books so I read each one two or three times. Thanks to those experiences, my reading improved and I feel much stronger. Now I read not because I have to but because I enjoy it and I know if I am reading I am learning.

Working for Child Aid, I am able learn along with the teachers and students, which is helping me grow personally and professionally. I am learning how to help teachers change their teaching by showing them how to do it. Because the challenge is that they have the desire to improve but they don’t know how. So we bring the ideas and support that allows them to be successful.

It is very exciting to see the changes that happen in a school when teachers begin to use the techniques we have given them. The teachers say, “The kids are reading on their own! They are participating in class! They are beginning to share ideas!” This gives me great satisfaction to know that our work is making a difference.



“I am proud that I am able to be an agent for change in my community through reading and education.”

2015 Program Results

TEACHER TRAINING

424
teachers trained

52
participating schools

1,544
workshop follow-up sessions completed

92%
of teachers attended all workshops and follow-up sessions in 2015

LIBRARY TRAINING

132
teachers & librarians

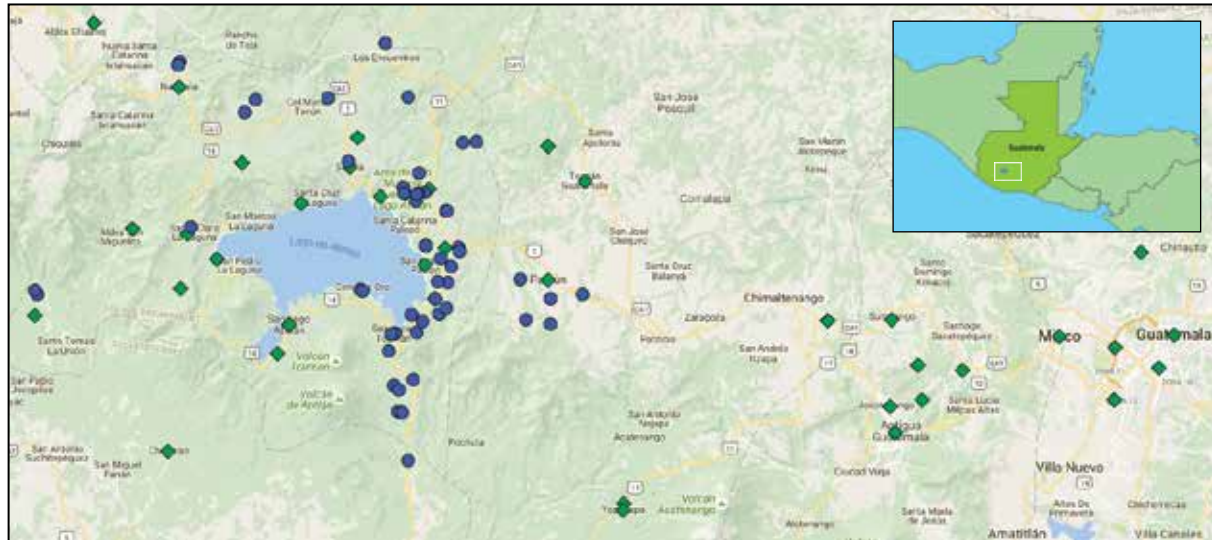
78
participating schools & libraries

2,400
students participated in *Adventures in Reading* vacation reading program

BOOK DONATIONS

180,000
books distributed to schools & libraries

Participating School and Libraries



● Teacher training schools ◆ Librarian training schools and libraries

Financial Highlights



\$953,494
IN CASH DONATIONS



\$382,980
IN-KIND DONATIONS



\$1,577,503
TOTAL REVENUE

Combined Statement of Revenue, Expenses, and Changes in Net Assets

REVENUE		
Unrestricted Cash & Security Contributions	\$453,968	
Restricted Contributions & Grants	\$499,526	
In-Kind Donations	\$382,980	
Investment & Other Income	\$241,029	
TOTAL REVENUE	\$1,577,503	

EXPENSES		
Program Services	\$1,338,690	
Management & General	\$93,404	
Fundraising	\$144,038	
TOTAL EXPENSES	\$1,576,132	

REVENUE OVER EXPENSES \$1,371

ASSETS		
Cash	\$149,389	
Securities	\$1,449,220	
Pledges	\$273,001	
Other Assets	\$18,198	
TOTAL ASSETS	\$1,889,808	

LIABILITIES Accounts payable & current liabilities \$86,375

NET ASSETS		
Unrestricted	\$1,332,546	
Temporarily restricted	\$470,887	

Total Net Assets: \$1,803,433
TOTAL LIABILITIES AND NET ASSETS \$1,889,808



Child Aid is proud to be recognized as a "Perfect 100 Charity" by Charity Navigator for sound financial health and commitment to accountability and transparency. Of the thousands of organizations that Charity Navigator evaluated this year, less than 1% made this list.

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