

IMPROVING LITERACY OF CHILDREN THROUGH SUPPORT OF COMMUNITY NETWORKS

CONSOLIDATED REPORT ON THE RESULTS OF THE ULLN PROJECT HONDURAS.

HONDURAS 2021-2022





**IMPROVING LITERACY OF
CHILDREN THROUGH
SUPPORT OF COMMUNITY
NETWORKS.**

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ACRONYMS

APF	Parents' Association
RC	Reading Camp
COIPRODEN	Network of Institutions for Children and Youth Rights in Honduras
FGD	Focus Group Discussion
DME	Design, Monitoring, and Evaluation
FLACSO	Latin American Faculty of Social Sciences
FEREMA	Foundation for Education Ricardo Ernesto Maduro Andreu
FOSDEH	Foro Social de la Deuda Externa y Desarrollo de Honduras
GESI	Gender Equality and Social Inclusion
GPE	Global Partnership for Education
IDRC	International Development Research Center
KII	Key Informant Interviews
KIX	Knowledge and Innovation Exchange
MECA	Measuring Evidence of Quality Achieved
OISE/UT	Ontario Institute for Studies in Education University of Toronto
PICOS	Central-East and-South Program Area
PILE	Lenca Program Area
PINO	Northwest Program Area
SEDUC	Ministry of Education
SEL	School of Education and Leadership
UL	Unlock Literacy
ULLN	Unlock Literacy Learning Network
UfG	University of Ghana
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WVH	World Vision Honduras





INTRODUCTION

Worldwide, more than 387 million elementary school girls and boys (6 to 11 years old) are not reaching minimum proficiency levels in reading (Statistics Institute UNESCO, 2017).

UNICEF (2020) estimates that 53% of children in low- and middle-income countries cannot read with confidence at age 10 (p.2). This implies that children who do not read in the initial grades fall further and further behind, as they advance in their school years, they have difficulty keeping up with the content taught, or they drop out of school. This is especially true for girls who are often responsible for most of the chores at the home. Girls and boys who do not learn to read with confidence are on a trajectory of limited educational and economic opportunities which can become a lifelong reality.

To respond to this problem, during the last decade, World Vision has implemented the *Unlock Literacy (UL)* project, which complements and supports the efforts of the Ministries of Education of the countries where it is implemented, to improve the learning processes in reading and writing of all children, including the most vulnerable (FOSDEH; OISE; UG, 2021). UL goes beyond the classroom and school to also strengthen children's literacy skills at home, as well as in other community settings where reading camps represent one of its most commendable efforts, increasing children's access to printed materials and educational stimulation sessions.

The Unlock Literacy Learning Network (ULLN), is a research project funded by the International Development Research Center and Innovation and Knowledge Exchange Project (IDRC/KIX), and is part of one of twelve global grants which aim to strengthen education systems with proven innovations in development contexts.



The purpose of these grants is to generate knowledge and evidence to support the adaptation of proven innovations to address fundamental education priorities in the Global Partnership for Education (GPE) partner countries and to mobilize research and knowledge to support the scaling up of the proven innovations.

The research itself seeks to study the literacy work with children carried out by World Vision through the UL program in three countries belonging to the GPE: Ghana, Honduras, and Nicaragua. Its main objective is to explore how community stakeholders (including teachers, directors and officials from the Ministry of Education, parents, caretakers, community leaders and local organizations) work in partnership to implement the community-based literacy activities of the UL project to allow children to participate and benefit from these activities within the different contexts of Ghana, Honduras, and Nicaragua.

In its research component, the ULLN is led by the Ontario Institute for Studies in Education of the University of Toronto (OISE-UofT), which has partnered with FOSDEH (Social Forum on Foreign Debt and Development of Honduras) for Honduras and Nicaragua and with SEL-UofG (School of Education and Leadership) for Ghana. Guided by the main research question, how can community stakeholders and networks in Ghana, Honduras and Nicaragua, each with their own particular contexts, be enabled and strengthened to develop and use their own adaptive systems when implementing at scale World Vision's UL program to improve children's literacy outcomes, including the most vulnerable?

The study was conducted in two stages, the first in 2021 and the second in 2022, both phases aimed at collecting data on the process of implementation and consolidation of the UL model in Honduras. To this end, a series of field observations, key informant interviews and focus group discussions were conducted in ten communities¹ in each of the three countries involved where the UL model is currently being implemented. In the case of Honduras, this process was carried out through close collaboration between the research team (FOSDEH) and the technical team (World Vision Honduras).

Pursuant to the above, the purpose of this report is to present the research results generated in Honduras from this process and, in this way, contribute to the broader discussion on the educational policies that should be promoted to strengthen the capacity of GPE member nations to address low literacy levels in specific vulnerable populations. The second section of the report presents the background of the study, including the socio-educational context of the country, the context of the communities studied, the work done by World Vision in Honduras, and an explanation of the UL model and the reading camps, in order to recognize the scope and nature of the impact that the UL project is able to contribute in the Honduran context. In the third section, a guided tour is conducted so that the reader can learn about the experience of a typical reading camp in Honduras.

Below, we present the results of the ULLN research study, starting with an overview of each of the ten sampled communities. The fifth section develops the multiple factors involved in facilitating or limiting the functioning of the reading camps, extracted from the common elements identified in the 10 case studies. Section six presents the reflection on the Gender Equality and Social Inclusion (GESI) dimension, pointing out the role that women and girls play in the UL model, as well as the impact it has on the most vulnerable groups of children. Following section seven, the main changes perceived by the participants as a result of the implementation of the UL model and the reading camps are described. Finally, the report ends with some conclusions that attempt to take into account the results and the reflections raised throughout the document.

[1] Community 10 was not part of the first phase of the research study because the implementation of the UL project began after the data collection period (July-September, 2021).

I. BACKGROUND



Socio-educational context of the country

Conditions in the country

Honduras is a Central American country made up of 18 departments (states) where 9.6 million people live, 51.3% of whom are women and 48.7% men. (National Statistics Institute, 2020). Its educational system is made up of four levels 1) Pre-primary education: up to age six (0-6 years) and is made up of two cycles: a) 0-3 years and b) 3-6 years, and is compulsory for the second cycle. 2) Elementary education: a period of nine years (6-15 years of age) and is organized in three cycles: a) 1st-3rd grades; b) 4th-6th grades; and c) 7th-9th grades. 3) Secondary education: this lasts from two to three years (16-18 years of age), and is offered in two modes: a) scientific-humanistic high school (2 years) and b) vocational technical high school (3 years); 4) Higher education: this is the formal education acquired once secondary education has been completed (Castillo & Sierra Fonseca, 2020). The Honduran educational system governs its operation under the guidelines of the Executive Branch through the Ministry of Education (Decree No. 262-2011). Education in Honduras faces several challenges, among which the large number of children excluded from the school system stands out.

Educational system

According to Posas (2014), Honduran education has experienced two major reform processes in the last four decades that have conditioned the direction and educational context of the country today. One of them was developed starting in 1986, consolidated in the Civil Society Proposal for the Transformation of Education in Honduras, issued in the year 2000, in which, according to this author, among its main points were the following: 1) the mandatory nine-level basic education guaranteed by the State; 2) a process of administrative deconcentration, which gave rise to the creation of Departmental Directorates of Education; 3) the preparation of a Basic National Curriculum (CNB); 4) improving the quality of teaching; 5) measuring student learning for continuous improvement; and 6) the creation of bilingual and intercultural education programs (Posas, 2014, pp. 74-76).

According to the author, such measures have had a direct impact on improving the literacy of the Honduran population, whose illiteracy rate "went from 25% in 1990 to 16.6% in 2008" (Posas, 2014. P. 78). With the second reform process, carried out in 2012, in which the Fundamental Law of Education was created, Posas considers that several of the principles and strategies approved in the first stage are reaffirmed, such as the compulsory nature of basic education, administrative decentralization, and improving teaching quality; however, another aim was to guarantee secondary education among the population and greater pressure for teachers in the education system to be professionals who have graduated from higher education.

In a research study carried out by Edwards Jr, et al (2019), three important dynamics of educational policies in Honduras stand out. The first of these is that there is no State vision regarding the educational policies implemented in the country, since there is a perceived discontinuity between the different reform processes, mainly associated with the government in power.



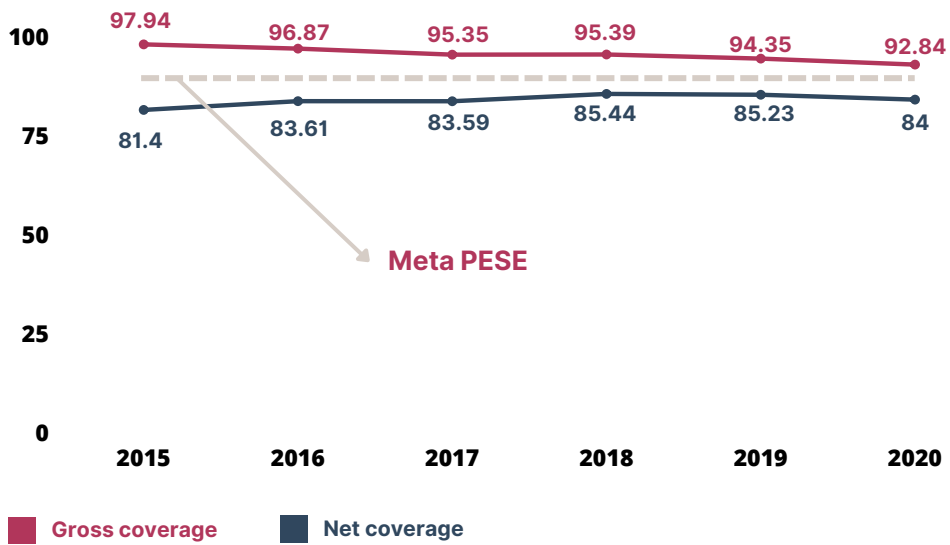
Secondly, these authors point out that educational policies in the country are not a product of the State's own sovereignty, but are established from the outside inward, that is, from international organizations, such as the World Bank, including the guidelines that the educational system must adopt, and the role of the government in power is to reinforce said perspectives through the passing of legal regulations. The above could happen, according to the authors themselves, because these international stakeholders "offer financing and technical assistance" to carry out their proposals (Edwards Jr, et al, 2019, p. 31). The third dynamic identified in this research study is that there are certain national stakeholders with a strong influence in decision-making related to education in the country, among them the business sector.

In relation to state investment in the education sector, a progressive deterioration has occurred since 2010, when the percentage allocated to Education represented 32.29% of the total budget, which differs from the 2023 budget, which totaled 16.25% (FOSDEH, 2022c). This situation represents a slow but permanent estrangement of state responsibility with Honduran education that could be associated with the decentralization policies of educational reform since the 1990s, but mainly since the 2012 reforms. Along the same lines, COIPRODEN points out that, between 2015-2018, 78% of the investment in children and adolescents was financed with external funds, and not state funds (COIPRODEN, 2019).

State management of resources and public policies eventually have an impact on the results produced by the education system. One way of looking at these results is to identify how the educational needs of children are being met in terms of coverage, access, and efficiency. In the Honduran education system, the first two cycles of education (grades 1-6) are the ones that maintain the highest coverage, which begins to drop drastically from the subsequent educational cycles onwards (FEREMA, 2017). Despite this, between 2015 and 2020, a gradual reduction in the country's educational coverage is observed (FOSDEH, 2022a), from which it can be concluded that many of the challenges and problems that the educational system currently faces already existed before the pandemic.



Graph 1. Net and gross national coverage of first and second cycles of basic education 2015-2020



Source: Taken from FOSDEH, 2022

During the same five-year period, a progressive decrease in access is also observed, reflected in the number of schools available in the country; a number that has been steadily decreasing since 2017

Graph 2. Number of schools at the basic education level 2015-2020

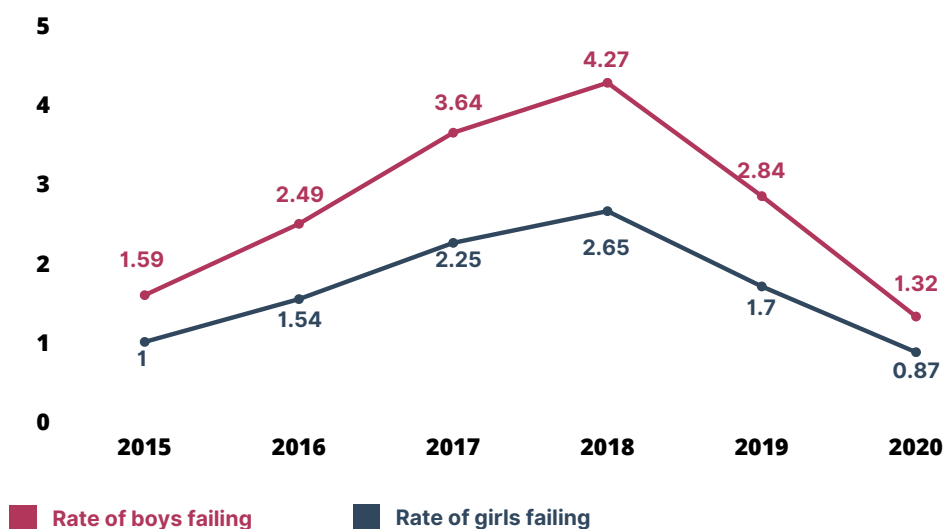


Source: Taken from FOSDEH, 2022

Despite the lags previously pointed out, it is noted that the education system has managed to reduce the failure rates since 2018, a pattern that reflects an improvement in terms of efficiency.

It is also important to note in the graph below, that in terms of the failure rate, boys are more affected when compared to girls, as one of the findings of the present research study focuses on the behavior and performance of children in classrooms and reading camps, which could shed some insight into why this phenomenon occurs.

Graph 3. Failure rates of first and second cycle of basic education according to sex 2020-2015



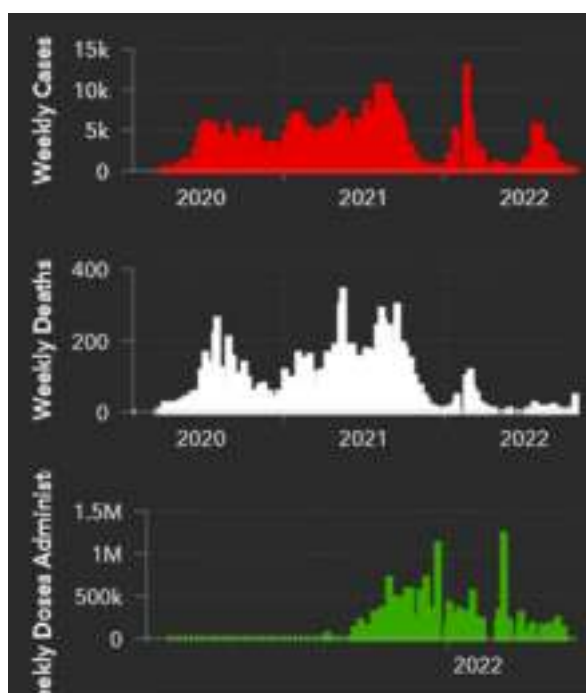
Source: Taken from FOSDEH, 2022



Covid-19 pandemic

The Covid-19 pandemic is a global health problem that, between 2020 and 2022, has claimed the lives of millions of human beings. In the case of Honduras, during this period, 456,988 confirmed cases and 11,037 deaths due to Covid-19 have been recorded. (John Hopkins, 2022).

Graph 4. Behavior of cases, deaths, and vaccinations in Honduras 2020-2022



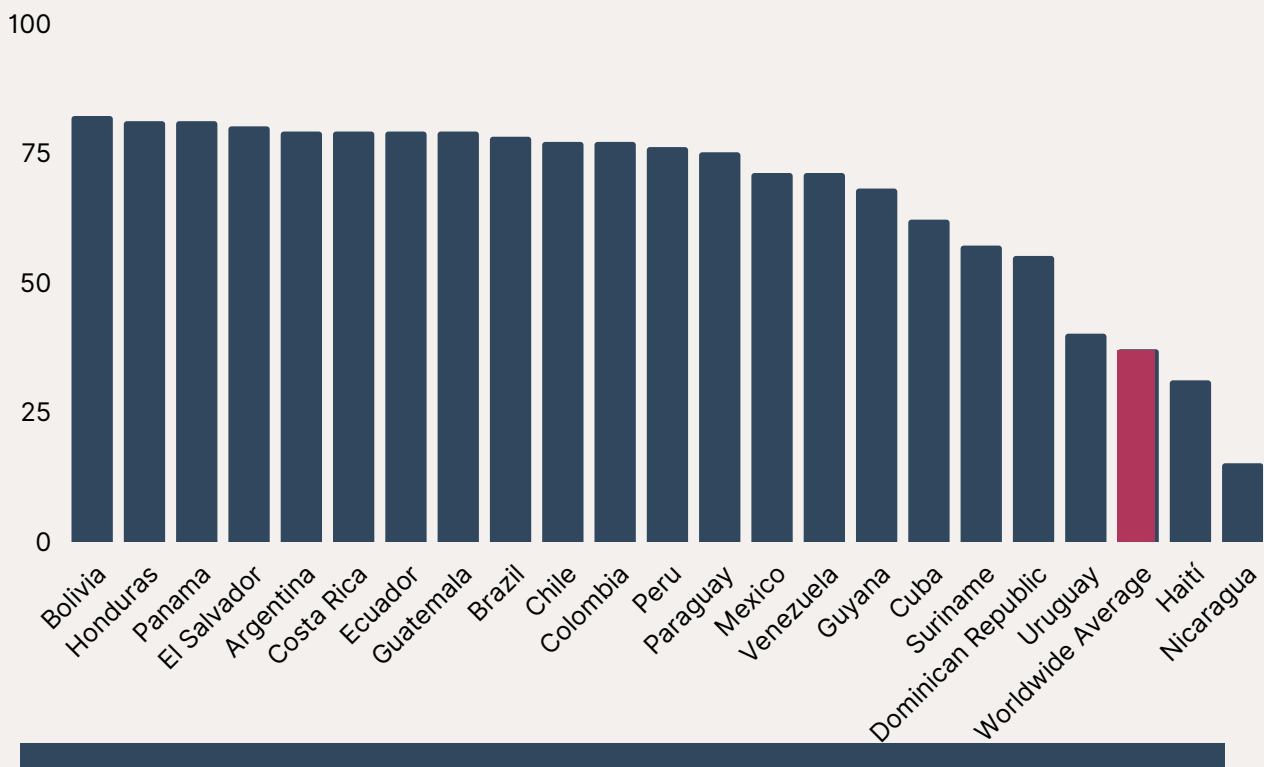
Source: Taken from FOSDEH, 2022

Regarding the vaccination process, as of October, only 56% of the Honduran population had received the full schedule of two doses (Ministry of Health, 2022). Under a safe return to school campaign, as of February 2022, Honduras had vaccinated 58,754 children nationwide (UNICEF, 2022).

This phenomenon has had a strong impact on the Honduran educational system. For approximately two years, the main measure taken by the Ministry of Education to control this problem was a lockdown, i.e., the suspension of in-person classes and the implementation of a virtual education format, but the citizens were not prepared for this.

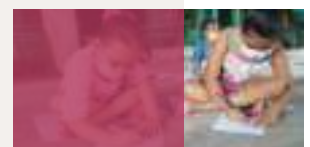
For example, only 16.5% of Honduran households have a computer; and, at 39.4%, less than half of the population has access to the Internet (Paz-Maldonado, Flores-Girón, & Sivla-Peña, 2021). Despite this, Honduras was the number 2 country in Latin America in terms of keeping its schools closed for the longest period of time, doubling the world average in the application of this measure (Bloomberg, 2022). Between the months of February and April of the 2022 school year, the educational system began to progressively reopen classrooms, calling upon all schools in the country to gradually return to in-person classes.

Figure 5. The impact of Covid-19 on Latin American schools
 Number of weeks in which the schools were completely or partially closed



Source: Taken from Bloomberg, 2022

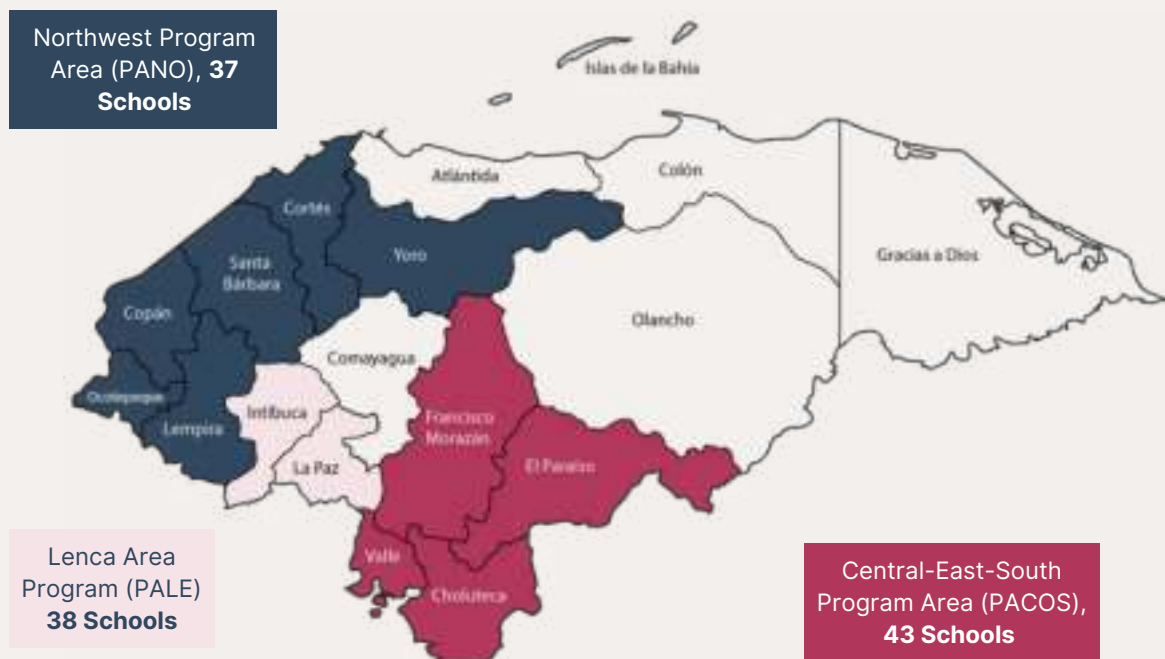
This context has meant a serious challenge, not only for the quality of education received by students, among whom the failure rates and educational inequalities in general have increased since the pandemic, but also for the more than 700 thousand children who could not remain and continue in the school system (FEREMA, 2022; World Bank, 2022). It is precisely in this context that the *Unlock Literacy (UL)* project was first implemented in the country, which seeks to contribute significantly to counteract the aforementioned educational challenges.



Context of the communities studied

The UL project in Honduras aims to reach approximately 120 communities with their respective schools, which are spread throughout the three territories, covering the 13 departments of the country where World Vision Honduras (WVH) currently operates; the UL project is implemented in 5 of these Departments (see Illustration 1). Although the 10 communities selected for this research study are representative of the different territories and areas in which the UL project is implemented, each one of them has its own characteristics that condition the way in which the reading camps are carried out to adapt to their contexts. Among some of the criteria or characteristics of the communities that were finally selected there was, first of all, the presence of the UL project in the community; representation of the three territories where WVH is present (PICOS, PINO, PILE); belonging to one of the zones through which WVH classifies implementation sites: 1) Rural; 2) Urban; 3) Urban-fragile.

Figure 1. Regional division of Honduras: work carried out by World Vision Honduras





Of the 10 communities analyzed, 4 belong to the PICOS region, 3 to the PINO region, and 3 to the PILE region. The 4 communities of the PICOS region are divided 50% between urban-fragile areas and 50% rural areas. Within the PINO region, this classification is broken down for the rural area with 2 communities, and 1 community belonging to the urban-fragile area; while in the PILE region, the 3 communities included in the sample belong to the rural area.

All of these communities were significantly affected by hurricanes Eta and Iota in 2020, such that at the time of data collection some repercussions of these natural disasters were still being experienced, such as the loss of crops, food crises, the impact on the infrastructure of roads and highways, and the deterioration of homes. Although conditions had improved somewhat by the second phase of the research study, the consequences of the natural disasters in many of the territories where the communities are located had not been addressed by the Honduran State.

In 2022, the WVH team conducted research on gender conditions and social inclusion in the communities that are part of this research study. Among the main results of this research, it stands out that the territories analyzed are characterized by maintaining cultural conditions related to the allocation of tasks and responsibilities to boys and girls, men and women, according to traditional gender stereotypes, positioning girls and women in household chores, and boys and men with the use of manual labor and field work (World Vision Honduras, 2022). More detailed information on these findings will be echoed in the testimony of participants presented throughout this report.

