Improving literacy for children through the support of community networks in Ghana, Honduras, and Nicaragua:

A cross-country comparison of key learnings related to adaptation and scaling for impact of World Vision's Unlock Literacy reading camps

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ABBREVIATIONS

CACG	Community Action Core Group
DFID	Department for International Development'
DTST	District Training Support Team
EGRA	Early Grade Reading Assessment
FGD	Focus Group Discussion
FOSDEH	Foro Social para la Deuda Externa y Desarrollo de Honduras
GESI	Gender Equality and Social Inclusion
GPE	Global Partnership for Education
IDRC	International Development Research Centre
KII	Key Informant Interview
MEQA	Monitoring Evidence of Quality Achieved
MINED	Ministerio de Educación República de Nicaragua
OISE/UofT	Ontario Institute for Studies in Education of the University of Toronto
PTA	Parent Teacher Association
SEL-UofG	School of Education and Leadership at the University of Ghana
SMC	School Management Committee
UL	Unlock Literacy
ULLN	Unlock Literacy Learning Network
WV	World Vision
WVC	World Vision Canada
WVG	World Vision Ghana
WVH	World Vision Honduras
WVN	World Vision Nicaragua

Executive Summary

This report presents a cross-country comparison of key research findings related to adaptation and scaling for impact of World Vision's Unlock Literacy reading camps in Ghana, Honduras, and Nicaragua as part of the Global Partnership for Education (GPE) and International Development Research Centre (IDRC) Knowledge and Innovation Exchange (KIX) project, entitled *Improving literacy for children through the support of community networks* project. This project was conducted from April 2020 to February 2023 by the Unlock Literacy Learning Network (ULLN), a consortium of partners consisting of researchers and implementers. ULLN research partners included the following:

- Ontario Institute for Studies in Education at the University of Toronto (OISE/UofT), Continuing and Professional Learning (CPL), as the Research Lead,
- Foro Social para la Deuda Externa y Desarrollo de Honduras (FOSDEH) as the researchers for Honduras and Nicaragua, and
- the School of Education and Leadership at the University of Ghana (SEL-UofG).

ULLN implementing partners included

- World Vision Canada (WVC), as the overall project lead,
- World Vision Ghana (WVG),
- World Vision Honduras (WVH), and
- World Vision Nicaragua (WVN).

ULLN research partners worked collaboratively with implementing partners to conduct qualitative research with community actors and networks that work together to improve girls' and boys' early grade literacy outcomes, by conducting and supporting community-based Unlock Literacy reading camps.

The main research question guiding this qualitative comparative case study is as follows: **How can community actors and networks in Ghana, Honduras, and Nicaragua, each with distinct contexts, be enabled and strengthened to develop and use their own adaptive systems when implementing World Vision's Unlock Literacy program at scale to improve the literacy outcomes of girls and boys, including those who are marginalized?**

The scaling process was also explored in this study, with a focus on "scaling for impact". In this study, scaling refers to a process whereby a range of approaches may be used to expand and deepen the impact of effective education innovations that can improve girls' and boys' learning—with a focus on the most vulnerable. These approaches include the spreading of ideas, approaches, and/or underlying principles that lead to improved children's literacy learning through community-based literacy activities (namely reading camps).

"Scaling for impact" requires identifying and/or considering what processes and practices contribute to positive outcomes or impact and then focusing on "scaling up" those processes and practices over time. For this research, this means identifying and understanding what is working well (factors that enable effective reading camps) and what are the challenges (factors that limit or hinder the effective of reading camps) at different stages of implementation (as seen in each country case) so that effective processes and practices can be supported to continue and the challenges can be addressed so that they are mitigated or eliminated. The following are key factors identified through this study. Some factors enable reading camps while others hinder them. While these factors play out in different ways, in different communities and countries, they are all present in all three country research reports.

Key enabling factors evident through the cross-country comparison include the following:
- Committed actions of multiple key actors within community networks who support reading camps
- Flexibility to adapt the reading camp model to the local context
- Building on already existing systems, structures, and relationships
- Implementing reading camp activities that complement the national curriculum
- Providing young children with learning opportunities in safe spaces outside of formal schooling
- Key stakeholders perceiving benefits of reading camps

Key factors that may hindering reading camps include the following:
- Covid-19
- Hurricanes (in Honduras and Nicaragua)
- Changes in personnel (Reading Camp facilitators, government officials)
- Children's paid and unpaid work (within and outside the household)
- Location of the reading camp space
- Elements that require funding (provision of training, reading materials, incentives for volunteers, on-going support)

Understanding enabling and hindering factors is important when planning to implement and scale an innovation, such as reading camps, especially when planning for sustainability of the innovation once the project implementer completes the project timeline.

Various types of adaptations of the Unlock Literacy reading camp model are evident in the research findings across the three countries. In addition to the adaptation of the language used in reading camps to suit the local context, the number of children participating in a reading camp session also varied. In Ghana, the reading camps observed had an average of 52 children, while there was an average of 22 children in Honduras, and an average of 16 in Nicaragua. The locations of reading camps also illustrate forms of adaptation as reading camps are conducted in open spaces (for example, roughly half the reading camps observed in Ghana were conducted under the shade of trees), inside schools (for example, 7 of the 10 reading camps observed in this study in Honduras were conducted outside school hours within schools), or in church spaces, community spaces, or within reading camp facilitators' home. (In Nicaragua, 4 of the 10 reading clubs observed in this study are held in Catholic and Protestant church spaces, 2 in community centers and 4 in spaces set up in the homes of the reading club facilitators.) While reading camp facilitators in Ghana were women and men in equal numbers, reading camp facilitators (known as reading club facilitators in Nicaragua) are predominantly women. While reading camps are designed for children who are the school-age for grades 1-3, underage and overage children attend reading camps in all three countries in this study. Adaptations to local context is also evident in the types of community members who directly or indirectly support reading camps through community networks. While parents, teachers, school directors, faith leaders were all identified by research participants as supporting reading camps across all three countries, there were other community members identified that were either specific to that country (such as the Traditional Authority in Ghana and Neighbourhood Boards in Honduras and Nicaragua.)

Gender Equality and Social Inclusion (GESI) was a critical cross-cutting inquiry in this study. This report presents the Research Lead's cross-country analysis of the key findings from each country, explored through a gender lens. The purpose of this exploration is to deepen the gender analysis of the data beyond simply ensuring gender parity (equal numbers of girls and

boys attending reading camps or equal numbers of female and male reading camp facilitators) but to also explore how gender norms and widely-held societal beliefs and practices can affect the ways and extent to which children (girls and boys) and adults (women and men) are involved (or not involved) in reading camps. This is done by highlighting quantitative data collected through reading camp observations (as a snapshot in time) as well as qualitative data through Key Informant Interviews and Focus Group Discussions (which reveal gender norms and widely-held societal beliefs and practices affecting girls and boys, women and men).

While each country has a distinct context with differing gender norms, comparing findings reveals the ways girls' responsibilities within the household can affect girls' free time to participate in activities such as the reading camps. For example, in Ghana, boys are more likely than girls to have free time outside of school hours to participate in activities such as reading camps. In some cases, boys' responsibilities to help the family through paid work can affect boys' ability to participate in reading camp activities. Examples of types of "boy's work" include seasonal agricultural work in all three countries, harvesting coffee in Honduras and Nicaragua, and fishing in island communities in Ghana. When exploring gender dimensions related to reading camp facilitators, women in Honduras and Nicaragua were far more likely to volunteer in this role when compared to men. This was largely attributed to the fact that men in these countries work away from the home to earn money for the family, whereas women are responsible for household responsibilities including caring for the children, according to the common gender roles and gender norms in these communities.

Finally, this report seeks to contribute to discussions on "scaling for impact" by drawing on findings from this study across the three countries, not only within distinct contexts but also at different stages of implementation of reading camps. Scaling, at the earliest stage of implementation, focuses on introducing and establishing reading camps (as the innovation being study in this case.) Once the reading camps are established, implementers need to provide on-going support in differing forms (such as training, materials, monitoring, etc.) to strengthen what is happening, as well as address issues as they arise in collaboration with their stakeholder counterparts who are directly and indirectly involved in reading camps at all levels (local, regional and national). While the focus of implementers centers on meeting the project objectives and deliverables, implementers should also be thinking about ways to engage key stakeholders at all levels in discussions that enable the transition from an implementer-supported innovation to one that is completely owned by local stakeholders without any support from the implementers. Since it ultimately the local stakeholders who decide if an innovation (or elements of an innovation) should be taken up, including how they will find the resources (in terms of human resources, materials, spaces, etc.) to be able to do so, the implementers can facilitate this transition in many ways: by collecting and sharing information on the strengths and challenges of implementing the innovation, by sharing details on the costs (monetary and in-kind) of implementing the innovation, etc. Rather than considering these elements and the transition of the innovation from implementer-led to fully stakeholder-led (without implementer support) at the end of a project, it seems that the process of scaling of an already proven innovation such as UL reading needs more attention even in the early stages of implementation. Integrating scaling considerations throughout the stages of implementation may well strengthen the process of transferring full ownership of a proven innovation (such as WV UL reading camps) out of the hands of the implementers and fully into the hands of the key stakeholders.

Introduction

This report presents the Research Lead's cross-county analysis of research findings from the qualitative research studies of World Vision's Unlock Literacy community-based, play-based reading camps[1] for early school-age children (grades 1-3) conducted in Honduras, Nicaragua, and Ghana as part of the *Improving Literacy for Children through the Support of Community Networks* project from April 2020 to February 2023. The International Development Research Centre (IDRC) and Global Partnership for Education (GPE) are funding this Knowledge and Innovation Exchange (KIX) project through a global grant. These grants aim to generate knowledge and evidence to support the adaptation of proven innovations to address key education priorities in GPE partner countries and to mobilize research and knowledge to support the scaling of these proven innovations.

The proven innovation that was researched is the community component of World Vision's Unlocking Literacy program (UL), with a focus on reading camps that are supported (directly and indirectly) by community actors and networks. This program, having proven its effectiveness through the findings of many previous evaluations, responds to growing evidence of gaps in basic literacy learning and the need to increase the effectiveness of basic reading instruction by using a holistic approach to support and promote good literacy practices for children in and out of school. UL complements and supports Ministries of Education efforts to improve the literacy learning of all children, including those who are vulnerable. UL goes beyond the classroom and school to reinforce the development of children's literacy skills and increase children's exposure to print materials through at home activities as well as play-based literacy activities conducted in community-based reading camps/clubs. A fundamental element of UL program are the partnerships that World Vision establishes and supports with networks of government systems, schools, families, and communities to enable a wide range of community actors to provide early school-age children (grade 1 to 3 age) with supportive literacy environments in and outside of school to sustain reading improvements for all girls and boys, including those who are most vulnerable.

This project was conducted by Unlock Literacy Learning Network (ULLN), a consortium of partners consisting of researchers and implementers. ULLN research partners included the following:
- Ontario Institute for Studies in Education at the University of Toronto (OISE/UofT), Continuing and Professional Learning (CPL) as the Research Lead,
- Foro Social para la Deuda Externa y Desarrollo de Honduras (FOSDEH) as the researchers for Honduras and Nicaragua, and
- the School of Education and Leadership (SEL) at University of Ghana (UofG).

ULLN implementing partners included
- World Vision Canada (WVC) as the overall Project Lead,
- World Vision Ghana (WVG),
- World Vision Honduras (WVH), and
- World Vision Nicaragua (WVN).

ULLN research partners worked collaboratively with implementing partners to conduct qualitative research with community actors and networks that work together to improve girls'

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[1] Within the UL model, the official name for reading camps is "reading camps" (as used in Ghana and Honduras). The name is adapted in Nicaragua where "reading clubs" is the name used.

and boys' early grade literacy outcomes, by conducting and supporting community-based Unlock Literacy reading camps.

This report presents the Research Lead's cross-county analysis of research findings informed by Complex Adaptive Systems theory and drawn from country research reports prepared by FOSDEH and the University of Ghana. The Research Lead was responsible for fostering a supportive and reflexive learning network with all consortium partners. This included facilitating, advising, and supporting the research teams responsible for conducting research with community actors and stakeholders, including World Vision staff as implementers, in their respective countries.

Findings for this report are drawn from the Phase 1 reports and final project research reports from each country. See the final research report for Honduras in Spanish here and in English here and the summary final research report in Spanish here and in English here. Please see final research report for Nicaragua in Spanish here and in English here and the summary final research report in Spanish here and in English here. Please see the final research report for Ghana here.

This report consists of 3 sections:
Section 1: Research design and methodology.
Section 2: Background context on children's literacy.
Section 3: Learning from research findings across the three countries.

Section 1: Research design and methodology

Research questions

The main research question guiding this research is: How can community actors and networks in Ghana, Honduras, and Nicaragua, each with distinct contexts, be enabled and strengthened to develop and use their own adaptive systems when implementing World Vision's Unlock Literacy program at scale to improve the literacy outcomes of girls and boys, including those who are marginalized?

The following research sub-questions also guide the study:
1. How are community members in each country adapting the UL model in terms of their actions and interactions when implementing community-based UL activities to support girls' and boys' literacy learning, especially for marginalized children?
    a. What adaptations of community-based UL activities work well, for whom, and why? What adaptations of community-based UL activities do not work well and why?
    b. What factors enable or hinder community actors' actions and interactions to effectively adapt the UL model's community-based activities in their community to support girls' and boys' literacy learning, especially for marginalized children?

2. How are community members including teachers and head teachers in each country scaling UL activities by expanding and deepening the impact of UL in various way that include spreading ideas, approaches, activities, and/or underlying principles that lead to improved literacy learning for girls and boys?
    a) What factors positively and negatively affect community members efforts to expand and deepen the impact of UL programming through community-based activities?
    b) In what ways and to what extent have capacity-building activities contributed to the scaling of UL ideas, approaches, and/or underlying principles? Which activities have

worked well, for whom, and why? Which activities have not worked well and why not?

3. What are the similarities and differences in how community actors and networks in Ghana, Honduras, and Nicaragua adapt community-based UL activities at scale to support girls' and boys' literacy learning, especially for marginalized children?
   a) How do factors positively and negatively affecting community members efforts to expand and deepen the impact of UL programming through community-based activities compare across the three countries?
   b) How does the processes of scaling of UL ideas, approaches, and/or underlying principles, including capacity-building activities, compare across the three countries?

The research team in each country have produced reports (a Phase 1 and a Final research report) to answer the main research question and sub-research questions 1 and 2 in great detail. These reports present the context and findings within the distinct and varied communities and regions in where this research was conducted Ghana, Honduras, and Nicaragua. These reports have been translated into English and Spanish.

This report focuses not only on answering the third sub-research question but also on reflections of what was learned during the research process.

Conceptual Framework

This section begins with the definition of the key concepts of "adapting", "scaling for impact", and "optimal scaling" followed by a discussion of the complementary theoretical frames that inform this research.

What "adapting" means for this research

By definition, to "adapt" is to "change (something) so that it functions better or is better suited for a purpose"[2]. This research explores how the World Vision Unlock Literacy model of community-based reading camps is being adapted as it is being implemented in diverse vulnerable communities in three countries to provide early school-age children (grades 1-3) with play-based, literacy development outside of the formal education system.

What "scaling" and "scaling for impact" means for this research

Given that this research explores a proven effective innovation (namely UL reading camps), it is critical to consider how we frame the concept of "scaling". In the development field, "scaling" is a term commonly used to describe what should happen once a project or innovation is found to be effective. However, "to scale something" simply means to "increase the amount or size of something"[3]. For our research, the process and potential benefits of scaling are far more nuanced than this simple term implies and it is crucial to bear in mind that "more [or bigger] is not necessarily better" (Price-Kelly, van Haeren & McLean, 2020, p.3). This is why we use the term "scaling for impact".

"Scaling for impact" refers to a process whereby a range of approaches may be used to expand and deepen the impact of effective education innovations that can improve girls' and boys' learning—with a focus on the most vulnerable. These approaches include the spreading of

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[2] https://www.britannica.com/dictionary/adapt
[3] (https://www.ldoceonline.com/dictionary/scale-up

ideas, approaches, and/or underlying principles that lead to improved children's literacy learning through community-based literacy activities (namely reading camps).

"Scaling for impact" requires identifying and/or considering what processes and practices contribute to positive outcomes or impact and then focusing on "scaling up" those processes and practices over time. For this research, this means identifying and understanding what is working well (factors that enable effective reading camps) and what are the challenges (factors that limit or hinder the effective of reading camps) at different stages of implementation (as seen in each country case) so that effective processes and practices can be supported to continue and the challenges can be addressed so that they are mitigated or eliminated.

