



IIF grant – Report of the project

1. GENERAL INFORMATION:

YEAR OF PROJECT APPROVAL: 2011

NAME OF THE ORGANIZATION: ESQUEL FOUNDATION

BUDGET APPROVED BY IIF (in USD): 15.000

PROJECT'S NAME: Reading Companion Support for the education processes of English in Pichincha and Tungurahua.

SUMMARY OF THE PROJECT:

A grant of was given to Esquel Foundation in order to lead an important project that contributes to youth audience in provinces of Ecuador. IBM through its International Foundation constantly promotes the technology development that complements communitarian improvement. So that, "Reading Companion Support for the education processes of English in Pichincha and Tungurahua" was an initiative that strengthens English language in children and people that get beneficiated by three selected schools belonging to Lighthouses of Knowledge.

The project had the participation of the promoters of each school, who became managers of software by two workshops developed. They were trained both in basic knowledge of English, and managing the program.

The tool itself has many benefits such as, allows continuous monitoring and progress of each of the classrooms created in the system, it's a tool easy to entertain, has a personalized profile, highlights the difficulties in the learning process and counts with an extended virtual library.

2. REPORTS:

2.1. Status Reports:

2.1.1 Report 1

Timeline	Description of planned activities, activities, outputs
May - Jun	Donated equipment is coordinated by CRISFE for World Youth Library.
Jun - Jul	We visit the technical support systems of the Foundation, the facilities of the World Library to establish the number of equipment required according to the physical space where to install the library.
Jul - Ago	Letters are sent to the partner is donating equipment considering the criteria and systems technician suggestions. Mundo Juvenil and Faros del Saber: Talks with the official for defining the implementation strategy and the work schedule. On the other hand, it was identified that some computers do don't have the best conditions for working with "Reading Companion".
Ago - Sep	Work strategies are established based on discussions between the partners, set dates for training workshops of the promoters of each of the libraries. And planning how it will develop the calls and the dissemination of software in the selected areas.
Sep - Oct	It starts at learning both basic skills of English, as in the management of software and their applications.

IMPACT IN THE PERIOD: (15 - may /15 - oct)

Number of people trained to date:

To date they have trained each of the promoters of the 4 libraries.

Then the team made calls, dissemination and participation of users of these centers, to develop the program to the public.

Report	Activity	# of training sessions	# of attendees	# of media hits
Report 1	Training to promoters of each school	4	5	37

DETAIL OF PROJECT'S EXPENSES IN THE PERIOD:

Refer to the attached document.

ADDITIONAL INFORMATION:

We expected the donation of equipment by one of our partners, to equip one of the selected library.

2.1.2 Report 2

Timeline	Description of planned activities, activities, outputs
Oct - Nov	Mails have been sent and have tried to contact by telephone to redefine CRISFE responsible for dates of workshops for promoters from the three Lighthouses of Knowledge.
Nov - Dec	We visit each of the libraries with the accompanying technical Esquel systems, and installs the software. Trainings are conducted for each of the promoters, (it includes World Junior), both in learning the basics of English, as in the use of the software itself. These training sessions lasted 12 hours in total.
Dec - Jan	It was suggested by Crisfe, a second training in the use and application of software, to reinforce what was learned in the first workshop and will clarify any questions or problems. For this defined dates, hours of training and possible strategies call for socialization of the program.
Jan - Feb	The second training was conducted on the use of software: The January 19: Lighthouse of Knowledge Plaza del Teatro and La Dolorosa located in the city of Quito, Pichincha Province. The January 26: Lighthouse of Knowledge located in the city Cevallos, Tungurahua Province. These training sessions lasted 16 hours in total. As part of the agenda of these workshops are planned in the afternoon we have the presence of center users to perform a software simulation. Headphones were delivered according to the computers on the program.
Feb - Mar	A tutorial manual is been developed in order to help users to understand the dynamic of the program clearly.
Mar - Apr	Broadcast events were made in Lighthouses of Knowledge selected. Esquel team monitored the usage of the program in order to control and keep track of accesses.

IMPACT IN THE PERIOD: (15 - Oct / 30 Apr)

Report	Activity	# of training sessions	# of attendees	# of media hits
Report 1	Training to developers	3	137	742

DETAIL OF PROJECT'S EXPENSES IN THE PERIOD:



Refer to the attached document.

ADDITIONAL INFORMATION

An indicator was changed with the authorization of BMI. Initially, it was considered 600 users but it changed for 600 accesses.

2.2 FINAL REPORT – Executive Summary

Within the area of Pichincha and Tungurahua four schools were selected to participate in the Reading Companion program.

The criteria used to choose the suitable schools were based on program requirements and school needs. Tutors were also identified in order to ensure the guidance and support to users of the program in each place.

Four training sessions were planned during the first period; so visual and teaching materials were developed. The objective of this first training session was to let tutors know the advantages and program management. Tutors received a manual and learnt how to use Reading Companion so they could implement the program in their schools.

Thereupon, broadcast events were made in order to socialize the software to the community and particularly to children.

During the process there was technical support extended by Esquel team to clarify and guide any question. Also, a digital manual were developed with the recompilation of the difficulties extended by some users. The most recurrent and important difficulty was the instructions misunderstanding of beginner users which was strengthened with the tool.

This project benefits communities because is a new way to approach English in a funny and dynamic space; and it is definitely a comparative advantage for schools.

Impact:

- Schools (Elementary and High School), which received our donation to use and implement Reading Companion: 3 schools
- Final users from those schools using the program: 137 total
- English Teachers who has attended our training sessions: 5 tutors

Financial table COMPLETE

Refer to the attached document.

Additional instructions:**Forms:**

- The organization will use the SAME form to deliver Report 1 and Report 2 + Final Report

Deadline:

- Dates of the report are:

Description	Date
Report 1	29 april 2011-29 october 2011
Report 2 + Final	30 october 2011- 30 april 2012

They must be sent electronically to the IBM CCCA manager in your country.

- Your commitment to meet the deadline is very important.

Required documentation:

- Receipts are required. They must be scanned and sent to the country IBM CCCA manager.
- According to the Grant Agreement signed by your organization, IIF grants must be placed in a separate account where only IIF grants are in. A bank statement from the account is required to be attached with the Final Report.