**World Connect**

**Site Visit Report**

**Date of Site Visit**: 12/28/2022

**Name of Project/s**:

1: Advancing Educational Opportunities in the Ecuadorian Amazon

2: Healthy pre-Kindergarten Environments

3: Descolonizando La Educación

**Project #:** 17-005 / 18-083 / 20-011

**EFP Affiliation:** RPCV / Authorized /Authorized

**Funding Date**: 4/3/ 2017 - 9/20/2018/ - 02/13/2020

**Amount Funded**: $4,995.70 / $4,800/ $6,300 = $16,095.70 total investment

**Community/ies**: Diez de Agosto Parish, Puyo, Pastaza

**Site Visit Host/s** *(who did you communicate with to organize the site visit & who was present during the visit):* Miriam Chuquimarca, Marbella Ayui, Marta Castillo

**Staff or Representative/s Present**: Stephanie Scott

**Lead Author**: Stephanie Scott

**Phase of Project –** *double click box to select*

**☐ Design –** *project has not yet launched*

**☐ Implementation –** *project is in progress at time of visit*

**☐ Post –** *visit is within one year of completion of project*

**☐ Ex-Post –** *visit is greater than one year from completion of project*

**To be completed before the Site Visit:**

**Pre-visit Project Summary & Status**

*This section should summarize the scope, goals, and objectives of the project based on your review of all project materials* ***before your site visit.***

These three projects all aimed in some way to support the Diez de Agosto community school, Unidad Educativa República Argentina located in a rural Parish outside of Puyo in the Amazonian province of Pastaza. In brief, two projects (17-005 and 20-011) focused on multicultural education and literacy at the school, while the other project (18-083) focused on building out the school’s early childhood education programming.

17-005 used a number of strategies including professional development workshops for teachers and financial support for them to carry-out classroom projects using the multicultural children's literature project model. This grant also supported ongoing activities at the community library and cultural center, which Arajuno Road Project had established as its headquarters in Km. 6. A small amount was also dedicated to providing bookshelves and tables to specific families which the school staff identified as high needs, so that students had a physical space to do their homework and keep their school books.

18-083 focused exclusively on the pre-Kindergarten program at the Diez de Agosto community school. This grant supported workshops for parents to learn about best practices related to the needs of children 3-5 years old. It also supported professional training for two local indigenous mothers to learn educational methods so they could serve as volunteer Teacher's Assistants in the pre-Kindergarten classroom. Those two mothers received a monthly stipend through this grant in their roles as TA's. Additionally, the pre-Kindergarten teacher, who had a high school diploma and no further academic training in education was also professionally trained in educational methods appropriate for children 3-5. Finally, the grant supported acquisition of classroom materials necessary for implementing the educational methods and creating the necessary classroom environment for pre-Kindergarten students.

20-011 built on work which began with 17-005 by creating original Amazonian children's books so that the Diez de Agosto community school could have culturally relevant children's literature available for the types of classroom projects the teachers learned how to implement during 17-005. Five hundred copies of Cuentos Infantiles de la Amazonía Ecuatoriana were printed containing 4 stories which featured local themes. 440 of these were distributed for free to Amazonian students at the Diez de Agosto community school and other rural Amazonian schools and literacy projects.

**What materials did you have access to before the site visit to review (progress report, informal progress updates, final report, additional materials)?**

Applications, progress reports, formal and informal final reports. Also, I was directly involved in all three projects so I have other first-hand knowledge.

**Key Individuals Involved in the Project:**

**Please include the Established Field Partner (EFP) and Local Leaders’ names and contact information (i.e. phone numbers, emails, etc.). If the EFP is not still on site, please note when they left.**

Laura Hepting laura.hepting@gmail.com

Laura left Ecuador in 2019

Stephanie Scott stscott@fordham.edu +593 98 482 7183

Stephanie left Puyo in 2022

Miriam Chuquimarca mily\_16\_78@hotmail.com +593 98 816 1915

**Guiding Questions:  
In addition to the questions detailed below in this report, please list any other project-specific questions you plan to clarify during your visit based on your review of the available project materials. The answers to these project-specific questions can be added to the end of the Site Visit Report. For Field Agents, these questions (up to 12) should be discussed with World Connect staff before the Site Visit.**

- What has been the biggest change for students as a result of these projects?

- What has been the biggest change for teachers?

- What has been the biggest change for parents and other community members?

- What are concrete programs, activities or other specific changes to the day to day experiences at the Diez de Agosto school that remain today?