World Vision's Work in Honduras

Currently, WVH implements four technical programs that were identified in most of the communities where the data was collected: 1) Community Transformation and Sponsorship; 2) Education and Resilience; 3) Livelihoods; and 4) Violence Prevention.



The Community Transformation and Sponsorship program focuses on the sponsorship of boys and girls, a strategy that allows them to be protected against abuse, neglect, and exploitation, monitor their well-being progress, and carry out a Boys and Girls Club where learning activities and community celebrations are carried out. The Education and Resilience program is aimed at strengthening the resilience of children and community stakeholders in vulnerable locations to the effects of this socio-environmental phenomenon. Likewise, the Livelihoods program concentrates its efforts on developing skills, competencies, and financial opportunities for the children. The Violence Prevention program seeks to contribute to the strengthening of local networks to reduce violence among boys and girls. (World Vision Honduras, 2022).

From the discussions held with the WVH team, it was possible to identify that the institution is characterized by its long history, working in favor of the communities studied, where it has carried out these and other development projects during a period of time which, depending on the community, extends up to 15 years (in one of the territories, the work carried out by the organization reached 30 years). This strong presence of WVH in the territories where it is currently operating has earned the institution significant recognition from both community leaders and government authorities with whom it has worked and consolidated relationships during this time. Such a situation is considered an important asset for the implementation and development of projects such as UL, which is rooted in and supported by the experience and credibility that WVH has in the different territories in which it is located.



Description of the Unlock Literacy model and reading camps

Unlock Literacy Model

The UL model is an innovative, evidence-based literacy strengthening initiative of World Vision. It aims to improve teaching and learning methods in and out of the classroom by engaging the community network as active partners who contribute in enhancing children's learning. The model is designed to guide schools, parents, caregivers, and communities to make learning fun, creative, and child-centered, and is a response to the growing evidence of learning gaps that show a clear need to increase the effectiveness of reading skills development.

The UL model strategy focuses on four specific areas: 1) Reading Assessment; 2) Teacher Training; 3) Community Action; 4) Teaching and Learning Materials. The first two components focus on schools, the third component is aimed at the community sector, while the last one is a resource to foster literacy skills in and out of schools.



The five basic skills targeted by this model are: 1) alphabet knowledge; 2) phonological awareness; 3) reading fluency; 4) vocabulary knowledge; and 5) reading comprehension (Save the Children; World Vision, 2019). The reading camps are part of the third component of the UL model, and through a variety of playful activities, they encourage the consolidation of the five skills mentioned above.

In order to contribute to the learning of children in Honduras, and aiming for an efficient management of education at the local level, World Vision Honduras (WVH) through the Technical Program for Education and Resilience, promotes a community action component so that parents, faith leaders, volunteers, and community-based organizations join efforts for children to strengthen their literacy skills outside of the classroom, carrying out activities such as reading camps, reading clubs, Read-A-Thon, and community libraries, among others. Some questions about this methodology are answered below.

What are the reading camps?

It is an out-of-school activity that promotes fun reading for children in the first three grades.

Who develops the reading camps?

Volunteers or caregivers help boost children's reading skills through play and in an environment rich in reading material.

What is the purpose of conducting reading camps?

To strengthen children's literacy skills, such as letter knowledge, phonological awareness, fluency, vocabulary, and reading comprehension.

How does a reading camp take place?

The reading camps, according to the model adapted for the case of Honduras, are designed to be implemented in 21 sessions; each with a format that follows seven steps: 1) agenda; 2) free play time; 3) song time; 4) story time; 5) activity time; 6) make and take, and; 7) diary. Through these activities, basic reading skills are strengthened. Of the 21 sessions stipulated for reading camps in Honduras, the first seven focus on stimulating phonological awareness; the next seven are dedicated to letter knowledge; and the last seven to vocabulary learning (World Vision Honduras, 2021)





Overview of the Unlock Literacy model in Honduras

The Unlock Literacy (UL) model has been implemented in the country since 2021. As part of the prior preparation for the implementation of the reading camps, the WVH team carries out capacity building with the different community stakeholders and teaching staff involved in the development of the sessions. In addition, a periodic reinforcement process is carried out to support volunteers in mastering the model and the different didactic strategies involved. By November 2022, the WVH team had trained a total of 1,621 volunteers in the communities, including community leaders, directors, and teachers. In some cases, such as in communities 1 and 3, up to three training processes were carried out. In the remaining two communities of the PICOS territory (2 and 4), two training sessions were carried out. In the communities of the rest of the territories, such as PICOS and PILE, between one and two capacity building processes were carried out.



According to the organization, between 2021 and 2022, reading camps have been opened in 270 communities in the country, serving a total of 17,808 participants, 51% of whom are boys and 49% girls. On the other hand, of the total number of children benefited, 8% have some type of disability (1,494). These reading camps are run by 3,059 volunteer facilitators, of which 36% belong to the community sector (1,094) and 64% to the educational sector (1,955).

Data collection process

The data collection process for this research was conducted in two stages. The first one was carried out between July and September 2021, where the FOSDEH research team, in coordination with the WVH technical team and volunteers, visited nine (9) communities representative of the three regions of the country where WVH implements the UL project: Central-East-South Integrated Program (PICOS) (4), North-West Integrated Program (PINO) (3), and Lenca Integrated Program (PILE) (2). In this regard, it is necessary to mention two important points: on the one hand, as mentioned in the report of results of the first phase (FOSDEH, 2022b), some communities that had initially been selected to be part of the sample, had not begun to implement reading camps in the data collection period, so they had to be replaced by other communities that were implementing reading camps, and met the same characteristics and selection criteria. On the other hand, because the tenth community selected began to implement reading camps after the collection period, it was not possible to collect data from this community during the first phase. As a result of this work, a total of **140** data records were collected: **9** reading camp observations, **38** focus group discussions (FGD) and **93** key informant interviews (KII) (see Annex 1).

The second phase of the research study was carried out between May and June 2022, collecting information from the ten planned communities: PICOS (4), PINO (3) and PILE (3). During this stage, **77** data records were collected: **10** reading camp observations carried out, **26** KIIs and **41** FGDs (see Annex 2). Combining the two phases of the research study, a total of **217** data records were collected, on which the description and analysis of the results presented below are based.



II. READING CAMPS IN ACTION



WHAT IS A READING CAMP IN HONDURAS LIKE?

The reading camp session is scheduled to take place after school hours, usually on a Saturday morning; approximately half an hour before the children begin to arrive at the school where the session will be held, the team of facilitators (women), made up of five members, including mothers, teachers, church youth, members of the neighborhood board (patronato in Spanish) and faith leaders, begin to organize the materials that will be used during the day (in some communities, there is support from young men and parents). While some facilitators arrange the chairs in a semicircle in the place where the reading camp will be held (a classroom, outdoors, at church, or some other place in the community), others place the letters of the alphabet, drawings, and other materials to be used, as well as the agenda for the session on the surrounding walls; on the other hand, some make sure that the books and other logistical and reading materials are properly organized in their assigned spaces. The children begin to arrive, some accompanied by their mothers, others by their siblings, and many others arrive on their own; the facilitators welcome them warmly; they ask them to take their seats and inform them that the reading camp is about to begin; meanwhile, the participants interact with each other, some caregivers and facilitators talk to each other while the children are playing.





The reading camp session begins with a two-to-three-minute prayer led by one of the facilitators, at which time all participants stand up and bow their faces. After this, the first activity on the agenda is singing where, supported by their own voices, through a speaker or a tape recorder, one of the facilitators leads the children to sing along to songs such as, for example, *I am a cup or Juan the Duckling*, in which, in addition to involving the children in the singing, those present are encouraged to participate with choreography, which helps to indicate that the reading camp has begun, and to motivate participation in the next activities of the day. After this, activity time begins, in which children engage in either outdoor play or in games that reinforce the teachings that will be taught that day. For example, with *The Store* game, facilitators assign a letter to an imaginary market, and ask the children to think of words that begin with the established letter, so that they not only have to say it out loud, but also write it down. Another important game is the use of puzzles, in which children must work in groups in order to put together words or pictures linked to the lessons in the story to be read that day. In contrast to the *Make and Take* time, these materials stay in the reading camp.

Next, the facilitators initiate the next item on the agenda: story time. From a collection of books and the voluntary action manual available at the reading camp, the facilitating team selects a text to be read aloud to the children. Some of the stories used are *The Little Red Hen*, *The Raven and the Jar*, *The Lion and the Mouse*, *The Donkey and the Wolf*, or *The Pigeon and the Ant*. As the facilitator reads, the children listen in a seated position and answer follow-up questions to verify that they understand the story and its moral. The facilitators respectfully correct the pupils when they have to. *The activity of Make and Take* continues, which involves the boys and girls creating or building manual work, whether they are figures or drawings related to the teachings of that day that stimulate basic literacy skills, and that can be carried out at home to practice reading in this space.

Finally, the boys and girls write in a personal diary about what they liked or did not like during the session, and in the case of those who have not yet learned to write, they are accompanied by one of the facilitators to write their name or any idea they had. After writing in the diary, the children take this document home, and with this activity, the session ends. This is followed by a closing prayer for the day, after which the facilitators inform the children and caregivers that they are free to go.

The team of facilitators contributes with resources such as the purchase of didactic materials, their own time to make cards and build games, or to distribute in advance the responsibilities of what each person will bring for the development of the camp. On some occasions, they organize the provision of snacks for the children at the end of the session, which may consist of juice and a sandwich, a cookie, or a hamburger. Some children stay longer, sharing through play and conversation, 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 are left to explore these materials, and others spend a couple of minutes reading. However, since the reading material is limited and there have been previous experiences where these books and stories are lost or damaged, the children are unable to take these materials home. As the participants leave the site, the team of facilitators puts away the materials used, rearranges the chairs, and cleans up the trash and dirt left as a result of the session. Once everything is ready, the facilitators leave the site, locking the reading camp facilities.



Main variations

1

One of the main variations to the above occurs in some of the reading camps led by school personnel; while the previous experience generally takes place outside school hours, there are some communities that include reading camps within the school day.

2

Unlike most of the communities in which reading camps are held in the school facilities, three cases were identified in which a space belonging to the community (such as the community center, church, or a soccer field) is used, which offers greater freedom for participants to choose the schedule that best suits their needs without depending on the availability of school facilities and educational staff.

3

While most of the communities are still in the process of consolidating the reading camps, two of them have a team of young people whose empowerment of the UL model has allowed them not only to finish the cycle of lessons with several groups of children, but also to expand their leadership beyond the project, becoming community leadership referents.

III. DESCRIPTION OF CASES



Integrated Program Center, East-South (PICOS) Community 1 – Urban-fragile

Community context

The first community belongs to the urban-fragile zone of one of the municipalities located in the eastern part of the country. Despite the fact that this region is characterized by the generation of income thanks to its coffee activities, there are also places within the municipality, such as the community studied, where poverty and vulnerability predominate.



There are children whose parents experience extreme poverty [...] This school has been characterized by one thing, which is a strong influence, migration, due to the poverty here, and in the place where we work (Interview with Informant, Director, Community 1, May 07, 2022).



To be a volunteer in this context, where life is very difficult, where if you don't work... there are definitely no crops or anything else here (Interview with Informant, Local World Vision, Community 1, May 25, 2022).

The local school and its children experienced the repercussions that the Covid-19 pandemic had on the country's entire education system. According to teachers, the closure of the schools was especially detrimental to the work invested with children in the first cycle, which is manifested in the deficiencies in reading comprehension of students in the upper grades. In addition to this, there were more vulnerable groups who, due to various limitations, were unable to continue in school.



Remember that we had a pandemic for three years, the children had to stay at home, lagging behind, they still need not only the proper learning of reading, vocabulary, but also how to learn to relate with each other, given all the time they were at home (Focus Group, Teachers, Community 1, May 07, 2022).



Many children have problems, most of them with Spanish, because they have been at home, those who have made progress, it is because we the parents are there for them, and not all parents are the same, there are many parents who work, they do not have time to be with them (Focus Group, Caregivers, Community 1, May 7, 2022).



So far, when I go to the classroom, I see that they are weak, completely weak, so they lost a little bit of motivation, I think these children are ideal to be integrated in these camps (Focus Group, Teachers, Community 1, May 7, 2022).



We carried out an enrollment survey, and in our school, 110 students were no longer identified as being part of the system (Focus Group, Teachers, Community 1, May 7, 2022).

For the teaching staff, an issue that has contributed to the decline in enrollment in this community is out-migration.



Because enrollment has dropped significantly, because there are children who left, who are, who went to the United States or went to other countries (Focus Group, Teachers, Community 1, May 7, 2022).

General description

In Community 1, the UL project began in September 2021. In May 2022, when the second phase of data collection took place, the team of facilitators had been implementing the reading camps for 8 months, a period in which 14 sessions were held with the children. These are held in a local school, which during 2021 kept its doors closed due to the Covid-19 pandemic, a situation that was used by the community to use the facilities as a space to carry out the reading camp activities. The sessions are held on the school's soccer field, and since it has a roof, it protects the children from the rain and the sun.

One of the main differences between the first and second phase of data collection is that the team of reading camp facilitators increased from 2 members in 2021 to 5 in 2022, showing an increase in the team in charge of the activities; however, at the same time, difficulties arose in maintaining it, since some of the mothers who were willing to collaborate when the camp began, were unable to continue due to lack of time or a change in their willingness to collaborate in the reading camp activities.



The rest of the mothers who were accompanying me originally had left me alone, so I could not impart the camp activities by myself, so I looked for [facilitator 1] and [facilitator 2], because they have always collaborated with us in everything, and they did not say no, so now they belong to our reading camp (Focus Group, Reading Camp Facilitators, Community, May 7, 2022).

In terms of children's attendance, the total number of participants increased from 8 in 2021 to a total of 17 in 2022, with an increase in the participation of girls (7/9). Many of the children observed during the first phase of the research study are still part of the reading camp in 2022, including a child with learning difficulties.

Table 1. Reading camp observation community 1

Phase I					Phase II						
Observation Start Time		End time			Observation Start Time	Reading Camp Start Time	Observation end time	Reading Camp Finish Time			
10:00 am.		11:35 am.							09:35	10:05	11:32
Number of Reading Camp Facilitators in Session					Number of Reading Camp Facilitators in the Session						
Women	2	Men	0	Total	2	Women	5	Men	0	Total	5
Cantidad de niñas y niños					Number of children						
Girls	2	Boys	6	Total	8	Girls	9	Boys	8	Total	17
Cantidad de niñas y niños fuera del sistema escolar (si el facilitador sabe el dato)					Number of out-of-school children (if known to the facilitator)						
Girls	0	Boys	0	Total	0	Girls	1	Boys	1	Total	2
Cantidad de niñas y niños fuera con discapacidad (si el facilitador sabe el dato)					Number of children with disabilities (if known to the facilitator)						
Girls	0	Boys	1	Total	1	Girls	0	Boys	1	Total	1

Training and socialization process

Regarding the training process, the sessions where the five components of the UL model were taught to the reading camp facilitators, occurred in June and July 2021. However, due to the subsequent withdrawal of the mothers who were intended to support the facilitation of the sessions, currently, the team of facilitators has only one trained person, who coordinates all of the activities while guiding and receiving support from the rest of her colleagues.



Well, the truth is that [name #1] did not receive training, but I explained to her a little bit of what I know, and since she came here and observed the camps, because her children also belong to the camp, then she already understood this. (name #2), Yes, because we at Vision are closer to them [...] (name #2): Last week, approximately 15 days. It was a bit of a refresher (Focus Group, Reading Camp Facilitators, Community 1, May 7, 2022).

Although there has not been a day of socialization of the UL project with members of the community beyond those directly involved in the reading camps, the work of the facilitator who coordinates the activities stands out, who, despite not having the support of a team of colleagues at the time, through house-to-house visits, has made an effort to inform the parents of the community about the opportunity for their children to become involved in the project.



The volunteer [name], since she was the only one there at the time, went house to house because we were not attending, so she went house to house visiting different parents, telling them about community projects (Focus Group, Teachers, Community 1, May 7, 2022).



Synthesis of the RC session

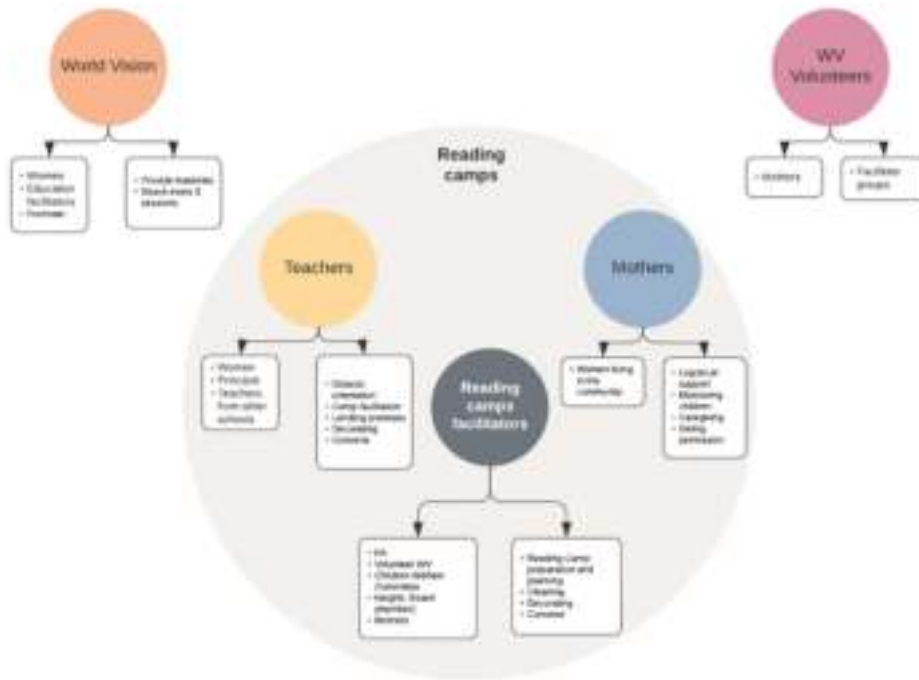
While observing the implementation of the reading camp, it was observed that, prior to the beginning of the session, the facilitators prepare the place with the different logistical materials needed to carry out the activities. The court where the session takes place is decorated with materials to celebrate Mother's Day, which had been done a few days before. During the session, the participants sing songs, read, and dramatize stories, play outdoors, and write in their personal diary; all of this is complemented with a microphone, a speaker, and special costumes to liven up the day. The activities are carried out over a period of approximately two hours, after which the participants are given a snack and the materials used are collected and put away.

Participants involved

Unlike the first session of the reading camp held in 2021, where the team of facilitators consisted of two mothers, in 2022 the team of facilitators included mothers, members of the church, neighborhood board, Parents' Association, the principal and different teachers from the school where the project activities are carried out. Regarding the involvement of the children, some of them stated that they would return to the camp, showing satisfaction with the activities carried out.

Figure 2. Stakeholder Mapping in Community 1

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Gender Equality and Social Inclusion

In relation to the gender and social inclusion dimension, in terms of parity, the team of facilitators continues to be predominantly female. The general response of the participants to this phenomenon is that fathers usually play the role of providers in the home, which prevents them from being directly involved in their children's educational activities, a responsibility traditionally assumed by mothers. This situation is not an impediment for the facilitators to promote principles of equality between boys and girls within the dynamics of the sessions. As the model gradually passes into the hands of the school, it is important to point out that the teaching team that will be involved as facilitators includes men.



And we have also taught them about gender equality, that both girls and the boys have the right to participate; just because she is a girl does not mean that she will remain silent in front of the boy, participation must be equal between boys and girls. (Focus Group, Reading Camp Facilitators, Community 1, May 7, 2022).



Now, the teacher, the male, the male teacher is involved with them, we are evenly matched, why? Because the principal or director (woman) is also there, putting some pressure, so everyone gets involved, but in terms of volunteer work we have low participation of men, but very good participation of women. (Interview with Informant, Local World Vision, Community 1, May 07, 2022).

Regarding the vulnerabilities experienced by children in this area, participants stated in both the first and second phases of the research study that one of the main types of vulnerability among children in the community is the lack of access to connectivity and internet. This could be a relevant issue since the implementation of reading camps could contribute to compensating for the technological gaps that are affecting some children at school.

Community 2 - Rural

Community context

Community 2 is characterized not only by belonging to a rural area, but also by a generalized context of poverty that has repercussions in different aspects of the lives of its residents, one of them the impossibility of satisfying basic needs, such as food.



These are poor villages, and you know, it is necessary to give them food every time they come to the camps... [community] some say that they have money, but in [community] we are poor and the children need food (Focus Group, Caregivers, Community 2, May 6, 2022).

In this scenario, keeping children in school represents a serious challenge for some caregivers because, although education in the country is free, many of them do not have the minimum resources to cover the costs of transportation, food, or didactic materials required for their children to attend and learn the contents corresponding to their educational level. This situation was aggravated in the context of the Covid-19 pandemic between 2020 and 2022, where many of the children whose households did not have the technology or money to pay for internet services, ended up dropping out from the school system.



That's why they even closed the schools, so the mothers don't send their children. (Focus Group, Parents' Association, Community 2, September 16, 2021).



In the case of many children who did not enroll, the parents did not enroll them because they thought that we were still under a virtual format or via WhatsApp. (Interview with Informant, Teacher, Community 2, May 6, 2022).

An additional problem derived from the community context of poverty, which has affected not only the permanence of children in the formal education system, but also their continuity in the reading camps themselves, is the prevalence of emigration. According to some testimonies, this situation manifests itself in at least two ways: first, it is the children themselves who leave the community; second, it is their caregivers who leave their children under the care of the closest relative. In the latter case, without the support of their caregivers, the children usually lose motivation to continue attending the reading camp sessions.



I think that because of the opportunity given by government, with the law that I think they have or had, I don't know, that they could cross with children of a certain age [...] well, I think that makes it a little easier to reach the United States and then they take advantage of those opportunities, to look for, or believing that they will find a better life there. (Interview with Informant, Director, Community 2, September 23, 2021)



Some children are new, because some, as I was saying before, have gone to the United States or to another community, so some of the children we have are new. (Focus Group, Reading Camp Facilitators, Community 2, May 6, 2022)



(Parents) emigrate, the children are left alone with their grandparents and what happens is that when these children are left alone, they lose interest, they don't want to continue studying, or anything else. And who is going to force them to study? Nobody, so they are stuck at that point (Focus Group, Teachers, Community 2, May 6, 2022).

General description

In this context, the UL project has been implemented by this community since September 2021, which means that, during the data collection period of the second phase, the reading camps had been running for 8 months. During this time, the team of volunteers had conducted 14 reading camp sessions, i.e., 13 more sessions than the first phase of data collection. While during the first phase of the research study the sessions were held in the facilities of a corn dryer loaned by the community's rural savings bank, during the second phase the activities had been moved to one of the local churches. When asked about this change in physical space, the facilitators pointed out that the reading camp does not have a single location, but takes place in different community spaces, including the community center or outdoors around a well.



Yes, and sometimes we impart it (reading camp) in the community center, sometimes we don't have it in one single place, so they ask "Where is the camp going to be? They always ask; we even recently had it over there by a well that is kind of far away and it was nice, it is like a property of the water board. (Interview with Informant, Faith Leader, Community 2, May 06, 2022)

These community spaces have a number of features that can be used by participants according to their needs. While in the church and at the well the reading camp activities can be conducted outdoors, the corn dryer and the community center provide a roof to protect the children from the rain and the sun. On the other hand, while the church and the community center have facilities for personal hygiene care (e.g., toilets and drinking water), the well and the corn dryer lack these facilities.

During the first phase, the team of facilitators of the reading camp consisted of 4 women from the community, a number that increased to 6 during the second visit. Although at that time the facilitators in charge wanted to hold monthly sessions, the number of sessions held at the time of the second phase (14) implies that the frequency with which they met during the time elapsed was approximately 1 session every month and a half. A characteristic of the group of facilitators in this community is that, as part of their process of adaptation to the community context, they have tried to motivate the attendance of children by sharing a snack with them during the sessions held. In this sense, they have also included playful activities, such as a piñata and bringing new games to the sessions.



As for the girls and boys, the number of participants increased from 15 in the first phase to 22 in the second stage of data collection. Of the new members, almost all were boys (6/7). Also noteworthy was the involvement of a child with motor disabilities, who, despite using a wheelchair, did not show significant differences with the rest of the children in terms of enthusiasm and participation during reading, singing, and interaction.

