



## **3.1 Version 3.1**

### REPORTING PERIOD:

#### **1 THE ORGANIZATION**

##### **1.1 General information**

Name of the organization: Fundación Esquel  
Adress: República Del Salvador N34-229 y Moscú  
CEP/RUC: 1791116992001  
City/State/Province: Quito /Pichincha  
Website: [www.esquel.org.ec](http://www.esquel.org.ec)  
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#### **2 THE PROJECT**

##### **2.1 PROJECT'S NAME:**

Software implementation of English language development "Reading Companion" in schools in the province of Tungurahua.

##### **2.2 OBJECTIVES:**

- Facilitate the English language learning to the schooled population of the economically disadvantaged strata of Tungurahua province, specifically in 5 schools of Ambato.
- Provide tools and technical support to the better functioning of the Provincial Government public library, as well as for the Provincial Board of Intercultural Bilingual Education of Tungurahua (DIPEIBT).

##### **2.3 SUMMARY OF THE PROJECT:**

This project was defined with the objective of implement the software in the selected schools such as tools in the teaching and learning process of English language. It looked at facilitate to teachers to maintain an online monitoring of their classrooms and its advances of each one of the students.

At the same way, it represented a dynamic method to strengthen the English knowledge acquired in class for the students.

In addition, the objective was that the technical teachers of DIPEIB-T have a tool to build pronunciations capabilities and practice listening and reading.



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This project had training to teachers to give the necessary knowledge to implement the software in their classrooms. Also included a teaching process with selected students about use of the program. Other component was training to selected technicians of DIPEIB-T in this issue.

#### 2.4 DELIVERIES

Component	Description	Indicator	Result
<b>Firs</b>	The English teachers and the students of selected schools were trained in the use of the software	At least 30 children from each of the selected schools have implemented the program and have increased their knowledge of English	Five schools were selected and the which ones the software was installed  The schools selected were: Republic of Venezuela, Mexico, Julio Fernandez, Julius Doethner and Eugene Mera  The tool was installed in the computer labs and the teachers were trained in the use of the tool.
<b>Second</b>	At least 2 Educational Units of DIPEIB-T have been trained about the software use	Users and administrators of selected educational units have learned to use basic software modules Reading Companion	Chibuleo and Manzanapamba Educational Units were selected.  The same way to hispanic schools the teachers received teachers received training in the use of tool. The teachers who participated in three workshops during twelve hours. (teníamos alguna meta definida para esto? Me da la idea de que son muy poquitas horas. Se puede incluir si se dio así las horas de acompañamiento que se desarrolla desde la coordinación en campo y considerarlas asistencia técnica para que esto tome vuelo)
<b>Third</b>	The educational technicians in both directions participated of training process during the	The people who were defined like software administrator received instruction in both	During the final stage was possible establish a monitoring plan according with the context.



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	implementation of this project	provinces.	Some indicators were establish with administrators support
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#### DESCRIPTION OF ACTIVITIES

Period	Activities
July to September 2010	<p>The operative program was planned and approved as the SPME monitoring system determines in Esquel.</p> <p>The previous selected schools were visited in order to start activities considered in project planning. That fact, let us to, realize that the software "Reading Companion" needs the Internet to be used. We found that these previous selected schools have problems with their connections. So, as a solution, we tried to help the educational centers by promoting that them establishes a new service internet contract . However there was not possible because the Connectivity Ministry has a plan for the provision of internet where it has been established the type of connection and they indicated to us that in agreement with the Ministry of Education were established authorization policies.</p> <p>Directors and coordinators of Hispanic and Bilingual Directions were visited with the aim to explain the project and the basic needs to software. The selected schools of Hispanic System were not able to work, because the selected institutions didn't have internet in their labs. On the contrary, the Bilingual schools didn't have any problem with Internet connection.</p>
October to December 2010	<p>As soon the problems with the connections were identified, new schools were prioritized. For that reason we had meetings with the Director of Hispanic Education in the Province of Tungurahua and the General Supervisor, with whom we selected the following schools: Eduardo Mera UNESCO, Pichincha, Francisco Flower and Eduardo Reyes.</p> <p>In November, with authorization of Hispanic Educational Direction we had a meeting with English and Computing teachers. They said that It was difficult to implement the "Reading Companion" in their schools because the Educational Ministry forced them to work with UBUNTU and the most of computing teachers advised us the software is not compatible with UBUNTU.</p> <p>In the middle of December all teachers (7) of selected schools were trained</p>