- How can the school be supported to improve, continue and/or try again to implement multicultural children's literature projects?

- How can the school be supported to improve, continue and/or try again to implement healthy pre-Kindergarten and Kindergarten environments?

- Why do pre-Kindergarten parents contribute financially to support the position of teaching assistant in the pre-Kindergarten?

- Why do teachers use the Proyecto Tsere and other multicultural children's literature books?

- What do students most enjoy about reading the Amazonian books?

**To be completed after the Site Visit:**

*Please complete the Site Visit Report template below after you have visited the site to capture all of your findings. Please list any financial data in local currency and USD if possible.*

**Post-Site Visit Summary**

**This section should summarize the key findings from your visit. Include key quantitative data points.**

Overall, I found that the interventions related to multicultural children's literature (17-005 and 20-011) were successful and had ongoing benefits, although some aspects such as resources to create original books need support in order to be replicated consistently.

18-083 was also successful and the methodologies continue to be implemented today. The materials are also in current use inside the classroom. The two Assistant Teachers who were trained during the project are no longer involved (one stopped participating in 2019 due to a high-risk pregnancy and the other in 2022 when she began working elsewhere as detailed in the Key Individuals section). However, the pre-Kindergarten classroom still has a Teacher's Assistant who Miriam trained herself and who receives a stipend which the pre-Kindergarten parents donate to the program. The pre-Kindergarten program still needs support with infrastructure and materials which the local municipality has promised over the years but never materialized. An outdoor learning space with a sandbox was one goal of the original project which has not happened.

**Community Characteristics –** *Please describe the community/ies, the geography, driving distance (in minutes/hours) from the nearest big city, socio-economic perspective based on the site visit, political or cultural considerations, etc.*

Diez de Agosto is the name of the Parish which encompasses many smaller communities. The Parish center is right on Km. 10 where the Diez de Agosto community school is located.

Unidad Educativa República Argentina has roughly 250 students ranging from pre-Kindergarten to the US equivalent of 9th grade (Décimo de Básica here). This area is outside the city of Puyo, which is the provincial capital of Pastaza province. The Diez de Agosto community school and Parish center is ten kilometers outside Puyo along the Puyo-Arajuno road.

This area used to be isolated from Puyo and feel very rural even though it is not very far away. However, since 2021, there is now a city bus which runs a regular route from Puyo to the Diez de Agosto Parish center every 30 minutes for only 60 cents. There is a lot more regular contact with the city and there has been a lot of development in terms of construction of more homes and more amenities in the area. I cannot say which came first, the bus or the development.

Most of the population is comprised of agricultural workers and day laborers. There are Kichwa and Shuar amazonians, Kichwa indigenous migrants and their descendants from the Andes region, mestizo migrants and their descendants from the Andes and the Coastal region as well as a small population of afro-ecuadorians.

**Key Individuals –** *Please list the Established Field Partner, Local Leader, and any other key individuals that have played a large role in this project. Give us a brief description of each person’s role in the project and in the community. Did you speak with any representatives of relevant associations, organizations, or governments who were involved in the project? Please include the contact phone numbers and emails of any key individuals not listed earlier in the Site Visit Report.*

Miriam Chuquimarca, 44, is the pre-Kindergarten teacher at the Diez de Agosto community school, Unidad Educativa República Argentina. She was born and raised in Puyo and began teaching at Diez de Agosto in 2015 when the pre-Kindergarten program was added to the rural public school. Her students are 3-5 years old. Miriam is a high school graduate and will receive her bachelor's degree in Education next month. The projects related to multicultural children's literature and the way her students and their families drastically changed their behaviors and attitudes towards books, reading, and appreciation of local cultures inspired Miriam to design her undergraduate thesis based on the methods she learned and implemented during 17-005.

Marbella Ayui, 33, is a Shuar indigenous mother who migrated from her native Morona-Santiago province to the Diez de Agosto Parish as a child. She has not completed secondary education. She has four children aged 1 to 15. All of her school aged children attend the Diez de Agosto community school. She was trained in educational methods during 18-083 and served as a volunteer Teacher's Assistant from 2018 until 2022. Prior to that she worked as a hired agricultural worker for various landlords. This project was transformative for her as she never believed she could have a professional job outside of agriculture. She also credits her participation in this project with supporting her to share her Shuar cultural heritage openly and integrating herself socially within the broader community where she now feels like a respected member of the community and other mothers seek out her advice. Today, she works for Fundación Río Anzu which is an indigenous rights organization where Marbella is the Coordinator for the Jatún Paccha community. Jatún Paccha is an indigenous community which is part of Diez de Agosto Parish about 6 kilometers away from the Parish center. Marbella does not have a phone or email but she can be reached through Miriam.