Table 2. Reading Camp Observation Community 2

Phase I					Phase II						
Observation Start Time		End time			Observation Start Time	Reading Camp Start Time	Observation end time	Reading Camp Finish Time			
09:00 am.		11:45 am.						11:55			
Number of Reading Camp Facilitators in Session					Number of Reading Camp Facilitators in Session						
Women	4	Men	0	Total	4	Women	6	Men	0	Total	6
Number of children					Number of children						
Girls	11	Boys	4	Total	15	Girls	12	Boys	10	Total	22
Number of out-of-school children (if known to the facilitator)					Number of out-of-school children (if known to the facilitator)						
Girls	-	Boys	-	Total	-	Girls	0	Boys	0	Total	0
Number of children with disabilities (if known to the facilitator)					Number of children with disabilities (if known to the facilitator)						
Girls	-	Boys	-	Total	-	Girls	0	Boys	1	Total	1

Training and socialization process

The training process in this community took place in August 2021. During the first stage of data collection, the facilitators reported having received three instructional brochures, as well as having learned about the number of sessions to be held for each reading camp (21), the different activities that make up a session, including reading stories, singing songs, and learning the alphabet, as well as some didactic strategies to promote a playful environment to stimulate children's learning.

The socialization process with the community to participate in the reading camp activities was carried out in two ways. One with the school, where local teachers invited the parents of their students to the UL project training meetings. Another process was done by inviting community members on the day of the session. According to some testimonies, despite the fact that both community organizations and educational authorities and personnel are aware of the activities carried out within the framework of the UL model, there are still community members whose children could benefit from the reading camp activities, but who are unaware of the project due to the lack of socialization beyond the participants currently involved.

Synthesis of the RC session

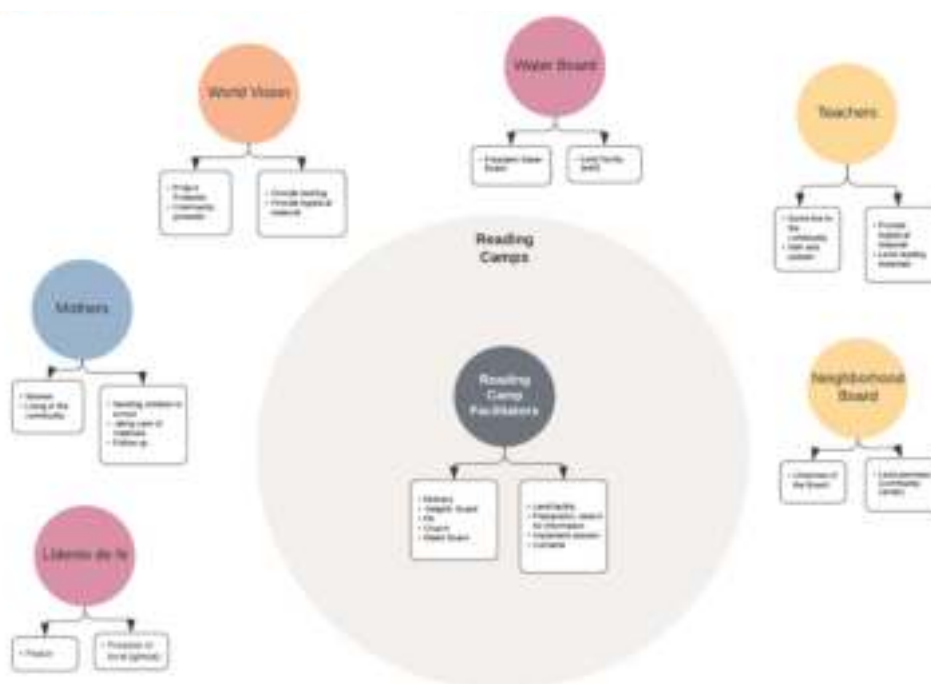
Before the session begins, the team of facilitators talks with the caregivers and calls the names of the children from a list to confirm their attendance. The reading camp facilitators organize the logistical materials to be used during the session. During the session, participants perform singing activities, read a story aloud where the facilitators ask leading questions to monitor reading comprehension and build learning; in addition to this, boys and girls play ball together, then proceed to make a craft and write in a diary. At the end of the session, facilitators and children collaborate in picking up and organizing the materials used, talk about the process and are happy with the development of the session. On average, the camp in this community lasts approximately two hours.

Participants involved

Regarding the stakeholders involved in the implementation of the reading camp, on the part of the community sector, we identified the children themselves, the mothers who give their consent for their children to attend, the Rural Savings Bank, and the neighborhood board, responsible for providing the facilities for the reading camp, the WVH program technician, who serves as liaison to communicate the needs and plan the activities carried out jointly between the community and WVH, and the camp facilitators in charge of the organizing, convening, and implementing the activities. It should be emphasized that the facilitators are mothers or volunteers who decided to collaborate as a result of the invitation made by the local school. On the other hand, from the educational sector, the work of the local school in inviting parents and children to participate in the reading camp has been fundamental. In this sense, several participants testify to the collaboration provided by one of the local teachers, who has provided logistical support, such as the donation of a piñata.

Figure 3. Stakeholder Mapping in Community 2

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Gender Equality and Social Inclusion

With respect to the GESI dimension, first of all, the community leadership to implement a project like the UL, has been taken on by the mothers, caregivers, and teachers of the community. In second place, the participation of girls during the sessions stands out; while boys show greater difficulties both in following the facilitators' instructions and in paying attention during the lessons. In third place, one of the reasons given by the participants to explain these gender differences in participation and performance in the reading camps, is the persistence of traditional gender roles, according to which men must dedicate their time to field work, which prevents them from getting involved in the educational tasks of their children, while mothers are more involved in their direct care. Likewise, the team explains the greater participation and involvement of girls compared to boys, citing naturalized behavioral differences, where girls are more willing to participate in academic activities, while boys are not. On the other hand, there are repeated testimonies, mainly from teachers, stating that there are a large number of vulnerable children in the community, ranging from learning difficulties to physical disabilities.





Community 3 - Rural

Community context

Community 3 is a rural area located in one of the municipalities near the country's capital. According to its residents, no cases of Covid-19 infection have been reported in this area, a situation they attribute to the community's remote location in relation to the municipality to which it belongs. Like many rural areas in the country, some of its main challenges are the prevalence of poverty and the high degree of vulnerability to climatic phenomena such as rains and droughts.



Well, the lack of employment during this time has been part of the vulnerability, because that means that children do not have the educational materials they need (Focus Group, Teachers, Community 3, May 21, 2022). (Focus Group, Community 3, May 21, 2022)



Well, with droughts, yes (there are consequences), a little yes, water is a fundamental resource (Focus Group, Teachers, Community 3, May 21, 2022).

The only option for children in the community to access formal education is a multi-grade school. However, as a result of the Covid-19 pandemic in the country's education system, students in the upper grades do not have basic literacy skills; a habit that could not be sustained with virtual education.




In terms of writing, you realize that the delay is, throughout the country, great [...] I think it is more because of the lag, because remember that during that period they were only writing, doing their homework at home, but not doing a reading practice as it is being done now, right? (Focus Group, Teachers, Community 3, May 21, 2022).

General description

Despite the educational context, this reading camp stands out for the commitment of its facilitating team, which began implementing the UL project in July 2021. Of the communities that are part of the study sample, this is the second one that has managed to complete the 21 sessions of the reading camp with a group of boys and girls, which implies the completion of 18 sessions after the first visit of the research team to the community, when only 3 sessions had been carried out.

The activities take place every fifteen days. The activities take place in a community soccer field that belongs to the local board, where participants can interact outdoors. This space has the advantage of being a place recognized by the community as its own, as well as being located near the school. Since the place does not have restrooms available, the participants of the session can use the school facilities. On the other hand, since there are no trees or a roof over the site, the children are exposed to the weather, be it rain or sunlight.

Compared to the first phase, where 10 reading camp facilitators were recorded, a substantial decrease was observed in the second survey, where only 4 facilitators were identified. This change could be explained by the fact that, at the time of data collection, the reading camp had already held its 21 sessions and, therefore, the facilitators had previously prepared the agenda for the day. This situation allowed some facilitators to be absent on this day to fulfill their usual work responsibilities.



No, there was a male coordinator, but... He is the coordinator, but he is working right now, because he is our coordinator (Focus Group, Reading Camp Facilitators, Community 3, May 21, 2022).

The number of children increased slightly in the second collection phase, where a total of 25 children attended, a higher number than the 22 identified in the first phase. While the first phase had recorded the attendance of one child outside the school system, no records were obtained in the second phase. In contrast, unlike the first phase where there was no attendance of children with disabilities, in the second phase two were identified, 1 boy and 1 girl.

Table 3. Reading Camp Observation Community 3

Phase I					Phase II						
Observation Start Time		End time			Observation Start Time	Reading Camp Start Time	Observation end time	Reading Camp Finish Time			
09:07 am.		11:10 am.						09:00 am.		09:30 am.	
Number of Reading Camp Facilitators in Session					Number of Reading Camp Facilitators in Session						
Women	7	Men	3	Total	10	Women	4	Men	0	Total	4
Number of children					Number of children						
Girls	10	Boys	12	Total	22	Girls	10	Boys	15	Total	25
Number of out-of-school children (if known to the facilitator)					Number of out-of-school children (if known to the facilitator)						
Girls		Boys	1	Total	1	Girls	0	Boys	0	Total	0
Number of children with disabilities (if known to the facilitator)					Number of children with disabilities (if known to the facilitator)						
Girls		Boys		Total	0	Girls	1	Boys	1	Total	2

Training and socialization process

The training process for community members was carried out in July 2021. The team of facilitators of the reading camp indicated that during this training they learned how to teach the alphabet to the children, strategies to express themselves better and to relate to games and learning. The process of inviting the children was carried out through house-to-house visits, where the facilitator team requested the consent of their caregivers so that their children could attend the reading camp activities, as well as through the teacher and the local school.

Reading Camp Session Summary

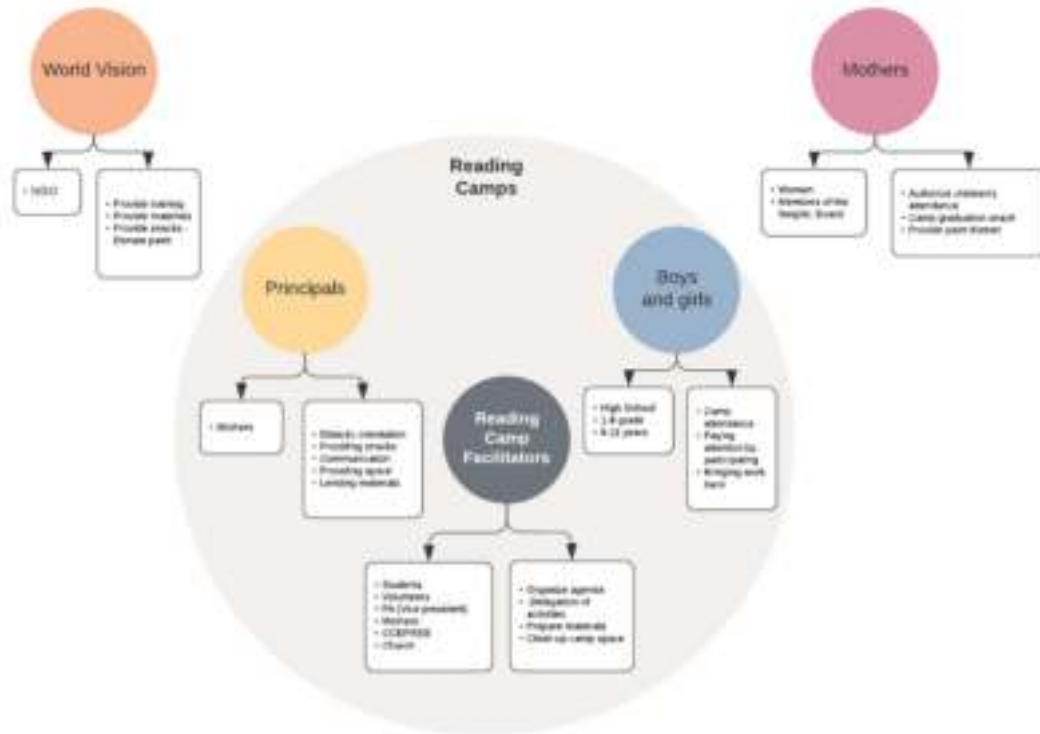
When the reading camp sessions are held, the facilitators are in charge of setting up the soccer field beforehand, which involves placing the didactic materials, books, and stories to read, welcoming the children, and coordinating among themselves for the development of the session. During the course of the session, the children sing, listen to the facilitator read a story, play with each other, carry out a manual activity and write in their diary. After the activities are finished, the team of young volunteers begins to dismantle the cardboards, the blackboard used and to store the books displayed on shelves. The camp lasts about two hours.

Participants involved

Among the participants involved from the community sector, it was observed that the team of camp facilitators is made up of a diversity of stakeholders who are differentiated not only by their roles as members of the neighborhood board, parents, or faith leaders, but also by the age differences in the team, since there is a large group of young people whose enthusiasm, energy, and motivation complement the experience, discipline and commitment of the older members of the team. Of the participants, the work of the members of the neighborhood board stands out, inasmuch as they are not only involved in facilitating the sessions, but also guarantee the use of the soccer field every Saturday for the reading camp. On the other hand, from the educational sector, the involvement of the principal-teacher of the multigrade school has been fundamental, not only because she coordinates and monitors the performance of the reading camp, but also because she offers the group of facilitators her moral support, knowledge, and the school's facilities. In addition, the parents' association is also involved, since some of its members participate as facilitators of the sessions.

Figure 4. Stakeholder mapping in Community 3

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Gender Equality and Social Inclusion

Regarding the GESI dimension, the team of facilitators perceives that boys and girls participate equally in the reading camp activities. It was also observed that women represent the highest percentage of those involved in the facilitation of the reading camps, however, on a smaller scale, there is also male participation through the youth group, who are involved in some of the session activities. It was also identified that, due to the domestic demands that mothers usually have to take on, some of them cannot accompany the children attending the reading camp in person. When this happens, the children must be accompanied by their older brothers or sisters. Finally, it was identified that the reading camp focuses on participation of the children enrolled in the school.

Community 4 – Urban-fragile

Community context

Community 4 is located in a neighborhood within the country's capital. Its territory is characterized both by its vulnerability and by manifestations of violence as a consequence of territorial fights between local gangs. For this reason, the area is classified by WVH as urban-fragile. In terms of economic conditions, there are problems of unemployment in the neighborhood, while the informal economy is predominant.



Perhaps what they may have is economic problems, because in the area we have students who face that issue, for the most part, perhaps their parents are unemployed, some do not have a steady job (Focus Group, Teachers, Community 4, May 31, 2022).



Because at least here in the urban area people are busy, if they don't have a formal job, people are looking for something to do because they have to bring home the bread, so to speak (Interview with Informant, Local World Vision, Community 4, August 27, 2021).

Although violence-related cases do not occur frequently, participants must take certain measures to ensure the children's safety. Among these is the choice of the community center, which is located in a strategic point of the neighborhood that could be called "neutral", since people from territories controlled by different criminal groups can arrive under minimal risk. However, if episodes of violence occur, the camp activities are immediately suspended.



In the community there have been some cases, just isolated, sporadic, but there have been some, I hope in the Lord that they do not keep happening (Interview with Informant, Faith Leader, Community 4, May 27, 2022).



But with the security of the border, since the children do not have to go so far from the community, then there is no problem because it is close by, at least no one has told us that there is any problem with security (Interview with Informant, Local World Vision, Community 4, May 27, 2022).



It's just that sometimes a little more space is created, let's say, if the area becomes a little conflictive, then we have to stop the exercises a little, yes, stop the activities a little, but so far, we have been... We have been moving on in the best way possible. (Interview with Informant, Regional World Vision, Community 4, May 27, 2022).

Like the rest of the schools in the country, the local school kept its facilities closed between 2020-2022 due to the Covid-19 pandemic; a situation with dire consequences for the acquisition of minimum literacy skills among students. Additionally, to the extent that not all children enjoy the financial conditions to afford the technology and internet services required for virtual education, the educational gaps have deepened.



Of course, as the teacher said, this helps us to reinforce content, especially with those children who really worry us, who did not achieve the competencies throughout the year (Focus Group, Teachers, Community 4, May 31, 2022). (Focus Group, Teachers, Community 4, May 31, 2022).



The children did not have the financial or technological resources to be able to connect to their classes, so we worked through guides, WhatsApp, messages, and guides that were delivered to them personally (Focus Group, Teachers, Community 4, May 31, 2022).

General description

Under these conditions, the UL project was implemented starting in 2021, but it was not until April 2022 that it was possible to consolidate the team of facilitators. Reading camp sessions began to be held on a regular basis. At the time of the second stage of data collection, 14 reading camp sessions had been held; this is thanks to the fact that participants meet to carry out the session activities twice a week. The meeting place, as previously mentioned, is a community center used for different purposes, which has been equipped with classrooms, drinking water, a kitchen, an indoor soccer field, and a gymnasium. One of the main challenges that this community has had to face is the replacement of the first facilitators who were trained for the UL model. While in 2021 there were 7, in 2022 there were only 3. During this time, the reading camp underwent a transition in which the responsibility for the sessions was transferred from the school teachers to a group of young people belonging to the church.



And well, last year we had a different group of volunteers than the one we have now, and well, this is because some of them have found work, [...] obviously if you have a volunteer, and the volunteer finds a formal job... the volunteer will support you when he/she has time (Interview with Informant, Local World Vision, Community 4, May 27, 2022).



Because as far as I know, teachers were in charge, but now it's us, the volunteers on behalf of the church (Focus Group, Reading Camp Facilitators, Community 4, May 27, 2022).

Regarding the number of children, an increase in their participation was identified in comparison with the first phase of the research study; unlike at that time when 7 participants were registered, in the most recent observation this number had risen to 20. Among these new children, we identified a new girl with pronunciation difficulties who, according to the interviews, has shown significant improvements as a result of her participation in the reading camp.

Table 4. Observation of reading camp Community 4

Phase I				Phase II			
Observation Start Time		End time		Observation Start Time	Reading Camp Start Time	Observation end time	Reading Camp Finish Time
09:50 am.		11:19 am.		01:40 pm.	02:05 pm	03:15 pm.	3:00 pm.
Number of Reading Camp Facilitators in Session				Number of Reading Camp Facilitators in Session			
Women	6	Men	1	Women	2	Men	1
Total		7		Total		3	
Cantidad de niñas y niños				Number of children			
Girls	7	Boys	6	Girls	11	Boys	9
Total		13		Total		20	
Number of children				Number of out-of-school children (if known to the facilitator)			
Girls		Boys		Girls	0	Boys	0
Total				Total		0	
Number of out-of-school children (if known to the facilitator)				Number of children with disabilities (if known to the facilitator)			
Girls		Boys		Girls	1	Boys	0
Total				Total		1	

Training and socialization process

The training process, which had taken place in April 2021, had to be repeated in 2022 with two of the current three reading camp facilitators. During their training, they were instructed on all the stages of the camp session, as well as with some methodological strategies to be able to implement it. The trained facilitators have transferred the knowledge learned to the third volunteer, who through their support during the sessions has gradually become familiar with the UL model.



In the training they basically provided us with all the stages of the camp, from the agenda to the diary. And they gave us a way to implement it ourselves with it (Focus Group, Reading Camp Facilitators, Community 4, May 27, 2022).

Regarding the process of socialization of the project with community members, the reading camp has received the support of the school to convene and share the objectives of the UL project with caregivers and students.

Synthesis of the RC session

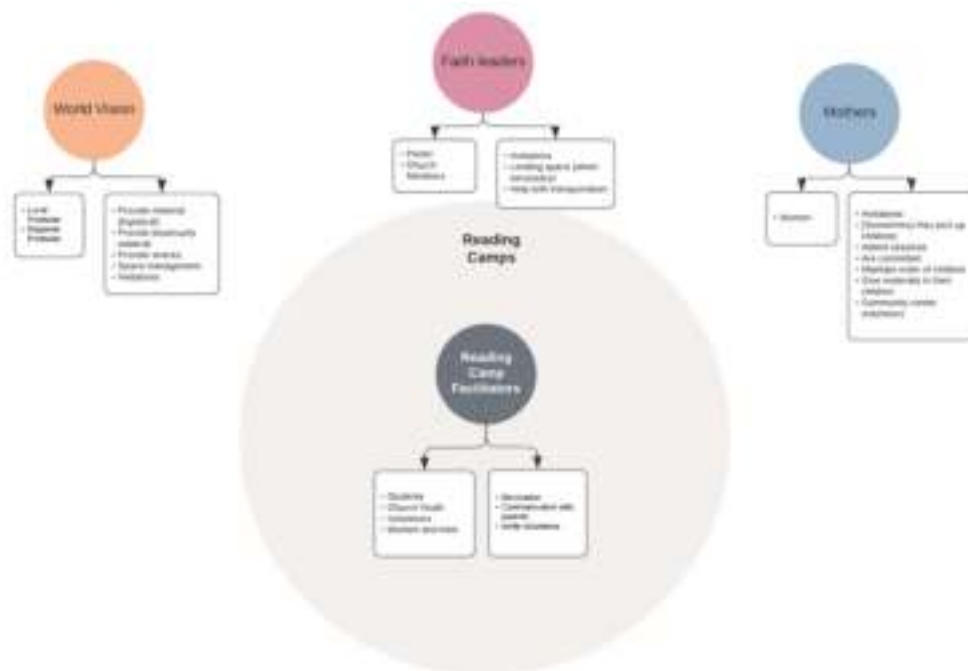
Before starting the session, the reading camp facilitators organize the room, arrange the tables and chairs, so that the children are distributed throughout the classroom. In addition, they distribute masks to the children who do not have biosafety equipment. Next, they proceeded to do the free time activity, and then went on to singing time; then one of the facilitators read them a story about the Little Red Hen. Afterwards, they carried out an activity in which they had to guess the letters of the alphabet and another one that involved painting. When the session ends, the facilitators tidy up the room and approach the children while the parents arrive to pick them up. The session lasts about an hour and a half.

Participants involved

Those involved in the implementation of the reading camp are the young members of the local church, who as a result of their involvement in the project have been integrated into the network of volunteers that World Vision Honduras works with in the community. This team of young people is led by a community leader who belongs to the church and the community's kindergarten teaching team. The team of facilitators is in charge of inviting participants to the session, as well as organizing and planning the activities on the agenda. During the sessions, they take care of any needs the children may have and adapt the lessons and methodologies of the UL model according to the needs of the participants. The support of the school's teachers is key to convene caregivers and enrolled children, as well as to give legitimacy to the UL project in front of its student community.

Figure 5. Stakeholder mapping in Community 4

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Gender Equality and Social Inclusion

Regarding the GESI dimension, it is notable that the team of facilitators is made up not only by three young university students, but also by a young man. One of the characteristics of those teams of reading camp facilitators where the participation of men is identified, as in this case, is the youth of the team. This condition implies the need for greater involvement of youth in the development processes as a strategy to break with traditional gender roles more deeply rooted in the adult generations.

Regarding the attendance of boys and girls in the reading camp, an equal distribution in their participation is identified; however, when addressing their behavior within the sessions, it is identified that girls usually show a greater willingness to follow instructions and take interest in the lessons of the activities, while the boys are perceived as more absent-minded and hyperactive.



Most of all, the girls are more dedicated, the boys often just want to play (Focus Group, Reading Camp Facilitators, Community 4, May 27).

Among the most vulnerable children, the participants interviewed pointed out those whose caregivers are unemployed, as well as some children who manifest specific learning or pronunciation difficulties. All of them were selected from the school for manifesting difficulties in their literacy skills.

North-West Integrated Program (PINO) Community 5 – Rural

Community context

Community 5 is part of a group of rural communities in the northern part of the country. This region is characterized not only by its agricultural activity, but also by the climate vulnerability to which it is exposed. Poverty within the community is widespread, and many children suffer its direct consequences, both because limited resources prevent them from continuing in their educational process, and because from a very early age they are encouraged to join their family's agricultural activities, i.e. child labor.



Yes, (with hurricanes Eta and Iota) we suffered with the lack of basic grains; almost 60%, 70% of the population dedicated to agriculture, corn and beans, were affected. Many lost their crops, that was what happened (Interview with Community Member Informant, Community 5, September 3, 2021).



Look here, in this community the most common problems are financial problems, because people are very poor, sometimes they come with a little notebook, they don't have a uniform and they often drop out of school. (Focus Group, Teachers, Community 5, May 09, 2022).





There are entire families that only complete third grade, they are only interested in the child knowing how to read and write and from there: "I need the child to go to work, I need the child...". Several children say: "No teacher, I couldn't come today because I had to go help my father in the cornfield to sow the __, it's not that today I had to go herd the cows", and they are not their cows, they are other people's cows, it's a sad situation (Focus Group, Teachers, Community 5, May 9, 2022).