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	<p>in Francisco Flower School. The agreements established with teachers were planned considering their work schedules in the English class for each school. It was necessary to explain that English teachers usually work for a few hours per week. They only spend two or three hours a week per school for that reason it was necessary agreements to implement the training schedule and this was approved by the Ministry of Education.</p>
January to March 2011	<p>During these months technical assistance was provided for each school.</p> <p>The following schools: Eduardo Mera, Eduardo Reyes and Francisco Flores have in their labs installed the Linux operating system (Ubuntu), and it did not allow installing "Reading Companion", when the technician tried to do this incompatibilities occurred.</p> <p>The heads of UNESCO and Pichincha schools were not interested about implement the project because the tool was causing conflict with other packages that were installed in the labs. On the other hand, they indicated that the training would take a lot of time that would delay the planning of English language curriculum in their classrooms.</p> <p>The monitoring visits were conducted with the support of Esquel's Systems Engineer with the aim to solve the technical challenges presented during the software installation as well as answering the teacher's questions.</p> <p>In this time period were also identified infrastructure needs for the computer labs and these requirements were purchased. The implements requested were head-phones like complementary tools for software.</p>
April to June 2011	<p>The activities in this final stage are described below:</p> <hr/> <p><b>Mexico School</b></p> <hr/> <p>Seven head-phones were delivered to lab's chief, Pablo Torres, who is the leader for this project.</p> <p>The specific actions undertaken: Updating antivirus, install Service Pack 3 to solve the problem and assistance to upgrade the operating system and browser to the current versions.</p> <p>Here the English and Computing teachers committed to develop the project</p>



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and complement its functions. They think this is a good opportunity to reinforce learning English in their institution.

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**Republic of Venezuela**

Pablo Torres is also the computing teacher in this school, 10 headphones were delivered to him. The installation errors were resolved much faster because they had the same drawbacks in the last school.

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**Julius Doethner**

This is a school for the Blind, a feature very unique. The people here were open to use this tool and the teachers said it could be an interesting experience for children.

The technical problems could solve with support systems engineer. He helped to configure the router and then it was feasible to install the application without problems. Four head-phones were found in this center.

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**Eugene Mera**

This facility was feasible to install the tool safely; Computing and English teachers are committed to do workshops with their students.

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**Julio Fernandez**

The tool was installed answering the teachers questions about how could improve the profiling.

It delivered 16 head phones, they were received by the computer teacher.

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**Chibuleo Educational Unit**

In this institution the software installation was revised again and then and then the incompatibility problems were resolved. Here the teachers were very interested to use this tool, and they explained that would be useful for the intercultural approach in education.

The installation process was done without any drawback; in this place the teacher could taste this tool during the last two months of classes. Pablo Palacios received installer's tool, the application manual and the 14 headphones, the same as they were received by the school principal.

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	<p><b>Manzanapamba Educatinal Unit</b></p> <p>In this institution were not presented technical problems. It is necessary to mention that should be noted that computers had been recently formatted. Here were given 15 head phones as well as installers and application manual. The systems engineer also installed Service Pack 3 of Windows XP for security and stability.</p>
	<p><b>Library DIPEIB-T</b></p> <p>Software was installed on computers in the Tungurahua Intercultural Bilingual Education Directorate's Library. Computers were reconfigured the sound cards. Seven head-phones have been given for the equipment of the library.</p>

Educational System	Schools	Number of Teachers	Number of Children
Hispanic	Rep. de Venezuela	2	17
Hispanic	Julio Fernández	2	20
Hispanic	Julius Doethner	2	12
Hispanic	México	2	15
Hispanic	Eugenio Mera	2	
Intercultural Bilingual	U. E. Chibuleo	2	14
Intercultural Bilingual	U.E. Manzanapamba	2	15
Intercultural Bilingual	DIPEIB-T	1	23

Three training workshops were developed in each of the schools; each event had average duration of 4 hours, as well as 8 monitoring visits have been done.





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#### **2.5 IMPACT TO DATE / PROJECT PROGRESS**

There are 7 schools in which it has participated in every school two teachers have trained (teachers of English and Computing), almost 15 students per level. That is, there are 14 teachers and 90 students benefited with the exception of school students as

Eugene Mera do not have internet service.

The DIPEIB-T through the training of the library leader and the installation of software, finally it is important to mention that benefits in this place for technicians, teachers and students in its system.

#### **2.6 COST (detail of project expenses to date. Please include copy of receipts as attachments):**

#### **2.7 ADDITIONAL INFORMATION (comments, pictures, other relevant results)**

About the conditions of the project implementation is important to mention that have occurred many changes that influenced definitely the achievements proposal.

One of the most influential changes was the provision made for public institutions the use of free software.

On the other hand, the Ministry of Education is implementing a training program for all teachers about UBUNTU management applications with a clear provision there is the determination of free teaching and learning platforms. In the education sector has set to use UBUNTU and this causes incompatibility with the platform Reading Companion software.

One of the strategies that led to the development activities was work articulately with two directions and which together define the agenda, no doubt brought delays but it was necessary to explain the objectives.



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It would be advisable to use the tool or alternative private spaces such as schools for the blind because since the implementation of this project was able to observe friendly use of the tool among students.