**Key Groups –** *Please list all key groups that were involved in the project. This can include relevant associations, organizations, governments, etc. that played a role in this project. Please include the name of the key group, anything you learned about the group’s history/origins, and a description of the role(s) the group played in the project.*

Unidad Educativa República Argentina- this is the name of the Diez de Agosto community school. There are roughly 250 students in grades pre-Kindergarten through the US equivalent of ninth grade (Décimo de Básica, here). Student body is very diverse, just as the overall Parish which includes Shuar, Kichwa, Amazonian, Andean, Coastal, mestizo and afro-ecuadorian students. The language of instruction is Spanish. All of the projects which are the subject of this SVR took place at this school.

Arajuno Road Project- a fiscally sponsored organization which started in 2007 and operated along Arajuno Road outside Puyo until 2018. Laura Hepting, a former Peace Corps volunteer was director from 2014 until 2018. Arajuno Road Project was the community organization for 17-005.

Descolonizando La Educación- a fiscally sponsored organization which Stephanie Scott founded in 2018 to be able to continue projects in this region after Arajuno Road Project shut down. This was the community organization for 18-083 and 20-011. This is still an active entity, which is no longer directly involved with the pre-Kindergarten related activities but still continues to support mutlicultural children's literature projects at Diez de Agosto and other Amazonian communities as described below.

Proyecto Tsere- the part of Descolonizando La Educación which is specifically dedicated to multicultural children's literature projects, family literacy and creating culturally relevant children's books for the Amazon. Proyecto Tsere was inspired by 17-005 and carried out continuous activities and projects at the Diez de Agosto school from 2017-2022 including creating the books which were printed in 20-011 and other original titles which have been printed and distributed at the Diez de Agosto community school and across the Ecuadorian Amazon.

**Key Results – In this section, we want to understand as much as we can about the results of the project based on your site visit observations, conversations, and learning. What has been accomplished to date? Include specific and quantitative, numerical data where possible. Please elaborate on the specific activities, outputs, and outcomes related to the project’s goals and objectives.**

17-005: key results are mutlicultural children's literature projects which continue to be used in classrooms to this day. Increased appreciation and integration of local indigenous cultures, families and students into school activities. Students are much more interested in reading activities and books created with this project. Parents feel more confident in doing shared literacy activities with their children. Miriam Chuquimarca completed an undergraduate thesis using what she learned through this project. Her thesis received a perfect score and her Advisor is working with Miriam to publish a research article for the Universidad Nacional de Educación in Ecuador. As a result of the experiences with this project, Stephanie Scott, who served as local leader at that time went on to create Proyecto Tsere which has built upon and expanded the work of 17-005 and impacted 44 communities across three Amazonian provinces.

18-083: key results are lasting infrastructure as the pre-Kindergarten classroom was expanded through parent mingas as part of the project, lasting classroom materials which continue in use today, and lasting changes to methodologies used in pre-Kindergarten as the teacher and her new assistant continue to use the Emmi Pikler pedagogy which was the focus of the trainings received with this grant. Also, since the project was implemented in 2018 the pre-Kindergarten has continued to have mothers serving as Teacher's Assistant until now and parents contribute financially towards a stipend for that assistance. Children's self-confidence, independence and communication skills have greatly improved as well as the parent-child relationships as a result of the pedagogical changes in pre-Kindergarten and the workshops parents received through this project. 65 students have graduated from Miriam's pre-Kindergarten since the project began in 2018 and 22 additional children are enrolled this school year.

20-011: key results are 500 original children's books printed. 440 books were distributed for free to every student at the Diez de Agosto community school as well as students at other rural Amazonian schools. These books increased children's interest in reading, teachers' capacity to incorporate culturally relevant practices in their classrooms and parents' participation in literacy activities.