These conditions were aggravated in the context of the Covid-19 pandemic, as many children were excluded from the educational system due to the inability of their caregivers to cover the costs related to internet services and devices to keep receiving their classes virtually.



Many of the children from my neighborhood are not attending school because their mothers don't enroll them, and they are already grownups. They don't attend reading camps (Interview with Informants, Caregivers, Community 5, May 9, 2022).



There are children that were in the reading camp last year, but this year they could not go to school, because the parents could not put enroll them in school (Focus Group, Reading Camp Facilitators, May 09, 2022).

General description

The reading camps began in Community 5 in September 2021. During this time, the community completed the cycle of 21 sessions with a group of boys and girls, who were given a backpack and a T-shirt as recognition at the closing ceremony.

At the time of data collection for the second phase, the community was conducting the seventh session with the second generation of children. One of the main differences between the first and second phase is that while in 2021 the activities took place in an auditorium of the school that had no walls, in 2022 the session took place inside a classroom. On the one hand, this strategy allows the participants to carry out the reading camp activities in a furnished venue; on the other hand, there is a risk that some of the children may not be able to distinguish between the reading camp and a normal school day.

Regarding the facilitating team, there was a recent reduction in the number of collaborators, since while in the first phase it consisted of 8 women and 1 man, in the second phase there were 4 female teachers. Regarding the participation of children, in the first phase the participation of 10 children outside the school system was detected (out of the 18 registered), in the second phase no such vulnerability was registered among the 14 participants.

Table 5. Reading Camp Observation Community 5

Phase I					Phase II						
Observation Start Time		End time			Observation Start Time	Reading Camp Start Time	Observation end time	Reading Camp Finish Time			
09:35 am.		10:40 am.							09:20 am.	9:30am.	10:48 am.
Number of Reading Camp Facilitators in Session					Number of Reading Camp Facilitators in Session						
Women	8	Men	1	Total	9	Women	4	Men	0	Total	0
Number of children					Number of children						
Girls	11	Boys	7	Total	18	Girls	8	Boys	6	Total	14
Number of out-of-school children (if known to the facilitator)					Number of out-of-school children (if known to the facilitator)						
Girls	5	Boys	5	Total	10	Girls	0	Boys	0	Total	0
Number of children with disabilities (if known to the facilitator)					Number of children with disabilities (if known to the facilitator)						
Girls	0	Boys	0	Total	0	Girls	1	Boys	0	Total	1

Training and socialization process

Training for reading camp facilitators in this community dates back to August, 2021. On the other hand, during the second phase of data collection, it was identified that some of the facilitators who had joined recently were being trained. Although this process laid the groundwork for the organization of the community members who would be involved in the main activities of the reading camp, no similar socialization days were identified for the caregivers who consent to the participation of their children in the sessions. Due to the increasing involvement of the local school in conducting the reading camps, the director and teachers were also trained in the UL model during 2022.

Synthesis of the RC session

Children are received at the meeting place by one of the facilitators. Unlike the first phase, where the session activities were carried out exclusively by members of the community, in the second stage of the research study it was identified that some teachers from the school had joined the facilitating team. In this sense, and given that the school provides the facilities, the reading camp is held in a classroom, where the agenda for the session is displayed, as well as the logistical materials that will be used (drawing, diary).



At the beginning of the session, the facilitating team performs the singing activity accompanied by the children's gesticulations, as well as the snake game. To do the game activities, the children go out to the school playground. Upon returning to the classroom, the participants worked on the diary and drawing activities. At the end of the session, the facilitators make sure that the children turn in the materials used, ask if they liked them, and agree on the day and time of the next meeting. On average, the session lasts one hour and ten minutes.

Participants involved

At the community level, the involvement of participants revolves fundamentally around the consent given by caregivers to their respective sons and daughters to attend the reading camp. Some members of the board of trustees are also involved, such as the president of the board of trustees, who supports the camp facilitators by providing assistance, convening and managing resources for the community. Among other stakeholders involved in the development of UL activities are the churches, which provide support in different ways, one of which is by lending physical spaces.



Well, my child helps me a lot at home to do several things, but when he goes to school I feel more tied up because he helps me a lot, so between the two of us we get ahead at home, but when he goes to school I am left alone with the girl and she is still very young, she does not help me yet, but, for me, it's even better that he attends, because he is learning and, in the future that will be useful for him (Focus Group, Caregivers, Community 5, May 9, 2022).



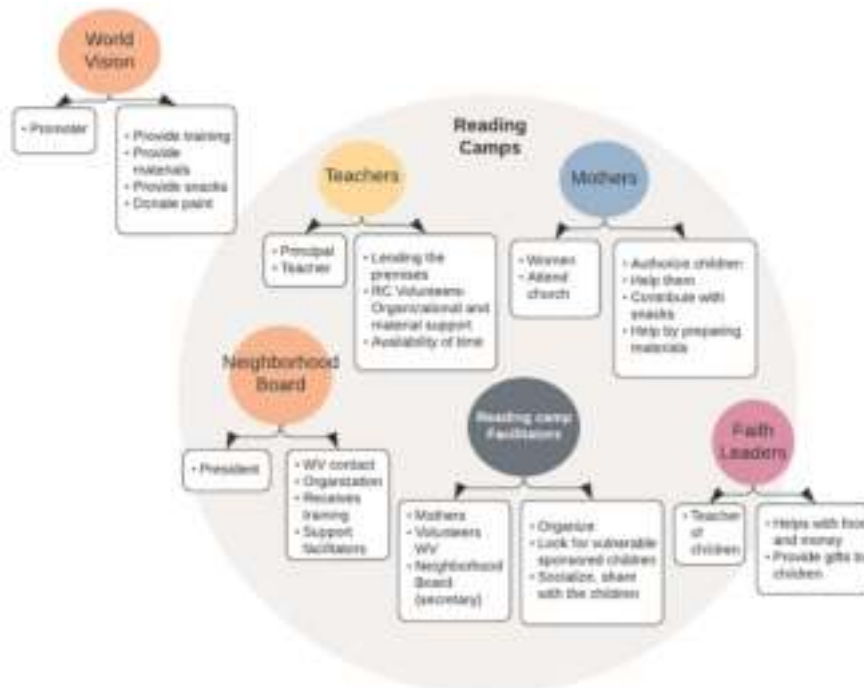
The neighborhood board here, in this community, the president of the board is a World Vision volunteer, so as I said, we work on two things, because he is part of the board and he is also a volunteer, so he is very involved and has been in the trainings (Interview with Informant, Local World Vision, Community 5, May 9, 2022).



The churches, I see that they are committed, they have participated, because perhaps, as I said, these are small communities, so if this volunteer is a member of the board, a member of the church, a World Vision volunteer, then all of this is done together. By lending their premises, authorizing the use of facilities, because as I repeat, they are, let's say, for example, a catechist, one of our volunteers, she is a catechist there, so she says: look, at church we can get such and such a place, there is enough space there, we can hold the camp, so like that (Interview with Informant, Local World Vision, Community 5, May 9, 2022).

Figure 6. Stakeholder mapping in Community 5

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Regarding the involvement of the educational sector, it was noted that the schools are supporting the reading camps through the teachers and the director; the support they provide is by providing physical space, and facilitating materials, among others.



In my case, as the director, they receive all the support, it's on Wednesdays from 9:00 to 11:00 and from 2:00 to 3:00 in the afternoon, there are five grades, two first, two second, a third, we have five sections, so they have all of our support (Interview with Key Informant, Director, Community 5, May 9, 2022).

Gender Equality and Social Inclusion

Regarding the GESI dimension, the preponderance of women among the team of facilitators is something that stands out. According to the testimony of some participants interviewed, gender inequality in the participation of those involved is often attributed to traditional gender-based beliefs and attitudes, where the assignment of work at home or in the fields is often one of the barriers that hinder the participation of boys and girls in schools. At the same time, this assignment of traditional roles tends to lead to greater female participation in educational processes, while, if there is parental participation, it is usually in activities complementary to the process (such as authorizing their participation or providing resources) and not in the education and care of children.

During the reading camp observation, the participation of a girl with learning and language difficulties was identified. These types of difficulties are frequently mentioned by the community, including problems when it comes to retaining information, pronunciation, or general difficulties in reading and writing skills.



Yes, there are girls who have a hard time spelling, since they are very young. There are children who can't write their name, so, I would imagine that we have to focus more on spelling, teach them more, because they are a little bit slow (Focus Group, Reading Camp Facilitators, Community 5, May 9, 2022).



There is a girl in my group, today I was looking at her as if she was very motivated, but she could not participate because she has language problems, so it is a bit of a pity that the other children participate, the other children participate well and she has more difficulty because of her disability (Focus Group, Teachers, Community 5, May 9, 2022).



* *
Campamento
los
Valientes...
* *

Community 6 – Rural

Community context

This community belongs to the rural area of one of the Departments in the northern part of the country. Its residents generate income from small-scale agricultural production; however, given that the land in the area is highly vulnerable to the impact of climatic phenomena, the economic and food crises are latent.



There are vulnerable people who are in deep need, because imagine, Eta and Iota, it left people quite bad, I mean, in these places here, you can't imagine, it left us without corn at that time, it left us without beans, it left other people without yucca, without other plants that generate income for their homes. But still, we have not been able to recover because of that. (Focus Group, Caregivers, Community 6, May 10, 2022).

The impact of poverty in Community 6 can be seen through the limited resources that families have to send their children to school and, consequently, the dependence on external stakeholders to guarantee the basic needs of children in the area.



Look, in this community, the most common problems are financial problems, because people are very poor, sometimes they come (to school) with a little notebook, they don't have a uniform and they miss school often, they attend one day, then they don't, they say they have issues because they lack food, but now that the pandemic is over, we hope that government starts sending a school lunch again. (Focus Group, Teachers, Community 6, May 22, 2022).

In addition to the challenges described above, the Covid-19 pandemic had particular repercussions on the access and permanence of children during the time that schools were closed; since, by transferring the education mode to a virtual format, many children were either excluded from the school system or received a limited education.



There is a high level of attrition due to the pandemic. That situation has given us a lot of work because we have to visit the families...I come to work two days a week, with all the biosecurity measures in a house, I come to work, and that is how we have made some progress, right. We have the issue that cell phones and internet do not work, that does not work for us, because there are parents who can't buy their balance/top-up, they do not have the device, that is, the phone, because they have the cheap ones, they can't connect and it becomes difficult (Focus Group, Teachers, Community 6, May 22, 2022).

General description

In this community, the UL project was implemented initially in September 2021. Over the course of the next 8 months, the team of facilitators had completed the cycle of 21 sessions with one group of children. When the second data collection phase occurred, the school was starting the first session with a second group of children. An interesting point captured from the participants' testimony is the fact that the number of sessions in this new cycle of activities had been reduced from 21 to 7.



Yes, last time there were 21 (refers to the number of reading camp sessions). Yes, 7, they were imparting them, well we have the idea that... at the beginning they told us that since they are teaching classes (teachers), then we should use one hour after the teacher is done. (Focus Group, Reading Camp Facilitators, Community 6, May 10, 2022).

Another change that could be observed in both phases of data collection is that, while in the first visit to the community the reading camp activities were held outdoors, in a green area of the school, in the second visit the sessions were moved to a classroom. The school has a space that not only has the logistical conditions to gather the children (chairs, green area, materials) but also the human capital of the teaching staff and the convening power of the director.



While it is true that the facilities at the school have limited access to drinking water, the team of facilitators assures us that, during the time of the sessions, children have a reserve of water to ensure hygienic and biosafety conditions among the participants. The team in charge of the reading camp sessions during the second collection phase consisted of three women, as opposed to the first phase when a total of five (1 man, 4 women) had been participating. Compared to the rest of the communities, the number of children attending this reading camp has remained constant between the two phases of data collection (24 and 25, respectively).

Table 6. Reading Camp Observation Community 6

Phase I					Phase II						
Observation Start Time		End time			Observation Start Time		Reading Camp Start Time		Observation end time		Reading Camp Finish Time
09:44 am.		10:52 am.			09:50 am.		9:55 am.		11:35 am.		11:22 am.
Number of Reading Camp Facilitators in Session					Number of Reading Camp Facilitators in Session						
Women	4	Men	1	Total	5	Women	3	Men	0	Total	0
Number of children					Number of children						
Girls	14	Boys	9	Total	23	Girls	15	Boys	9	Total	24
Number of out-of-school children (if known to the facilitator)					Number of out-of-school children (if known to the facilitator)						
Girls	1	Boys	0	Total	1	Girls	1	Boys	1	Total	2
Number of children with disabilities (if known to the facilitator)					Number of children with disabilities (if known to the facilitator)						
Girls		Boys	1	Total	0	Girls	1	Boys	1	Total	2

Training and socialization process

Based on the testimonies shared by the participants, it was found that the training sessions on the UL model with the team of facilitators of the reading camp were held in August 2021. However, given that the local school has developed a more active participation in the coordination of the activities, since then, there have been no more training sessions of this type at the community level, but only with directors and teachers from the education sector. In spite of these intense training days, it was not identified in the testimony of the participants that there were socialization days for the rest of the community in general, or for the caregivers in particular, about the objectives of the reading camps.





No, not here in the community (there have been no trainings), we the teachers received that training [...] Yes, only teachers (Focus Group, Reading Camp Facilitators, Community 6, May 10, 2022).

Síntesis de la sesión de CL

Before starting, all the children are inside a classroom, attentive and ready for the facilitators to begin the reading camp. The facilitators form a circle with chairs where the children sit, and a prayer is said before the beginning of the session. After the prayer, the director begins the session by reading a story, followed by singing, which is led by one of the teacher facilitators. The children then participate in a free game. The children are also encouraged to identify letters by drawing a word associated with each letter that is pointed out by the facilitator. Finally, the session closes with the activity of writing in the diary, where children are instructed to write about the activity they like the most, giving feedback to those who have difficulty understanding the instruction. The session lasts approximately one hour and thirty minutes.

Participants involved

Community involvement revolves around mothers, church youth, faith leaders and the school principal, who in turn make up the organizational structure within the community, as they are also part of local organizations such as the neighborhood board, water board, parents' association, Sunday school, students, and student governments at the secondary level.



(I am) a reading camp facilitator, and at church, I am a Sunday school teacher for the children, and yes, I feel good working with them, because I have been working for a while now with children who attend church (Focus Group, Reading Camp Facilitators, Community 6, May 10, 2022).



I am a volunteer here, in the village, on behalf of World Vision, to serve the whole community, I also introduce myself as the treasurer of the water board, the vice president of the neighborhood board (Focus Group, Reading Camp Facilitators, Community 6, May 10,

The mothers also mentioned some community members and how they are involved in UL activities. Finally, the school supports the reading camps by managing the invitations, raising awareness among caregivers and their students, facilitating the venue, and sharing their time during the school day to carry out the reading camp activities.



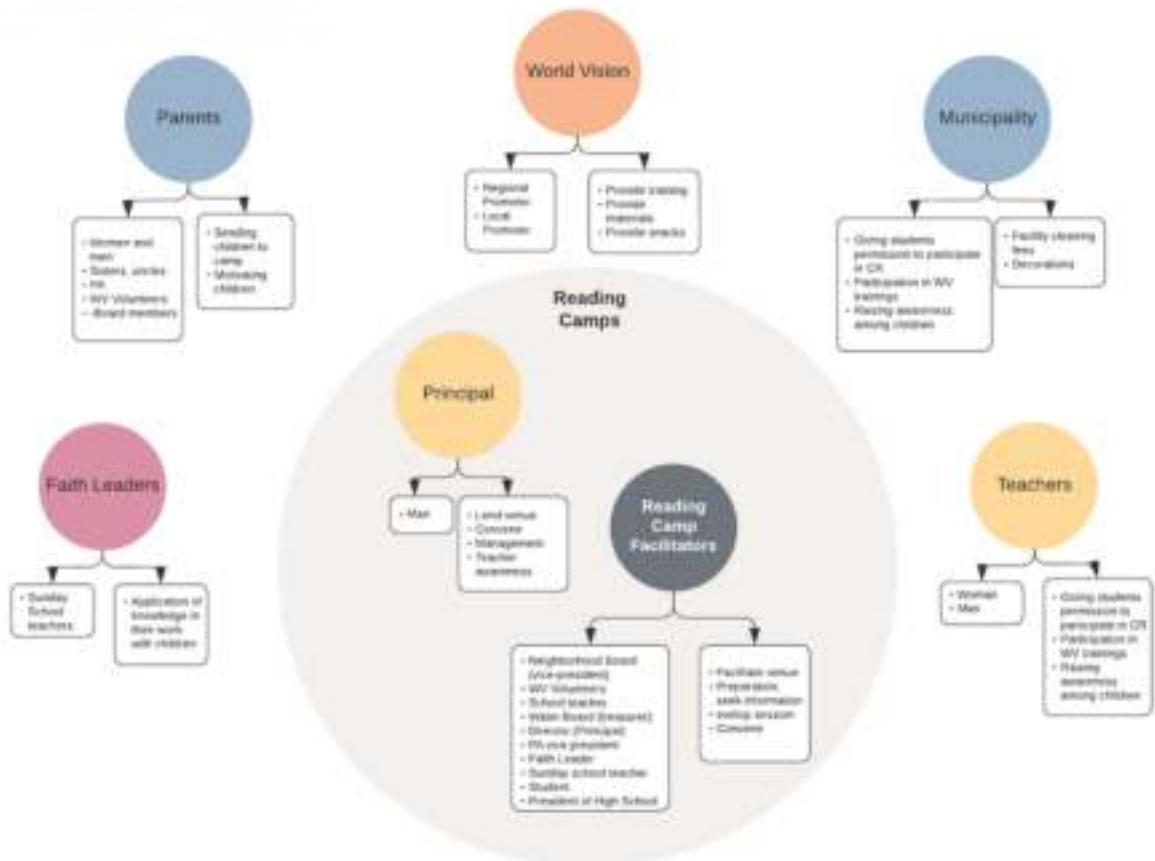
I think there is only one, who is part of the parents' association, but some young people from the church also participate, there is also a young woman who is training others to become promoters, she also participates in many things. So, yes, the neighborhood board is working (Focus Group, Caregivers, Community 6, May 10, 2022).



I see how 4 girls from the village are cooperating; yes, mothers... and maybe some who are not mothers, I see a very young girl, who is not married yet, but they are supporting the activities. They are from the community, maybe they have been motivated by the project (Focus Group, Teacher, Community 6, May 10, 2022).

Figure 7. Stakeholder mapping in Community 6

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Gender Equality and Social Inclusion

As for the GESI dimension, despite the involvement of the school director as a volunteer, predominantly female participation is identified. Unequal participation is often attributed to traditional gender-based beliefs and attitudes, according to the participants' own testimony, while men are dedicated to working outside the home (usually in the fields) and providing the resources to meet the family's material needs, women work in family care, which includes supporting children's education. Among boys and girls, facilitators' testimonies tend to indicate better performance and greater interest on the part of girls than boys, in both camp activities and education. Consequently, in the two phases of data collection, there was higher attendance among the girls.

The strategy used in the selection of children, i.e., working with students enrolled in the school, could have an unfavorable impact on the children of the community who are not enrolled in the school. It was also identified that in this community there are different conditions that limit the involvement of children in UL activities, including child labor, family disintegration, lack of access to resources, opportunities, and general welfare conditions. Participants also pointed out that learning difficulties among children are recurrent in this community. In fact, in the two phases of the research study, the participation of children with learning and pronunciation difficulties has been observed in the reading camp sessions.





Community 7 – Urban – fragile

Community context

Located in the north of the country, Community 7 belongs to an urban municipality characterized as an agro-industrial and maquila zone (manufacturing and assembling clothes, etc), where thousands of Hondurans from neighboring communities and departments traditionally arrive in search of job opportunities. As in the main cities of the country that experience similar processes, peripheral regions have emerged in this municipality, such as the community analyzed, where the lack of job opportunities and the limited educational offer contribute to the generation of pockets of poverty and violence related to gangs. Due to the presence of these groups around the community, the reading camp activities must take place in a "neutral" zone agreed upon with the gangs, so that children residing in territories controlled by opposing gangs can attend the sessions with limited risk. In some cases, their children are direct beneficiaries of the project.



I don't identify them, thank God, but we do know that, within our sponsored families, there are people who are in the... of different groups because, on this side, after the paved road, it's another area, before this area here, over there, that's controlled by a different gang, and we have sponsorship throughout that whole area. (Interview with Informant, Local World Vision, Community 7, May 12, 2022).

In addition to the context of insecurity, over the last three years, the community has had to face the Covid-19 pandemic, which, in addition to making the Department one of the three with the highest levels of Covid-19 cases nationwide (University Demographic Observatory, 2021), had repercussions on the educational system; this is evident in the academic lag of many of the children in the second basic cycle who move on from one grade to the next. On the other hand, the community has limited educational opportunities, both because children must attend a school outside of the community in order to study, and because some families only expect them to complete up to the sixth grade.



Today, you can go to a school, and you can hear the complaints, saying that children in higher grades can't read, they can't write; for two years now, children very little. (Interview with Informant, Local World Vision, Community 7, May 12, 2022).



We have, I could tell you, 5 or 6 children who are not part of the educational process, because they drop out after completing sixth grade, and you know, that in these communities people think like: "Oh, he/she has already completed sixth grade", and they drop out after that. (Focus Group, Reading Camp Facilitators, Community 7, May 12, 2022).

General description

Although the UL project has been implemented in this community since May 2021, the team of reading camp facilitators, made up of a network of enthusiastic young people led by a community teacher-leader, has been working on a project to build a community library since October 2020, and this is the most solid group in the 10 communities analyzed. During the time elapsed, the community has completed the cycle of 21 reading camp sessions with three groups of children; when the information of the second phase was collected, they were already implementing the tenth session with the fourth group.

The physical space where the activities are carried out has had two stages. At first, the sessions were held in the community center run by the Neighborhood Board. However, after the election of new authorities within this organization, who were not in favor of using their facilities for that purpose, the team of facilitators moved the reading camp to a community church. As previously mentioned, this church represents a safe space for the community, where children from different territories with gang presence, can come without any risk. Its facilities include a classroom and a blackboard, access to bathrooms and potable water to ensure biosecurity measures, as well as a green area where children can perform outdoor activities.



During the second phase of the survey, the team of facilitators was made up of 4 young women, who are part of the network of volunteers led by a community teacher. In contrast to the first phase, there was no participation of young men, and there was one woman less in the team of facilitators. Regarding children, there was a 50% decrease in their participation compared to 2021, which is reflected equally among girls and boys.

On the other hand, while in the first phase there were 10 children out of school, in the second phase this number was reduced to zero. The reasons could be several, one of them is that due to the closure of the schools during 2021, there were a significant number of children who had been taken out of the school system. On the other hand, it could also be analyzed whether the community project during 2022 has focused more on children who are enrolled in school. Finally, in both collection stages, the participation of children with some type of disability was recorded.

Table 7. Reading Camp Observation Community 7

Phase I				Phase II							
Observation Start Time		End time		Observation Start Time	Reading Camp Start Time	Observation end time	Reading Camp Finish Time				
02:50 pm.		03:48 pm.		09:20 am.	9:31 am.	10:44 am.	10:48 am.				
Number of Reading Camp Facilitators in Session				Number of Reading Camp Facilitators in Session							
Mujeres	5	Hombres	1	Total	6	Mujeres	4	Hombres	0	Total	4
Number of children				Number of children							
Niñas	15	Niños	9	Total	24	Niñas	7	Niños	15	Total	12
Number of out-of-school children (if known to the facilitator)				Number of out-of-school children (if known to the facilitator)							
Niñas	5	Niños	5	Total	10	Niñas	0	Niños	0	Total	0
Number of children with disabilities (if known to the facilitator)				Number of children with disabilities (if known to the facilitator)							
Niñas	0	Niños	1	Total	1	Niñas	1	Niños	0	Total	1

Training and socialization process

Training in this community dates back to March 2020, shortly before the first cases of Covid-19 appeared in Honduras. After resuming activities, a reinforcement training was held again in February 2021. As new volunteers joined the community's youth network, cascade training processes also took place, whereby senior youth trained new members in reading camp activities. Perhaps this is the reason why the young facilitators of this community demonstrate an outstanding mastery not only in the knowledge of the different activities that make up a session, but also in the energetic and enjoyable way in which they interact with the children.



At the beginning they had given us one, we the young people activated it and we had it covered and everything; Last year, we were given a very different one, a manual that was already covered and everything, the manual includes the sessions, the session includes the activities that are going to be implemented, the camp has 7 parts, all the material is along those lines, we start with a prayer, then there is a game time, then there is a time for singing, story time, then it is time for the make and take activity and then we do the diary, this is like the theme that we carry. (Focus Group, Reading Camp Facilitators, Community 7, May 12, 2022).