Figure 1 below illustrates a metaphor for three simplified steps in the process of "scaling for impact" of an innovation, such as UL, that occurs over time.
- In **Step 1**, the seed is planted in the diagram. For this research, step 1 represents introducing a new model or way of doing things to a community, which in this case are community-based, play-based reading camps for young children.
- In **Step 2**, the seed sprouts fragile roots which can be at risk of dying out but with attention and care grow stronger and deeper and become stabile in the new environment. For this research, step 2 represents how ideas, approaches, and/or underlying principles of that model (reading camps) may spread overtime and thus may "take root" as long as the community and other key stakeholders see positive, fruitful results such as improved literacy outcomes for the girls and boys who participate in reading camps. This step requires attention, care, and time.
- In **Step 3**, the diagram illustrates how the seed has grown strong stable roots that support the growth of a strong healthy tree with its own distinct conditions for growth, growth pattern, and characteristics. At this stage, the tree is self-sufficient with branches that may bend in adverse conditions, such as when a fierce wind may blow, but the tree will remain standing. For this research, this step would occur once the ideas, approaches, and/or underlying principles related to the model have been taken up by the community and no longer need nor receive support from World Vision.
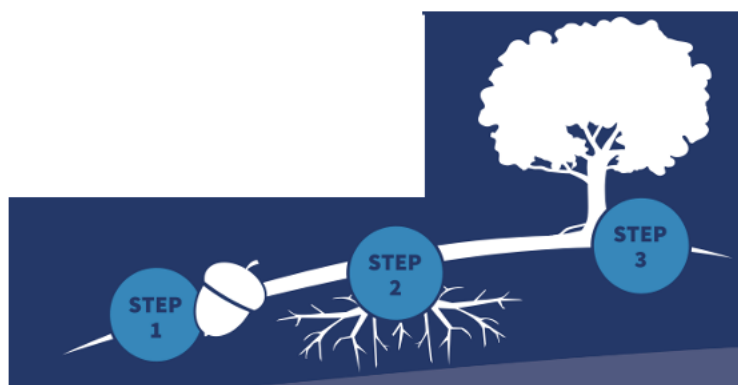- This three-step process of "scaling for impact" is represented in Figure 1 below:

Figure 1: A metaphor for scaling

Research methodology

This qualitative research used a comparative case study approach. Case study research is appropriate when the research aims to create a holistic and richly detailed account of a complex social phenomenon (Gummeson, 2007). The comparative case study approach is process-oriented. Maxwell (2013) highlights how process-oriented approaches "tend to see the world in terms of people, situations, events, and the processes that connect these; explanation is based on an analysis of how some situations and events influence others" (p.29 as cited in Bartlett and Vavrus, 2017).

Using a comparative case study approach, the phenomenon we sought to understand is how the UL model of community-based literacy activities for early grade school-age girls and boys is adapted by community members. The case is then "formed by tracing across sites and scales to understand how the phenomenon came into being, how it has been appropriated by different actors, and how It has been transformed in practice" (Bartlett and Vavrus, 2017, p. 10). This approach requires ULLN researchers to explore not only the distinct country contexts of our cases but also the distinct contexts of the cases within each country, including but not limited to historical, political, cultural, sociological, and economic contexts. *Context* is a critical key term central to comparative case study research (Bartlett and Vavrus, 2017), and includes attending "carefully to the social relations and networks that constitute the most relevant context in one's research and how these relations and networks have formed and shifted over time" (Bartlett and Vavrus, 2017, p. 13). As Bartlett and Vavrus (2017) emphasis context "is constituted by social interactions, political processes, and economic developments across scales and across time" (p.13).

The overarching conceptual framework that guided this research is the Complex Adaptive Systems theory rooted in systems thinking. Systems thinking is a holistic approach that conceptualizes social practices and institutions as complex, open and adaptive systems. Systems thinking understands that social, built, and natural environments are complex and dynamic with emergent properties (Boylston, 2016; Neely, 2015). Complexity means that the whole is understood to be greater and qualitatively distinct from the sums of its parts, thus requiring the whole to be explored holistically. The dynamic nature of systems means that systems as a whole change and adapt in response to dynamics within the system, including inputs and information from the system's environment. When using systems thinking, researchers identify and explain how patterns emerge at a systems level without apparent organizing principles or mechanisms, reflecting the unpredictability of system outcomes.

Complex Adaptive Systems theory
- is holistic and seeks to understand a phenomenon as a whole rather than in parts
- recognizes the complexity of a whole system that is highly contextualized, interdependent, open, and adaptive.
- understands change as non-linear and iterative.

This research was also informed by the UK Department for International Development's (DFID) (2018) educational marginalisation framework (see Figure 2) that situates gender equality and social inclusion (GESI) as a fundamental cross-cutting perspective. This framework conceptualizes educational marginisation as both an outcome and a process. It highlights how universal and contextual characteristics of girls and boys may intersect with various factors enabling or hindering their educational opportunities and experiences, resulting in a child's

educational marginalisation. This framework sorts factors that may serve as enablers or barriers to a girl's or a boy's education into four categories:

- factors related to the individual child (i.e. universal characteristics, contextual characteristics, poverty context)
- factors related to the family/community (social norms, neglect and violence, parental attitudes and behaviours, household income),
- factors related to the learning environment (resources/facilities, school fees and other costs, etc.) and
- factors related to the system (policy, structure, strength and resources of the Ministry of Education, etc.).

(United Kingdom Department of International Development, 2018, p.8.)
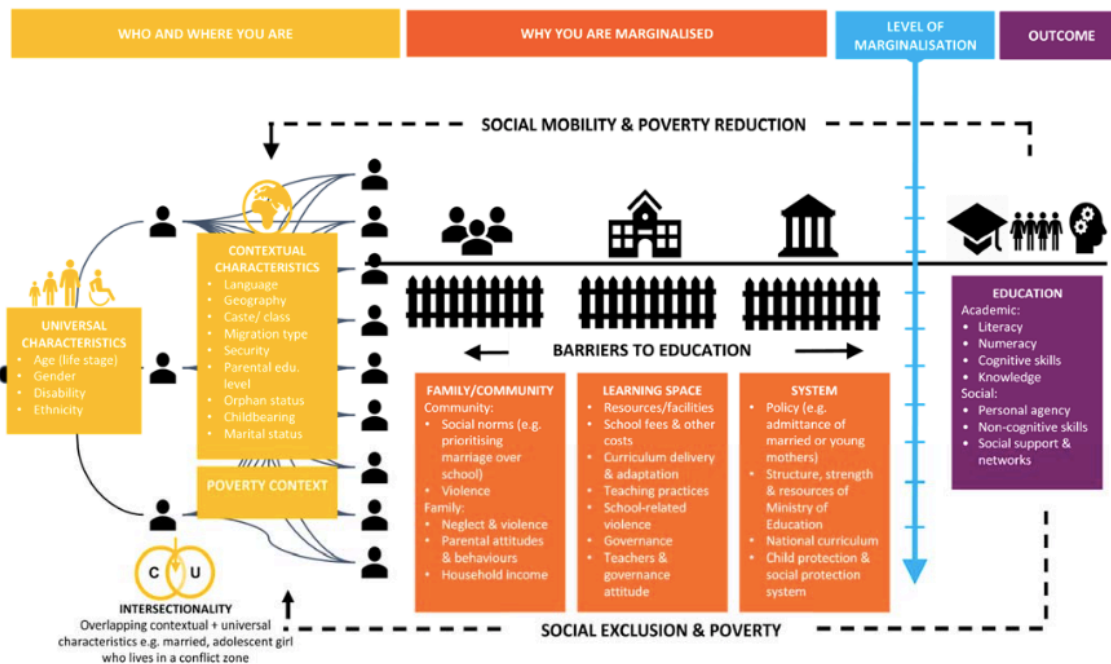
Figure 2: Educational Marginalisation Framework

United Kingdom Department of International Development, 2018, p.8

Type of data collected

Primary data was collected in all three countries through Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), and Reading Camp observations. These instruments were developed collaboratively with all research teams with support and input from all World Vision partners. KIIs were conducted with teachers, Head Teachers, Ministry of Education officials, Reading Camp facilitators, faith leaders[4], local government officials (assembly members), and parents whose children attend reading camps. FGDs were conducted with girls and boy who

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[4] In Nicaragua, the category of "faith leaders" include Priests, Bishops and Delegates of the Word. Delegates of the Word are Catholic laypeople responsible for helping the local Priest/Bishop spread the Word as well as support community development. They are usually men, although some Christian denominations allow women to serve in this role.

attend reading camps, volunteer reading camp facilitators, mothers/fathers/caregivers, and Parent Teacher Association (PTA)/ School Management Committee (SMC), among others.

FGDs were also conducted with Community Action Core Group (CACG) members and District Training Support Team (DTST) members, two groups that are unique to Ghana. CACG members are experienced reading camp facilitators, most of whom are teachers from schools within the community. CACG members train and support reading camp facilitators, monitor reading camps, and sensitize parents about reading camps and the need for parents to encourage their children to attend, among other activities. WVG trains and supervises the CACG. DTST members are Ministry of Education staff who support teachers to implement Unlock Literacy strategies in schools. (See Appendix 1 for a summary of data collection instruments used by data collection phase and country. Note that while in Phase 1, KIIs were conducted with parents and teachers in Ghana and Honduras, the type of tool changed in Phase 2 as FGDs were conducted with these groups, based on researchers' experiences from Phase 1.

Types of community research sites selected

Researchers in each country worked collaboratively with the World Vision staff in their respective countries to select a range of communities for this research. All community sites were in areas that World Vision was implementing various programs, as this is the way that World Vision operates. (World Vision implements various programs in communities over a long-term period – from 5 to 20 years or longer). All the communities selected are considered vulnerable, with the nature of the vulnerability differs from country to country as well as within each country, as described in Table 1 below.

Table 1: Types of community research sites selected by country

Ghana	Honduras	Nicaragua
20 rural communities in Phase 1 and 10 rural communities in Phase 2 (World Vision Ghana only works in rural communities.)	3 urban-fragile and 7 rural communities within 3 territories where World Vision Honduras works. All these territories were severely negatively affected by hurricanes Eta (November 3, 2020) and Iota (November 17, 2020), resulting is the loss of crops, food insecurity, destruction of homes and schools as well as all other types of infrastructure.	8 rural and 2 urban communities within 3 Departments (administrative regions). 5 of the 8 rural communities and the 2 urban communities were severely negatively affected by hurricanes Eta (November 3, 2020) and Iota (November 17, 2020) resulting is the loss of crops, food insecurity, destruction of homes and schools as well as all other types of infrastructure.

See Appendix 2 for maps of Ghana, Honduras, and Nicaragua that illustrate the areas where the research sites were located in each country.

Phases of data collection

Data was collected in two phases in each country. Phase 1 data was collected in mid-2021 and Phase 2 in mid-2022, as detailed in Table 2 below.

Table 2: Dates of data collection by country and phase

Country	Data collection dates	
	Phase 1 - 2021	**Phase 2 - 2022**
Ghana	July to September	July and August
Honduras	July to September	May and June
Nicaragua	August and September	June

For details on numbers of data collected for each country, see Appendix 3.

Data analysis

The ULLN researchers conducted data analysis by first transcribing the data collected through KIIs, FGDs, observations, and field notes. They then creating codes based on emerging themes, and analysed the data based on the codes. During the writing of findings, the researchers compared findings at multiple levels including within regions and across regions. The purpose of comparing these findings is to reflect on what can be learned by comparing the qualitative descriptions and identifying patterns that emerged from the data, rather than generalizing the findings regarding who plays a role within these community networks to support reading camp activities and how they do so.

Summary

This qualitative research uses a three-country comparative case study approach. The case studies of 10 school communities implementing UL in each of the three countries (30 case studies in total) provide rich, detailed qualitative findings describing how community members (including teachers and school heads) work together to support girls' and boys' literacy learning by adapting the UL community action model. Findings were analyzed and compared across the cases in each country to explore the similarities and differences in how community members implement community-based activities.

ULLN researchers, in collaboration with WV partners, used findings from these studies to conduct a series of knowledge mobilization activities with stakeholders at all levels in each country from the communities to the Ministries of Education to inform their policies and actions. World Vision is also using these findings to inform its current and future UL programming. ULLN researchers, in collaboration with WV partners, also shared findings from the 3 studies in Canada (virtually) with NGO partners conducting literacy programming, the academic community through the Comparative, International and Development Education Centre at OISE, among others.

Findings for this report are drawn from the Phase 1 reports and the final project research reports from each country. For more information, please see the reports for Honduras, Nicaragua and Ghana.

Section 2: Background context on children's literacy

Globally, prior to Covid-19, more than 387 million primary school age children (aged 6 to 11 years old) (more than half of all children and adolescents) were not achieving minimum proficiency levels in reading[5]. The impact of Covid-19 has exacerbated the gaps in children's literacy globally, with the greatest impact on children living in vulnerable circumstances in poor

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[5] UNESCO Institute for Statistics. (2017). *More than one-half of children and adolescents are not learning worldwide [Fact sheet]* (46).

countries. By September 2022, the UN estimated that "64.3% of 10-year-olds are unable to read and understand a simple story."[6] According to the World Bank,

> The State of Global Learning Poverty: 2022 Update report shows that prolonged school closures, poor mitigation effectiveness, and household-income shocks had the biggest impact on learning poverty in Latin America and the Caribbean (LAC), with a predicted 80% of children at the end-of-primary-school-age now unable to understand a simple written text, up from around 50% pre-pandemic.[7]

As UNICEF notes (2023), "this is a universal crisis and for some children the impact will be lifelong."[8] Children who fail to read in the early grades fall further behind each school year, struggle to catch up, and may drop out of school. This is especially true for girls who are often responsible for the bulk of household responsibilities. Girls and boys who fail to learn to read proficiently are on a lifetime trajectory of limited educational and economic opportunities.

Honduras

Honduras experiences high illiteracy rates and marked inequalities in education between urban and rural regions, with rates of household poverty increasing significantly over the last decade, from 60% of households in 2010 to 74% in 2021[9]. Although Honduras established the National Plan for Literacy, 2014-2017, trends show it would take 20 years to reduce illiteracy rates to below 5%. In 2018 the literacy rate for adults (15 years and above) was 87%[10].

To prevent the spread of Covid 19, the Ministry of Education suspended in-person classes for approximately two years and provided remote learning virtually. However, this change disadvantaged many children, since only 16.5% of Honduran homes have a computer and 39.4% of the population has access to the internet[11]. Between February and April of the 2022 school year, the Ministry of Education began to gradually reopen schools with children gradually returning to in-person learning, although not all children returned to school.

All the communities in this study were also significantly affected by hurricanes Eta and Iota in November 2020. These communities were still experiencing the repercussions of the hurricanes (such as crop loss, food crisis, severe damage to the infrastructure, such as the roads, highways and homes) 8 to 10 months later during Phase 1 data collection in mid-2021. While conditions in these communities have improved somewhat by Phase 2 data collection in mid-2022, many of the territories where the communities in this study are located were still facing great challenges.

Nicaragua

While there has been an increase in youth (ages 15-24) literacy rates in Nicaragua from 86% in 2001 to 92% in 2015, the average youth literacy rate in Latin America and the Caribbean

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[6] UN press release, (September 19 2022.). https://www.un.org/en/transforming-education-summit/tes-summit-closing-press-release

[7] World Bank. (June 23, 2022). https://www.worldbank.org/en/news/press-release/2022/06/23/70-of-10-year-olds-now-in-learning-poverty-unable-to-read-and-understand-a-simple-text

[8] UNICEF. Covid-19 and Children. https://data.unicef.org/covid-19-and-children/#education

[9] National Statistics Institute. (2021).

[10] UNESCO Institute for Statistics. (2020). Honduras statistics.

[11] Paz-Maldonado, Flores-Girón, & Sivla-Peña (2021). *Education and Social inequality: The impact of the COVID-19 pandemic on the public education system in Honduras.*

(excluding high income countries) in 2015 was 98%[12]. The need for providing additional support for children's early grade literacy development in Nicaragua is evident in the national grade 3 reading test results from the Estudio Regional Comparativo y Explicativo (ECRE) [Fourth Regional Comparative and Explanatory Study] 2019 as 63.9%[13] of the students scored below the minimum competency level, which was established to monitor the UNESCO 2030 Agenda for the Sustainable Development Goals. (Regional results[14] show that 44.3% of grade 3 students scored below the minimum competency level.)

In November 2020 hurricanes Eta and Iota caused severe damage to Nicaragua. In this study 7 of the 10 communities (5 rural communities and 2 urban communities) were significantly affected by flooding from hurricanes, resulting in the loss of crops, severe food shortages, and severe damage to homes, schools, and all other forms of infrastructure.

Schools in Nicaragua remained open all throughout the Covid 19 pandemic. The Covid-19 pandemic negatively affected reading club activities, as there was significant drop in girls' and boys' attendance. In some cases, reading club sessions were not conducted. When the number Covid-19 cases increased in a community, the reading club volunteers did not conduct the Clubs activities, to avoid spreading Covid-19. When this occurred, reading club volunteers implemented other alternatives in the communities with the support of World Vision, who provided support material so that girls and boys could do reading activities at home.

Ghana

While there have been significant gains in primary education indicators in Ghana over the last 2 decades, such as increase in net primary enrolment from 61% in 1999 to 91% in 2015[15], current statistics on children's early grade literacy rates are alarming. In 2013 the results from Ghana's first Early Grade Reading Assessment (EGRA) for grade 2 students revealed that 2% of these girls and boys could read with comprehension. Two years later, Ghana's 2015 EGRA showed similar results as only about 2% of grade 2 students could read with comprehension[16]).

Education was severely interrupted in Ghana during the early period of the Covid 19 pandemic and, in response, the Ministry of Education in Ghana closed schools from 16th March 2020 to 15th January 2021. While schools were closed throughout the country, reading camps did not close down completely. Some camps operated partially, because it was assumed that Covid 19 affected people in cities and not those in villages. In these reading camps, the reading camps facilitators made sure that the children and facilitators followed Covid 19 protocols such as social distancing and hand-washing. In these communities not all parents allowed their children to participate in reading camps due to the fear of their children contracting the virus.
The next section of this report presents a cross-country comparison of research findings with a focus on how community networks support community-based literacy activities for young children through reading camps by adapting the UL model for its distinct context, what factors

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[12] World Bank Data (2023). https://data.worldbank.org/indicator/SE.ADT.1524.LT.ZS?locations=NI-XJ

[13] Estudio Regional Comparativo y Explicativo (ECRE 2019): Reporte nacional de resultados Nicaragua. p. 22.