Stephanie

When I began my activities in this community in 2016 as Education Coordinator for Arajuno Road Project, I lived full-time in Puyo and my daughter attended the Diez de Agosto community school. It is clear from the interviews and other observable results that big changes have happened and been maintained over time including unpredicted ones such as Miriam's thesis project and Marbella's transformation into an indigenous rights organizer. I'm not currently "on the ground" in the way I used to be to give further insight into these transformations beyond what has been reported to me. I do get the sense that the transformation has been significant for Miriam, Marbella and the pre-Kindergarten students and that there have been ripple effects throughout the school. However, on the school-wide level I don't think these projects have been transformative to the same degree as with Miriam and Marbella. The school has grown and new teachers have become part of the dynamic and these historically entrenched attitudes about race, class, culture and authoritative educational models have persisted. More work is needed and probably will always be needed to continue decolonizing. I am especially encouraged by the ways Miriam and Marbella are out in the world beyond the school community doing this work through scholarship (Miriam's thesis and upcoming research article for a national audience) and activism (Marbella's role as Coordinator for her indigenous community and support she provides to domestic violence victims in that role).

**Leverage Impact –** *Please indicate and describe any additional investments made or promised toward the project or community as a result of the World Connect project. Please include details of who contributed, how much was contributed, when the contribution was made, and what led them to contributing to the project.*

17-005 lead to The Pollination Project contributing $1,000 (December 2017) towards the research, writing and illustrations for the books which were later printed using 20-011. It also lead to BISEE Books donating $5,000 (May 2019) towards the graphic design, digital animation and development of audio-visual materials and a website related to the stories which were later printed using 20-011.

20-011 lead to BISEE Books donating $1,044.06 (August 2020) towards the printing for the next Proyecto Tsere title which was an Amazonian alphabet book and $4,264.06 (June 2022) towards the graphic design and printing of our upcoming title for middle grade readers. Stephanie Scott contributed $2,000 (January 2021) towards the graphic design and printing of the board books for pre-readers.

**Participant Feedback –** *Please ask at least three project participants the following questions: What did the project change for the community and what did it change for their families specifically? Include direct quotes and/or participants’ summarized responses below.*

Marta Castillo, 30, is the current Teacher's Assistant in the pre-Kindergarten classroom. She was a stay at home mother prior to this and she has also been working towards her degree in early childhood education through an online program. She had a son in the pre-Kindergarten the year prior to the 18-083 project and now has a daughter in the current pre-Kindergarten program. As such, she was able to speak to the dramatic difference between each of her children's experiences and development in the previous pre-Kindergarten program versus the current one which is a result of 18-083. Marta shared that the differences were positive improvements in fine motor skills development, autonomy and confidence making decisions and choosing their own activities. She said her son was withdrawn and did not speak much as a young child whereas her daughter has a much more developed vocabulary and can express herself verbally much better than he did at her age. Regarding 17-005 and 20-011, Marta said "I like that children can learn from books about their own environment. I tell these stories and explain about local cultures. I grew up here but my parents are from the highlands and the coast. I think kids growing up in the Amazon should learn about Amazonian cultures."

Marbella Ayui, 33, is a Shuar indigenous mother with three children currently attending the Diez de Agosto community school. Her two oldest did not attend pre-Kindergarten as it was not yet offered at the time, however her third child, Scarlett, was in pre-Kindergarten when 18-083 was being implemented. In addition, Marbella, who has not finished secondary school was trained in educational methods and participated as a volunteer Teacher's Assistant during the project and for the next three years until the end of the 2022 school year. Marbella reports that this project was a turning point for her personally, professionally and as a mother. She says she never thought she could do work other than hired agricultural labor and this project allowed her to develop skills and knowledge about education and child development and to gain the respect of other parents in the community. "Before the project I didn't socialize with others, now I feel like a leader and people respect me and seek my advice." Now she works as a Coordinator for her indigenous community (Jatún Paccha) where she says: "I promote my culture and help women who suffer from domestic violence." Before being involved in this project Marbella says she felt ashamed to speak her language and did not speak about Shuar culture with her children. During her time as Teacher's Assistant in the pre-Kindergarten classroom Marbella lead many activities teaching children about Shuar culture, food, myths, and dance. As a mother, she says the workshops and trainings she attended about the developmental needs of children helped her understand that she was not being communicative and emotionally present with her children. She says she attended to their other needs but never had conversations with them. Now she says she has a good relationship with her children and they talk often. She credits this increased communication and warmth at home with helping her son, Juan, now 15, to stay in school even though he had learning difficulties and struggled to stay motivated. He is on track to finish Educación General Básica this year (US 9th grade). Her daughter, Melisa, now 13 does ok in school. When she compares her older children's academic struggles to what school has been like for Scarlett, now 10, Marbella credits the change in the pre-Kindergarten environment with giving her the best start. Marbella says that Scarlett does very well in school, is enthusiastic and does all her homework without any prodding. All of her children enjoy participating in traditional activities like wayusada and dressing up to perform Shuar and Kichwa dances during community celebrations whereas before the project they did not know that their mother was Shuar.