Regarding the socialization process of the UL project, caregivers are usually informed about the objective and activities of the reading camp once the children have participated at least once in the sessions.



I started by taking the boy who is ten years old, and then the little girl wanted to stay there participating, she is only two years old, but the girl who is in charge there told me that it was okay to leave her there, so later the boy and the girl would go too. (Interview with Informant, Caregivers, Community 7, September 29, 2022).



No, I didn't realize that they were operating, since only the PDA has been working, they have come here and we have gone there when they are in a meeting, but this visit we have here, we did not know about that. (Interview with Informant, Caregivers B, Community 7, September 29, 2022).

Synthesis of the RC session

Before the arrival of the children, the church classroom is already prepared with the didactic and logistical materials that will be used during the day. The facilitators, some of them at the door, enthusiastically welcome them, while making sure that the different attendees use antibacterial gel and have a mask to comply with biosecurity measures. Over the course of the session, in a dynamic and organized manner, the team of facilitators conducts singing time, story time, play time, make-and-take activity, and writing in the diary. The children look joyful in the different activities they perform. And, at the end of the day, the facilitators practice a relaxation exercise with the children. On average, the session lasts one hour and fifteen minutes.

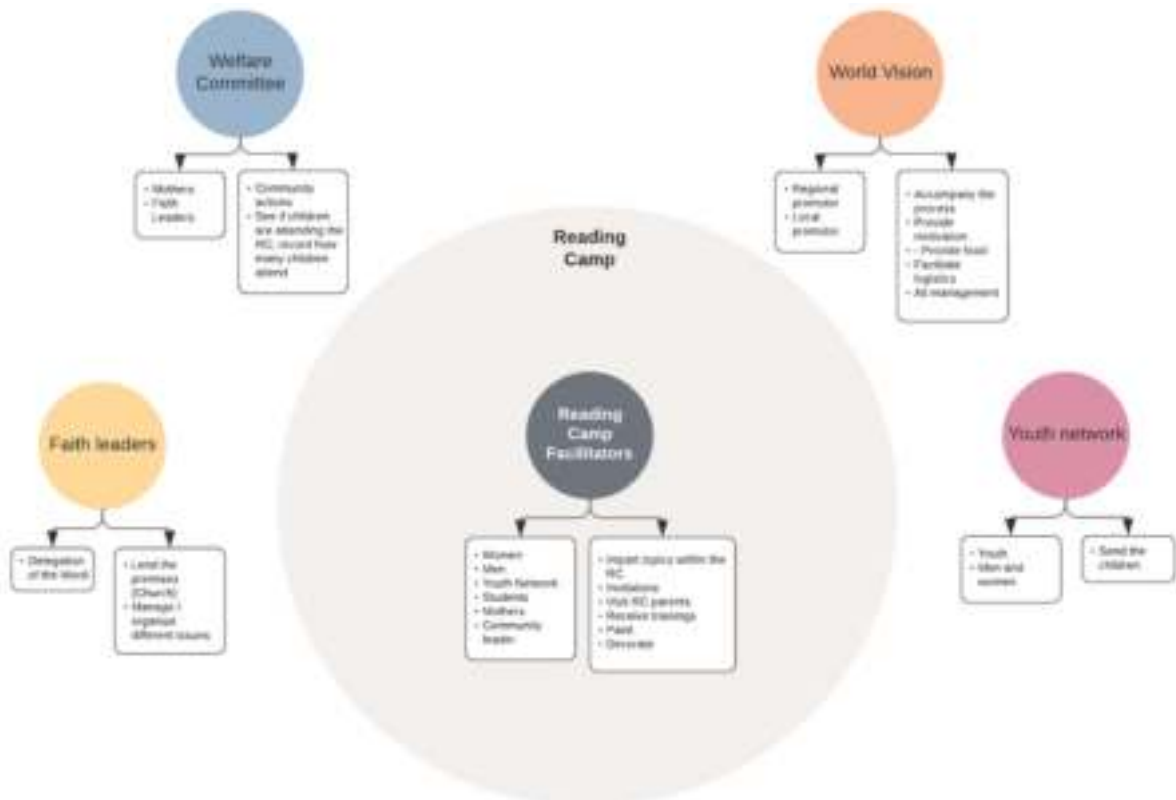
Participants involved

Regarding the participants, involvement revolves around the youth network which was organized by WVH in 2018, with the leadership of a teacher-pedagogue who volunteers in the UL project. This team has not only taken ownership of the reading camp activities, as their leadership has extended beyond the project, either because caregivers and children recognize them when they meet them outside the reading camp, or because they have become engaged in student organization processes in their schools.

The local Catholic Church also contributes to the operation of the reading camp by providing facilities and logistical support as required. The involvement of the caregivers in this camp shows an important willingness to accompany or play a more active role in the literacy activities of their children. Their commitment to their children's learning process can be seen through the support they provide at home. Regarding the involvement of the children themselves, there is a great deal of satisfaction with the activities carried out. Finally, collaboration with local authorities seems to be well established, at least in terms of the monitoring and administrative support they receive, with significant participation by the District Education Directorate and its support through close communication with community members, and the intermediary work with the work that World Vision carries out in the area.

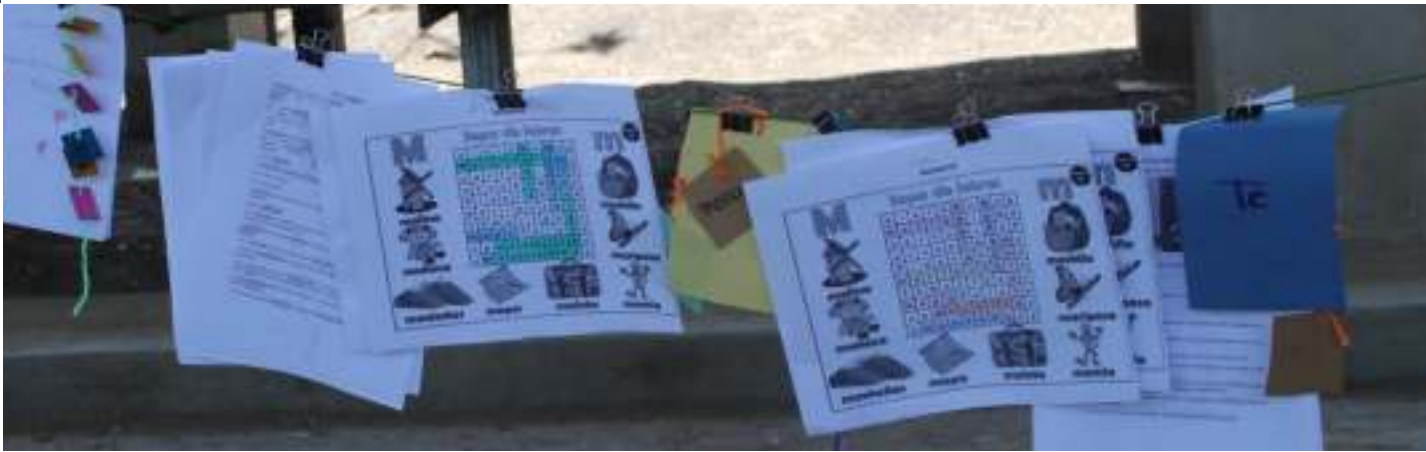
Figure 8. Stakeholder mapping in Community 7

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Gender Equality and Social Inclusion

Regarding the GESI dimension, the testimonies of the participants tend to indicate better performance among girls than boys in the educational field; however, the group agrees that the participation of boys is also noteworthy. On the other hand, it is essential to highlight the preponderance of female leadership in this community, mainly reflected in the work of the teacher responsible for the pedagogical and organizational guidance of the young facilitators when carrying out the reading camps, and in the skills demonstrated by the young girls who make up the network. As for the most vulnerable children, first of all, those who are outside the school system due to economic or educational limitations are identified; in second place, there are those children who live with local gangs in their daily lives and are therefore at risk of eventually being recruited by these groups. Finally, it is worth mentioning the participation in 2021 of a child with physical disabilities, who will have completed the 21 sessions of the reading camp with the group of children to which he belonged. In 2022, the involvement of a girl with pronunciation difficulties due to recent oral surgery was identified, for whom the reading camp was an opportunity to practice in a playful environment.



Lenca Integrated Zone Program (PILE) Community 8 – Rural

Community 8 – Rural

Located in the western part of the country, Community 8 belongs to perhaps one of the poorest regions of Honduras. Most of its population identifies with the Lenca ethnic group, which has occupied the country's territory for hundreds of years. The main economic activity of the residents of the area is small-scale agriculture, on which they depend both for their daily livelihoods and to generate income through trade.



It is one of the municipalities with perhaps the lowest income, they depend on their crops, most of them are day laborers. They may be earning only one hundred and fifty Lempiras or one hundred Lempiras, and sometimes they don't have work (Interview with Informant, Regional World Vision, Community 8, May 19, 2022).

Participants mentioned the prevalence of child labor in the community. This testimony resonates with the more generalized context where precarious socioeconomic conditions generate the need to include children in the labor force of families in the area.

In terms of the educational system, the COVID-19 pandemic has had a major impact, not only on children's chances of staying in school, but also on the deficient education they receive. Due to the precarious or non-existent teaching they have received during the last two years, they are lagging behind in their basic reading and writing skills, which implies the need for a greater effort on the part of their environment to remedy these weaknesses.

General description

In this context, the reading camp sessions began in August 2021. However, this camp had to be suspended and then resume in 2022 with a new group of children. This decision was made jointly by the school staff, WVH and the mothers, aiming to work exclusively with children in the first, second, and third grades to better adapt to the format of the UL model. By the time the second phase of data collection was carried out, the community had 15 reading camp sessions underway, which are held every Thursday of the week.

The venue where the reading camp is held is the local school, where the facilitators use the classrooms and the green area to carry out the activities of the session. The infrastructure of the facilities proves to be adequate for the implementation of the activities, since the team of facilitators can use the school's logistical material, it has access to bathrooms and drinking water, and the space available allows for working with a large group of children. The number of facilitators was reduced from 9 in the first phase of the research study to 5 during the second visit. Although the total number of boys and girls remained relatively the same, there was a notable decrease in the number of girls and an increase in the number of boys. As for vulnerable children, there were no participants outside the school system or challenged by any type of disability.

Table 8. Observation of reading camp Community 8

Phase I					Phase II						
Observation Start Time		End time			Observation Start Time	Reading Camp Start Time	Observation end time	Reading Camp Finish Time			
09:40 am.		11:25 am.			08:56 am.	09:09 am.	11:23 am.	11:29 am.			
Number of Reading Camp Facilitators in Session					Number of Reading Camp Facilitators in Session						
Women	9	Men	0	Total	9	Women	5	Men	10	Total	5
Number of children					Number of children						
Girls	23	Boys	9	Total	32	Girls	13	Boys	14	Total	27
Number of out-of-school children (if known to the facilitator)					Number of out-of-school children (if known to the facilitator)						
Girls	0	Boys	0	Total	0	Girls	0	Boys	0	Total	0
Number of children with disabilities (if known to the facilitator)					Number of children with disabilities (if known to the facilitator)						
Girls	0	Boys	0	Total	0	Girls	0	Boys	0	Total	0



Training and socialization process

The training for the reading camp facilitators dates back to August 2021. According to the information collected in the second phase of the research study, this has been the only training process received by the community. In order to be guided in the reading camp sessions, the school received three support guides. On the other hand, it was noted that in this community there have been no socialization sessions to share the objectives of the UL project with the rest of the community, so the knowledge about the activities of the reading camps is limited to the participants that have some connection to the school, which limits the involvement of local stakeholders beyond the school.



There has been no communication at the community level to let everyone know that there are facilitators who impart the camps to school children (Focus Group, Facilitators, Community 8, May 19, 2022).

Synthesis of the RC session

Before starting the session, the reading camp facilitators prepare the materials to be used during the activities and read aloud the agenda to the children. The activities begin with a prayer, and during the course of the session, the children participate in a sack race as part of the game activity. Next, the facilitators read a story for the attendees, followed by singing and craft time. After finishing with the reading camp, the facilitators organize the work done by the children, as well as the materials used during the session. Since the activities take place during the school day, the children return to their classrooms to continue with the contents of their classes. In total, the session lasts approximately two hours.

Participants involved

The involvement of the participants revolves around the reading camp facilitators, who fulfill multiple roles within the community (mothers, WVH volunteers, members of different committees within the school, such as the Snack Committee, the Oversight Committee or the Parents' Association). The main activities carried out by the team of facilitators include meeting with teachers, preparing materials, planning, and finding songs, games, cartoons, and drawings for the different activities of the reading camp sessions. Other participants who are involved include the school staff (principal, deputy principal, teachers), who help by making available the school facilities, providing pedagogical advice in the learning activities, lending materials, as well as helping to control the children during the sessions. The involvement of caregivers is limited to authorizing their children to attend the reading camp, and in some cases, accompanying or assisting in the activities during the session.



I am the mother of the girl named [name], I only have one child, I am a reading camp facilitator, I am also part of the PA board, and of the school Snack Committee, where we participate by feeding the children so that they come to school (Focus Group, Reading Camp Facilitators, Community 8, May 19, 2022).

Figure 9. Stakeholder mapping in Community 8

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Gender Equality and Social Inclusion

Regarding the gender dimension, significant female participation was identified among both the facilitating team and the children. According to the interviews analyzed, the significant participation of mothers among the facilitating team is explained by the prevalence of traditional gender roles among families, where men are dedicated to work in the fields and provide the resources to meet the material needs of the household, while women are dedicated to family care and the education of their children.

In terms of performance within the sessions, the testimonies collected tend to indicate greater participation and involvement by girls than by boys.

As mentioned above, no participation of children with disabilities was recorded during the session. However, since the children involved in the reading camp are enrolled in the school, access for children excluded from the school system is reduced. Regarding the more generalized context of the community, there is a recurrent reference to children with learning difficulties, such as difficulty in retaining information and minimal literacy skills.

Community 9 – Rural

Community context

Community 9 belongs to a municipality in the western part of the country, which is perhaps one of the poorest regions of Honduras. Most of the territory's population identifies itself as Lenca, and is mainly dedicated to agricultural activities, such as growing corn, strawberries, potatoes, coffee, onions, among others. The food produced is used more for trade than for local consumption, which is why there is a significant problem of malnutrition among the children in the region.

One of the main characteristics of the area is the high vulnerability to heavy rain or drought, phenomena which in recent years have caused large losses of crops. During 2020, the communities in this area were particularly affected by the closure of commerce due to the measures adopted for the Covid-19 pandemic. This was compounded by the impact of hurricanes Eta and Iota at the end of the same year.



Here, there is a lot of malnutrition in our children (Interview with Informant, Director, Community 9, May 18, 2022).



It overflowed, because when the storms came, it affected us a lot, it affected this community a lot, a lot... Yes, always (Focus Group, Reading Camp Facilitators, Community 9, May 18, 2022).

One of the main challenges for this community is the low level of literacy among the adult population, which is manifested by the difficulty that many parents have when it comes to reading and writing. In this context, the impact of the pandemic on the educational system has generated a situation in which some children who, due to their socioeconomic vulnerability, are prone to dropping out of school, as well as suffering different learning difficulties at each stage of the educational cycle. In the case of Community 9, children attend a PROHECO school, which, as previously mentioned in this report, is a project promoted since the nineties by the Government of Honduras to guarantee access to education in rural communities, and which is generally led by local organizations. The children who received classes in this school during the last two years show a significant deficit in their reading and writing skills.



There are some parents who do not know how to read and write, and they find it difficult, and some of them are embarrassed, because at the beginning you feel frightened, but I told a mother to join anyway, but she said no (Focus Group, Reading Camp Facilitators, Community 9, May 18, 2022).



After the pandemic, because they have problems in reading and writing, there are some children who do not know how to read and write (Focus Group, Teachers, Community 9, May 18, 2022).



General description

The reading camp sessions in this community began officially in September 2021. Initially, the community had planned to hold monthly reading camp sessions; however, this arrangement was interrupted due to the closure of the school, because the academic year had come to an end, so the community was only able to hold four sessions with the children in the camp. In this sense, it was not until March of this year when it was decided to reactivate in-person classes at the national school system level, and only then did the participants resume the reading camp sessions. At the time of the visit to the community for the second phase of data collection, children had already completed a cycle of 20 sessions.



Well, last year we had 4 sessions, then we went on vacation, December and January we were not able to start; and in February we could not start either because we were under observation. It was in March when we were given the green light for an in-person return to the schools. From then on, we implemented them every 8 days and that is how we have completed the 20 sessions of the reading camp (Interview with Informant, Director, Community 9, May 18, 2022).

The activities are carried out in the community's school, which has logistics support, as well as infrastructure such as classrooms, bathrooms, and outdoor space where the children can play. During the first phase of the survey, the team of facilitators was made up of 13 people, while in the second stage of collection it had been reduced to 6. The attendance of children during both phases of the research study has remained constant, as evidenced by the registration of 30 and 27 children identified during the first and second phases of the research study, respectively. However, although the number of children has been constant, the number of participants outside the school system has been significantly reduced, from 11 children in the first phase to 0 in the second phase. On the other hand, the inclusion of a child with visual impairment was also noted during the second phase.

Table 9. Reading Camp Observation Community 9

Phase I				Phase II							
Observation Start Time		End time		Observation Start Time	Reading Camp Start Time	Observation end time	Reading Camp Finish Time				
09:20 am.		10:40 am.		08:50 am.	09:12 am.	11:20 am.	10:56 am.				
Number of Reading Camp Facilitators in Session				Number of Reading Camp Facilitators in Session							
Women	10	Men	3	Total	13	Women	5	Men	1	Total	6
Number of children				Number of children							
Girls	10	Men	20	Total	30	Girls	8	Men	19	Total	27
Number of out-of-school children (if known to the facilitator)				Number of out-of-school children (if known to the facilitator)							
Girls	5	Men	6	Total	11	Girls	0	Men	0	Total	0
Number of children with disabilities (if known to the facilitator)				Number of children with disabilities (if known to the facilitator)							
Girls	0	Men	0	Total	0	Girls	0	Men	1	Total	1

Training and socialization process

The training process for the participants involved was conducted in July 2021. As a part of this process, WVH provided a support guide for the implementation of the reading camp sessions. This material is in the hands of the school team for the reference of the caregivers who support the project activities. In this same sense, some of the mothers who are supporting as facilitators in the reading camp have not yet been trained in the UL model, and stated that they would like to receive this training in order to have more active and prominent participation during the sessions. On the other hand, it was identified that no socialization sessions have been held in the community for new members beyond those who are currently linked to the school. Invitations to participate in the camp sessions continue to be made mainly through the teachers and the school principal.

Synthesis of the RC session

Before the session begins, the team of facilitators of the reading camp prepares the agenda and the different materials that will be used during the session (stories, books, pencils, paper), while welcoming the children and caregivers who gradually arrive at the camp facilities. During the implementation of the session, while the caregivers look around, the facilitators sing along with the children, and then read them the story about the fox and the grapes in which one of the facilitators dramatizes the story using a fox costume. In line with this activity, the children are asked to draw a picture about the story they have just heard. In the open-air space available at the school, a game is played in which everyone participates. The day ends with the children writing in the diaries that they themselves have helped to create. At the end of the session, the facilitators provide a snack for the children, who exchange words and laughter among themselves. Some of them approach the table where the books are, looking at and reading some of them.



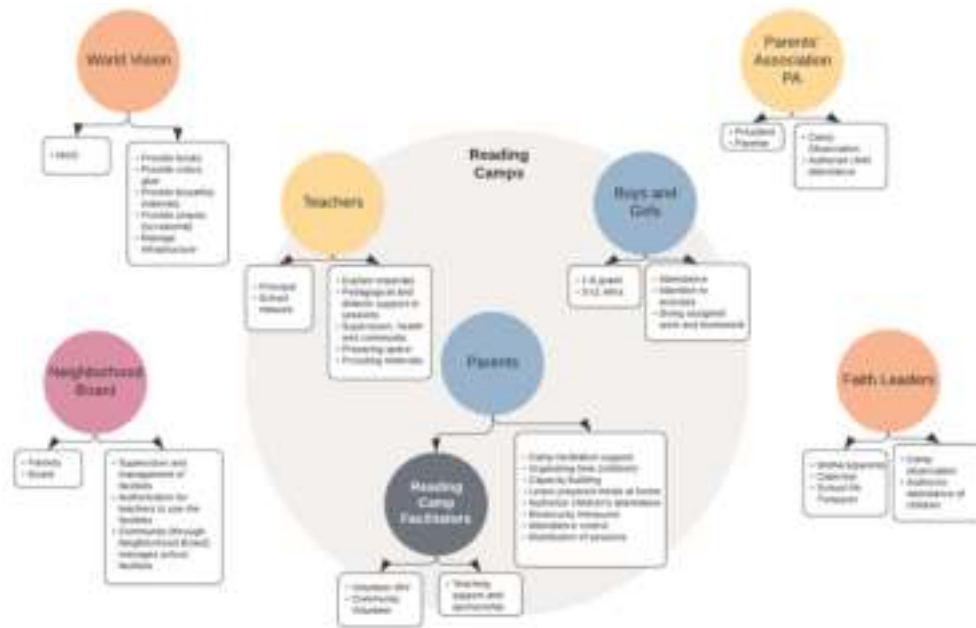
Finally, children leave the classroom to take pictures and play games, while the facilitators interact with the caregivers. On average, the reading camp session lasts two hours.

Participants involved

The participants involved in the reading camps include the reading camp facilitators, many of whom are members of the school's Parents' Association, community volunteers or mothers of the children who take part in the camp. The main activities in which they are involved include supporting the planning, organization, and development of the sessions, ensuring biosafety measures among the children, as well as keeping track of their attendance. On the part of the educational sector, the reading camp receives strong support from the director and two teachers of the school where the sessions are held. The support they provide is through the explanation of manuals or support guides, pedagogical and didactic accompaniment during the sessions, supervision of community health, preparing the facilities of the school on the day of the sessions, as well as occasionally obtaining snacks for the children. It was also identified that the community's board is indirectly involved, managing and authorizing the use of the school's facilities.

Figure 10. Stakeholder mapping in Community 9

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Gender Equality and Social Inclusion

In this community, both women and men (caregivers, teachers) were involved; however, female participation continues to be greater, so it is possible to affirm that women continue to play an important role of leadership in the UL project. It is noteworthy that, in order to have time on the day when the sessions are held, mothers must organize themselves to finish early with household chores, including cleaning the house and cooking the family's meals. This situation is related to a more general context where the replication of traditional gender roles prevails, according to which mothers are expected to be more involved in the home and in their children's educational activities, while fathers are limited to fulfilling their role as financial providers.

It is important to note that the one father who is part of the team of facilitators is a recognized community leader who has been involved throughout his life in development projects implemented in the community.





At least I tell my wife "You go to the camp and I go to work", this way we can do both things, it is a way that you can divide responsibilities, that way we carry some details" (Interview with Informant, Faith Leader, Community 9, May 18, 2022).

Unlike the rest of the communities analyzed, in Community 9 it was noted that the attendance of girls in relation to the number of boys is significantly low. This could be related to the assignment of chores to girls at home, which limits their availability of time to be involved in the reading camp activities. On the other hand, the reading camp observation identified the participation of a child with visual impairment, who must remain close to the blackboard in order to identify the letters. Likewise, because the reading camp is a project mainly run by the school, no children outside of the school system were identified, so, in terms of inclusion, it is an indicator that the most vulnerable children are not being reached. In terms of the broader community context, participants reported that learning difficulties among children are quite widespread, especially in the context of the Covid-19 pandemic.

Community 10 – Rural

Community context

The community is rural; its main economic activity is agriculture, ancestrally practiced by the Lenca ethnic group, of which most of the children are descendants today (INE, 2022). Due to the precarious socioeconomic conditions, it is frequent that, as a livelihood strategy, local families involve children in field work at an early age. This problem has a series of repercussions that range from school dropouts to the continuation of poverty cycles with each generation that abandons its education process. In this sense, it is no coincidence that in the community there is a high percentage of caregivers who cannot read and write.





With the financial situation we are in, parents need to find a way to make some money, so they still include their children in harvesting activities. At the beginning of the year, it was a bit complicated, because they go out to carry out harvesting activities, and they come back around March or April (Focus Group, Teachers, Community 10, May 17, 2022).



So, we also have children whose parents did not study, who are practically illiterate, their level of schooling is low, so, with the pandemic we had little help (Interview with Informant, Teacher, Community 10, May 17, 2022).



In the context of the Covid-19 pandemic, access to and permanence in the educational system have represented major challenges for children in the community, especially for the most vulnerable. Even those students who have managed to remain active in school during this time, manifest serious difficulties in developing basic reading and writing skills.