[14] Regional results are from 18 countries in Latin America and the Caribbean: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, and Uruguay.

[15] USAID. (2018). *Ghana Early Grade Reading Assessment impact evaluation 2017 baseline report.* p.18.

[16] Ghana Education Service, National Assessment Unit, 2016.

enable and hinder reading camps, and what are the implications of these findings for scaling for impact.

Section 3: Learning from findings across the three countries

This section begins with a brief overview of the key elements of World Vision's Unlock Literacy model, including the Community Action component and reading camps. Next, the types of reading camp activities are illustrated through a composite description of a reading camp session in action in Honduras. This description illustrates the types of activities that occur at reading camps following the reading camp agenda that all reading camp facilitators are trained on. Once this context is set, there is a comparison of key findings across the three countries, focusing on findings related to factors enabling and hindering the effectiveness of reading camps. Next there is a discussion of key findings related to Gender Equality and Social Inclusion (GESI) followed by a section exploring what can be learned from this study on reading camps and "scaling for impact" (including scaling stories that highlight examples of scaling for impact). This section and the report ends with the conclusions.

World Vision's Unlock Literacy model

World Vision takes a long-term, multi-faceted development approach when working in countries. After securing a Memorandum of Understanding (MOU) with the government, WV develops a long-term strategy for the support it provides to selected communities, and then implements different types of programs such as Community Engagement and Sponsorship, Education and Resilience, Livelihoods and Violence Prevention in Honduras. This long-term, multi-faceted approach means that World Vision can develop a trusting relationship with not only government decision-makers but also with individuals and groups of individuals nationally, regionally, and at the most local level, the community.

The Unlock Literacy project model was developed in response to growing evidence of gaps in basic literacy learning, such as the evidence mentioned above. UL is designed to guide schools, parents and communities on how to better support children's literacy development, and focusing on developing children's five core reading skills: letter knowledge, phonemic awareness, comprehension, fluency, and vocabulary.

The Unlock Literacy model consists of 4 components: Reading Assessment, Teacher Training, Community Action, and Teaching and Learning Materials. The first two components (Reading Assessment and Teacher Training) focus on improving early grade literacy learning in schools while the third component (Community Action) focuses on enabling parents and community members to provide young children with opportunities to participate in literacy activities outside of schools, through reading camps. The fourth component (Teaching and Learning Materials) applies to both in and out of school literacy activities.

The Unlock Literacy Toolkit: Reading camp curriculum details how reading camp facilitators are to conduct weekly planned reading camp activities over 21 sessions. Each session follows seven steps: 1) presenting the agenda, 2) free game time, 3) song time, 4) story time, 5) activity time, 6) Make and Take activity, and 7) the diary/journal activity. In addition to developing children's fluency and comprehension in all 21 sessions, the first seven sessions focus on phonemic awareness, the next seven sessions focus on letter knowledge, and the last seven focus on vocabulary (Save the Children and World Vision, 2018). World Vision staff train reading camp facilitators on this curriculum.

As part of the Unlock Literacy model, World Vision and InformEd developed a digital coaching and monitoring tool and system called Measuring Evidence of Quality Achieved (MEQA), which is used to measure data related to programme standards for all UL components. World Vision staff use the MEQA tool on a tablet to gather MEQA data to monitor its programmes and then uses this data for "reflection, programme improvement, and reporting purposes" (World Vision, https://www.meqadata.com/countries, January 28, 2023). Examples of MEQA data collected from reading camps in Ghana, Honduras, and Nicaragua are present in Appendix 3[17]. For example, reading camp facilitators are trained to follow an agenda at each reading camp session that includes 5 activities: Story time, Song time, Activity time, Make and Take, and Journal writing. World Vision staff observe a reading camp session and collect data on many aspects of the session, including what activities reading camp facilitators do and how they do it. MEQA data for the 3 countries in this study as well as other countries is available online through World Vision Education dashboard https://www.meqadata.com/countries.
For Ghana MEQA data, see https://www.meqadata.com/ghana-ul-reading-camps
For Honduras MEQA data, see https://www.meqadata.com/ul-reading-camps-honduras
For Nicaragua MEQA data, see https://www.meqadata.com/ul-reading-camps-nicaragua
(To learn more about MEQA, please watch this video.)

What happens at reading camp sessions: A description from Honduras

Researchers in this study conducted reading camp observations to collect qualitative and quantitative data to tell the story of reading camps in action and to provide understandings of how reading camps in the community sites selected for this study are conducted. These observations serve as a "snapshot" in time with researchers observing a reading camp session twice in each community, once during Phase 1 data collection (mid-2021) and once during Phase 2 (mid-2022). The purpose of the following description is to try to bring to life what one may observe when visiting a reading camp in Honduras. Rather than being based on one reading camp observation, this description draws on common elements from data collected across all reading camps in Phase 1 and 2. This description illustrates what reading camp activities look like in real life.

The reading camp session takes place outside of school hours, usually on a Saturday morning. Reading camps are conducted in different spaces depending on the community, such as in a classroom, outdoors, at church, or at some other place in the community.

Approximately a half an hour before the reading camp begins the team of 5 women facilitators arrive at reading camp space. These facilitators include mothers, teachers, church youth, members of the Neighborhood Board (patronato in Spanish) and faith leaders. (While the majority of reading camp facilitators are women, there is support from young men and fathers in a few communities in this study). The facilitators then organize the materials that they will use during the reading camp session. Some facilitators arrange the chairs in a semicircle. Other facilitators place or hang letters of the alphabet, drawings, other materials, and the reading camp agenda for the session on the walls so all the children can see them. Other facilitators make sure that the books, reading materials, and materials for camp activities are properly organized in their assigned spaces.

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[17] World Vision staff also use the MEQA tool to monitor and coach teachers by observing their teaching and learning practices in their classrooms and collecting data related to UL teacher training standards.

The children then begin to arrive. Some children are accompanied by their mothers, some arrive with their siblings, and many others arrive on their own. The facilitators welcome the children warmly. Meanwhile, caregivers who accompanied children interact with each other and the facilitators talk to each other while the children are playing, before the session begins. Then the facilitators ask the children to take their seats because the reading camp is about to begin.

A facilitator begins the session with a two-to-three-minute prayer at which time all participants stand and bow their heads. After this, the first activity on the reading camp agenda is singing. A facilitator leads the children in singing along to songs such as *I am a cup* or *Juan the Duckling.* Some facilitators use a speaker or a tape recorder when leading the singing. While singing, the facilitator leads and encourages the children to participate with choreography, to indicate that the reading camp has begun as well as to motivate the children to actively participate in the next activity.

Activity time is next, when children engage in either outdoor play or in games indoors that reinforce what will be taught that day. For example, for *The Store* game, the facilitator chooses a letter and asks the children to think of items that they would find at the market that begin with that letter. Children will then say their word aloud and also write it down. Puzzles are also used during activity time with children working in groups to put together words or picture puzzles related to the lessons in the story to be read later that day.

After activity time, the facilitators begin the next activity on the agenda: story time. The facilitating team begins to read a text aloud to the children, having chosen it from a collection of books or the reading camp manual. Some of the stories used include *The Little Red Hen, The Raven and the Jar, The Lion and the Mouse, The Donkey and the Wolf,* and *The Pigeon and the Ant.* As the facilitator reads, the children sit and listen. The facilitator asks the children follow-up questions to see the extent to which the children understand the story and its moral. Facilitators respectfully correct pupils when they answer incorrectly.

It is then time for the *Make and Take* activity, which involves the boys and girls creating figures or drawings related to the teachings of that day that stimulate basic literacy skills. Children take home whatever they make at the reading camp so they can practice reading at home.

Journal writing is the next and final activity. During this activity, the girls and boys write about what they liked or did not like during the session in their own personal journal or diary. Facilitators will help the children who have not yet learned to write, and help them to write their name or any ideas they had. Once the children finish writing, the session ends with a facilitator leading a closing prayer for the day. Then the facilitators inform the children and caregivers that they are free to go and the children take their journal home with them. Sometimes facilitators bring snacks (such as juice and a sandwich, a cookie, or a hamburger) for the children for the end of the session.

Some children stay longer to play and talk, while their caregivers wait for them. There are other caregivers who, due to their domestic responsibilities, have to leave immediately. Because the book bank is free to use in the reading camp space, some children explore these materials, and others spend a couple of minutes reading. Since the number of reading materials is limited and there have been previous experiences where these books and stories

were lost or damaged, the children are unable to take these materials home[18]. As the children and caregivers are leaving the reading camp space, the facilitators put away the materials, rearrange the chairs, and clean up the trash and dirt left as a result of the session. Once everything is clean and tidy, the facilitators lock the reading camp facilities and leave.

Outside of reading camp hours, the facilitators contribute their time and resources to support the reading camps. For example, in addition to the time they spend planning reading camp session, facilitators also purchase resources and materials needed for learning. They make cards and games for the reading camp. They decide what each person will bring for the camp.

Key factors hindering and enabling reading camps

The following are key factors identified through this study that affect how reading camps are conducted as well as effective they may be. Some factors enable reading camps while others hinder them. While these factors play out in different ways, in different communities and countries, they are all present in all three country research reports. Understanding enabling and hindering factors is important when planning to implement and scale an innovation, such as reading camps, especially when planning for sustainability of the innovation once the project implementer completes the project timeline.

Enabling factors

Committed actions of multiple key actors within community networks who support reading camps

The rich and nuanced qualitative findings presented in each of the research reports aim to illustrate how groups of key community actors work collaboratively through community networks to establish and support informal educational opportunities for young children through play-based literary activities conducting in UL reading camps/clubs. Each community network in each country is as distinct and unique as the members within those networks. Bearing that in mind, the purpose of comparing these findings is to reflect on what can be learned by identifying patterns that emerged from the findings who plays a role within these community networks to support reading camp activities and how they do so.

To explore community networks qualitatively, researchers in each country collected data in the two phases in two different ways. During Phase 1 data collection, participants were asked in KIIs and FGDs about who was directly and indirectly supporting reading camps and how they were doing so. In the follow-up data collection in Phase 2, one year after Phase 1, reading camp facilitators in the same communities in all countries were also asked to map those involved directly and indirectly with reading camps. In Ghana, CACG members were asked to do the same. (The reports from Honduras and Nicaragua present this mapped data in diagrams whereas findings from Ghana are presented through text.)

Across the research reports (2 from each country: the Phase 1 report and the final report), the following were identified as important actors within the community networks in relation to directly and/or indirectly supporting the community-based reading camps in the communities included in this study: volunteer reading camp facilitators (who in some cases are youth, students, Sunday school teachers, teachers, among others), mothers of the children who attend reading camps,

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[18] In Ghana, children attending reading camps borrow story books to read at home and then they return the story books the following week. In Nicaragua, children attending reading clubs take home sheets with a story on them to read at home.

faith leaders (who are Catholic or Evangelical in Honduras, Catholic, Evangelical, or Protestant and Nicaragua, and Pentecostal, Charismatic, Catholic, Evangelical, or Protestant in Ghana), community leaders, teachers and head teachers, local education authorities, governmental authorities at local and national levels, World Vision staff in each country as well as World Vision International.

In addition to the key stakeholders mentioned above, Ghana has two distinct groups of key stakeholders in this study: the Traditional Authority and the Community Action Core Group (CACG)[19]. The Traditional Authority is important community leader who, as noted in the research report, provides indirect support to reading camps, for example, by making announcements to parents to take advantage of the reading camps by allowing their children to attend and/or to visit the reading camp to motivate and encourage the volunteer reading camp facilitators.

A summary of key stakeholders' support to reading camps at the community-level in this study in Ghana included (but is not limited to) the following:
- Reading camp facilitators who plan and conduct reading camp activities.
- Mothers who accompany their children to reading camps as do siblings.
- Faith leaders who provide space for reading camps and encourage parents to send their children to reading camps.
- Traditional Authorities who make announcements for parents to take advantage of the free nature of the reading camps and allow their children to attend reading camps.
- Traditional Authorities, families, community members, and Parent Teacher Association members who visit reading camps to motivate and encourage reading camps facilitators for the voluntary, selfless, and dedicated nature of their work.
- CACG members who are volunteers that train and support reading camp facilitators.
- World Vision Ghana staff who train reading camp facilitators, faith leaders, community leaders, among others, as well as sensitizes parents, provide materials to reading camps, and provide ongoing support and monitoring.

The following is a summary from Honduras of the key stakeholders identified who directly and indirectly support reading camps and the ways in which they do so. Findings show that direct support is provided by reading camp facilitators (ranked as the most important actor), teachers, and caregivers (mothers). Direct support is done through the planning and implementation of reading camps, providing logistical support, and providing a space for the reading camps. Participants noted that different forms of indirect support provided by World Vision (ranked as the most important actor), faith leaders, caregivers (mothers), and Neighbourhood Boards. Indirect support included providing logistical support, materials, the space for reading camps, and, for caregiviers, sending their children to reading camps.

In Nicaragua, participants in the 10 communities identified many community members supporting reading clubs. These the most commonly identified community members include reading camp facilitators, mothers, faith leaders, Sunday school teachers, teachers, and school directors. As each community network supporting reading camps is unique, other community members and organizations were mentioned by some participants. For example, in one community, Water Committee and Health Brigade members support reading clubs, whereas another community mentioned the involvement of the Parent's Committee, university students, the community action committee, the Major's office, local business and children 12 years of age

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[19] Another distinct group In Ghana is the DTST who support teachers to implement Unlock Literacy strategies in schools.

and older who volunteer as reading buddies to help the young children who attend reading clubs.

When comparing findings across the three countries, teachers in Honduras and Nicaragua were described as playing a more direct role in reading camps than in Ghana. In Honduras, this may be partially attributed to the fact that schools in 7 of the 10 communities were used as reading camp spaces when in-person schooling was suspended due to Covid-19, perhaps contributing to a stronger role played by teachers when compared to Ghana. In Nicaragua, participants in 7 of the 10 communities in this study identified teachers and/or school directors as playing a direct role in supporting reading camps, while only one of the reading camps is conducted at a school.

Flexibility to adapt the reading camp model to the local context

Findings from this research provide many examples of flexibility to adapt the reading camp model to meet the needs of the local context as well as to address various challenges that arose while maintaining the key components of the reading camps related to the development of young children's literacy skills, which serve as an enabling factor. In this study, adaptation occurs at different levels: from World Vision International, to World Vision country offices, to Government officials, Ministry of Education staff and community members. From an organizational perspective, with World Vision as the implementer, there are two main levels of adaptation: From a global perspective (through the work of World Vision International) and from a country perspective (through the work of the World Vision Country Offices). WVI is responsible for all aspects of the UL model: from developing the UL Toolkits[20] to training and providing on-going support to WV country office staff who implement UL, including reading camps which are a key focus of the Community Action component and the Community Action Toolkit (2018). The approach used in all UL toolkits allows for WV country offices to adapt the processes and practices for the specific needs their country and the communities in which they work (including translating materials into suitable languages) while maintaining fidelity to the key critical elements. It is then the WV Country staffs responsibility to implement the UL model, including reading camps, with the aim of enabling communities to establish and foster effective reading camps to support the literacy learning of the young children in their community, especially those who are most vulnerable. For example, in Ghana, the UL approaches implemented in reading camps and classrooms use the local language as the medium of instruction which aligns with Ghana's basic school curriculum. In Honduras and Nicaragua, the UL activities have been translated into Spanish which is the official language and the national language of instruction in both countries.

The following are some examples of how key stakeholders (reading camp facilitators, other community members, WV staff as well as education officials) were flexible in the process of adapting how they conducted reading camps to address various challenges that arose. In response to the new realities of life after the Covid-19 pandemic began and once reading camps were able to resume after shutdowns in Ghana and Honduras and once parents in Nicaragua felt comfortable to allow their children to participate, reading camp practices were adapted to ensure the health and safety of all adults and children. (See the limiting factor titled Covid-19 for more details.) Everyone involved in reading camps in all 3 countries in this study were required to wear masks, wash their hands before entering the reading camp space, follow social distancing rules, use hand sanitizer, and stay home if they were ill. Examples of adaptations of reading camp activities include the following:

- Activities that required children to hold hands were adapted to eliminate hand holding.

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[20] UL toolkits include the Community Action Toolkit, the Reading Camp Curriculum Toolkit, and the Teacher Training Toolkit.

- Reading camp spaces were changed to allow more space for social distancing due to their size were changed to larger spaces or outdoor spaces.
- In Ghana, new reading camps were created to ensure that there was proper space to follow social distancing protocols to avoid congestion and the possible transfer of any infection.
- In Honduras and Nicaragua, the number of children who could attend a reading camp session was reduced from the pre-Covid-19 practices to ensure adequate space for social distancing.
- When reading camps were suspended in Ghana, a system was created to allow children to still borrow books while ensuring the safety of adults and children.

Other examples of adaptations of the reading camp model can be seen across the 3 countries in this study. While the model recommends that children who participate in reading camps be within the age range of grade 1 to 3 students, research findings from observations and interviews indicate that while the majority of children fall within that age range, children who are younger and older than that range also participate in reading camps. For example, reading camp facilitators in Community 1 in Honduras described how they adapt reading camp activities for these younger and older children so all children can learn at their level.