Miriam Chuquimarca, 44, is the pre-Kindergarten teacher and served as local leader for 17-083. She also participated in the professional development workshops for multicultural children's literature in 17-005 and used some funding from that grant to print large books on thick plastic material for her class. These books contain stories that parents told to her students. The parents were also asked to sketch some drawings related to their stories. Then, with the help of her colleague, Fernando Rodríguez, the seventh grade students at the time illustrated each book using different techniques. Miriam says that the book making project was successful in integrating parents into literacy practices with her pre-Kindergarten students and motivated her students to use the reading corner which they previously had no interest for. Students who are now in other grades return to visit the reading corner in the pre-Kindergarten classroom to look at those books and others, which Miriam made in subsequent years using what she learned in 17-005. This year, Miriam has a Shuar student named Samara who takes those books and the books from 20-011 and sits in the reading corner telling stories she makes up based on the illustrations. The other children sit around her and listen even though this is not a planned storytime activity but a spontaneous use of the reading corner during independent learning time. Miriam says that other children have begun to take after Scarlett and do spontaneous "read alouds" of their picture books where they tell stories bases on the illustrations. As for 18-083, Miriam says that the students who have graduated from her pre-Kindergarten program since the project was implemented learn quickly in other grades and do not have trouble with reading. Children who transfer to the Diez de Agosto community school in later grades from other schools do struggle and lag behind. Miriam attributes this to the methodologies she learned and implements thanks to the project. Another major change Miriam observes is that graduates of her pre-Kindergarten program continue to have more communication with their families and their parents pay more attention to sharing time and conversation with them even as the years go by. Traditionally in this community, Miriam says that adults believed children should not speak in front of adults and parents did not appreciate the importance of listening to small children and spending time with them.

Community Organization -- What did you observe about the group cohesion or team dynamics? Did any of the women, participants, or relevant observers speak about a change in confidence, leadership abilities, the community’s trust in them, etc.?

Miriam reported that there is division amongst the staff at Diez de Agosto regarding her methods in the pre-Kindergarten program and some teachers, especially those who are new and arrived at the school after the implementation phase do criticize Miriam's methods and complain that she does not teach the children anything. Miriam says that sometimes even the school principal, Ólguer, who participated and approved of the project can be swayed by pressure from the staff and gives her a hard time. However, Miriam and the parents are happy with the methods and the results and have successfully maintained the Emmi Pikler pedagogy for five years.

During the implementation phase, the Kindergarten also chose to make changes along the same lines and participated in many project workshops and trainings. However, the new Kindergarten teacher has chosen not to implement the methods or use the materials from years past.

**Key Challenges –** *Please summarize any ongoing challenges related to the World Connect project/s that came up or that you witnessed during the site visit and how the community is working to overcome them.*

The key challenge for 18-083 is the need for an outdoor learning space with a sandbox which the municipality has repeatedly promised to fund over the years but never comes through.

Another challenge is the lack of support from many colleagues for the non-traditional pre-Kindergarten program.

**Is the project sustainable? Yes ☐ No ☐**

*Describe what sustainability means in the context of this project and specifically why you selected Yes or No. If the project is being implemented at the time of the Site Visit, please elaborate on the sustainability plan, whether the project team has made adjustments to their original sustainability plan, and whether the community is on track to maintain a sustainable project post implementation. If the project implementation is complete and the site visit is taking place in the post or ex-post phase of the project lifecycle, please describe the sustainability of the project and whether you observed a project that is being maintained as planned. Based on what you have learned during the site visit, is the project sustainable?*

17-005: Yes. Many aspects of this project are no longer happening because Arajuno Road Project shut down in 2018 when the organization lost its fiscal sponsorship from Omprakash International. The literacy and inclusion aspects of the project have been sustainable in that it lead to further investment and the creation of Proyecto Tsere, which has sustained activities related to multicultural children's literature at the school. Miriam in particular has continued using what she learned in the workshops and has a regular set of family literacy activities each year related to local cultures and the children's identities. Overall, there is more respect for indigenous students, their families and their cultures at the school although other teachers don't necessarily include specific ongoing multicultural/family literacy practices in the classroom.