In the case of my son, he did not go to school for two years, he is in third grade, he only went to school for one year, he finished kindergarten, he went to school and in kindergarten he learned to write a little bit. In school, he has not been able to read (Focus Group, Reading Camp Facilitators, Community 10, May 17, 2022).

General description

As previously mentioned, Community 10 was not part of the first survey phase, so the information presented below is extracted from data collected during the second phase of the research study. Having clarified the above, the UL project began in this community in October 2021. In the 7-month period since it began its implementation, the community has held 12 reading camp sessions with the children; and according to one of the caregivers interviewed, they try to hold them weekly. The school where the activities take place has a large green area with trees around a soccer field, where children can play and hold the sessions outside of the classic classroom environment.

When carried out in these facilities, children attending the reading camp can use the restrooms, materials, and other resources available at the school. At the time of the visit, it was found that the team of facilitators consisted of 5 mothers from the school; and that the attendance of children at the session was large, with a total of 28 participants, of which 11 were girls and 17 were boys. Among these children there were no children who were not enrolled in school, but the presence of a child with hearing and speech disabilities was identified.

Table 10. Reading Camp Observation Community 10

Phase I	Phase II				
	Observation Start Time	Reading Camp Start Time	Observation end time	Reading Camp Finish Time	
	09:17 am.	09:20 am.	12:00 am.	11:30 am.	
	Number of Reading Camp Facilitators in Session				
	Women	5	Men	0	Total
	Number of children				
	Girls	11	Boys	17	Total
	Number of out-of-school children (if known to the facilitator)				
	Girls	0	Boys	0	Total
	Number of children with disabilities (if known to the facilitator)				
	Girls	0	Boys	1	Total

Training and socialization process

The training in the UL model that WVH provided to the reading camp facilitators was carried out between August and September 2021. However, during the survey process it was identified that, among the team of facilitators, there was a combination of participants who had been part of this process, and others who, despite having joined to support the activities of the sessions, were not yet trained. The latter rely both on the instructions received by the first group and on the support manual provided by WVH to the school.



I think that the teacher has that manual of activities, I would imagine because... there isn't one for us personally (refers to a manual), not for each of us (Focus Group, Reading Camp Facilitators, Community 10, May 17, 2022).

Synthesis of the RC session

The coordinating teacher, as well as the mothers who help by facilitating the reading camp sessions, have colorfully decorated the venue where the session's activities take place, i.e., a space in the school's green area covered by trees that provide protection from the sun. The materials to be used during the activities and the chairs are organized before starting the day's activities. After a joint prayer, the camp is developed with singing time, a soccer game in which boys and girls participate, as well as other more diverse games for those who do not play soccer (Jacks, hopscotch, puzzles, jump rope). The facilitators read a story to the participants and then encourage their participation in groups to solve a word game. The session ends with time to write in their personal diaries/journals. In total, the camp session lasts approximately two and a half hours.

Participants involved

Community involvement is characterized by the fact that the team of facilitators fulfills multiple roles within Community 10, such as being mothers, members of the Parents' Association, or members of the School Lunch Committee. The facilitators help with the planning, organization, and execution of the activities of the sessions, as well as with the care and control of the participating children. We also identified the involvement of a faith leader, who is also a mother, and who supports the school principal as needed, while the principal facilitates the school facilities and the incorporation of reading camps during the school day. Some teachers are directly involved in the execution of activities within the session.

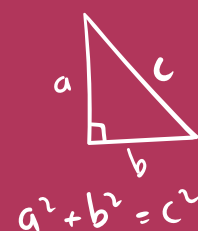
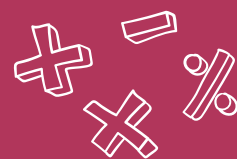


Figure 11. Stakeholder mapping in Community 10

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Gender Equality and Social Inclusion

Regarding the gender dimension, it was observed that there is only female participation within the facilitating team. On the other hand, the role of fathers is limited to authorizing their wives, sons, and daughters to be involved in UL activities. However, some of the mothers involved in the reading camp are not receiving the support they need from their partners.



My husband is very sensitive about that, and he tells me "stop meddling in there" (Focus Group, Reading Camp Facilitators, Community 10, May 17, 2022).

It was identified that, for some communities near the school where the reading camp activities take place, the distance and location of the school may represent a barrier for the participation of children, due to the rough conditions of the road during rainy periods.

Community networks

The work of the reading camps builds on and strengthens pre-existing community networks. This social fabric precedes the UL model, which, as a component of community action, aims to ensure that this complex network of relationships between the different sectors and stakeholders in the community is put at the service of children's literacy. In the pursuit of this objective, different alliances are naturally formed between some stakeholders, such as in those communities where schools play a coordinating role, and therefore, the teaching staff is key to the efforts of communicating, convening, and motivating both mothers and children who are enrolled in their school.



In the personal case of the colleague, the teacher "Conchita", I think she is the one who has been around the longest... she lives in the village, and I feel that we ask more questions of her and she interacts with them, so there is a lot of communication and collaboration from them to us and from us to them (Focus Group, Teachers, Community 2, May 6, 2022).



No, because even the mothers, for example, sent them a... on Thursday, we are leaving school, so I sent them a message: "remember that you have reading camp" and then the mothers start sending messages. Yes, teacher, we'll be ready. And if they are ready, it's because they are also interested (Focus Group, Teachers, Community 4, May 31, 2022).

Another important connection is between the local leaders and the youth groups from their church who are involved in the reading camps. Whether this leader is directly involved in facilitating the sessions or not, his or her role as a spiritual guide is an important support for the youth volunteers.



Eh, well, sometimes when we have doubts or something like that, I could say that she... well she was interviewed, she is the pastor, well she is my mom [...] So, when we have doubts or something, she helps us, because if they give us the manual, it tells us everything we can do, but sometimes the children are bored and the steps are very monotonous, so sometimes we look for different ways to carry out the activities (Focus Group, Reading Camp Facilitators, Community 4, May 27, 2022).

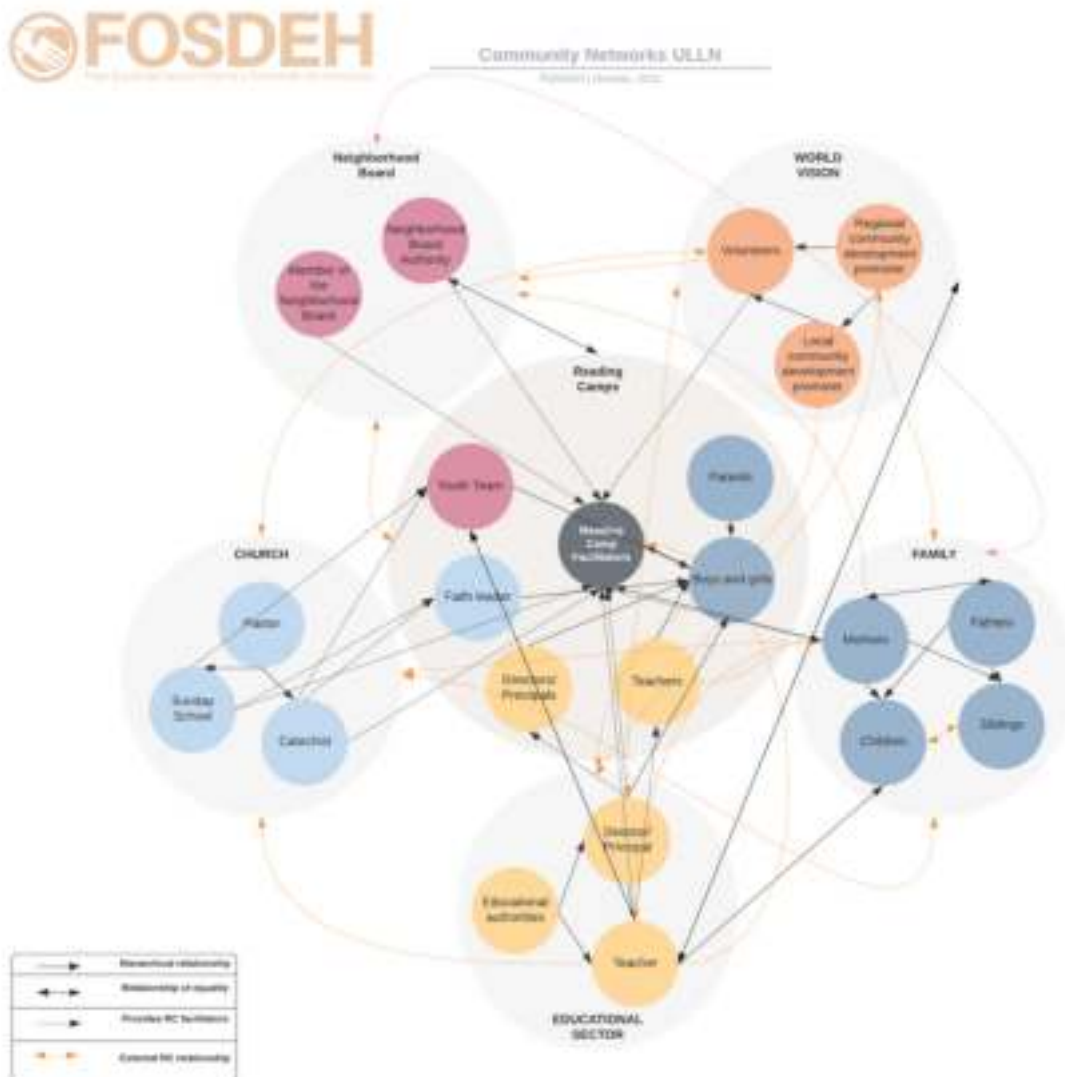
Well, I think that one of the challenges at the beginning was that we had a new Neighborhood Board, so they started to take out materials, they were working; so one of the challenges for us was "what do we do now?" Because we already had a group of children and this whole issue could affect the children, so it was a big challenge for us, and we found a solution. We signed an agreement with the parish [name of parish], because the Church is Catholic, but in the reading camp we avoid the issue of religion. So a challenge for us was the venue, but it was also a strength, in order to create that space we signed the agreement. We now have a one-year agreement with the parish and there we are (Focus Group, Reading Camp Facilitators, Community 7, May 12, 2022).



Aiming to represent the complexity of the relationships established in the communities to make the reading camps work, based on the testimonies collected, the following illustration of the different sectors and participants involved in the UL model was created.

Illustration 2. ULLN Community networks

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IV. CONDITIONING FACTORS IN THE IMPLEMENTATION OF READING CAMPS



Contextual factors

1. Covid-19 pandemic.

The Covid-19 pandemic is a global problem that, during the past two years, has completely transformed the political, economic, and social life of the planet. In the case of Honduras, this context has represented a challenge not only for the educational system, but also for the UL project itself. Although the implementation of the project was planned for 2020, the lockdown during most of that year forced the communities to delay the start of the reading camps until 2021. Since this is a collective activity, the participants involved in the reading camp are aware that, by joining into the activities, they run the risk of becoming infected. As the main measure on the part of the communities to alleviate this justified fear, the number of children and facilitators who can participate in the meetings has been limited. In addition, WVH regularly provides materials to the children to ensure biosafety and sanitation measures during the sessions. (10/10 communities).

This is as noted by the reading camp facilitators:



At first, yes, because the parents did not want to allow their children to attend, but we took our safety measures. Everyone wearing masks, we used gel. No one was infected, we were cautious (Focus Group, Reading Camp Facilitators, Community 5, May 9, 2022).



We were going to invite the children, but the parents were afraid to let them come (Focus Group, Reading Camp Facilitators, Community 7, September 14, 2021).

The education sector, one of the main dimensions affected during the pandemic period, expressed the following:



Yes, that is why some mothers have not sent their children, because you know that in all the communities there is COVID-19, so some mothers do not send their children because they are afraid that their children will get infected (Focus Group, Parents' Association, Community 2, September 16, 2021).



Yes, taking into account the pandemic, it is very difficult because I was scared, stressed. Look at the girl who took off her mask, consider the preparation of both the parents (and) the people who are around them so that they can help control this part (Interview with Informant, Teacher, Community 5, September 3, 2021).

The WVH team, aware of the implications of the current situation, stated:



In terms of the context, we know that we need a fairly large space; because sometimes fifteen children are invited, for example, fifteen will not attend, twenty-five will attend [...] And in terms of the pandemic, always with the proper care; with the mask, the gel, the distancing, and also, some activities that the methodology may require, we adapt them to avoid physical contact as much as possible (Interview with Informant, Local World Vision, Community 1, August 31, 2021).



This time of pandemic COVID is a big challenge (to respond to) how we can organize ourselves better so as not to affect the family, nor to be affected ourselves in this time of pandemic; and that the camp can be carried out in an organized way and in a timely manner (Interview with Informant, Regional World Vision, Community 5, 6, 7).

2. Child labor restricts the opportunity to participate in reading camps.

One of the main contextual conditions that could not only prevent girls and boys from attending the reading camp sessions, but also jeopardize their very continuity in the educational system, is their incorporation, at an early age, into the labor force in rural communities. While boys usually participate in agricultural activities supporting their parents, the burden of assuming domestic chores falls on girls. (5/10 communities).

Regarding this problem, one of the children in a focus group, stated:



Sometimes we do not attend because we work (Focus Group, Children, Community 9, September 09, 2021).

The director of one of the schools stated the following:



When you talk to the parents about those issues, they get angry with you, because you tell them that the priority is to study, the priority is education, and providing food is a responsibility of the parents, but sometimes parents take their children to work and let them miss their classes, it's easy for them" (Interview with Informant, Director, Community 6, May 10, 2022).



From the faculty of one of the communities, it was indicated that:



This area is an area where 7 or 8 year old children are used for work [...] here, the fifth grade girls make tortillas and do all the housework, it is very common for girls to take care of domestic chores (Focus Group, Teachers, Community 9, May 18, 2022).

From WVH, it was stated that:



Sometimes I think it has to do with child labor, because sometimes it's a seasonal issue, when it's February, March and even April, children don't go to school, because they are helping parents to harvest coffee, they are working in the coffee farms. I feel that child labor is one of the challenges that must be overcome in many Departments of Honduras (Interview with Informant, Local World Vision, Community 8, September 22, 2021).

In this regard, one of the municipal authorities stated the following:



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 (Interview with Informant, Member of the municipality, Community 5 and 6, September 21, 2021).

3. Access to the facilities where the reading camps are held

One of the main obstacles to participants' attendance is the deteriorated condition of some of the roads leading from their homes to the facilities where the reading camp is held. This is especially true during the rainy season, when overflowing rivers, particularly in rural areas, or soil erosion, represent a risk that participants would prefer to avoid. In some communities where the condition of the roads is not a problem, it is true that children must travel long distances to reach the activity venues (6/10 communities).

This is what the reading camp facilitators have said about it:



Today, the river had so much water, that's a problem because there is no way for children to cross and get here [...], there are already parts down here that have collapsed, now it is open, (but) with other storms it will collapse again, it's so dangerous in this community. (Focus Group, Reading Camp Facilitators, Community 9, September 09, 2021)



(The venue) is so far, back there, and children can't go down because it's dangerous, that's where it rains (Focus Group, Reading Camp Facilitators, Community 10, May 17, 2022).

Below, an example of what was highlighted by a member of a Parents' Association:



At least in my case, something that could prevent me from going is the river, because when the river rises you cannot cross it, that is risking my life and that of my daughters (Focus Group, Parents' Association, Community 2, September 16, 2021).

Some faith leaders made the following points:



Those from the community of [name], which is on the other side of the river, a hamlet there, "Agua Caliente" they call it there. Those children who come here are vulnerable because that river rises, they can cross but it is risky to cross a deep river like that" (Interview with Informant, Faith leader, Community 6, September 2, 2021).



There are children who are making a great effort, and you can see their interest, because children who are enrolled in this school attend, but it is an hour away. There were children who walked all that distance, they did not care about the distance or the condition of the road, they walked to get here, there is no transportation to take them there, they live in the houses that are further away, but they were present (Interview with Informant, Faith Leader, Community 8, September 8, 2021).

Among some community stakeholders, it was noted that:



Now during winter time, we have been asking for help to fix the roadways, because the streets are ruined with so much rain during this time (Focus Group, Community member, Community 8, September 08, 2022).

One of the interviewees who works directly for the municipality stated that:



We are the tenth largest municipality in the country and the place is very remote, 20% is urban and 80% is rural. What am I trying to tell you with this? The distances and conditions between schools are very complex (Interview with informant, Member of municipality, Community 5 and 6, September 21, 2021).

Finally, the WVH team stated that:



We have children who travel about forty minutes by foot, so that's when I talk about contexts. First, because of their safety, their safety as a whole, anything can happen to them on one of those roads, right (Interview with Informant, Local World Vision, Community 6, September 13, 2021).

4. Violence and insecurity in the communities

The communities where the reading camps are held are no strangers to the context of violence and insecurity that surrounds them, which is especially true in the urban-fragile communities, where common crime and the presence of gangs are a problem. In contrast, in rural communities the predominant type of violence is intra-family violence. Regarding the first type of violence, a teacher in one of the communities expressed the following:



But because of the situation in our neighborhoods, which are a bit vulnerable, it is dangerous for the children to be taken anywhere, we decided to bring them here, to the school, to the soccer field (Focus Group, Teachers, Community 1, May 7, 2021).

Likewise, a mother in one of these communities indicated that:



What we do so that they, the children, do not come alone, we come and stay here with them, they are receiving their classes, let's say, and we are here outside waiting for them so that when they leave, we can take them, because we cannot send them alone either, because it's not safe (Focus Group, Caregivers, Community 7, May 12, 2022).

The WVH team is well aware of the insecurity that prevails in the territories where they are present:



I assume that rural communities are quieter, they have few incidents if we are talking about organized crime, gangs. I think the impact is minimal and we have weeks that are quiet, but there are weeks when people are killed or assaults occur, I think it varies (Interview with Informant, Local World Vision, Community 4, August 27, 2022).

Regarding the second type of violence, it is worth mentioning that the challenges that children face on a daily basis occur within their homes. In this regard, the WVH team stated:



We have enough of these types of situations that have affected them, it's part of their culture, we have degrading actions if we talk about the integrity of children, things that have really affected children quite a lot, caused by domestic intra-family violence, where children are most affected actually, not adults (Interview with Informant , Regional World Vision, Community 8,9, September 21, 2021).



And yes, definitely, intra-family violence increased, the organization carried out a survey related to violence, and yes...but we have not done a survey with children in this group or anything like that. I would be lying if I told you that there are any cases, but there may be some.
(Interview with Informant, Local World Vision, Community 4, August 27, 2022).

One of the educational authorities warned that:



Many of our children belong to areas that have this characteristic, where intra-family violence already exists, where they are vulnerable in that sense. Because we know that violence is not just about physical abuse, but perhaps with words that hurt, according to what I have heard, I am not working in that area, but according to what I have heard, there is an influence of domestic violence, intra-family violence, right, and that involves children, so obviously it is one of the areas that has deteriorated during the pandemic (Interview with Informant, Local educational authority, Community 7, September 19, 2021).

Regarding the second type of violence, it is common to hear residents of some communities where gangs are present refer to "invisible borders". These "borders" refer to the space within the same community that divides the territories controlled by different gangs. In this situation, in order to ensure the safety of the children, facilitators must make sure that if they belong to territories controlled by different criminal groups, they do not interact with each other during the sessions. As can be deduced, this factor can be a major inhibitor for all those interested in becoming involved in project activities within these communities (2/10 communities).

Regarding the invisible borders, members of the WVH team were open in pointing out that:



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. (Interview with Informant, Local World Vision, Community 4, August 27, 2021).



But with the security of the border, since the children do not have to go that far from the community, then there is no problem, because it is close by, there is no problem, at least no one has told us that there is any problem with security (Interview with Informant, Local World Vision, Community 4, May 27, 2022).



There are some events that we cannot carry out on a massive scale here, because there are certain people who cannot cross here, and these people cannot cross there. No, not with the children (they don't have the problem with the borders), but we try, as far as possible, if we are going to carry out an activity in [community], let it be in [community], if we are going to involve children from there, let it be there; if we are going to carry out an activity here, let it be with the children from here, because we don't like to put them at risk, we are not going to do it. (Interview with Informant, Local World Vision, Community 7, May 12, 2022).

5. Educational level in the environment of the reading camps

Although one of the main objectives of reading camps is to engage families and other community members in the promotion of reading and writing among children, in some contexts, mainly in rural areas, where educational services have historically been insufficient, the caregivers in charge of the children do not have the skills that we are trying to promote, either because they have only completed a few grades or because they did not learn to read and write. This situation means that, although caregivers are willing to do so, they are unable to meet the children's educational needs at home. However, it is worth mentioning that, in some cases where this occurs, children receive support from other family members, such as their brothers or sisters, to do homework assignments or reinforce learning, both in the reading camp and in their schools (7/10 communities).

This is what some groups of facilitators reported:



Because there are many parents who can't read or write, they can't help the children (Focus Group, Reading Camp Facilitators, Community 9, September 9, 2021).

These are some examples of what was expressed by the teaching staff:



They say, "I can't read," and "I can't write," and others have little interest in their children's education. So, they let them do what they want, right. But parents who help their children stand out, we can see it at school, in their children's learning (Interview with Informant, Teacher, Community 1, September 2, 2021).



So, we also have children whose parents have not studied, who are practically illiterate, their level of schooling is low (Focus Group, Teacher, Community 8, May 19, 2022). (Focus Group, Community 8, May 19, 2022).



So, we also have children whose parents did not study, who are practically illiterate, their level of schooling is low (Focus Group, Teacher, Community 10, May 17, 2022).

From WVH, the following has been pointed out:



Because we know that many of our children's parents do not have that foundation, they have a very low academic level, so by generating those capacities within the schools and with the volunteers, we can contribute to the development of these children (Interview with Informant, Regional World Vision, Community 1,2,3 and 4, August 19, 2021).

6. Learning difficulties and educational lags among boys and girls

As one of the Latin American countries that kept its schools closed for the longest time due to the Covid-19 pandemic, in a context already characterized by serious structural deficiencies in its educational system, during the last two years children have experienced not only a serious deterioration in the quality of education they receive, but also a massive process of school exclusion for those who do not have the resources to adapt to a virtual education format. This situation has had a direct impact on the implementation of reading camps, since the contents taught and the reading and writing skills they foster cannot contribute to the knowledge taught in school when there is no official training to complement it. (9/10 communities).

Those who are most aware of this reality are the groups of facilitators, who must develop content during the sessions by interacting directly with the skills available to the children. In this regard, they pointed out the following:



My daughter has not learned to read because during the pandemic, they had to do homework on their phone, and she had no phone, so my daughter lost two years of classes (Focus Group, Caregivers, Community 5, May 9, 2022).



At the camp they talked about synonyms and antonyms, you know that because of the problems that have arisen, sometimes there has been no progress in these topics, so there were children who did not even know what an antonym or a synonym was (Focus Group, Facilitators, Community 6, May 10, 2022).



There are some children who cannot, they cannot do much, because of the pandemic, because there are some children in third grade, but they did not complete first or second grade, this year they are in third grade and they do not know anything, they have to be taught (Focus Group, Facilitators, Community 9, May 18, 2022).

For their part, the caregivers in charge of the children also note that:



Many children have problems, most of them with Spanish, because they have been at home, those who have made progress during this time it's because we the parents are involved, but not all parents are the same (Focus Group, Caregivers, Community 1, May 7, 2022).

The WVH team, which works closely with the communities, has also received testimonies about the status of the education of the children:



We were in a meeting, the teachers were there, and the mother stood up and said, for example: "my son did everything, my son passed the grade, my son brought everything to school, but I was the one who did the homework". So the mother was very sincere, and these children are the ones who have had the greatest degree of difficulty, because perhaps they concentrated more on the child doing the homework and not so much on the child's learning (Interview with Informant, Regional World Vision, Community 8, May 19, 2022).

Moreover, for many children, the reading camp became the first option to study due to the absence of in-person classes in the schools, which represents a great challenge for the facilitators, especially when for many of them it was also the first time they were involved in teaching processes, without the pedagogical skills of a formal teacher.

Among the team of reading camp facilitators, it was stated:



With my child, my boy didn't attend school for two years, he is in third grade, he only came for one year, he completed kindergarten, he went to school and in kindergarten he learned to write a little bit. In school, he hasn't been able to read, but with this camp that you are implementing, he is learning and he likes it (Focus Group, Facilitator, Community 10, May 17, 2022).



Some of the teachers closely involved in the work carried out in the reading camps believe that the space is an ideal opportunity in the face of the educational crisis that the country is going through.



