



# CHILD AID

A New Chapter for Education



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## Transforming Education One Classroom at a Time

If you give teachers the training, support, and resources they need, teachers become effective educators and children learn.

Throughout our four-year program, Child Aid partners with teachers to improve the quality of their students' education. Our intensive teacher training program stresses reading-to-learn and critical thinking skills. Through hands-on workshops and one-on-one coaching, teachers learn how to create a more engaging, interactive learning environment for their students. We return to schools multiple times per year to provide books, training, support, and encouragement to help teachers transform their classrooms into vibrant communities of literacy where every child learns and thrives.

“I have worked in the Ministry of Education for six years, and I have not seen another organization that has been as effective as Child Aid. We have seen the dedication, skill and professionalism of the staff that you have. The San Antonio School District has achieved a lot, and we can't imagine these changes happening without Child Aid. The results are visible. And everything we've accomplished is thanks to you.”

Edwin Yaxón

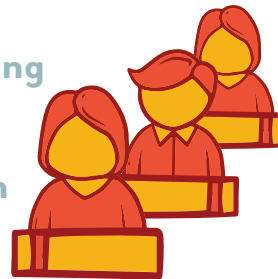
District Superintendent, San Antonio Palapó

Over the four year program, teachers receive



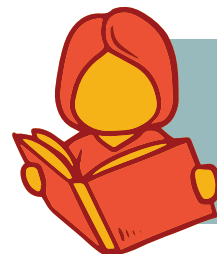
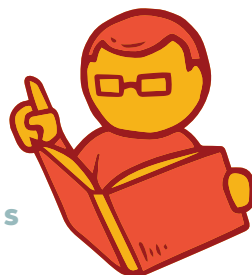
8 full day workshops

16 coaching sessions in their classroom



A classroom library with a minimum of 7 books per student

A comprehensive teacher manual, aligned to national standards



Ongoing support from a literacy trainer

# OUR INTEGRATED APPROACH



### Training Workshops

Teachers learn new strategies and techniques to teach literacy and make their classrooms more open and interactive.

### One-on-One Coaching

Literacy trainers guide and support teachers as they apply new techniques in their own classrooms.

### Books for Classrooms

Teachers receive colorful, engaging children's books they can use for classroom activities, literacy instruction, and reading promotion.

# WE TRAIN TEACHERS

## Practical Approaches for New Ways of Teaching

“In our traditional training, they tell us what to do but they don’t show us how,” says Teacher Romeo Singuín. “Child Aid gives us a step-by-step guide to have successful results. Child Aid shows us how to work with students, and that’s the difference.”

Child Aid workshops excite teachers because they learn useful techniques to make them better teachers and have fun doing it. We aim not only to increase teachers’ knowledge of best practices in literacy instruction but to change how they teach. We give them practical strategies to help students develop reading comprehension and critical thinking skills. We also show teachers how to establish an environment of respect and participation in the classroom.

In year-end focus groups, teachers told us that the new methods and techniques are having a real impact in their classrooms. Students are more enthusiastic about reading and are understanding more of what they read. They are participating in classroom activities and their skills are improving, especially their vocabulary, writing, and ability to ask questions and express their own ideas.

## 2016 Results

Literacy trainers conducted **64** workshops with more than **700** participants



# 91%



of teachers completed all workshop and follow-up coaching sessions

“The way we did reading aloud before was very passive. We never thought about HOW we were giving the reading until Heidi, our literacy trainer, read for us in the first workshop. I liked it a lot, the way she read—more expressive with the voice, using the body, asking questions. I thought, wow, if she does it like that, so can I! The children react very positively. They say, ‘read another, read another!’”

Carlos

2nd Grade Teacher, Chuimanzana School





# ONE-ON-ONE COACHING

## A Personalized Approach to Training

A teacher who knows how to engage young readers and develop their literacy skills profoundly impacts student learning. But gaining those skills proves challenging for Guatemalan teachers raised and trained in a system of rote learning and memorization. Even if a teacher learns a new technique in a workshop, they are unlikely to use it in their classroom without additional support.

Child Aid's solution is one-on-one coaching. Our literacy trainers visit each teacher twice after every workshop to model new techniques, offer suggestions, and answer questions. Personalized training can adapt to a teacher's needs and interests, helping them integrate new techniques into their classroom more quickly and effectively.

Teachers tell us that one of the greatest benefits of coaching is having a trusted person by their side, not to supervise or criticize them, but to help them improve. Trainers build strong relationships with teachers and can encourage them to try new things, share their ideas, and ask for help when need.

“The change for me has been that I have realized my own abilities and have become more innovative. I can see that the kids are learning and not just from me. They are learning from seeing, from reading, from doing all the things that they can do. I see that learning can come from them.”

Petronila

Preschool Teacher, Tocaché School

## 2016 Results

Child Aid trainers completed

# 21000

one-on-one coaching sessions with teachers



Literacy trainers spent an average of

# 50

HOURS in each program school in 2016



# WE PROVIDE BOOKS

## A Vital Classroom Resource

You can't teach reading without books. Yet Guatemalan teachers face bookless classrooms every day.

In 2016, Child Aid distributed tens of thousands of Spanish-language children's books to schools in our program. For the first time, teachers have colorful, engaging children's books they can use for classroom activities, literacy instruction, and reading promotion.

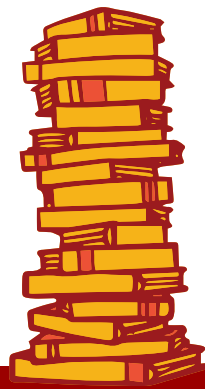
Access to a variety of engaging books motivates students to read and spend more time practicing and developing their skills. Child Aid literacy trainers worked with teachers to ensure students read every day, both in and out of the classroom. Many schools also hosted Adventures in Reading, Child Aid's school-break literacy program. Through read-alouds, games, and literacy activities, the four-week sessions give children access to books and opportunities to continue developing their reading skills while school is not in session.

By the end of 2016, 95 percent of Child Aid schools had implemented one or more strategies to increase students' independent reading time. These changes help create a culture of literacy that supports student learning and increases the long-term sustainability of the program.

## 2016 Results

# 70K

books distributed in 2016



# 2750

students participated in Adventures in Reading school-break literacy program

“With the [Child Aid] program, I can read the books in classes every day. Children can use them during recess or anytime they want to read a book. There are many more possibilities now for using reading and books in class and for the students to use them at anytime.”

Mercedes Catalina de León  
Preschool Teacher, Concepcion School

## Seven ways teachers are using Child Aid books:

- Classroom read-alouds
- Integrating the use of books in other subject areas such as math, science, or health
- Creating classroom reading corners
- Lending books to kids so they can read at home
- Establishing a library in their school for the first time
- Making books available to students during recess
- Starting student book clubs





# OUR PROGRAM WORKS



## Improving Student Literacy Skills

Our most important measure of program success is whether students are learning and improving their literacy skills.

In 2016, Child Aid launched a major effort to evaluate student achievement. We measured changes in 2,000 2nd and 3rd grade students' reading comprehension skills from the beginning to the end of the school year, using a test developed by USAID and the Guatemalan Ministry of Education.

Scores from students in the first year of the program improved 65 percent more than their peers in non-Child Aid schools. Students tested during their third and fourth of year of the program showed even stronger improvement.



Child Aid students improved

# 65%

more than their peers in reading comprehension

**These strong results encourage us. Our program works, and student skills will continue to grow the longer students attend Child Aid schools. We've yet to see the full impact of our program!**