18-083: Yes. Descolonizando La Educación contributed $3,000 over three years for the Teacher's Assistant stipend. The local parents have begun contributing since September 2022. The parents' contribution towards the stipend is $200 for this school year. The local parents cannot sustain a $100 monthly stipend, however, since this year's TA is studying for her degree in Early Childhood Education, she sees this as an opportunity to gain experience and has accepted a symbolic stipend of $20 per month. The original sustainability plan included having volunteers come from abroad through Descolonizando La Educación and provide income for the project that way. However, the pandemic delayed all of that and because of other things in my personal life I decided I could not be responsible for orquestrating and supporting the voluntouring aspect of this project. The training Miriam received has proven sustainable in that she is able to continue implementing the alternative methodologies without ongoing support from the experts at Emmi and Family Lab. Not only that, she successfully trained the new TA completely on her own. The materials and infrastructure changes have proven durable so far and are still in use.

20-011: No. This is tough to sustain because of how expensive it is to print professional quality illustrated books. The project did lead to some ongoing activities such as more original titles printed but I'm looking to shift away from publishing books within a year or so. Because the books printed with this grant and the other books we printed have inspired other groups and communities to begin creating their own stories with the goal of printing original books, one idea I have is for Proyecto Tsere to support those projects in the future either with technical assistance or financial assistance.

**Do you see potential for another project in the community? If so, please describe.**

*The focus of any future World Connect project should be grounded in one of the following:*

* *to cement sustainability of the original project*
* *to enhance the impact of the original project*
* *to advance the work of a local individual who emerged as a leader in the original project*
* *to advance the work of a local group that emerged as key to the success of the original project*

World Connect could support the building of the outdoor learning space with the sandbox and also perhaps some workshops and professional development opportunities for the rest of the staff to learn about the benefits of student-centered education. Support for book making projects in the pre-Kindergarten as well as other grades with the help of Miriam and Marbella as facilitators to create multicultural children's literature.

**Site Visit Follow** **Up**

1. *Are there any tasks necessary to follow up from the site visit?*

No.

1. *Did we promise to do anything specifically during the site visit?*

No.

1. *Who should receive a thank you communication and what type of communication?*

I already thanked Miriam.

1. *Who in the site is the best point of contact moving forward? Please include their contact phone number(s), email(s), etc.*

Miriam Chuquimarca mily\_16\_78@hotmail.com +593 98 816 1915

- What has been the biggest change for students as a result of these projects?

Increased self-confidence, language and literacy development, autonomy and decision making as well as a positive identification with their own cultural identities.

- What has been the biggest change for teachers?

For Miriam it has changed her whole outlook on education and her classroom practices and methods. For the other teachers that participated in the multicultural children's literature projects, they have continued to actively engage with the diverse cultures in a positive way. Miriam reports that students' home languages are welcome at the school, which is a change from Spanish-only attitudes in the past. Every Monday, students line up and do a series of civics activities with the whole student body. This is called " formación" and traditionally they sing the Ecuadorian national anthem. Miriam reports that at the Diez de Agosto community school, the Ecuadorian national anthem is also sung in Kichwa during formación which is not typically done except in indigenous bilingual schools.

- What has been the biggest change for parents and other community members?

For Marbella and Marta, these projects have changed their outlook on their role as mothers to be more communicative and emotionally present as well as to talk about diverse cultures and tell local stories. Both mothers have also gained knowledge and skills related to education and been able to step into active roles within the school and the broader community as respected leaders. For parents and other community members more generally, these projects have increased involvement and participation at the school, increased communication within families, and increased their interest and confidence in shared reading and literacy related activities with their children.

- What are concrete programs, activities or other specific changes to the day to day experiences at the Diez de Agosto school that remain today?

The transformed pre-Kindergarten classroom and teaching practices remain today.

- How can the school be supported to improve, continue and/or try again to implement multicultural children's literature projects?

More professional development and more financial support for book making projects.

- How can the school be supported to improve, continue and/or try again to implement healthy pre-Kindergarten and Kindergarten environments?

Support for building the outdoor learning space with a sandbox and professional development for teachers to understand and appreciate what is being accomplished in the pre-Kindergarten.

- Why do pre-Kindergarten parents contribute financially to support the position of teaching assistant in the pre-Kindergarten?

The parents see the benefit of the model using learning corners and students choosing activities and that is not possible without at least two adults in the room.

- Why do teachers use the Proyecto Tsere and other multicultural children's literature books?

Teachers use these because students are much more motivated to engage with these books which reflect their own environment and have beautiful illustrations. Marta says to please provide more books with compelling images because her older son very interested in those.

- What do students most enjoy about reading the Amazonian books?

Students most enjoy seeing children who look like them and stories that are familiar to them such as the Shuar myth which was included in the collection.