When comparing the number of children who participated in the reading camp sessions observed in this study, findings show that the number of children who attended the reading camps ranged from 24 to 94 (with an average of 52 children) in Ghana (see Appendix 5), from 8 to 32 in Phase 1 and from 12 to 28 in Phase 2 in Honduras with an average of 22 children in both Phase 1 and 2 (see Appendix 6), and from 9 to 24 in Phase 2 with an average of 16 in Nicaragua (see Appendix 7). (For a gender analysis of these findings, see the GESI section in this report.) These findings show that the number of children who attend a reading camp session are much larger in Ghana when compared to the reading camps observed in Honduras and Nicaragua. The number of children attending reading camp session has many implications including but not limited to the number of reading camp facilitators needed, the materials needed, the space needed, etc., which, if insufficient, are forms of limiting factors.

Exploring the data by country revealing the varying ways in which communities have adapted the UL reading camp model to engage a wide range of stakeholders important within their community. For example, depending on the community context, differing community actors provide spaces for reading camps to be held. In Nicaragua, 4 of the 10 reading clubs observed in this study are held in Catholic and Protestant church spaces, 2 in community centers and 4 in spaces set up in the homes of the reading club facilitators. In Honduras, 7 of the 10 reading camps observed in this study are at a school, 1 is conducted outside, 1 at a community center, and 1 in a church space. In Ghana, the majority of the reading camps are conducted outside under the shade of the trees. (See the section of hindering factors on challenges related to conducting reading camps outside.) A reading camp facilitator noted that "some of the SMC/PTA members gave us space for the reading camp".

For example, data from the mapping activity included in the Nicaragua final report shows that, of the 10 communities in this study, participants in 8 communities identified faith leaders as being involved in reading camps, participants in 7 communities identified teachers and/or principals as being involved, participants in 1 community identified the involvement of mothers and fathers, while participants in 4 communities mentioned the support their reading camp gets from other community members/organizations such as the Neighbourhood Board, the Municipality, the Mayor's office, the Ministry of Health, and, in one community, a private company. (See the

Nicaragua report for how participants described how these key stakeholders are involved, directly and indirectly, in reading camps.)

Participants in three communities in Honduras that hold reading camps at school did not mention the involvement of faith leaders. Participants in half the communities identified their Neighborhood Board as being involved in supporting reading camps, with one community also mentioning the involvement of the police and its Community Health Center. One community identified the involvement of the Water Board while another mentioned the involvement of the welfare committee and the youth network. (See the Honduras report for how participants described how these key stakeholders are involved, directly and indirectly in reading camps.)

Another example of adaptation of the reading camp model can been seen in Honduras and Nicaragua as reading camps (known as reading clubs in Nicaragua) are designed to take place in 21 sessions. (See the section above on the UL model for more details.) . In Honduras, the 21 sessions are conducted over 2-3 months with one group of children and, when completed, they are then begun with a new group of children. In Ghana, the sessions are conducted over the school year and once the reading camp facilitators complete the 21 sessions, they repeat sessions that will reinforce what the children may be struggling with.

Building on already existing systems, structures, and relationships

Given the holistic lens used in this research, building on already existing systems, structures, and relationships can be understood as an enabling factor at different levels, from the community upwards. At the community-level, prior to this innovation being introduced, there were existing community networks with members working in different ways for different purposes. Since WV works in these communities (such as the ones in this study) for long periods of time community members and schools (among others), they are a known partner that implements various types of programming using a collaborative approach. Rather than being an unknown implementer working in the community for the first time, WV has an on-going relationship with not only these communities but also the key regional and national stakeholders, including Ministries of Education. There are already existing relationships between and amongst community members, WV, local and national government officials (among others).

In this way, this innovation (reading camps) builds on and seeks to strengthen the existing sense of community by bringing together a range of stakeholders at different levels to introduce, establish, and support children's literacy development through conducting reading camps, for the benefit of their children. Using scaling metaphor illustrated in Figure 1, WV is planting the seed (introducing and establishing reading camps) and helping the seed to grow (providing on-going support to reading camps once they are established) in soil that is already prepared (through existing community networks that are broadened through their involvement of reading camps), which enables the implementation of reading camps.

At the community level, research findings illustrate other examples of building on already existing relationships. Involving faith leaders in reading camp activities in all three countries is an example of broadening the community network by engaging these community leaders with strong relationships with community members. While faith leaders[21] may be supporting Sunday

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[21] In Nicaragua, the category of "faith leaders" include Delegates of the Word, who are Catholic laypeople responsible for helping the local Priest/Bishop spread the Word as well as support community development. While the vast majority of the Delegates of the Word are men, some Christian denominations allow women to serve in this role.

school class, within UL reading camps they are encouraged to take an active role in support young children's education more broadly. Faith leaders have been described in some communities in all three countries, as providing space for reading camps and/or encourage parents to send their children to reading camps.

Another example of building on already existing relationships can be seen in Honduras, where reading camp facilitators described how they were volunteers in earlier WV literacy programming and, because they enjoyed and learned from those experiences, they chose to continue to volunteer by serving as reading camps facilitators. This type of commitment by these volunteers not only benefits the children who attend reading camps, but also enables these leaders to develop their leadership skills further by making a significant contribution to the children specifically and to the community more broadly.

In Nicaragua, participants in certain communities in this study identified community leaders, such as the local Health Brigade, Water Committee, the Mayor's office and a local business as being involved in reading camps. (For more details, see the descriptions of each community in the Nicaragua reports.) In 8 of the 10 communities in Nicaragua, teachers and school directors were identified as supporting the reading clubs in these communities.

In Ghana, the important support of CACG members to the reading camps provides another example of building on already existing relationships as CACG members are experienced reading camp facilitators, most of whom are teachers from schools within the community. CACG members train and support reading camp facilitators as well as monitor reading camps and sensitize parents about reading camps and the need for parents to encourage their children to attend the reading camp, among other activities. WVG trains and supervises the CACG. Having experienced reading camp facilitators train the next groups of reading camp facilitators enhances the training and support processes while enabling the CACG members to develop their leadership skills as well.

Implementing reading camp activities that complement the national curriculum

Designing reading camp model that complements the national curriculum and can be adapted to the local context serves as an enabling factor as its implementation can be clearly understood as supporting the goals of the Ministries of Education to support children's early grade literacy development. As noted earlier, the UL approaches implemented in reading camps (and classrooms) in Ghana use the local language as the medium of instruction which aligns with Ghana's national language policy at the basic level. In Honduras and Nicaragua, the UL activities have been translated into Spanish which is the official language and the national language of instruction in both countries. Reading club activities in Nicaragua support the Government's Strategic Plan to guarantee the right to education for all children.

Providing young children with play-based learning opportunities in a safe space outside of formal schooling

Participants from all three countries described how play-based learning opportunities provided outside of school through reading camp activities were beneficial in many different ways, depending on their local context. In Ghana, a male CCAG member explained that, "the teachers too are testifying that the children do well in school. If you compare children who attend reading camps to those that don't attend reading camps, there is a great difference. Those that attend reading camps do better than, those who do not attend reading camps" (FGD B, CACG 2). The Ghana reports notes how "at the reading camps, children learn through role-play and games. This makes it easier for beginners in reading to develop their interest."

As noted, children in Honduras experienced two years without in-person learning, which severely restricted their socialization. The importance of reading camps for these children is reflected in a reading camp facilitator's comment: "Before, they [the children] didn't socialize with each other. It was like they had become closed and distant, now there is more camaraderie" (Reading Camp Facilitators, Community 4, May 27, 2022). In communities in Honduras, where gang activities and violence occur in the streets, reading camps serve as an important alternative safe space for young children. As a teacher in Community 4 noted

> Most of the children in the community are used to hopping from street to street, playing outside all day long, going home for lunch, dinner, and then going out to the street again, and the reading camps really help the children learn, improve their reading comprehension, even their values are strengthened here (Teacher, Community 4, August 19, 2021).

Some children in Nicaragua also live in communities with violence and drug use happening around them. A faith leader described how,

> there is a lot of delinquency here, this neighborhood is very, how should I put it? Drugs are being used frequently here, there are many places that sell drugs. Yes, there are a lot of children who are involved in drugs, I tell you because they are 12 years old, 13 years old, they are still children. So, there is a lot of delinquency and through that, they steal, they injure themselves. (Faith Leader, Community 9, 2022).

Providing young children in communities such as this one with a safe space to learn and play can be seen as an enabling factor as reading clubs can serve as a protection mechanism from such realities.

Key stakeholders perceiving benefits of reading camps

In all three country reports, key stakeholders at all levels described the benefits of reading camps which serve as an enabling factor to drive not only key stakeholders' participation and support to the reading camps at the community-level (from the children who attend to the community members who provide direct and indirect support) but also regional and national level key stakeholders support (such as Ministries of Education). There were several benefits identified by participants in this study that were common across all 3 countries. While examples in this section are cited from a particular country, these examples were echoed in all three country reports. (For more details for each country, see the country research reports.)

Research findings show that children who attend reading camps are not only developing their literacy skills and interest in reading through the play-based activities, but also developing social-emotional skills, such as building their self-confidence and learning values, within a safe environment. Children who attend reading camps described how much they enjoy attending reading camps. For example, when asked how they felt about attending reading camp during a FGD, children in Community 3 in Honduras made the following comments: "[I feel] joyful.", "[With] every story we learn new things." "I feel good." "[I feel] content." "[I feel] happy." "[I am] reading, writing, painting, making friends and being happy" (Children, Community 3, May 21, 2022). Children in Community 4 in Honduras described the types of values that they were also learning through their reading camp participation: "They teach us about respect, love, teamwork, [and] care" (Children, Community 4, May 27, 2022). In Honduras, where school were closed for 2 years due to covid, the reading camps provided an important space for children to safely socialize. As a Honduran reading camp facilitator noted in May 2022, "Before, they [the children] didn't socialize with each other. It was like they had become closed and distant. Now there is more camaraderie (Reading camp facilitators, Community 4, May 27, 2022).

Parents, particularly mothers, across all three countries described how their children were developing their reading skills as noted by a mother in Nicaragua in Community 5 who stated: "I feel that the biggest change is that she is learning to read (Mother/Father/Caregiver, Community 5, 2022)." In Ghana, a reading camp facilitator described how *"most of the children can read fluently and confidently."* Teachers are also noticing improvements in children reading skills. For example, a mother in Community 2 in Nicaragua described how, "her teacher called me right now and told me that the girl was doing very well academically. It's just that she talks a lot, but she is doing well, thank God. (Mother/father/caregiver, Community 2, 2021).

Many reading camp facilitators in all three countries described how, by being trained and then leading the reading camp sessions, they were acquiring important new skills work, and thus developing personally. For example, in Honduras, a reading camp facilitator in Community 7 said

> From what I do or how I live, they [the children] will try to do the same. So I put myself as a leader and I am able to lead them. With my colleagues, we are able to lead them, to give them a good example. And it is a very nice experience that you have with the children, because you learn more from them and they learn from me clearly. It is something that has really changed me, my attitude, my way of being, and there are still things that I lack, but I am trying to change them (Reading camp facilitators, Community 7, September 14, 2021).

A reading camp facilitator in Ghana, speaking about her or his personal development noted the following: "I was very shy, but they will give us work to do and present it and it has helped me to put that shyness away" (Reading camp facilitator 5).

Hindering factors

Covid -19

The Covid-19 pandemic severely negatively affected all aspects of life in the communities in all 3 countries in this study beginning in March 2020. As noted in section 2, the Covid-19 pandemic disrupted all aspects of life in all three countries, with each Ministry of Education responding differently in each country. Once reading camps began again, there was widespread learning loss due to children missing months if not years of schooling, as was the case in Honduras. Factors related to Covid-19 also intersect with poverty as children from poor families who were attending school prior to Covid-19, were disadvantaged when learning went virtual since they were often unable to access smartphones or computers and the required internet access to learn remotely even if this was being provided by their Ministry of Education. (See the enabling factor titled "adapting reading camp practices" below to see how communities adapted reading camp practices to keep participants safe once public gatherings were permitted.)

In Ghana, there was a period of time (roughly 1 year) when public gatherings were not permitted and schools were closed (from March 15, 2020 to January 15, 2021) and schooling was conducted virtually. Schools re-opened on January 15, 2021. When schools were closed the reading camps were also suspended. Initially when reading camps were permitted to re-open, while some parents allowed their children to attend reading camps, others did not for fear of becoming infected with Covid-19, resulting in reduced attendance in reading camps in some communities in this study during Phase 1 data collection. As the perceived threat of transmission diminished, more children returned to reading camps. However, as with school attendance, some children who participated in reading camps before Covid-19 did not return once reading camps started up again.

Of the three countries in this study, Honduras experienced the longest suspension of schools and public social gatherings. The Ministry of Education in Honduras suspended in-person classes from March 2020 (replaced by remote on-line schooling) until early 2022 when they gradually reopened school (between February and April 2022). World Vision Honduras had to delay introducing reading camps in the communities in this study (planned for 2020) until 2021 due to Covid-19 restrictions, including those preventing public social gatherings. In early 2021, when public gatherings were permitted (with conditions) World Vison began introducing reading camps in the communities in this study. (At the time of Phase data collection in mid-2021, reading camps were being conducted for the first or second time). Some children did not return to school when schools re-opened and some parents did not initially allow their children to attending reading camps for fear of being exposed to Covid-19. As the perceived risk of spreading Covid-19 diminished, more parents felt comfortable to send their children to reading camps (especially with the adaptations to reading camps related to health as safety, as noted as an enabling factor below).

In Nicaragua, the Ministry of Education (Ministerio de Educación República de Nicaragua, known as MINED) continued in-person classes throughout 2020 and onwards. While reading camps were able to be conducted in the communities in this study, some parents who feared exposing their children to Covid-19 did not allow their children to attend reading camps. As was the case in Honduras, parents felt more comfortable to allow their children to attend reading camps as the perceived risk of spreading Covid-19 diminished over time, along with the implementation of the safety measures at reading clubs.

Hurricanes (in Honduras and Nicaragua)

In Honduras and Nicaragua, all aspects of life were severely disrupted for everyone living in the paths of two devastating back-to-back hurricanes in November 2020. As a result, all activities related to reading camps (known as reading clubs in Nicaragua) were also disrupted. As detailed in section 2, these communities experienced severe damage to all infrastructure (including homes and schools) as well as the loss of crops, etc. These communities, that were already poor and vulnerable prior to the hurricanes, were further disadvantaged as they work to recover. Reading camps in Nicaragua resumed as soon as it was safe to do so, while communities worked to recover. (As noted above, reading camps in Honduras were introduced in 2021. However, the communities severely affected were still recovering from the effects of the hurricanes in 2021 and onwards.)

Changes in personnel (government officials, reading camp facilitators)

In all three countries in this study, changes in personnel serve as a hindering factor. Since changes individual key stakeholders will occur periodically in all communities and countries, including those in this study, this requires the need to build new relationships between the implementer, such as World Vision, and new key stakeholders. For example, at the government level, changes in personnel could be the result of an election outcome, a retirement, a promotion, or a transfer of a government official, among other things. In all three countries, faith leaders can also move to serve churches in other communities.

The changes in personnel at the local level where volunteer reading camp facilitators leave for local paid employment or in some cases, especially in Honduras and Nicaragua, where people especially fathers migrate to another region or country for paid employment, were evident in all three countries. In Ghana, CACG member identified the lack of permanent reading camp facilitators as a significant challenge affecting reading camps. At the local level, participants note that it is necessary to continue identifying new volunteers to serve as reading camp facilitators to sustain reading camps, as volunteers will leave when they find work (including seasonal work), retire, or migrate.

Children's paid and unpaid work (within and outside the household)

This study was conducted in communities that are identified as vulnerable, often consisting of many poor families. In Ghana and Honduras, children's need to participate in forms of unpaid and paid labour can serve as a limiting factor hindering them from attending reading camps and/or attending reading camps regularly throughout the year. It is common for girls in Ghana and Honduras to be responsible for household chores, such as cooking, cleaning, and caring for younger siblings.

In Ghana, a local government official described the responsibilities girls commonly have in these communities as follows: "Most girls are usually engaged in household chores whilst the boys have time to either play or study their book" (LGO1). Another stated "because of girls' engagement in household chores, they are not able to participate in reading camps. Some of the mothers make the girls to assist them in taking care of their little siblings at home" (LGO2). While these types of household responsibilities are quite common in rural Ghanaian communities, such as the one in this study, a faith leader also noted how boys may be prevented from attending reading camps due to the need to contribute to the family through farming when he stated "the boys are made to go to the farm, so they don't get the time to attend reading camps" (FL1). Another faith leader spoke of how boys in island communities have to miss reading camps and school to fish to support their family. He stated, "in the island communities, where most of the boys go for fishing, the classes are filled with girls so the girls perform better in school and at the reading, camps compared to the boys" (FL3). During Phase 1 data collection, one-quarter of parents (18 of 75) who send their children to reading camps described challenges related to the fact that when their children are at the reading camp they miss out on time to help with household chores and/or running errands for the family.

In Honduras, participants from this study described how girls have year-round household responsibilities while some boys participate in seasonal agricultural work to earn money for the family such as coffee harvesting (February to April). A teacher in community 9 described how "this area is an area where 7 or 8 year old children are used for work…. the fifth grade girls make tortillas and do all the housework, it is very common for girls to take care of domestic chores (Teachers, Community 9, May 18, 2022). A child in same community stated, "sometimes we do not attend [the reading camp] because we work" (Children, Community 9, September 9, 2021). A Municipality Member for Community 5 and 6, speaking about children's education noted that

> we cannot ignore the fact that many parents preferred to send their children to work rather than send them to school. In rural areas there is still that first, you have to do the housework, you have to put away the firewood and then go to school, but children are supposed to be educated, and yes, there is child labor in the communities (Member of the municipality, Community 5 and 6, September 21, 2021).