And no, until now when I get to the classroom, I see that they are weak, completely weak. So, the motivation was lost a little bit, these children, I think, should ideally be part of these camps, looking for strategies, involving the parents, the parents of these children (Focus Group, Teachers, Community 1, May 7, 2022).



More with those children that we are really worried about, who did not achieve the competencies during the whole year. I think the children feel less lost because at the camp they manage to level up (Focus Group, Teachers, Community 4, May 31, 2022).

Community factors

7. Caregiver support

One of the main factors that contribute to the success of children's educational learning is the accompaniment of caregivers. Particularly important is the involvement of mothers in each of the activities related to their children's education. In the case of reading camps, the support they provide can be seen in small but significant commitments, such as granting permission to attend a session each time or accompanying them on the journey to and from their homes. Some mothers go even further, arranging the responsibilities of their day to make time to accompany the children, while others have a more active support in monitoring their learning, either by reading stories at home, providing them with reading material or setting up a reading space at home (10/10 communities).

When answering about the type of accompaniment provided by their caregivers, some children pointed out that they take them to the venue of the meeting and then take them home again.



My mommy drops me off (Focus Group, Girls/boys, Community 8, May 19, 2022).

Mothers and other caregivers shared the many ways in which they collaborate in the participation of their children in the reading camps:



They let me know, I am waiting to send my child, to have her ready and to come and drop her off, and to bring her back because that is my commitment as a mother. As long as she likes it, I support her [...] If it is camp time, we don't go out because we don't like them to be absent (Focus Group, Caregivers, Community 2, May 6, 2022).



They watch TV, changing channels, watching, and eating. At 1:00 pm they are already bathing and changing; "twenty minutes," they tell me. Anyway, it's nearby, so they tell me "20 minutes", then I go to [mother's place], to pick her up, since we practically live next door to each other. So, I'm going to [mother's] place because from [mother's] place we leave early (Focus Group, Caregivers, Community 4, May 27, 2022).



Since my kids are still small, I always drop them off, I stayed with them, so I always came to drop them off and bring them back (Focus Group, Caregivers, Community 5, May 9, 2022).

The community teachers linked to the reading camp recognize the importance of the role of mothers in the implementation of the reading camps.



I like it, because they (the caregivers) are very attentive along with the volunteers. How can I put it? "Teacher, when is this camp going to be held?" And "what do we have to bring for this session?" And, "what do we have to bring?" And they are informed, right, and they even ask about their homework assignments (Focus Group, Teachers, Community 1, May 7, 2022).



Yes, well, parents are always willing for them to attend, right, let's say it this way, no one has been against it; or has said no, we always have one available if we ask for their collaboration (Interview with Informant, Teacher, Community 3, May 21, 2022).

For their part, the teams of facilitators, in fulfilling their role, feel validated when they know that they have the support of the parents in the activities they carry out with the children.

They are great, if you tell them "we are going to spend the whole day playing here, you can stay", sometimes we have already finished the library (camp) and you tell them: "You can go now", and (the children) stay playing around, then when you leave, you tell them: "Let's go!", and there you go, like "the mother of the chicks"; there go the children behind you, and sometimes, since we are responsible, you drop them off at home, thanking the parents. Then it is nicer because even the father trusts you more and says "I will send him/her again punctually next time" - and there they are, he comes to drop him/her off or you go by and pick them up. Then you see that gratitude and that responsibility they give you with their child, who might not be your relative, but you already have affection for them (Focus Group, Reading Camp Facilitators, Community 7, September 14, 2022).



WVH recognizes that the time mothers dedicate to accompany their children comes at the expense of their other responsibilities in their daily lives.

Many times women are very busy, even though they are housewives, they are very busy too, and it is a job, right. It is definitely not paid, but it is a job, I feel that many times women make time for everything and perhaps we are more sensitive to look at the need (Interview with Informant, Local World Vision, Community 4, August 19, 2021).



On the other hand, as previously mentioned, in the case of caregivers who cannot read and write, their support is concentrated in the permission granted to their children to attend the sessions, or by accompanying them to the meeting place. Finally, in the absence of caregivers' accompaniment in the children's educational processes, a series of repercussions occur, ranging from the children themselves being responsible for doing the activities they learn by themselves, to the impossibility for them to attend the reading camps.



The truth is that I can hardly teach him what the teacher teaches him, so that has affected me a lot and the fact that the child could hardly learn, he does not learn very easily reading or writing (Interview with Informant, Caregivers, Community 1, July 22, 2021).



I was telling you earlier that, even though parents do the socialization, there are other parents who say, "No. I'm not going to send my child to be contaminated (Interview with Informant, Local World Vision, Community 1, August 31, 2021).



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8. Community women's leadership

Regarding the participation in the reading camps, the greater involvement of women from both the community and educational sectors is notable. While on the part of the community, mothers, grandmothers, faith leaders, young volunteers, members of local boards and water boards are identified, from the educational sector, women teachers, principals and educational authorities have been vital for the implementation and operation of the reading camps. On the one hand, this configuration among those involved in the UL project shows not only the importance of female leadership in projects related to children and education, but also the potential they could have to be protagonists of other development initiatives in their communities (10/10 communities).

Regarding this situation, the children expressed the following:



My mom is the one who reads stories, I feel happy. They help us by teaching us games like soccer, and to write, pray, and sing" (Focus Group, Girls/boys, Community 10, May 17, 2022).

The teams of facilitators point out that it is usually women who respond to the invitations and get involved in their children's activities:



Well, parents, right, but actually, not everyone is always there, it's like if it's one of them who does everything, so the ones who participate more in everything are the women, the women... The mothers are the ones who come with the children" (Focus Group, Reading Camp Facilitators, Community 8, May 19, 2022).

Mothers confirm that they are the ones who usually support the children in their educational activities.



Well, in my house it's just me, I'm there to help them, it's not like he's (the father) going to tell them: "Come here, I'll help you with this", no, it's just me. Basically, just me" (Focus Group, Caregivers, Community 5, May 9, 2022).

On the other hand, the greater involvement of women could also be helping to reinforce traditional gender roles, according to which men are dedicated to generating income or bringing food to the table, while women are responsible for household chores and childcare.

In this regard, the way in which one of the faith leaders expressed his detachment from the reading camp activities is illustrative:



My wife, she participated in the camps, she was a teacher, not me, because I have other chores (Interview with Informant, Faith Leader, Community 9, May 18, 2022).

According to WVH staff, who have extensive experience implementing development projects in Honduran communities, the greater involvement of women is a consistent pattern, regardless of the geographic area and the timing of the work with the communities.



But many times, there is machismo, and they say: "Ah, but that's for women". We have always had to deal with that (Interview with Informant, Local World Vision, Community 1, May 25, 2022).



Well, in general, I think it's a cultural issue, the mother is in charge of doing homework assignments with the children and everything, but I think they do it because they want to, they are truly interested in doing good things for the community, they care about development [...] And another difficulty is that most of the male parents work in agriculture, and sometimes perhaps the schedules are a little...they clash. (Interview with Informant, Local World Vision, Community 2, May 25, 2021).



Look, it depends, but I am going to tell you something, it seems that the tendency in the area of education is for women to be involved, it seems, because there are more women involved in teaching [...] In all the schools that I have seen, I have participated and in meetings, what you see the most are women participating, and it seems that they are more interested in educational issues, so that their children are in better conditions (Interview with Informant, Regional World Vision, Community 8, 9 and 10, September 21, 2021).



Finally, one of the educational authorities stated that:



The other condition in [municipality] unfortunately, is machismo, it is widespread, I will give you examples: when they go to a meeting, it's mainly the mothers who attend; when the mother is asked for an opinion regarding some activity to be developed, the first thing they mention is that, they are going to ask the husband, first they are going to ask the husband to then give an opinion regarding what is being implemented (Interview with Informant, Local Educational Authority, Community 8, 9 and 10, September 9, 2021).

9. Involvement of young people

A common element in most of the cases studied is that the reading camps are coordinated by adults, each from the role they play within the community (teachers, faith leaders, mothers). Against this background, in those places where a greater involvement of young people from the communities was detected, a series of contributions were also observed that differentiate them from the rest of the cases, such as a greater dynamism in the development of the sessions, a greater willingness to adapt and innovate the activities proposed in the UL model, a sense of camaraderie that reinforces the group's commitment to make the reading camps work, and a greater balance between the number of men and women within the facilitating team. A common characteristic of the type of young people involved in the reading camps is that they are part of the congregation of their local churches (3/10 communities).

Regarding their initial involvement in the UL project, a group of young people stated the following:



We were informed by [name], the teacher, she informed us that the young people who wanted to participate in the reading camp... they could participate to support it, right. Every Saturday at 9:00 am, at the community center, and that caught my attention, so we have been participating and we have been working with the children (Focus Group, Reading Camp Facilitators, Community 7, September 14, 2021).

The work done by these young people is recognized and appreciated by the rest of the community members, particularly by the mothers of the children who benefit from the program.



There has been an excellent change in the community, because the young people have been there, working with the parents, they have always been working together. Yes, they have been very social, especially the young people. There were some young people who were quite detached from the school and with this they all came together at the school, working together (Focus Group, Caregivers, Community 3, May 21, 2022).



There is a commitment on the part of the youth network, because at the beginning, as a teacher, [name] she was more involved, so to speak; but when she saw that she was not going to be able to do it alone, because we have many activities and commitments, she got the youth network involved; and the kids have responded well, thank God; because if one day one can't come here, another one comes, and so [...] They understand the "ups and downs " as one says. So, I think that is one of the successes, the commitment of the young people to lead the library activities². (Focus Group, Caregivers, Community 7, May 12, 2022).

Faith leaders validate the particular contribution provided by young people, recognizing that their participation is equally active within the church.



The boys too, because their work is valuable, because look, some of them work and they give their time for this, and that is very good, because they do it from the bottom of their hearts for the sake of service, to serve the community, they are active young people of the church (Interview with Informant, Faith Leader, Community 7, May 12, 22).

[2] Name under which the reading camp is recognized in this community.

The teachers in the communities have found in these young people an important partner to carry out their work with the children:



(The young people) they joined, this is a joyful activity, outside the context they live in, it helps them not to be bored at home; so in a way, in this community the camp was not only for the young children, but high school kids also joined, and they are still with us, they are still involved despite the fact that they returned to their normal activities (Focus Group, Teacher, Community 3, May 21, 2022).

The WVH team also appreciated other contributions that young people bring to the reading camps, such as the skills developed as part of their university careers or the greater involvement of men in the activity of facilitating the sessions.



But well, I think that with the girls it has worked well, I think that since they also have an academic level, they are in college, so I think that this is also a "facilitator" I think... It is different when you don't have it, right, when you are afraid of doing things wrong (Interview with Informant, Local World Vision, Community 4, May 27, 2022).



They have been working for 4 or 5 years as a network, and when they were invited to do something for the community, they said "yes". That is why we have that advantage, the fact that there are more males involved, unlike other communities where we have had to go out and look for volunteers to train them on the methodology. (Interview with Informant, Local World Vision, Community 7, May 12, 2022)

On the other hand, it was also noted that one of the adverse effects of involving young people as facilitators in the reading camps is that you run the risk that many of them may be able to support the literacy project on a temporary basis only, since they are studying, educational or work opportunities will have a higher priority over their involvement as volunteers; and this is precisely one of the reasons why, between the two phases of the research study, there was a high frequency of withdrawal or replacement of facilitators. In this sense, it is also important to note that some participants indicated the need to provide incentives to motivate the continuity of these young people.



I don't know, but what I suspect is that it suddenly stopped because of volunteering, you are young, that is scarce because people take their time, they value it very much, young people need to work, they are looking for opportunities, if they are mothers or volunteer educators, they are looking for opportunities (Interview with Informant, Faith leader, Community 4, May 27, 2022).



I talked to the lady and I told her: you know what? Maybe, if the volunteers have not continued... well, I proposed an idea, that if volunteers were to receive an incentive, that would motivate them to be a little more committed, because some of them, for example, those who are currently at the university, they are taking classes, that takes a lot of their time. For example, they have their time to teach classes, but coming to these meetings requires more time, tomorrow they have to go to another place, it requires more time, so not all of us are willing to share our time. (Interview with Informant, Faith Leader, Community 4, May 27, 2022).



10. Involvement of local churches and faith leaders

The faith leaders of the local churches, both Catholic and protestant, are essential for the implementation of the reading camps in the communities. Their effective involvement contributes both directly and indirectly to the development of the sessions. In the first case, the availability of the church facilities to carry out the reading camps or taking part as members of the team to develop the sessions, is an important issue. On the other hand, the churches also serve as spaces where caregivers and children are invited to participate in the UL model. In some cases, members of local churches also mobilize resources to provide snacks for those attending the session, or to ensure the availability of the materials required to carry out the activities. An additional benefit of the involvement of these types of stakeholder is the openness of the faith leaders to allow the participation of all children regardless of their religious affiliation.

From the community sector, the importance of the church as a community stakeholder was pointed out, as follows:



In my case, we work more with the church, the pastor of the church and [name], working on agriculture, the Word of the Lord in the Catholic Church (Focus Group, Community members, September 18, 2021).

Some faith leaders shared about their involvement in the reading camps in their community:



Yes, because we meet before the camps, we the facilitators meet, to program it, then we do what we are going to do in the camp and we decide who is going to participate, then we organize ourselves, that helps us a lot. (Interview with Informant, Faith leader, Community 2, May 6, 2022).



Here today, for example, I saw the members of different churches, for example, the Catholic church, and of the other church, the protestant church. (Interview with Informant, Faith leader, Community 4, August 19, 2021).



The guys also, because their work is valuable, because look, some of them work and they give their time for this, and that is very good, because they do it from the bottom of their hearts for the sake of service, to serve the community, they are active young people in the church (Interview with Informant, Faith Leader, Community 7, May 27, 2022).



In this sense, it's us, the parents who are in church [...] It is important for them to know that there is a God who gives them wisdom and understanding, because wisdom does not come to them by their own effort, but everything comes from Holy God who gives them wisdom and understanding. (Interview with Informant, Faith leader Community 9, September 9, 2021)

The following was stated by the youth team from one of the communities, regarding the religious openness that characterizes the reading camps:



And the good thing is that there is ecumenism, there are several churches, not only Catholic. Young people know how to coordinate and work together, and that is very nice. There are children from other churches that come here, in fact, for some of them it is a challenge to come here because they did not want to, of course they do not profess the faith, I told them: "it is not the faith, we are here to help the children". It seems to me that this has been the most important change, because at the beginning it was difficult because of the same thing, because of this issue, which is always a taboo. Ecumenism is a taboo, but for me, it has been a big change, because there are kids who have been together for more than two years, and there they are (Interview with Informant, Faith leader, Community 7, September 14, 2021).



The adaptation we have made, for example, the material proposes that we sing Christian songs; then, we have done things, because Catholic children attend, protestant children attend, and Jehovah's Witness children attend, then that is the adaptation we have made, to avoid using it, to respect a little the ideology of the religion. That has been something we have used here. For example, this one that says: "Let it rain, let it rain, the virgin in the cave". So, we don't use that kind of song, we use for example the one about the crocodile, Dante, which is dynamic (Focus Group, Reading Camp Facilitators, Community 7, May 27, 2022).

On the other hand, a potential implicit challenge in the involvement of local churches in the reading camps is that, despite the religious openness that the facilitators who impart the sessions may demonstrate, some caregivers could see as an obstacle to allow their children to attend the reading camps the type of religious confession of a team of facilitators or of the church where the activities are carried out, a situation that has already come to light in one of the territories that were part of the sample. In this regard, a mother interviewed stated the following:



But the simple fact that the reading camp moved from the community center to the Catholic church, some of the parents are protestant: "they're going to give the girls ideas", (they think) things like that, and the girls liked to attend, and they said they wouldn't (give them permission), because it was a Catholic church, no, they didn't allow them to come, the girls don't attend anymore. (Focus group, Caregivers, Community 7, May 12, 2022)

The WVH team has recognized this potential problem:



In some communities, not in all, yes, I saw that they have many spiritual songs, spiritual songs that are not bad, but that at the same time, it perhaps means that some children do not participate because they do not profess any faith. (Interview with Informant, Regional World Vision, Community 5, 6 and 7, May 12, 2022).

Factors in the education sector

11. Education stakeholders supporting reading camp activities

Although the UL project model proposes the need to strengthen literacy skills beyond the classroom and for communities to take ownership of the implementation of reading camps, the results show that the involvement of community education center personnel has played an essential role in the organization, convening, didactic support and, in some cases, facilitation of the reading camps. In almost all of the communities in the research study, teachers and principals either contribute directly by facilitating reading camps (4/10), or through indirect support, such as providing school facilities, teaching materials or pedagogical support (4/10 communities). In some communities, there is a process of relatively equal complementarity between the two sectors in the leadership of community reading camps (2/10).

Table 11. Relationship between the local school and the communities studied.

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
Relationship of educational stakeholders with R.C.	Complementarity	Complementarity	Indirect Support	Indirect Support	Direct Support	Direct Support	Indirect Support	Indirect Support	Direct Support	Direct Support

There are several benefits of this partnership, including the convening power of the schools to involve both caregivers and children enrolled in the school; the pedagogical advice provided by teachers to the community facilitators of the reading camps; the capacity of the school facilities, not only to house the children, but also to guarantee safe and clean conditions such as access to toilets and drinking water.



Well, in my case with the teacher, because it was on behalf of the school, the teacher asked me if I agreed to send the child to the reading workshop, so I decided that I was going to send him (Focus Group, Caregivers, Community 4, May 27, 2022).



Only from [teacher's name] who has helped us develop all this. She [teacher] guides us and helps us. Let's say I can't do something, she explains to me so I can understand her and when there are trips or outings, she is there to take care of us and to observe what we are doing (Focus Group, Reading Camp Facilitators, Community 7, September 14, 2021).



Yes, she even asks us what we want to collaborate with, even at the beginning of the camps in the first session, we gave the children a piñata, I donated the piñata, the teacher donated sodas, others have donated candy, things like that, we have all collaborated (Focus Group, Teachers, Community 2, May 6, 2022).



She came, she called the director, she asked him if he could make the center available, because let's remember that the camps have to be in a nice place, maybe in an open place, but due to the situation of our neighborhoods, they are a bit vulnerable, it is dangerous for the children. We decided to take them here to the school, to the space that is in the field, so she talked to him, and he gladly provided the place (Focus Group, Teachers, Community 1, May 7, 2022).

WVH pointed out that in order to guarantee the support of the schools, it is also necessary to have the consent of the local education authorities:



Some local partners, such as the Municipal Directorate of Education, the Departmental Directorate of Education, because in some cases permission is needed for teachers..... In these camps we try not to include the teachers but avoiding having them become the protagonists, because the teacher's role is basically at school, but we try to include them so that the rest of the community leaders feel supported by someone who is there to clarify the doubts they may have (Interview with Informant, Regional World Vision, Community 6, September 2, 2022).

On the other hand, the adaptation of school personnel so that they can take on the role of reading camp facilitators entails a series of challenges that need to be analyzed. First of all, there is a risk that the schools end up taking ownership of a project that, due to its nature and objectives, should be led mainly by community members, ensuring the non-formal nature of the activities. In this sense, a greater role as protagonists on the part of the teaching staff could generate tensions between the educational personnel and the communities, especially considering the community nature of the reading camps.



The materials were handed to the teachers, they no longer did it with us, and we had to ask them for it, and they did not share it, how can I put it?... they gave us what we were going to use only (Focus Group, Reading Camp Facilitators, Community 5, May 9, 2022).

[WVH] sent the materials for use at the school, we distributed them among the five teachers, but the volunteer came by last week and took the materials with her, she said she was going to help us by making some primers. It turns out that she was vaccinated today, and the students don't have the materials. So, that is an inconvenience, both the volunteers and the teachers should receive materials separately, because, well, the volunteer cannot come here and find that the teacher has the materials in the classroom, and that is an inconvenience. [...] Look at today's case, third grade doesn't have materials, the volunteer has them, so how is she going to work? That is an inconvenience" (Interview with Informant, Director, Community 5, May 9, 2022).



In the second place, with the progressive assimilation of the UL project by schools, there is a risk that children may not be able to differentiate between the playful sessions of the reading camp and a formal class, especially if the activities are carried out within the classroom and within the timetable of their school day.

Something, something positive that we have obtained, is the integration of the teachers to this methodology. It used to be only the community leaders, and these days were held outside school hours, but now they are being held during school hours where these schools, well, they dedicate time from 10:00 to 11:30 am to carry out the reading camp and in their school [...] I mentioned before that it is a very positive thing that the school has a place specifically for the camp, and in classrooms, because the child, when inside a school classroom, he/she does not see it as a reading camp, but he/she can see it as just another class, an outdoor school class. (Interview with informant, Regional World Vision, Community 7,8,9, May 21, 2022).





In the third place, one of the challenges for reading camps where schools have taken on a more prominent role, is that children outside the school system are not being reached, because generally, teachers tend to work with students that are enrolled in their school. While even children who remain within the school system are lagging behind in the acquisition of literacy skills, by excluding those who have dropped out of the school system, reading camps may not be benefiting those who need it most.



All the children who attend are school children (they are enrolled) (Focus Group, Caregivers, Community 3, May 21, 2022).



The strategy we have adopted is that we are going to take the children in parts, because we cannot take them all, and it would then include the entire first cycle, and there are two sections of first grade, two sections of second grade and two sections of third grade (Focus Group, Teachers, Community 1, May 7, 2022).



The request was for the children attending the first group of camps, should be children with learning disabilities identified by teachers (Interview with Informant, Local World Vision, Community 7, May 12, 2022).

Another implicit difficulty in the appropriation of reading camps by schools is that, by getting involved in the planning, organization and facilitation of the sessions, teachers could be overloaded with work, as these responsibilities are added to the duties they must fulfill as part of their daily work. In the medium term, that situation could lead to reduced performance in either of these two areas.



No, I mean, it is not something that is difficult, but, yes, you have to focus, you have to dedicate time, extra time (to the) working day; because you have to plan the activities, teachers have to prepare materials together with the parents, so that the camps can be nice and attractive for the children[...] So you have to put in a lot of extra time, in addition to the work that we have to cover as part of the work at school, (Interview with Informant, Director, Community 1, May 7, 2022).



Yes, what happens is that it is different here, because the time is for that, for the child, for reading, well maybe we don't have that time because we teach several classes at the same time, we are not going to concentrate on that exclusively, but still, it's not that we don't tell them stories, we ask them a few questions, what the story was about, who are the characters, we do all that (Focus Group, Teachers, Community 2, May 06, 2022). (Focus Group, Community 2, May 06, 2022).

Regarding the previous point, the WVH team works to motivate teachers to consider reading camp activities as part of the job.



Because most of schools consider this as an additional workload, so we try to explain all those things, that it is not a workload and that is why we propose a schedule that is within the school schedule (Interview with informant, Regional World Vision, Community 7,8,9, May 21, 2022).

The WVH team recognizes the active participation of schools in the reading camps as a positive element since, on the one hand, the credibility of teachers in the communities generates confidence among caregivers so that they can authorize their children to participate in the sessions; on the other hand, the facilities of the schools not only have the logistical resources to carry out the activities, but also provide a safe space for the children.



A good option is the involvement of the teacher in these processes, why? Actually, the reason is that the parent hardly ever says no to the teacher, there is a real trust, because he/she is the teacher and logically he/she is right, and it is more formal that way (Interview with Informant, Local World Vision, Community 1, May 7, 2022).



Sometimes there is no community center available, right, or the church is not ideal for a schooling environment, and there are communities that don't even have a church, right; so, the school as the most ideal place for the safety of the children, to be able to also have easy access, right, or those physical standards that the Mecca tool requires, a place where the children are not at risk, where they can have access to a bathroom, where they can have access to hand washing, so that also plays an important role when deciding to have the camps in schools (Interview with Informant, Local World Vision, Community 1,2,3,4, May 27, 2022).





12. Partnership between World Vision Honduras and the education and municipal authorities

The findings of the first phase of the research study show that WVH has very good relationships with both municipal authorities and education officials at different levels (departmental, municipal, and local), which have been built throughout the years that WVH has been present in the territories (in some municipalities up to 15 years). This is considered a great strength for the organization, since the trust authorities have allows WVH to be the pillar that consolidates the efforts of all state and community stakeholders interested in education to strengthen and guarantee the continuity of the reading camps.

In this regard, the education authorities have referred to this issue as follows:



Since I was there, at the central level, I was practically a volunteer, because it is something I am personally interested in, because of my profession and passion, I really like reading comprehension. I began to help with the persons who were working on behalf of World Vision and then Glenny got my contact and I am practically the point of contact with the Municipal Directorate. My boss, Ms. Polonia, when something arises in connection with World Vision and is related to reading comprehension, she immediately sends it to me and asks me to take care of it (Interview with Informant, Educational Authorities, Community 1, September 2, 2021).