Location of reading camp spaces

The location of the reading camp space can serve as a limiting factor in certain contexts, as evident in research findings from Ghana, Honduras, and Nicaragua. In Ghana, roughly half of the reading camps observed (10 of the 19 observed) were held outside under the shade of trees[22]. Participants in this study noted how this leads to challenges hanging print-rich materials for the children to see and read. In addition, when it rains children do not usually attend the reading camps that are held outside. Local government officials (Assembly Members) noted

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[22] Three reading camps were held in classrooms, 2 in churches, 2 in community centers, and 1 in a community member's home.

how, during the rainy season (from approximately May to July), reading camps conducted under a tree cannot be held due to the heavy rains. CACG members also described a lot of difficulties in locating a good venue for reading camp activities in some communities. For example, a CACG member explained that "the camp is organized in the center of the community in an unconfined environment and so the noise from nearby houses distracts the [reading] camp sessions. We cannot find a good place for the session so it is difficult for the facilitators to do their work" (CACG 1). A CACG member in another community stated, "One challenge is that the place that, we are doing the reading camp, the place is not good so, we need a safe place" (CACG 2). The Ghana report also notes that "the facilitators struggle to gather the children to the reading camps because the reading camps are far from the houses of most of the children".

In Honduras, there were three findings related to the location of reading camps that can serve as limiting factors. In rural communities in this study, when reading camps are located far from children's homes this hindered their participation. Also, the communities in Honduras in this study that are classified as urban-fragile experience violence and insecurity which requires extra attention to ensure the locations of the reading camps are safe for children. A local World Vision Staff in Community 4 described the "invisible borders" delineated by gang territories to the researcher when she or he noted:

> We have to be careful...because of the invisible borders that I think you have heard about. If I am going to carry out an activity like the one we did the day you came, I have to be careful about what kind of people I am going to invite. I am not going to expose a boy from a community with a rival gang, for example, that kind of thing is taken into account (World Vision Local, Community 4, August 27, 2021).

The need for ensuring reading camp spaces are accessible for children with disabilities was also noted in the Honduras report.

In Nicaragua, as in Honduras, when reading clubs in rural communities are located far from children's homes, this hinders their participation. For example, a reading club facilitator in Community 4 described how

> there are children who live far away, they live in a community called [Name of community], which is very far away and the mothers don't allow them to come here. I have already gone to the school to try to get... other new children; and the other children live in [name of another community], which is quite far away, so the mothers are afraid… the ones I work with, they can access the venue easily, close by, yes, because the mothers have told me that they are afraid of the road (Reading Club Facilitators, Community 4, 2022).

A Nicaraguan parent in Community 3 described how most people living in this community have to cross a river to get to the reading club, which not only poses risks to their safety but "when it rains, the water [in the river] rises, they cannot cross...When it's raining, they [reading clubs] don't meet" (Mother/father/caregiver, Community 3, 2022).

In addition, in some communities in this study where the reading clubs are operated in volunteers' homes, the physical size of the spaces were found to be too small and/or may not have adequate and available toilets for the children to use. Reading club spaces in churches where materials cannot be posted on the walls, where it is not possible to have a "reading corner", and those without a blackboard were also considered to be challenges to conducting reading clubs. In some communities there are problems of alcoholism and drug use among the youth, and these activities sometimes take place around the house where the Reading Club is held.

There were several factors hindering reading camps that were mentioned in all three reports. For this comparative report, these factors have been grouped together as those that require funding which is important to consider not only during the World Vision's implementation of reading camps but also in relation to scaling for impact, as the ownership and uptake of the reading camps transfers fully over to the community and broader system (as discussed later in this section.

Participants in all three countries identified the need for more on-going training for reading camp facilitators, in part due to the high turnover of reading camp facilitators (as discussed in the above section on changes in personnel). There was also a call for training reading camp facilitators on how to support children with varying forms of disability. The Ghana report notes the need for continuous sensitizing meetings and workshops for community members on the benefits of the reading camps, to maintain interest and strengthen community involvement.

While it is recognized that World Vision provides many materials to reading camps (for example, in Ghana, reading camps receive book-banks with storybooks, facilitator's guides, pencils, and erasers, among other things), there is a call for more materials in all three countries. For example, in Nicaragua, many reading camp facilitators commented that the reading clubs do not have enough books to read as well as needing more updated stories and materials to carry out the reading activity that focuses on story drawings. A reading camp facilitator described how

> We are almost out of materials. So, we are already using the materials
> that are left over at home, that is, because they give us some material, to
> do the preparation of the work, but they give them material also,
> separately, but when they run out of materials, we have to help them.
> (Club Facilitators, Community 1, 2022).

While it is understandable that many materials are needed to allow each child to fully participate in the play-based reading camp activities, and that they may likely be no end to the demand/need for more materials, this issue, among others, needs to be considered within the discussion of scaling for impact presented later in this section.

In Ghana, PTA member call for parents and the entire community to help creating better reading camp spaces, such as looking for a permanent shed for the reading camps so that there is a roof to protect the children when it rains.

All three country studies note that it would be beneficial for reading camp facilitators, who are volunteers, receive some form of incentive to motivate and retain them. (See the factor above on hindering factors related to changes in personnel.) The Ghana report suggests that the district assembly give reading camp facilitators a token or monthly allowance, and a certificate, to recognize their work and provide evidence of what they do. The report also suggests that community members should provide reading camp facilitators with voluntary contributions in a form of food stuff, money, or any other incentives to motivate them.

Since reading camps in Honduras and Nicaragua have relatively recently been established (over the last few years) when compared to Ghana, there is a call from participants for more on-going support from World Vision. For example, a reading club facilitator in Nicaragua said "There should be more frequent follow-up by World Vision to ensure quality in the implementation of the Reading Club" (Reading club facilitators, Community 8, 2021).

Gender Equality and Social Inclusion (GESI)

Since supporting all children, including the most vulnerable, is an aim of UL model broadly and the reading camps, it is very important to explore the gender and inclusion dimensions within this study. This research situates gender equality and social inclusion (GESI) as a fundamental cross-cutting perspective.

The two core elements of GESI are defined as follows:

> **Gender equality** is the state or condition that affords women and girls, men and boys, equal enjoyment of human rights, socially valued goods, opportunities, and resources. It includes expanding freedoms and voice, improving power dynamics and relations, transforming gender roles and enhancing overall quality of life so that males and females achieve their full potential.

> **Social inclusion** seeks to address inequality and/or exclusion of vulnerable populations by improving terms of participation in society and enhancing opportunities, access to resources, voice and respect for human rights. It seeks to promote empowerment and advance peaceful and inclusive societies and institutions. (World Vision, 2020, p. 4)

In this study, gender and inclusion were explored quantitatively and qualitatively. Quantitative data was collected during reading camp observations during Phase 1 and 2 data collection by recording the number of female and male reading camp facilitators and children participating in that reading camp and then analyzing that data. These reading camp observations provide a snapshot of one reading camp in each of the communities within this study. This data cannot be used to generalize what is happening in all reading camps or to determine the extent to which all children in each community are attending the reading camp but this data does allow for us to look for patterns within the data which are informative and often raise additional questions. There is always the caveat that, when conducting observations such as the observations in this study, that the mire presence of data collectors within the community can affect who participates and how they participant.

Qualitative data was also collected during all the KIIs and FGDs with many stakeholders in each country to gain insights into stakeholders' perceptions of how girls' and boys' experiences of learning by their participation in reading camps and more broadly in the education system may be affected by gender dimensions such as the gendered division of labour (who is responsible for what types of paid and unpaid labour) and widely-held societal beliefs of the role of women and men in society and the extent to which girls and boys need to be educated. This section begins with a summary of the gender dimensions related to this study first in Ghana (that has been implementing UL reading camps since 2017), then in Nicaragua (that has been implementing UL reading camps since 2019) and finally in Honduras (that began implement UL reading camps in 2021), followed by a cross-country comparison. (For more details on each country, see their Phase 1 report and their Final report.)

Ghana

In Ghana, quantitative data from Phase 1 reveals that there was gender balance among the 42 volunteer reading camp facilitators as 45% (19) were female and 55% (23) were male. There was also gender balance in the percentage of girls and boys attending reading camps in Phase 1 as, of the nine hundred and forty (940) children observed at these camps, 47% (438) were

girls and 53% (502) were boys, the vast majority of whom were attending school. Out of 940 children observed in these 19 reading camps, 34 (3.6%) were out-of-school children, with slightly more out-of-school girls than boys were observed as there were 20 (59%) girls and 14 (41%) boys. Of the 940 children observed, 11 had some form of disability, 5 of whom were girls and 6 were boys. (See Appendix 1 for the number of reading camp facilitators by sex and community.)

While the quantitative data from Ghana reveals a gender balance across the 19 reading camps observed both in terms of the sex of the reading camp facilitators and children participating, qualitative data from this study reveals gender dimensions that may be affecting girls' and boys' regular participation in reading camps. (This study did not survey the number of eligible girls and boys in each community to determine who was participating regularly and who was not.) Qualitative data from this study illustrates how widely-held gendered beliefs about the division of labour with many rural households where this study was conducted can affect girls' and/or boys' regular participation in reading camps (as well as in school).

For example, local government officials explained that, in general, girls are more disadvantaged when compared to boys in terms of attending reading camps. One official stated that "because of girls' engagement in household chores, they are not able to participate in reading camps. Some of the mothers make the girls assist them in taking care of their little siblings at home" (LGO2). A local government official in another community said the following:

> From observations, I realized that the boys are normally in their numbers when you visit the schools or reading camp. This is because the girls are home attending to the house chores and this puts them at a disadvantage academically. Most girls are usually engaged in household chores whilst the boys have time to either play or study their book (LGO6).

A summary of the interviews with parents noted how "girls are likely to be engaged in household chores in the afternoon and evening while boys have time for after-school activities. Almost all respondents agree that most girls wake up very early to start their house chores whilst boys stay in bed and this makes the girls tired even before coming to school and that affects learning abilities negatively compared to boys" (Final Report, p. 65) Some girls in communities in this study are also involved in seasonal agricultural work. For example, a faith leader described how, "during the cabbage season, the girls go and carry loads for money so, they are not able to attend the reading camp. At the age of 8 years, girls have to look for money to take care of themselves. The cabbage era [harvesting] is from June to August. So, the girls normally carry "apaaa" [cabbage] more than the boys and that is why the girls do not attend the reading camps than the boys". (FL 18)

When parents were asked about what affects girls' and boys' participation in reading camps, some described gendered division of labour for children that hinder them from attending reading camps. They described how girls sell things during market days and boys help with farming during the rainy seasons or fishing in island communities. For example, one parent said: "we have some girls engaged during market days to sell as well as boys in the farm when it is farming or fishing seasons". Another said "In the island communities where most of the boys go on fishing, the classes are filled with girls and that makes them perform better in school and at the reading camps compared to the boys". A PTA member described the following: "I once witnessed a girl who picked her books to go to the reading camp and her mother stopped her and asked her to go and fetch water, I had to intervene and explain to the mother the need for the girl to attend the reading camp and she should schedule the chores so that the girl can do them way before the reading camp time". (PTA 2)

The Final report also highlights widely-held societal beliefs regarding the division of labour and perceptions of the value of education for girls and boys as it states the following: "The mentality and customary belief that boys should be more educated than girls puts the girls at a disadvantage point. Therefore, girls may be married off soon after primary education to begin a life. So much attention and opportunities are given to boys in terms of education." (p. 55). The report also notes that in rural communities, such as those in this study, "girls are likely to be absent from school or come to school late since community culture and gender issues do not allow them to come to school every day and on time". This reality has implications for girls' participation in reading camps.

A child's desire to attend reading camps also affects whether or not they will attend. A few participants in this study noted how, generally, girls seemed to have more interest in attending reading camps. For example, a local government official stated how "girls attend the reading camp more that the boys because the boys are playful. The boys like playing football during the time for the reading camp activities. So in most cases it is the girls who attend reading camps." A faith leader noted "in the camp, I see more girls attending than the boys. Because the boys are very stubborn and they go out to play football when they close [leave] from school, unlike the girls who are obedient and they will do their chores early to be able to go to the [reading] camp". (FL 10)

It is interesting to note the dominate role of men in positions of leadership in this study when exploring the percentage of men and women holding key leadership roles within these communities. Of the 17 the Local Government officials, commonly called Assembly members, who participated in this study, 4 (23.5%) were female and 13 (76.5%) were male. Of the 8 the CACG members who participated in this study, 2 (25%) were female and 6 (75%) were male. (One reason for this gender imbalance is due to the fact that CACG members travel by motorbike to support reading camps in rural communities and men are more likely than women to drive a motorbike.) All the 38 faith leaders who participated in the study were male. This is likely due to the fact that most religious groups have males as Head pastors and Imams. (Ghana Final Report p.6)

When asked about how girls and boys were supported and treated while attending reading camps, all participants in this study said that girls and boys were treated equally without any discrimination based on their sex.

Nicaragua

Sex-disaggregated quantitative data from Phase 1 data collection reveals how the vast majority of the 27 volunteer reading camp facilitators observed conducting reading camps were women: 23 (85%) were women and 4 (15%) were men. These women are described in the report as "young women volunteers, housewives, religious leaders, Sunday school teachers, and Delegates of the Word" while the men are described as "young men, students, university students and Delegates of the Word, who are highly committed to their communities, to the girls and boys and to the church."

Not only did Phase 2 data collected one year later reveal a significant decline in the total number of reading camp facilitators from 27 to 13, it also shows all these 13 facilitators were women (See appendix 6).

The final report notes how:
> women are much more likely than men to volunteer to facilitate reading clubs because of their cultural, employment, and socioeconomic background. As has been pointed out in each of the cases described, this significant difference in the participation of women with respect to men is, according to their own testimonies, framed by the context of a culture with strongly rooted gender roles in the beliefs and practices of the communities visited, where it is common that, while men work outside of the home (generally in agricultural work and in extractive mines) and provide the resources to satisfy the material needs of the family, women work in family care, including supporting their children at school, mainly in elementary education and sometimes in secondary education.

Migration, which has intensified especially in poor communities in the last couple of years in Nicaragua also reveals gendered dimensions, as it is common for the men in a family to leave the household in search of paid employment. The report notes how the 4 men who were volunteering as reading camp facilitators in Phase 1 were no longer reading camp facilitators one year later as some of them abroad and others migrated internally while some of them are working in the community and still supporting the reading camp indirectly. As one faith leader noted: "the issue of migration has been more noticeable since last year, from January to date there are many fathers who have migrated, in the context that we live here... children are affected by migration, family ruptures are quite common in that sense" (Faith Leader, Community 10, 2022).

Data from Phase 2 reading camp observation shows that the number of children at the 10 reading camps ranged from 9 to 24 with the following breakdowns:
- equal or close to equal numbers of girls and boys at 3 reading camps,
- roughly two-thirds girls and one-third boys at 4 camps, and
- roughly one-third girls and two-third boys at 3 camps.
(See Appendix 6.)

While this data does not show a pattern of significantly more girls than boys in the reading camps observed once during Phase 2, the Nicaragua report states:
> one of the reasons why a greater participation of girls is identified compared to boys, is because from an early age, boys are usually integrated into child labor activities related to agriculture, such as coffee harvesting and crop planting in the case of rural areas, and trade and recycling of garbage, and scrap metal for sale in urban areas. Findings from key informant interviews with mothers and religious leaders show that girls' participation and involvement is higher both in the reading club and at school. (

In the research sites in Nicaragua, the report notes the strong support of mothers who who support their sons and daughters to attend the reading club while the fathers work outside the house all day in agricultural activities. One of the World Vision staff described how mothers who, despite having a heavy workload at home, decide to take time to accompany their children to and from the reading club activities. Through the data collected, it was possible to verify that the leadership to address issues related to the education of boys and girls in general, and of the reading clubs in particular, is assumed by women who are leaders in the community.

Honduras

When considering the sex-disaggregated quantitative data from Phase 1and 2 reading camp observations, it is important to remember that reading camps were being introduced in all the communities in Phase 1 so the Phase 2 data reflects the first year of conducting reading camps. Taking the data all together, there were 65 reading camp facilitators in 9 communities of which 55 (85%) were female and 10 (15%) were male. In the same 9 communities and the tenth community where reading camps were observed in Phase 2, there were 45 reading camp facilitators of which 43 (96%) were women and 2 (4%) were men. Exploring the data further by community (see Appendix 6), there is one community which had a male facilitator conducting reading camps during both Phase 1 and 2 data collection. (The data does not indicate if this is the same person during both periods.) 5 communities had at least on male facilitator in Phase 1 (2 communities had 3) and then none in Phase 2. As for female facilitators, there was a reduction in their number in 9 communities, (with the number being reduced by at least half in 5 of these communities) while one community had an increased in female reading camp facilitators from 2 to 5.

The Honduras report notes how this data show that women are much more likely than men to volunteer to facilitate reading clubs because widely-held gendered beliefs and practices that consider women to be responsible for household responsibilities including the education of the children while the men in the household are responsible for earning money outside the home for the family's survival (commonly in agricultural and mining work).

Quantitative data collected through Phase 1 reading camp observations show how there were slightly more girls than boys participating overall. (See Appendix 6.) Of the 185 children observed in 9 reading camps, 56% were girls (103) while 44% were boys (82). One year later, observations were conducted in 10 communities where there were, overall, slightly more boys than girls observed at the reading. Of the 216 children, 52% (112) were boys and 48% (104). Both Phase 1 and 2 overall data reflects ranges of girls and boys that can be considered "gender balanced". It is also important to explore the data by community as the data indicate changes in percentages of girls and boys in each community over the two phases, including a significant decrease in girls' participation in Community 7. The Honduras report notes that, "generally speaking, girls commonly have less free time to participate in reading camps than boys due to their household responsibilities which increase as they get older, especially for girls living in rural areas. While boys generally have more free time than girls, some boys in rural areas do agricultural work to support the family" (p. 95).

Quantitative data on the participation of out-of-school children shows there was a significant decrease in the overall number of out-of-school children participating in reading camps from 33 in 2021 (16 girls and 17 boys) to 4 (2 girls and 2 boys) in 2022. The report notes how this change "may be related to the rise of schools supporting reading camps in Phase 2, since teachers and school directors are inclined to encourage their students to attend reading camps and out-of-school children are harder to reach." (p.97) This change is particularly important given that, in all communities in this study, key stakeholders who participated in this study described "massive dropout" occurring as a result of the Covid-19 pandemic.

When comparing the findings from the 3 countries in terms of reading camp facilitators, there is a distinct difference in the percentage of women and men who are volunteering as reading camp facilitators in Ghana (which illustrates a gender balance) and those volunteering in Honduras and Nicaragua (which illustrates how the vast majority of reading camp facilitators are female).

Scaling for impact: Implications from research findings

This section discusses "scaling for impact" by drawing on research experiences and findings from this study. As noted in section 1, "scaling for impact" refers to a process whereby a range of approaches may be used to expand and deepen the impact of effective education innovations that can improve girls' and boys' learning—with a focus on the most vulnerable. These approaches include the spreading of ideas, approaches, and/or underlying principles that lead to improved children's literacy learning through community-based literacy activities (namely reading camps).

"Scaling for impact" requires identifying and/or considering what processes and practices contribute to positive outcomes or impact and then focusing on "scaling up" those processes and practices over time. For this research, this means identifying and understanding what is working well (factors that enable effective reading camps) and what are the challenges (factors that limit or hinder the effective of reading camps) at different stages of implementation (as seen in each country case) so that effective processes and practices can be supported to continue and the challenges can be addressed so that they are mitigated or eliminated.

The scaling process is complex and occurs over time, through the different stages of implementation. This process aims to result in key beneficiaries ultimately taking over full ownership of the innovation in whatever form they determine to be appropriate. While the implementers need to engage the key stakeholders in the early stages of scaling (such as establishing reading camps and by providing evidence of positive impacts as well as challenges to be addressed), it is the key beneficiaries or stakeholders who ultimately drive the final stages of the scaling process. It is the key stakeholders who determine what aspects of the innovation will be scaled (i.e. what "optimal scaling" looks like), in what ways, and how this will happen, with support from the implementers who help them understand all aspects of the innovation to be adapted, including the approaches, processes, and costs.

It is important to use a holistic approach to explore the process scaling the innovation of reading camps for impact across the three countries in this study, each within its distinct context and stage of implementation, over the life of the project from start to finish. The next section first describes how each country in this study is at a different stage of implementation and then explores the implications of scaling for impact across the 3 countries.

Each country is at a different stage of implementation: Implications for scaling for impact

Each country in this study is at a different stage of implementation of UL reading camps, which provides a valuable opportunity to compare these stages and their implications for scaling. While World Vision Honduras had planned to introduce UL community activities (including reading camps) in 2020, the long-term lockdown in Honduras due to Covid-19 resulted in reading camps being introduced in 2021 – the same year that Phase 1 data was being collected for this research. Thus, data collected in Phase 1 (mid-2021) reflects reading camps that were just recently established, as reading camps in 9 communities were being conducted for the first or second time. (One community had not yet conducted their first reading camp by the time the data was being collected). One year later, when Phase 2 data was collected the reading camps observed in this study had been being conducted for approximately one year.

World Vision Nicaragua began implementing Unlock Literacy, including the Community Action component with reading clubs, in 2019. While schools did not close in Nicaragua during the period of the Covid-19 pandemic, reading clubs activities were negatively affected during this time as girls' and boys' attendance decreased and, in some cases, the club was suspended to

avoid spreading Covid-19 to children, volunteers, and mothers. When Covid-19 cases increased and reading camps facilitators could not conduct group activities such as reading clubs, the volunteers implemented other litearcy support alternatives within the communities, by giving girls and boys reading materials provided by WVN so they could do reading activities at home.

World Vision Ghana began implementing its UL program in 2017 by piloting it in a select number of vulnerable communities. During Phase 1 and 2 data collection in Ghana, the reading camps were well-established and had been running for several years. Thus, within this comparative study, Ghana has a significantly longer experience of conducting reading camps when compared to the other two countries. In 2021, WVG received the UNESCO-Japan Prize on Education for Sustainable Development which recognized the positive impacts of UL Ghana program in 210 schools and communities in 8 districts across 5 regions, reaching 1,575 teachers and about 59,790 children (UNESCO, 2021).

Given the contexts of reading camp implementation across the 3 countries in this study, what the implications for scaling? If "scaling for impact" is a goal, then we need to explore IDRC's (2020) concept of "optimal scaling" by asking the following questions (as well as other related questions):

- Who is in the best position to identify the benefits and challenges of the innovation (reading camps, in our case) within a particular context (as scaling requires decision-makers to understand and consider both the benefits and challenges of the innovation)?
- What types of evidence (qualitative and quantitative) should be collected, validated, and disseminated? When should this occur?
- How can an implementer best use this evidence to inform decision-makers at different levels in the system (such as at local, regional, and national levels)?
- Who should decide what processes and practices related to reading camps should be "scaled-up" as well as how they should/could be "scaled-up"?
- Since "scaling for impact" requires both direct and indirect costs, who should decide which costs can be covered, why whom, and how?
- When should questions related to "scaling for impact" be asked in the context of implementation of an innovation such as UL reading camps (i.e., at what stage of implementation) to begin to get a sense of what "optimal scaling" may look like?

We recognize that different stakeholders (such as beneficiaries at different levels, project implementers, funders, and researchers) will likely answer these questions in very different ways. As IDRC notes (2020), "considering different perspectives, and setting out a process to determine optimal scale that stakeholders endorse is key to successfully scaling impact." (p. 3)

Figure 3 (below) aims to illustrate some elements of scaling for impact to consider to spark further discussion. This figure, which reflects the metaphor for scaling with its three stages presented earlier (see Figure 1), highlights not only a summary of discussions on scaling for impact that may need to occur over time, but also how support from the implementer (such as WV) may shift over time until the innovation (in whatever form the stakeholder determine to be optimal) if fully taken over by the key stakeholders, in the form and manner they see fit.
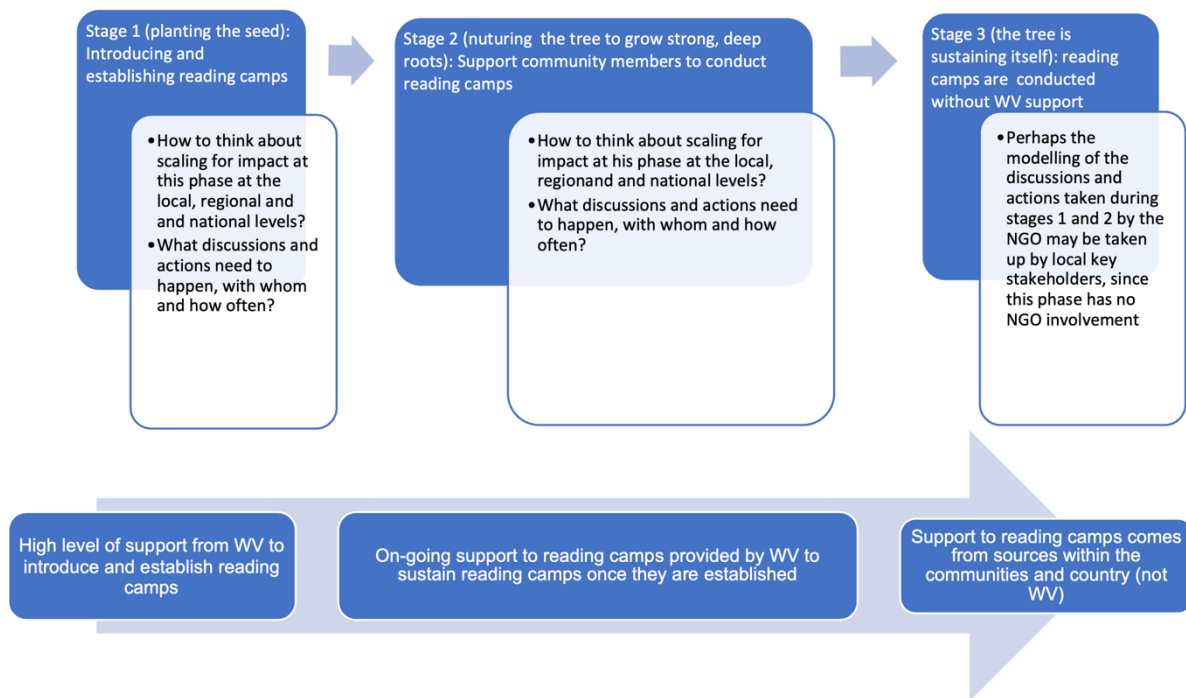
Figure 3: Implications of scaling at different stages of implementation

This figure reflects on the differing levels of implementer support needed at each of the three stages of scaling: From planting the seed (introducing and establishing a new innovation such as reading camps), nurturing the seed to sprout roots and grow (providing on-going support in many forms), and no longer tending to the tree as it supports itself (which represents supporting the transition from an implementer-supported innovation to one that is fully taken up by the local stakeholders, in the ways and manner they see fit).

Conclusions

This report presents a cross-country comparison of key research findings related to adaptation and scaling for impact of World Vision's Unlock Literacy reading camps in Ghana, Honduras, and Nicaragua. This qualitative comparative case study was conducted as part of the *Improving literacy for children through the support of community networks.* The main research question guiding this research is as follows: How can community actors and networks in Ghana, Honduras, and Nicaragua, each with distinct contexts, be enabled and strengthened to develop and use their own adaptive systems when implementing World Vision's Unlock Literacy program at scale to improve the literacy outcomes of girls and boys, including those who are marginalized?

Each country in this study was at a different stage of implementation of reading camps. Honduras was in the early stages of implementing reading camps during Phase 1 data collection as the reading camps observed were being conducted for the first or second time (due to delays caused by Covid-19). By Phase 2 data collection in Honduras, the reading camps observed had been running for one year or more into being conducted. In Nicaragua, reading camps, known as reading clubs, were introduced and established in 2019 so were in their second and third year of implementation at the time of Phase 1 and Phase 2 data collection,

respectively. In Ghana UL reading camps were introduced through a pilot study in 2017 and thus Ghana was in its fifth and sixth year of implementation during the two rounds of data collection in mid-2021 and mid-2022, respectively.

The scaling process was also explored in this study, with a focus on "scaling for impact". Scaling in this study refers to a process whereby a range of approaches may be used to expand and deepen the impact of effective education innovations that can improve girls' and boys' learning—with a focus on the most vulnerable. These approaches include the spreading of ideas, approaches, and/or underlying principles that lead to improved children's literacy learning through community-based literacy activities (namely reading camps).

"Scaling for impact" requires identifying and/or considering what processes and practices contribute to positive outcomes or impact and then focusing on "scaling up" those processes and practices over time. For this research, this means identifying and understanding what is working well (factors that enable effective reading camps) and what are the challenges (factors that limit or hinder the effective of reading camps) at different stages of implementation (as seen in each country case) so that effective processes and practices can be supported to continue and the challenges can be addressed so that they are mitigated or eliminated. The following are key factors identified through this study. Some factors enable reading camps while others hinder them. While these factors play out in different ways, in different communities and countries, they are all present in all three country research reports.

Key enabling factors evident through the cross-country comparison include the following:
- Committed actions of multiple key actors within community networks who support reading camps.
- Flexibility to adapt the reading camp model to the local context.
- Building on already existing systems, structures, and relationships.
- Implementing reading camp activities that complement the national curriculum.
- Providing young children with learning opportunities in a safe space outside of formal schooling.
- Key stakeholders perceiving benefits of reading camps.

Key factors that may hindering reading camps include the following:
- Covid-19.
- Hurricanes (in Honduras and Nicaragua).
- Changes in personnel (Reading Camp facilitators, government officials).
- Children's paid and unpaid work (within and outside the household).
- Location of the reading camp space.
- Elements that require funding (provision of training, reading materials, incentives for volunteers, on-going support).

Understanding enabling and hindering factors is important when planning to implement and scale an innovation, such as reading camps, especially when planning for sustainability of the innovation once the project implementer completes the project timeline.

Various types of adaptations of the UL reading camp model are evident in the research findings across the three countries. In addition to the adaptation of the language used in reading camps to suit the local context, the number of children participating in a reading camp session also varied. In Ghana, the reading camps observed had an average of 52 children, while there was an average of 22 children in Honduras, and an average of 16 in Nicaragua. The locations of

reading camps also illustrate forms of adaptation as reading camps are conducted in open spaces (for example, roughly half the reading camps observed in Ghana were conducted under the shade of trees), inside schools (for example, 7 of the 10 reading camps observed in this study in Honduras were conducted outside school hours within schools), or in church spaces, community spaces, or within reading camp facilitators' home. (In Nicaragua, 4 of the 10 reading clubs observed in this study are held in Catholic and Protestant church spaces, 2 in community centers and 4 in spaces set up in the homes of the reading club facilitators.) While reading camp facilitators in Ghana were women and men in equal numbers, reading camp facilitators (known as reading club facilitators in Nicaragua) are predominantly women. While reading camps are designed for children who are the school-age for grades 1-3, underage and overage children attend reading camps in all three countries in this study. Adaptations to local context is also evident in the types of community members who directly or indirectly support reading camps through community networks. While parents, teachers, school directors, faith leaders were all identified by research participants as supporting reading camps across all three countries, there were other community members identified that were either specific to that country (such as Traditional Authorities in Ghana and Neighbourhoods Boards in Honduras and Nicaragua.)

Since GESI was a critical cross-cutting issue in this study, this report also highlights key findings from each country explored through a gender lens. The purpose of this exploration is to deepen the gender analysis of the data beyond simply ensuring gender parity (equal numbers of girls and boys attending reading camps or equal numbers of female and male reading camp facilitators) but to also explore how gender norms and widely-held societal beliefs and practices can affect the ways and extent to which children (girls and boys) and adults (women and men) are involved (or not involved) in reading camps. This is done by highlighting quantitative data collected through reading camp observations (as a snapshot in time) as well as qualitative data through Key Informant Interviews and Focus Group Discussions (which reveal gender norms and widely-held societal beliefs and practices affecting girls and boys, women and men).

While each country has a distinct context with differing gender norms, comparing findings reveals the ways girls' responsibilities within the household can affect girls' free time to participate in activities such as the reading camps. For example, in Ghana, boys are more likely than girls to have free time outside of school hours to participate in activities such as reading camps. In some cases, boys' responsibilities to help the family through paid work can affect boys' ability to participate in reading camp activities. Examples of types of "boy's work" include seasonal agricultural work in all three countries, harvesting coffee in Honduras and Nicaragua, and fishing in island communities in Ghana. When exploring gender dimensions related to reading camp facilitators, women in Honduras and Nicaragua were far more likely to volunteer in this role when compared to men. This was largely attributed to the fact that men in these countries work away from the home to earn money for the family, whereas women are responsible for household responsibilities including caring for the children, according to the common gender roles and gender norms in these communities.

Finally, this report seeks to contribute to discussions on "scaling for impact" by drawing on findings from this study across the three countries, not only within distinct contexts but also at different stages of implementation of reading camps. Scaling, at the earliest stage of implementation, focuses on introducing and establishing reading camps (as the innovation being study in this case.) Once the reading camps are established, implementers need to provide on-going support in differing forms (such as training, materials, monitoring, etc.) to strengthen what is happening, as well as address issues as they arise in collaboration with their stakeholder counterparts who are directly and indirectly involved in reading camps at all levels

(local, regional and national). While the focus of implementers centers on meeting the project objectives and deliverables, implementers should also be thinking about ways to engage key stakeholders at all levels in discussions that enable the transition from an implementer-supported innovation to one that is completely owned by local stakeholders without any support from the implementers. Since it ultimately the local stakeholders who decide if an innovation (or elements of an innovation) should be taken up, including how they will find the resources (in terms of human resources, materials, spaces, etc.) to be able to do so, the implementers can facilitate this transition in many ways: by collecting and sharing information on the strengths and challenges of implementing the innovation, by sharing details on the costs (monetary and in-kind) of implementing the innovation, etc. Rather than considering these elements and the transition of the innovation from implementer-led to fully stakeholder-led (without implementer support) at the end of a project, it seems that the process of scaling of an already proven innovation such as UL reading needs more attention even in the early stages of implementation. Integrating scaling considerations throughout the stages of implementation may well strengthen the process of transferring full ownership of a proven innovation (such as WV UL reading camps) out of the hands of the implementers and fully into the hands of the key stakeholders.

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Appendices

Appendix 1: Qualitative data collection instruments by data collection phase

Data collection Phase 1 (mid-2021)	
Type of Instrument	**Type of Participant**
Focus Group Discussion (FGD)	Reading Camp Facilitators
	Girls and boys who participate in reading camps (in and out of school children)
	Parent Teacher Association/School Management Committee members
	District Training Support Team (MOE officials) (Ghana)
	Community Action Core Group (Ghana)
Key Informant Interview (KII)	Ministry of Education officials at local level (Ghana and Honduras)
	Ministry of Education officials at regional level (Ghana and Honduras)
	Ministry of Education officials at national level (Ghana and Honduras)
	Head Teacher/School Director participating in and/or supporting UL activities (Ghana and Honduras)
	Teachers who participated in UL training (Ghana and Honduras)
	World Vision Project staff at the local/community level.
	World Vision Project staff at the regional level
	World Vision Project staff at the national level
	World Vision Project staff at the international level
	Religious leaders
	Mothers and fathers who send their children to reading camp
	Traditional authority (in Ghana)/Chief of Indigenous community (in Honduras)
	Local Government Officials: Assembly Members (Ghana)/ Municipalities Officials (Honduras and Nicaragua)
Observations	Reading camp (Reading clubs in Nicaragua)

Note: Most of the instruments were used in all three countries, with exceptions indicated in brackets.

Honduras – Phase 2 (mid-2022)		
Type of instrument	**No.**	**Type of participant**
Focus Group Discussion	1	Reading camp facilitators
	2	Children who participate in reading camps (in and out-of-school children)
	3	Mothers/Fathers who send their child/children to Reading Camps
	4	Teachers
Key Informant Interview	1	Ministry of Education Officials at National, Regional, and Local Level - 3 in each country: 1 at each level
	2	Head Teacher/ School Director
	4	WV National Level staff: 1 Education Technical Specialist/Adviser and WV staff working in different regions
	5	World Vision Community Development Facilitators (CDF)
	6	Faith Leaders
	7	World Vision International staff
Observation	1	Reading Camp Observation

Nicaragua – Phase 2 (mid-2022)		
Type of instrument	**No.**	**Type of participant**
Focus Group Discussion	1	Reading club facilitators
	2	Children who participate in reading clubs (in and out-of-school children)
	3	Mothers/Fathers who send their child/children to reading clubs
	4	Parent Teacher Association (PTA)/ School Management Committee (SMC)
Key Informant Interview	1	Ministry of Education Officials at National, Regional, and Local Level - 3 in each country: 1 at each level
	2	Head Teacher/ School Director
	3	Teachers
	4	WV National Level staff: 1 Education Technical Specialist/Adviser and WV staff working in different regions
	5	World Vision Community Development Facilitators (CDF)
	6	Faith Leaders
	7	World Vision International staff
Observation	1	Reading club

Ghana – Phase 2 (mid-2022)		
Type of instrument	**No.**	**Type of participant**
Focus Group Discussion	1	Reading camp facilitators
	2	Children who participate in reading camps (in and out-of-school children)
	3	Mothers/Fathers who send their child/children to reading camps
	4	Teachers
	5	Parent Teacher Association (PTA)/ School Management Committee (SMC)
	6	Community Action Core Group (CACG) members
	7	District Training Support Team (DTST) members
Key Informant Interview	1	Ministry of Education Officials at National, Regional, and Local Level - 3 in each country: 1 at each level
	2	Head Teacher/ School Director
	3	Local Government Official: Assembly Member (Ghana)
	4	WV National Level staff: 1 Education Technical Specialist/Adviser and WV staff working in different regions
	5	World Vision Community Development Facilitators (CDF)
	6	Faith Leaders
	7	World Vision International staff
	8	Traditional Authority
Observation	1	Reading camp

Map of Ghana

This map indicates the 3 areas where community research sites in Ghana were located. World Visions Ghana classifies these areas into clusters. Community research sites were located in Fanteakwa Cluster (Fanteakwa North, Fanteakwa South, Afram Plains North and Afram Plains South), Diaso Cluster (Upper Denkyira West District) and Krachi Nkwanta Cluster (Krachi West District, Nkwanta District and Kadjebi District).
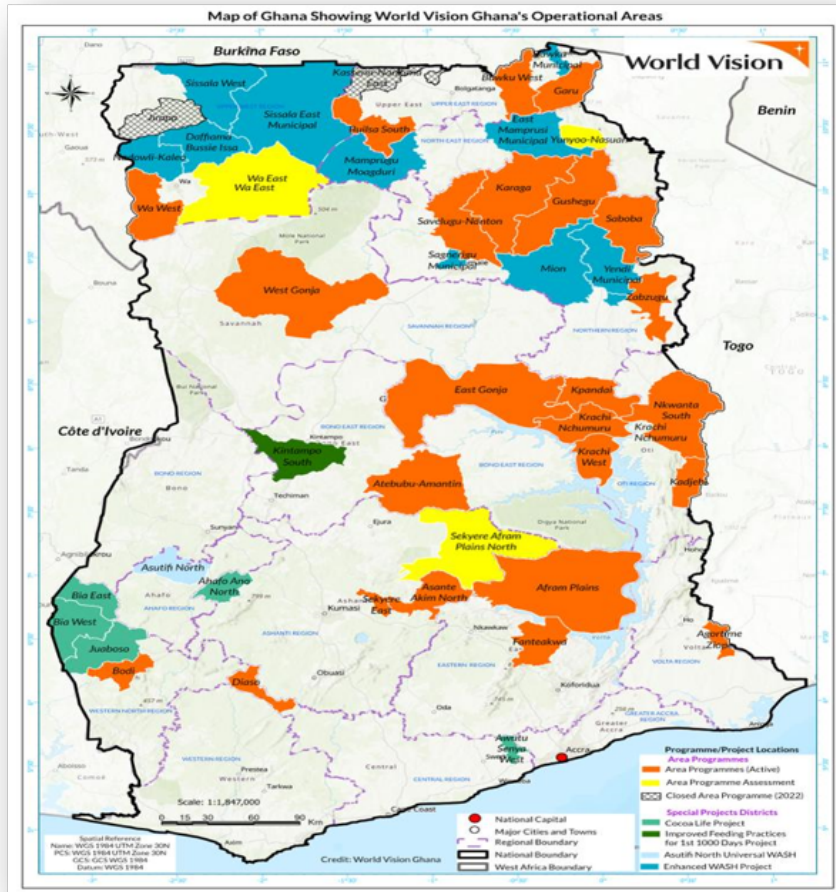
Map of Honduras

This map indicates the 3 areas where community research sites in Honduras were located. World Vision Honduras classifies these areas as Program Areas: Programa de Área Nor Occidente (PANO), Programa de Área Centro Oriente, Sur (PACOS) and Programa de Área Lenca (PALE).
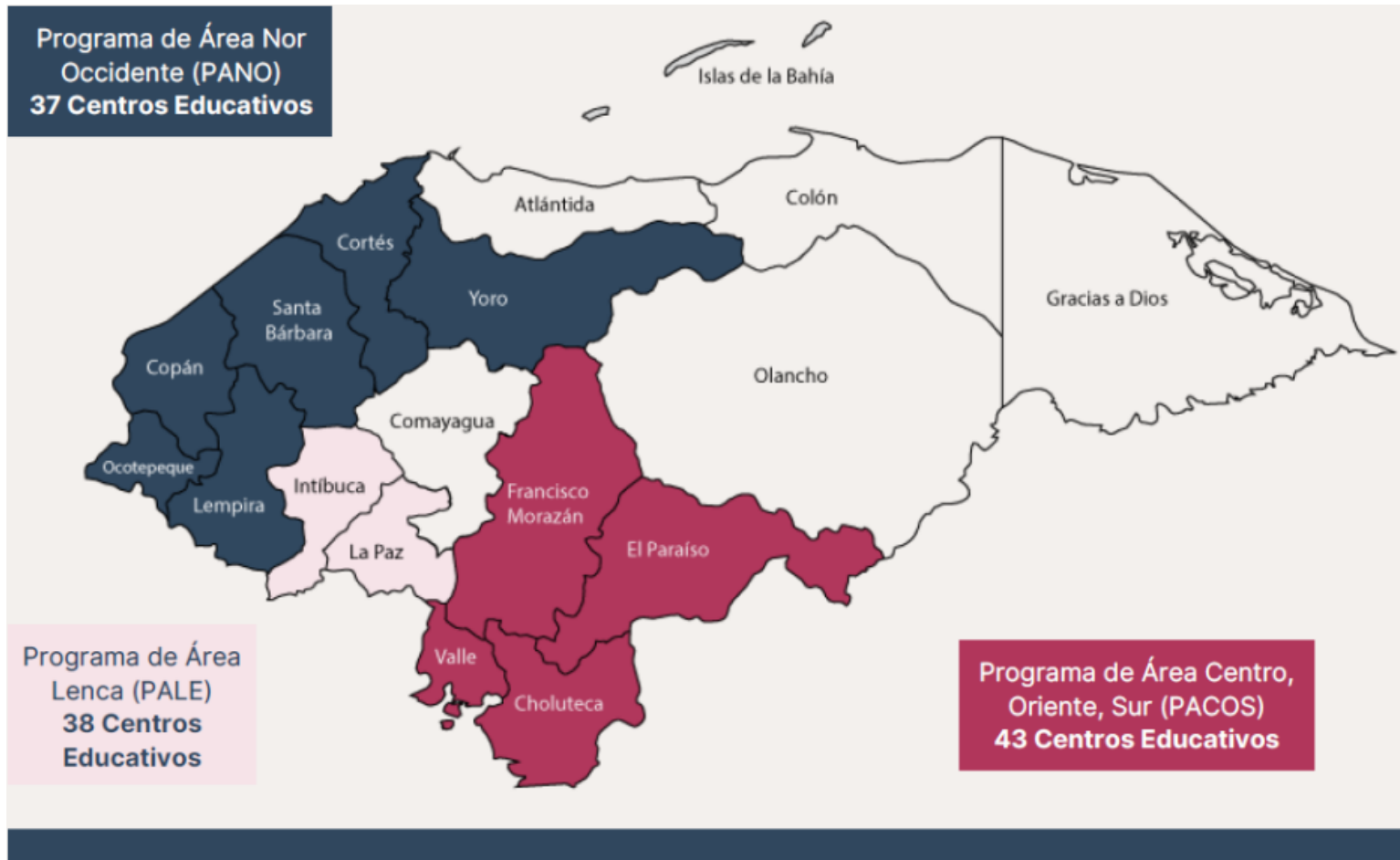
Map of Nicaragua
This map indicates the 3 areas where community research sites in Nicaragua were located: Esteli, León, and Managua.
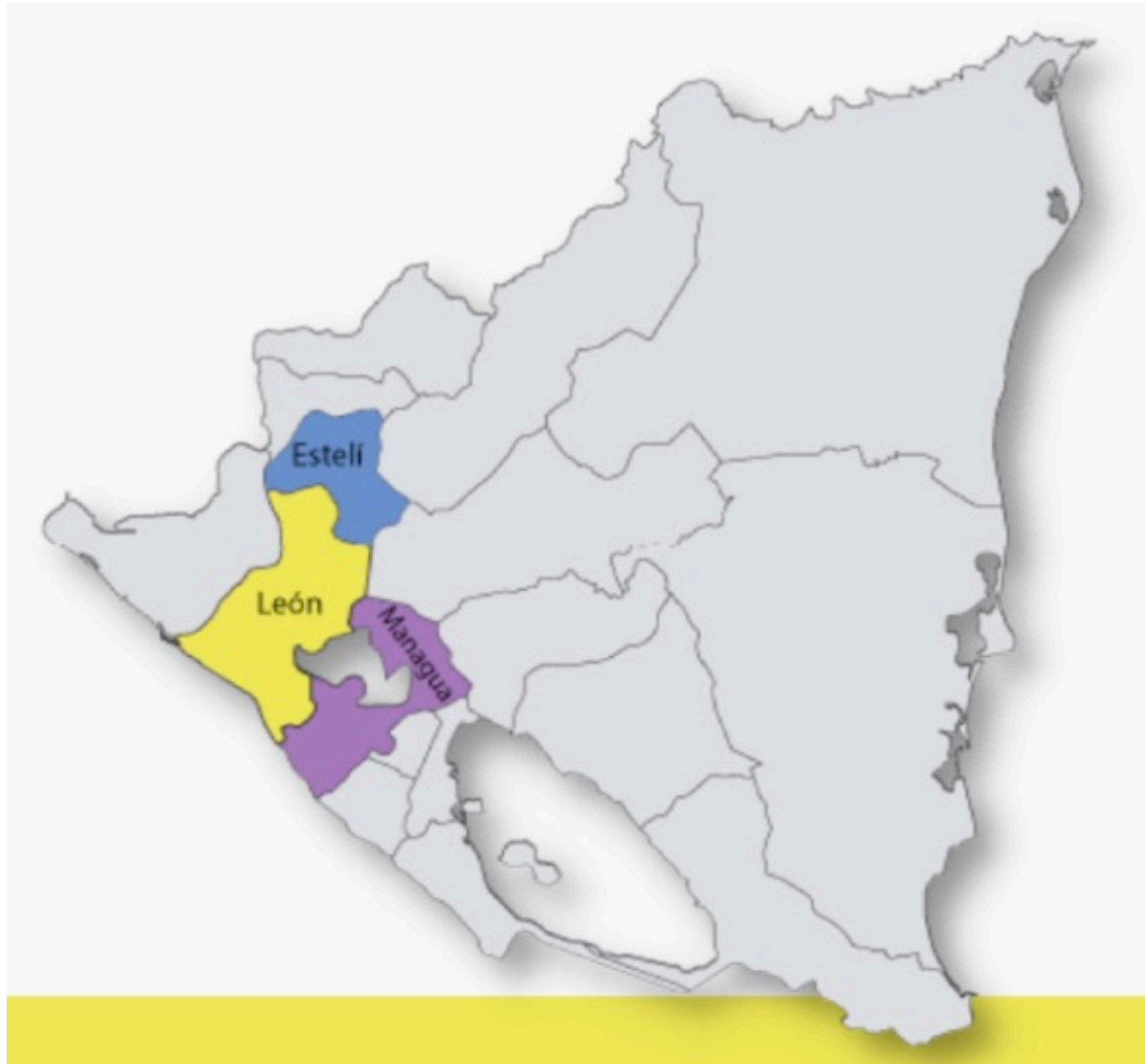
Appendix 3: Number of FGDs, KIIs, and Observations conducted in each country

Ghana: Phase 1 Data Collection

Tool type	Type of Participant	Total conducted	Number of participants
Focus Group Discussion	Reading Camp Facilitators	20	49
	Children participating in reading camps	20	216
	Community Action Core Group (CACG) members	5	5
	District Training Support Team	5	17
	Parent Teacher Association (PTA)/School Management Committee (SMC)	20	93
Key Informant Interviews	District Education Officers	5	5
	Head Teachers	19	19
	Teachers	56	56
	Assembly Members	17	17
	Mothers and fathers who send their children to reading camps	75	75
	World Vision International Staff	1	1
	World Vision National Staff	1	1
	World Vision Local Staff	1	1
	World Vision Community Development Specialists (CDF)	3	3
	Faith leaders	38	38
	Traditional leaders	19	19
Observation	Reading camp	19	19
Total		**324**	**634**

Ghana: Phase 2 Data Collection

Participants	Female	Male	Total
Traditional Authority	4	16	20
Reading camp facilitators	22	28	50
Faith leaders	4	32	36
CACG	3	12	15
Mothers/fathers who send their children to reading camps	69	22	91
WV International staff	1	0	1
WV National staff	x	x	x
WV Local staff	1	4	5
Head teachers	4	16	20
Teachers	28	26	54
Ministry of Education	1	4	5
Children who attend reading camps	53	55	108
DTST	2	12	14
PTA/SMC	26	39	65
Reading camps observations	143	97	246
Total	**361**	**358**	**730**

Honduras
Data collected during Phase 1 and 2

Tool type	Type of participant	Phase 1	Phase 2	Total
Focus Group Discussion (FGD)	Reading camp facilitators	9	10	19
	Children participating in reading camps	18	11	29
	Parents' Association	4	-	4
	Community Members	7	-	7
	Parents	-	10	10
	Teachers	-	10	10
Key Informant Interviews (KII)	Secretariat Authorities at the National, Regional, and Local Levels	10	-	10
	School Principals/Directors	6	9	15
	Teachers	18	-	18
	Members of the Municipality	2	-	2
	Mothers and fathers who send their children to reading camps	32	-	32
	World Vision International Level	0	1	1
	World Vision National Level	0	1	1
	World Vision Regional Level	5	3	8
	World Vision Community Development Facilitators	9	-	9
	Faith leaders	11	9	20
Observation	Reading camp	9	10	19
Total		**140**	**77**	**217**

Note: The tool type for Parents and Teachers was changed from KIIs in Phase 1 to FGD in Phase 2.

Nicaragua - Number of data collected by type of tool and participant

Tool type	Participant type	Phase 1	Phase 2	Total
Focus Group Discussion (FDG)	Reading club facilitators	10	10	20
	Girls and boys who participate in reading clubs	15	10	25
	community members	5	0	5
	Mothers and fathers of the School Support Committee*	-	10	10
Key Informant Interview (KII)	Members of the municipality	2	0	2
	Fathers, mothers, caregivers who send girls and boys	37	10	47
	School principals*	-	8	8
	Teachers from grades 1 to 3*	-	29	29
	MINED officials (Ministry of Education)*	-	4	4
	World Vision International	0	1	1
	World Vision National	1	1	2
	World Vision working in different regions	3	4	7
	World Vision Community Development Specialists (CDF) – Local	4	8	12
	Faith Leaders	16	9	25
Observation	Reading Clubs	9	10	19
Total		**102**	**114**	**216**

* All FGDs and KIIs conducted within the education system were conducted in Phase 2 with researchers receiving feedback from MINED on the research tools and revising the tools based on that feedback.

Appendix 4: Examples of MEQA results for Honduras, Nicaragua, and Ghana
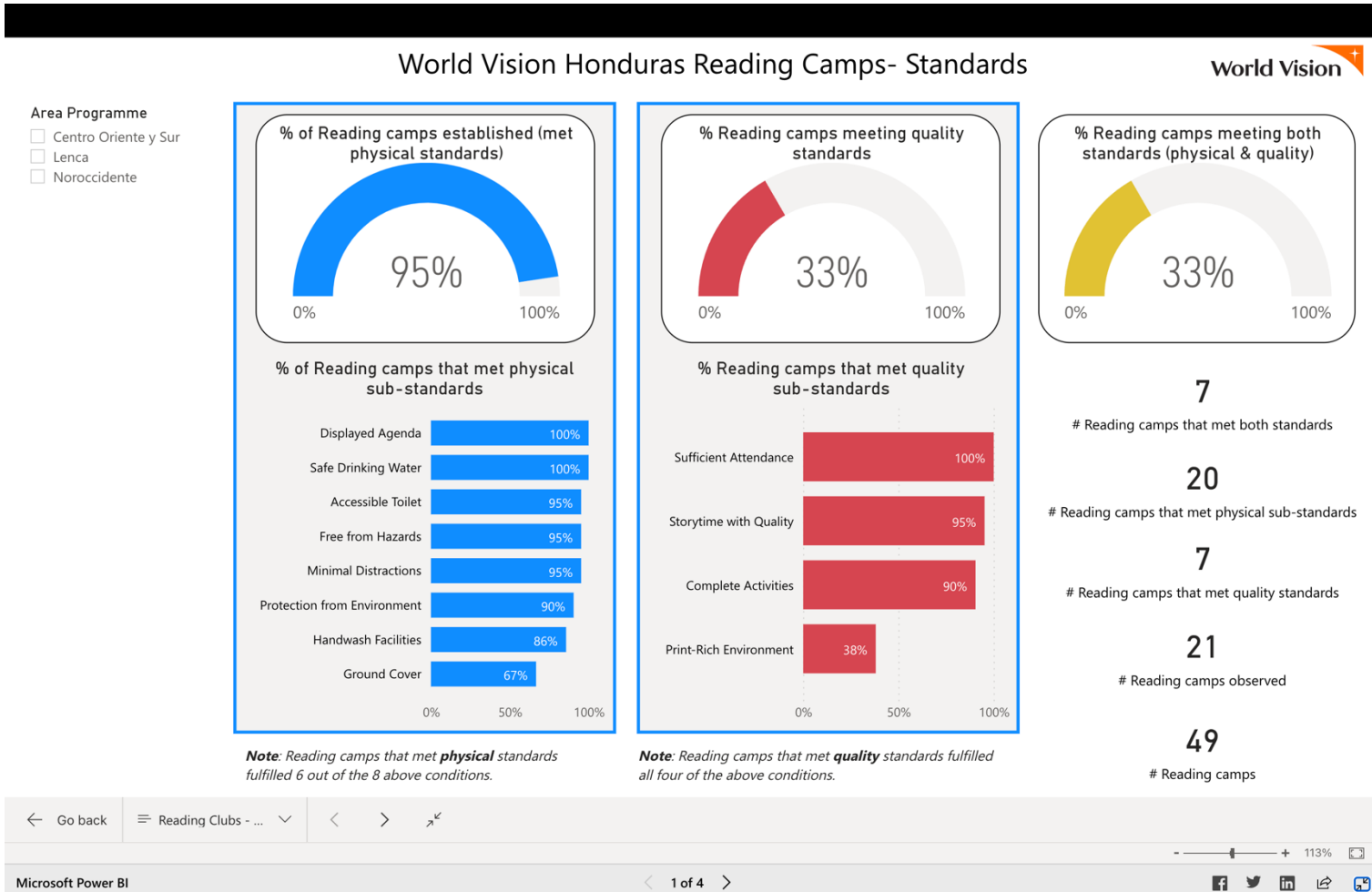
World Vision. (January 27, 2023). *Measuring Evidence of Quality Achieved: Honduras Unlock Literacy Reading Camps.*
https://www.meqadata.com/ul-reading-camps-honduras

World Vision Nicaragua Reading Camps - Sub Standards

% Reading camps that conducted activities

Activity	%
Story Time	98%
Song Time	94%
Activity Time	92%
Make & Take	76%
Journal-Writing	74%

Area Programme
- [ ] Condega
- [ ] Larreynaga
- [ ] Tipitapa
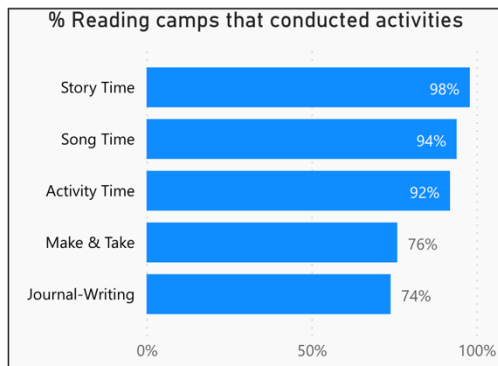
Note: A reading camp that has "complete activities" should do all 5 activities.

Reading camp enrollment– by sex

Sex ● Boys ● CWD ● Girls

Total: Boys 407, Girls 414
Register...: Boys 229, Girls 260

Reading camp attendance – by sex

Sex ● Girls ● Boys

Girls 356, Boys 309
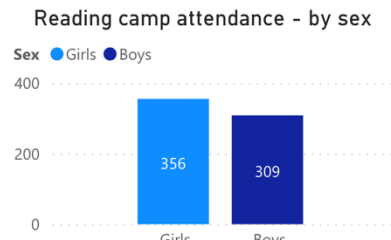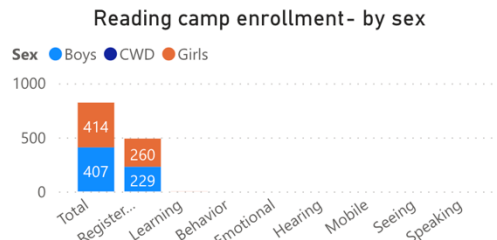
Average attendance

7	6	13	1.3
Girls	Boys	Total	Facilitators

Note: A reading camp that has "sufficient attendance" should have at least 12 children.

% of Reading camps that met storytime standards

	%
Children Asked Questions	98%
Children Listened	98%
Positive Interaction	94%
Appropriate Intonation	92%
Sufficient Materials	80%
Asked Questions	56%
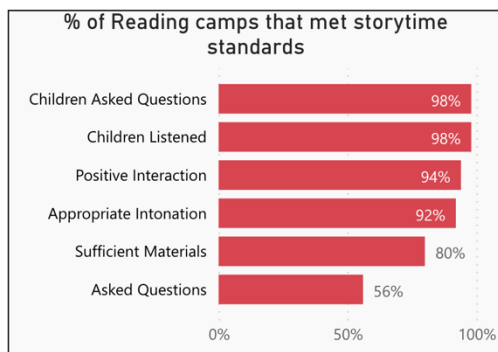
Note: A reading camp that has "storytime with quality" should meet at least 3 of the above conditions during storytime.

% of Reading camps that met print-rich standards

	%
Materials Often Displayed	88%
Print Display Present	82%
At least 50 titles	78%
Secure Book Bank	64%
Borrowing Encouraged	62%
Record of Books	62%
Accessible Book Bank	58%
Three copies per title	56%
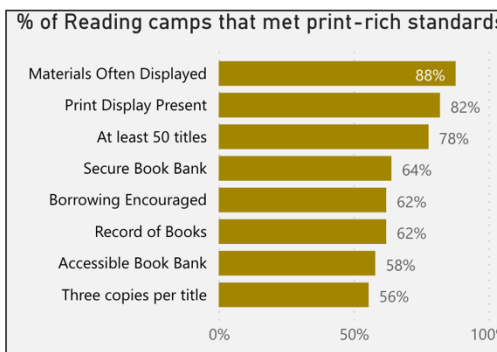
Note: A reading camp that has "print-rich environment" should meet at least 5 of the conditions above.

Reading camp facilitators

● male ● female

male 12%, female 88%
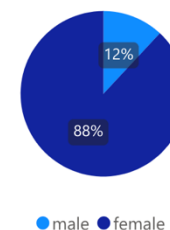
Camp facilitator	Average
Number of Months as RCF	18
Age	35

Go back | Reading Clubs - ...

Microsoft Power BI   2 of 4

World Vision. (January 27, 2023). *Measuring Evidence of Quality Achieved: Nicaragua Unlock Literacy Reading Camps.*
https://www.meqadata.com/ul-reading-camps-nicaragua

Instructions: This page shows camp-level data. Select the reading camp of your choice to get the latest data.

World Vision Ghana Reading Camps – Camp Level Data

World Vision

Province
- ☐ KOICA Project
- ☐ Northern Operations
- ☐ Southern Operations

Area Programme
- ☐ Afram Plains
- ☐ Anyima Mansie
- ☐ Asanyaso
- ☐ Diaso
- ☐ Ekye
- ☐ Fanteakwa

Reading club
- ☐ A/Betenase
- ☐ Abompe Camp
- ☐ Abotanso Camp A
- ☐ Abotanso Camp B
- ☐ Abrewankor Reading Camp 1
- ☐ Abrewankor Reading Camp 2
- ☐ Abrubruwa Reading Camp 1
- ☐ Abrubruwa Reading Camp 2
- ☐ Abujuro Reading Camp
- ☐ Aburi
- ☐ Adidokpo 1
- ☐ Adidokpo 2
- ☐ Adiemmra Anglican Primary School
- ☐ Adjeikrom Camp
- ☐ Adjeikrom Primary Camp
- ☐ Adofoa-Togorme .
- ☐ Adumadum Reading Camp
- ☐ Aduonum
- ☐ Aduonum Camp
- ☐ Adzidekope .
- ☐ Agandaa
- ☐ Agona Port
- ☐ Agotime Camp

Reading camp - quality substandards

Custom ▲	Value
Complete Activities	Yes
Print-Rich Environment	Yes
Storytime with Quality	Yes
Sufficient Attendance	Yes

Note: Reading camps that met **quality** standards fulfilled all four of the above conditions.

Reading camp - storytime

Custom ▼	Value
Appropriate Intonation	Yes
Asked Questions	Yes
Children Asked Questions	Yes
Children Listened	Yes
Positive Interaction	Yes
Sufficient Materials	Yes

Reading camp - activities

Custom ▼	Value
Story Time	Yes
Song Time	Yes
Make & Take	Yes
Journal-Writing	Yes
Activity Time	Yes

Status of reading camp

Yes
Met physical stds

Yes
Met quality stds

Yes
Met both stds

Attendance by quarter

● Boys ● Girls ● Total

10K ... 12439 ... 10004
6150
78 5129 1618 934 1258 188 578 770
0K 1729 1181 570

Qtr FY

Reading camp - print rich

Custom	Value ▲
Accessible Book Bank	Yes
At least 50 titles	Yes
Borrowing Encouraged	Yes
Materials Often Displayed	Yes
Print Display Present	Yes
Record of Books	Yes
Secure Book Bank	Yes
Three copies per title	Yes

787
# of visits received to date

Wednesday, 21 December 2022
Last visit

Reading camp - physical substandards

Name	Value
Accessible Toilet	Yes
Displayed Agenda	Yes
Free from Hazards	Yes
Ground Cover	Yes
Handwash Facilities	Yes
Minimal Distractions	Yes
Protection from Environment	Yes
Safe Drinking Water	Yes

Note: Reading camps that met **physical** standards fulfilled 6 out of the 8 above conditions.

← Go back | ≡ Club Level Data ∨ | ‹ › ↙

Microsoft Power BI | ‹ 3 of 4 › | − ──── + 113%

World Vision. (January 27, 2023). *Measuring Evidence of Quality Achieved: Ghana Unlock Literacy Reading Camps.*
https://www.meqadata.com/ghana-ul-reading-camps

Appendix 5: FGD mapping activity

The following activity was conducted in FGDs with reading camp facilitators, and Community Action Core Group (CACG) members (For Ghana only).

From FGD instruments:

I would like us to do an activity so I can understand who from the community is involved in reading camp activities and how are they involved. (20 minutes)

[*Place a flip chart paper in the center of your group. Draw a circle in the center and write the words "reading camp".]*

I am going to ask you to take turns to write down one type of community member who is involved in the reading camp. Then I will ask you and anyone in the group to describe how that community member is involved in your reading camp. For example, let's start by writing in the "Reading Camp facilitator" [You write inside the circle.] Can you now tell who are the reading camp facilitators (students, teachers, etc.) and what do reading camp facilitators do at the reading camp? Anyone can answer and you can build on what someone has said or add another idea.

[*Once the group has finished answering about "reading camp facilitator", ask someone to write the name of another group of community members somewhere on the flip chart: Inside the circle if they attend the reading camp or are at the reading camp when it occurs, and outside the circle if they support the reading camp in some way*. Continue until the group has run out of community members to mention. For each type of person, ask 1) who are they (i.e. age of girls and boys attending, in school children and/or out-of-school children.) and 2) how are they involved (i.e. they attend the reading camp, they encourage their friends to come to the reading camp.]

Thank you very much for participating in this activity.

Appendix 6: Number of reading camp facilitators and children observed at reading camps

Ghana

Number of reading camp facilitators and children observed at reading camps in Ghana in Phase 1.

Reading Camps	Number of			Total number of children
	Reading Camp Facilitators	Boys	Girls	
1	4	10	14	24
2	2	0	0	0
3	4	48	22	70
4	1	12	18	30
5	3	19	21	30
6	3	14	18	32
7	3	18	20	38
8	3	47	30	77
9	4	48	0	48
10	1	15	8	23
11	2	23	7	30
12	1	39	45	84
13	1	29	21	50
14	2	15	20	35
15	2	35	25	60
16	3	10	20	40
17	1	43	45	88
18	1	45	49	94
19	1	32	54	86
Total	**42**	**502**	**438**	**940**

Honduras

Community	Number of reading camp facilitators					
	Phase 1			Phase 2		
	Women	Men	Total	Women	Men	Total
1	2	0	2	5	0	5
2	4	0	3	6	0	6
3	7	3	10	4	0	4
4	6	1	7	2	1	3
5	8	1	9	4	0	4
6	4	1	5	3	0	3
7	5	1	6	4	0	4
8	9	0	9	5	0	5
9	10	3	9	5	1	6
10	-	-	-	5	0	5
Total	**55**	**10**	**65**	**43**	**2**	**45**

Community	Number of boys and girls attending reading camps					
	Phase 1			Phase 2		
	Girls	Boys	Total	Girls	Boys	Total
1	2	6	8	9	8	17
2	11	4	15	12	10	22
3	10	12	22	10	15	25
4	7	6	13	11	9	20
5	11	7	18	8	6	14
6	14	9	23	15	9	24
7	15	9	24	7	5	12
8	23	9	32	13	14	27
9	10	20	30	8	19	27
10				11	17	28
Total	**103**	**82**	**185**	**104**	**112**	**216**

Community	Number of children observed attending reading camps who do not attend school					
	Phase 1			Phase 2		
	Girls	Boys	Total	Girls	Boys	Total
1	0	0	0	1	1	2
2	0	0	0	0	0	0
3	0	1	1	0	0	0
4	-	-	-	0	0	0
5	5	5	10	0	0	0
6	1	0	1	1	1	2
7	5	5	10	0	0	0
8	0	0	0	0	0	0
9	5	6	11	0	0	0
10				0	0	0
Total	16	17	33	2	2	4

Community	Number of children with some kind of disability attending reading camps					
	Phase 1			Phase 2		
	Girls	Boys	Total	Girls	Boys	Total
1	0	1	1	0	1	1
2	-	-	-	1	0	1
3	0	0	0	1	1	2
4	-	-	-	1	0	1
5	0	0	0	1	0	1
6	1	0	1	1	1	2
7	0	1	1	1	0	1
8	0	0	0	0	0	0
9	0	0	0	0	1	1
10				0	1	1
Total	1	2	3	6	5	11

Nicaragua

Community Number	Number of reading club facilitators					
	Phase 1			Phase 2		
	Women	Men	Total	Women	Men	Total
1	4	0	4	1	0	1
2	2	0	2	1	0	1
3	1	1	2	1	0	1
4	2	0	2	1	0	1
5	2	0	2	1	0	1
6	1	2	3	1	0	1
7	2	1	3	1	0	1
8	2	0	2	2	0	2
9	5	0	5	2	0	2
10	2	0	2	2	0	2
Total	**23**	**4**	**27**	**13**	**0**	**13**

Community	Phase 2 data collection		
	Girls	Boys	Total
1	10 59%	7 41%	17
2	8 50%	8 50%	16
3	13 72%	5 28%	18
4	11 61%	7 39%	18
5	6 43%	8 57%	14
6	3 33%	6 67%	9
7	5 38%	8 62%	13
8	6 37%	10 63%	16
9	12 50%	12 50%	24
10	11 69%	5 31%	16
Total	**85**	**82**	**161**