Yes, I think it is very important to generate a culture of reading, that is the best thing that can happen in our lives, for the children of the communities to organize a reading club and reach the objective, beyond reaching the goal, that it remains in the community, and that it becomes established, it would be ideal, keeping the children busy with reading, we think that is great. It has been very interesting because in the municipality of Yamaranguila, where they have more influence and where World Vision started with this work, since the beginnings they went to Yamaranguila, in Yamaranguila is where they have had more influence (Interview with Informants, Educational Authorities, Community 9, September 22, 2021).

These are some examples of the relationships established with local authorities, from W VH's perspective:



The Education District Offices are always involved, they always know what we are doing. If we are talking about teachers, they have to know what they are doing, indirectly, I think it could be like a support, they also tell them - look, we are going to have this workshop- so to speak, to train teachers for the implementation of the reading camp in the community (Interview with Informant, Local World Vision, Community 4, August 27, 2021).



What we have done in each municipality is to generate a promotion team, this promotion team is supported by the Secretariat at the municipal level, the Secretariat of Education, and it serves as the liaison, a structure that accompanies World Vision interventions. What we do is hold training sessions and they replicate them throughout the territory, and logically, it's all coordinated with parents or caregivers. We have promotion teams, and these are made up of teachers. We have a series of interventions and under the agreements that we have made, and one of the key commitments established is how the municipal education unit supports this and ensures that the promotion team is trained and then they replicate this in the rest of the schools. We have been doing that in all of the territories (Interview with Informant, Local World Vision, Community 5, September 3, 2021).

The other way to coordinate, at least in the area we cover, is with the educational networks, because there is a whole structure of schools organizing the networks and so communication flows in a cascade, let's say. Another advantage we have is that at the World Vision level we have volunteers, so the networks of community volunteers allow us to have direct contact with the community. If we need to prepare an invitation, then they mobilize people. The linkage of schools, not the school, but the education community, teachers, is also key" (Interview with Informant, Regional World Vision, Community 6, September 3, 2021).



One of the main challenges in terms of establishing solid relationships with the local authorities is that, during periods of transition from one government to another, there is usually a rotation of authorities at all levels, national, departmental, and local, and in some municipalities where they have not been able to reelect a mayor, for example. Such a situation implies starting from zero to establish relationships with the new authorities, as well as the risk that the agreements signed during the previous administration, are no longer a priority for the incoming governments and authorities.



Factors among the team of reading camp facilitators

13. Commitment of reading camp facilitators

A successful implementation of the reading camps cannot be the result of the automatic application of the activities described in the training processes or in the support manuals alone. In this sense, the commitment that many facilitators have to contribute to achieving the objectives of the UL project stands out. Such commitment is reflected in an involvement in actions that go beyond their formal responsibilities, such as picking up children personally to take them to the reading camp; organizing their time in such a way that they carry out their daily responsibilities before the time of the session; walking long distances in order to reach the session venue; buying materials so that all children have materials at their disposal during the activities; even giving up a day's income in order to be there on the day of the reading camp session.



Yes, because, for example, in the case of [facilitator], I know that she comes down here to bring the children, that is, she makes it easy, by going to talk to their parents so they can allow their children to attend (Focus Group, Caregivers, Community 4, May 27, 2022).



In order for this to work, the person who is presenting it has to be motivated. I heard of a person who was late because she had to walk a long distance, so that is the only thing that can be done if you are motivated. You understand, so it is a project that was received with open arms, I don't feel it as an imposition, but as a motivation, and that's good, because I could see in each one of them, the effort they make, the time they dedicate, and everything they do so that this can be carried out (Interview with Informant, Faith leader, Community 1, May 7, 2022).



For example, the volunteers, the girls that I observe, one of them says to me: "Oh, I'm going to have to go and buy a top-up (balance for the cell-phone), I'm going to go and buy it so I can play the songs for the children", because it has to be with Wi-Fi and there is no Wi-Fi. So, I see that they contribute, for example, they say "we promised to reward the children, and we are going to buy them candy or something". (Interview with Informant, Faith Leader, Community 4, May 27, 2022).



Yes, I actually have a job, and every time there is a reading camp session, I ask for time off, I did not go to work today, so I had to look for someone else to do my job, but I do it because I like what I am doing, I think that the best thing for a person is to dedicate his/her time to something good, especially for children's learning. (Interview with Informant, Faith Leader, Community 3, May 21, 2022)



Well, I like it too. I even like it, because right now I have my own business, I haven't even opened my business yet, I have a business. Yes, I have my responsibility and I make the time to be here (Focus Group, Reading Camp Facilitators, Community 1, May 7, 2022).

14. Cohesion among the team of reading camp facilitators

For the reading camp facilitators, the bonds of solidarity or cohesion that exist among them are fundamental for a proper functioning of the project. This union is manifested through the celebration of birthdays and other holidays, or by helping each other with the different responsibilities that the members of the team have taken on in order to carry out the sessions.



At the end, we ended up celebrating the birthdays of the colleagues, it became a tight group, and I believe that all of that was because we are thinking about the well being of the children (Focus Group, Teachers, Community 3, May 21, 2022).



They write to me and say: [name], look, we are going to celebrate Saint Valentine's day, what can World Vision give us? And I tell them: "OK, the cake". And they get together, they participate in other places, there is already sustainability, they can do this on their own, they plan, they make their work plans, they meet and prepare their work plan and I love that (Focus Group, Local World Vision, Community 7, May 12, 2022).

This factor is validated by the WVH team. They consider that community participation is effective, complementing those efforts with the support of the different government and education authorities at different levels.



Astrin. S

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In my opinion, the participation of parents in the process has been achieved, there is a positive response. Thank God that we are in places where community participation is very effective and I am going to tell you as a generality in almost all programs there is a strong response from the communities and local authorities for the interventions that are implemented (Interview with Informant, Regional World Vision, Community 8, 9 and 10, September 21, 2021).

It can be seen that within these networks of volunteers, there is a very close relationship that has made it possible to strengthen the links and collaboration among its members and to extend them even to unofficial activities to the facilitation of the camp in benefit of the community. This type of projection translates positively by positioning them as champions and attracting potential community members who wish to collaborate indirectly or directly with the network's agenda and the facilitation of reading camps.

15. Previous volunteer experience

UL's activities build on the previous effort of projects such as Reading Comprehension, a direct antecedent to WVH's current efforts to strengthen literacy among children in the communities. The value of having WVH volunteers with prior project experience was evident in this research study. For example, the volunteers not only know the organization's technical team, but have developed skills through their previous experiences that have been invaluable when implementing the reading camps. These volunteers bring great levels of energy and enthusiasm to the different activities that are carried out as part of the reading camps.



This is an example of what the reading camp facilitators stated:



I have had other workshops, but it has not been with children, and I have been given the first opportunity (Focus Group, Reading Camp Facilitators, Community 1, July 22, 2021).



Yes, a long time ago, as I said, World Vision used to work here, but not anymore, so, yes, I was (someone trained), before becoming a reading camp facilitator (Focus group, Reading camp facilitators, Community 8, May 19, 2022).

An educational authority said the following:



We had a strong team, a World Vision team working on reading comprehension, there is a team of trained Spanish teachers, who have received training and they train, they trained the teachers of [municipality], it is a strength. (Interview with Informant, local educational authorities, Community 7, September 19, 2021)

Regarding the WVH equipment, it was noted that:



The youth networks are community structures, we as World Vision have only shown them how they can organize these structures themselves, they are community structures, the youth networks and the Welfare Committees, they belong to the community, we just taught them how to organize themselves (Interview with Informant, Community 7, September 21, 2021).

One of the potential risks of constantly involving volunteers with previous experiences in WVH projects is that, if the group does not experience a renewal or cannot take a break from that involvement, they can wear out, thus jeopardizing their long-term commitment with the community.



I also feel that the topic of interest for some children is no longer as appealing, we have to make the change, I think, with something different; what's next after this, right? Because we have already done the process of four, we are already "burned out", (Focus Group, Reading Camp Facilitators, Community 7, May 12, 2022).

Factors in the implementation and development of reading camps

16. Access to reading materials

The main objective of the UL project is to give children the opportunity to enjoy and promote reading habits in places beyond the classroom, such as the home, church, or community spaces. To achieve this, it is necessary that children have reading material within their reach with which they can put into practice the teachings they receive during the sessions. However, despite the fact that the reading camps have been supplied with a collection of books and stories by WVH, they usually do not allow children to take these materials home to read (7/10 communities).

One of the children confirms the situation.



I read, but when the teacher lends us materials at school, but we have to give it back to the teacher (Focus Group, Boys/Girls, Community 10, May 17, 2022).

Some teams of facilitators point out this situation in their reading camps:



Typically, they don't take them with them. It's not recommended, because many children lose them, so it's better that they read them while they are in the session. However, they are always available if they want to come and read, it's called the Reading Corner (Focus Group, Reading Camp Facilitators, Community 4, May 27, 2022).



So, reading books have not been provided right now [so] they can take them with them, unless they take the ones they use here as workbooks (Focus Group, Community members, Community 4, August 19, 2021).

According to some of the facilitators, they have not been authorized to allow children to take the materials outside the reading camp facilities; while others claim that they do not have enough reading material for all the children to take it with them.



Well, the truth is that they have not authorized us to lend it to them, so that is what makes it difficult for us, that the child cannot take the material home to read it, because we do not have copies (Focus Group, Reading Camp Facilitators, Community 1, May 7, 2022).

For other participants, the main reason for this decision is that, by taking the reading material home, they run the risk of it being lost or damaged, leaving other children without the possibility of enjoying it.



Well, there are some books, to be honest, but we have never allowed them to take them, we use them here. Well, I don't know if you saw a space that has been left there, it is for reading, they see which one they like the most or which one they haven't read, they read it, take it (to their chairs) and leave it here; because of the fact that people are conditioned, at least in Honduras, that if they give us something as a gift we destroy it. And we have this disadvantage, at the beginning we gave them books, new books, the children lost them, they tore them, and experience tells us that it is better to work with them here. (Focus group, Reading Camp Facilitators, Community 7, May 12, 2022).

As a strategy to compensate for this situation, the facilitators have built reading spaces within the facilities where the camp activities take place, so that children can access these materials in a place where their care and protection is guaranteed.



Yes... No. No, neither (they can't take them), they can only use them to read at the camp (Focus Group, Boys/Girls, Community 2, May 06, 2022).

However, this situation significantly limits the reinforcement of the literacy skills promoted in the sessions, especially if we take into account that these sessions are held, in the best case, once a week, and in the most extreme cases, every 15 days or monthly.

Despite the above, some communities have become the exception to the norm, allowing children the freedom to take books and stories home.



So, we are sharing, we are taking the materials left over from the camps for them to read and take (Focus Group, Teachers, Community 3, May 21, 2022).



We saw the evolution in the children, they were becoming more interested in reading, now they say: "lend me a book, let's take it". And we lend it to them and tell them "don't damage it, take it and read it" (Interview with Key Informant, Director, Community 9, May 18, 2022).

17. Wide range of ages among the children participating in the reading camps

Assuming as a principle the non-exclusion of any child interested in getting involved in the reading camps, the communities generally allow participants of a fairly wide age range (between 5 and 12 years of age), despite the fact that the learning activities designed for each of the sessions are aimed at children in the first three years of school.

In this regard, some teams of reading camp facilitators pointed out the following:



However, we have also seen in some camps that we have children who are not necessarily in the first cycle, but they are interested because of the creativity that is developed in the camp, because of the dynamics that exist at the camp, where they read stories and sing songs (Focus Group, Reading Camp Facilitators, Community 4, May 27, 2022).



There is great variation, because since it is a community program, if the little brother attends, I am not going to tell the child who... the younger child, not to come, it's like a variation. The process is really for first, second, and third grade, but now we have children who have already moved on to the next grade, who are in fourth and fifth grade, they are already immersed in the reading camp and they are the ones who are bringing their younger siblings, so this has been a strong point in our favor, so that other children come to the reading camp (Focus Group, Reading Camp Facilitators, Community 7, May 12, 2022).

The caregivers reported the following:



I saw very young kids there. They are all in school. The little ones are in kindergarten. Yes, there are children of all ages, from kindergarten to sixth grade. There are tenth graders at the camp (Focus Group, Caregivers, Community 1, May 07, 2022).

In this regard, it is important to highlight the creativity of some teams of facilitators in adapting the dynamics of the reading camp sessions to the diversity of ages within the group of children. For example, while for some communities it is useful to divide the reading camp into a series of subgroups that share similar ages, for others, it is essential to adapt the lessons and teaching methods to the different ages of the children.



Because the group is very large and the age among the children varies a lot, they divided the children into 5 groups to do reading camp activities (Interview with Informant, Faith Leader, Community 3, May 21, 2022).



We not only follow what the manual says, but we try to adapt it, because if you noticed, not all children are the same age, there are different ages, so we know the challenge, we adapt to the child, to be able to explain in ways not as they appear in the booklet, but to adapt it to them, to the little one, to the older one (Focus Group, Reading Camp Facilitators, Community 1, May 7, 2022).

On the other hand, one of the most promising strategies identified to address age diversity within the reading camps is to allow the older children to help the younger ones in the different learning activities of the sessions.

This was expressed by the teams of facilitators:



There are some seventh graders, let's say, if it is a story or an activity, they are not bored because they also help us with the younger children, so they help, they sit next to the child, they help them, so they don't get bored because they adapt. They help the children, for example, those who don't know how to read, they teach them how, and sometimes they say, -I want to participate-, and they participate, in the story readings, so in that sense we have no problems with the older children. (Focus Group, Reading Camp Facilitators, Community 1, May 07, 2022)



So, in that case, when this happens, when there are older children, I have seen that the dynamic is that older kids help younger kids, right [...] these big children help the little ones, and the education or the work between parents facilitates the learning of the children (Focus Group, Reading Camp Facilitators, Community 4, May 27, 2022).



The process is really for first, second and third grade, but now we have children who have already moved on to the next grade, they are in fourth and fifth grade, who are already immersed in the reading camp; and they are the ones who are bringing their younger siblings, so this has been as a strong point in our benefit, so that other children attend the reading camp (Focus Group, Reading Camp Facilitators, Community 7, May 12, 2022).

Because of this age gap, not all children may engage at the same level or take advantage of the session's activities in the same way. Children in the upper grades may find the learning activities unchallenging, while younger children may not yet be at a developmental stage to participate in and benefit from the learning stimulated by the reading camp.

One of the mothers referred to her daughter's situation as follows:



As I said, this year was very difficult, so at the beginning it was complicated because, as I said, she is only 5 years old, it is not very easy for a child to learn from one moment to the next, especially at this stage, and I am not lying to you, she is not very good at reading, but she has learned a lot, I am happy about that. (Interview with Informant, Caregivers, Community 3, August 7, 2021).

In the same sense, the teaching staff pointed out some of the pedagogical challenges of this situation:



What I don't know if... if it would be positive or negative that the children, there are children of many ages, we could say, of all ages, so I don't know what... I was thinking about that because the children come to write, the child that... imagine a child six, five years old and there are children who are eleven and maybe older, so I don't know about that, if it would be good to distribute the camps by age, I think. (Interview with Informant, Teacher, Community 2, September 23, 2021).



In the case of ages, a pre-basic child does not have the same interests as a third grader, because the pre-basic child is a child who is coming out of the cradle, so the story is different for a child who is in third grade (Focus Group, Teachers, Community 2, May 6, 2022).

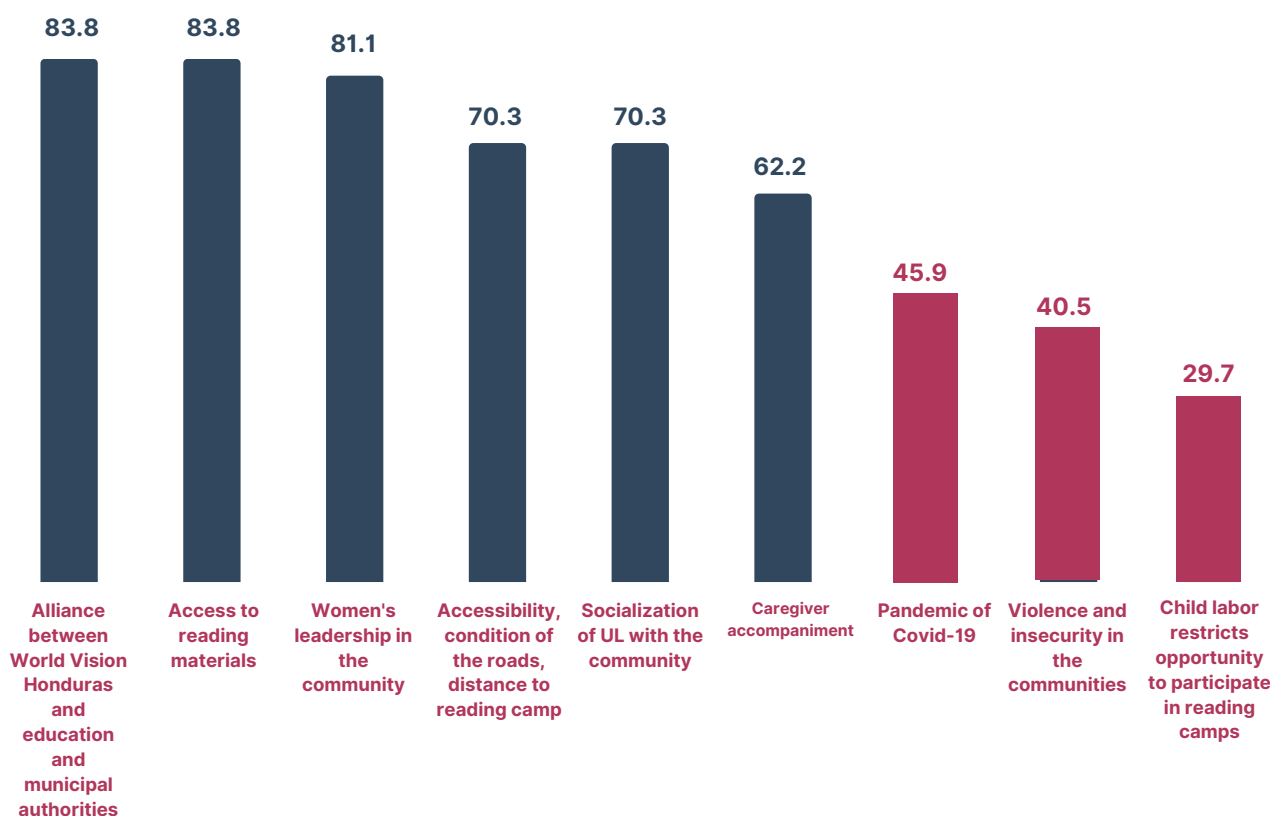
Community validation of conditioning factors

As part of the knowledge mobilization strategy, a day of socialization and validation of the preliminary results of the second phase was held with 37 community stakeholders from different territories where reading camps are implemented. They were asked to assign a degree of importance to each of the factors that facilitate or limit reading camps.

Figure 6 identifies the three most important factors for the participants: 1) Alliance between World Vision Honduras and the educational and municipal authorities; 2) Access to reading materials; and 3) Women's leadership in the community. Regarding the first point, it is evident that for the communities it is essential to have the participation of local authorities to achieve the objectives of a program of this nature; this could be influenced by the high degree of participation and leadership that the schools have acquired. In second place, the participants pointed out that another equally fundamental factor is access to reading materials, without which it is not possible to meet the objectives of the reading camps. The third most important factor for the stakeholders interviewed is the leadership shown by the women in the community.

The UL model is a project of women who, from their roles in the family, school, church, or neighborhood board, have become the pillars of the community networks.

Figure 6. Validation exercise of conditioning factors



On the other hand, the three factors to which participants attributed the least importance were: 1) Covid-19 pandemic; 2) Violence and insecurity in the communities; 3) Child labor restricts the opportunity to participate in reading camps. The Covid-19 pandemic is ubiquitous, both in Honduran communities and in the rest of the world, people have had to learn to live with this risk in their daily lives. In this sense, it is safe to say that citizens are informed about the various biosecurity measures that should be taken when engaging in activities that involve social interaction.

An even less important factor was violence and insecurity. The vast majority of the communities where the reading camps are implemented are rural areas, and since this factor is significantly related to urban life, it is underrepresented among the participants, which does not mean that it is not important for communities located in urban areas.

Finally, the least important factor was child labor. This could be due to the fact that, although it is a situation existing in the context of the communities, it does not represent an obstacle for children to continue attending the reading camps; on the other hand, it could also be interpreted that this challenge is normalized among community stakeholders and therefore it is not perceived as important by the participants.

V. GENDER EQUALITY AND SOCIAL INCLUSION (GESI)



Gender equality and social inclusion (GESI) are fundamental elements to take into account in this research study. These are defined as follows:

- **Gender equality:** is the state or condition that allows women and girls, men and boys, equal enjoyment of human rights, socially valued assets, opportunities, and resources. It includes expanding people's freedoms and voice, improving power dynamics and relationships, transforming gender roles, and improving the overall quality of life for men and women to reach their full potential.
- **Social inclusion:** seeks to address inequality and/or exclusion of vulnerable populations by improving the terms of participation in society and improving opportunities, access to resources, amplifying voice and respect for human rights. It seeks to promote empowerment and achieve peaceful and inclusive societies and institutions (World Vision, 2020, p. 4).

Reading camp facilitators

In exploring the gender dimensions of the reading camps, it is valuable to identify the degree and extent of participation that adults, boys, and girls, are having in the development of the sessions. Table 13 provides sex-disaggregated data regarding the number of reading camp facilitators in each of the two phases of the research study; while Table 14 does the same for the number of boys and girls participating in the observed reading camps.

Table 12. Number of reading camp facilitators, by sex and community

Community	Number of reading camp facilitators					
	Phase I			Phase II		
	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
Totals	55	10	65	43	2	45

As Table 13 shows, there is a significant reduction in the number of facilitators between the two phases of the research study; while in the first phase there were 65 volunteers, in the second phase there are only 45. This implies a decrease of approximately 1/3 of the reading camp facilitators in the second phase, even though in the second phase the volunteers from Community 10 were included in the count.



In terms of gender distribution, during the first phase, women represented 85% of the facilitators (55), while men represented only 15%. In the second phase, the representation of women increased to 95% (43), while that of men decreased to 5% (2). From the above it can be seen that, in terms of the percentages, the reduction in the number of facilitators was mainly of men, with a loss of 80% of male volunteers.

As has been pointed out in each of the cases described above, this marked gap between the participation of women and men is, according to the testimony of the participants, affected by the context of a culture with traditional gender roles strongly rooted in the beliefs and practices of the communities visited, where it is common to see that, while men work in the fields, generating income to meet the material needs of the family, women are limited to the domestic sphere, where they fulfill responsibilities such as caring for the family and supporting their children in their educational activities.

In this regard, some mothers involved in the facilitation of reading camps confirmed the following:



In my case, because my husband works and comes home late, but as parents we always (have) the responsibility with the school, with the responsibility of others activities, so we have to have a good coordination (Focus Group, Caregivers, Community 1, May 7, 2022).



They work, most of them work, my husband is working, that's why. Her husband also works long hours, that's why he's not here (Focus Group, Reading Camp Facilitators, Community 2, May 6, 2022).



I help him with my child, as his father is working, he leaves work late, so I take care of him (Focus Group, Caregivers, Community 5, May 9, 2022).

The extensive experience that WVH staff have working in the intervened regions allows them to recognize this pattern of reinforcement of traditional gender roles in the predominant macho culture of the country.



Well, this has almost always been carried out in a "uff" way, I mean, if this is like a pattern of behavior, then the father is not involved that much, the gender, I mean, we work (Interview with Informant, Local World Vision, Community 1, May 7, 2022).



Well, in general, and it is something cultural I think, that the mother is in charge of doing homework assignments with the children and everything, but I think this is something they do at will, they are truly interested in doing good for the community (Interview with Informant, Local World Vision, Community 2, May 6, 2022).



Well, generally and culturally, childcare is always delegated to women, women are always more willing to share with children (Interview with Informant, Local World Vision, Community 7, May 12, 2022).



Here in the area, I don't know, for a long time it has been ingrained, the idea that the man should be the one who goes to work in the fields, takes the food home, and the woman is the one who takes care of the children and the school and all that, (Interview with Key Informant, Regional World Vision, Community 8, May 19, 2022).



Children at reading camps

When analyzing the number of children attending the reading camps, an increase of 31 new participants was observed between the first and second phases of the research study. However, it is important to keep in mind that this increase could be related to the inclusion of a new community in the data collection for the second phase (Community 10). Regarding the gender dimension, out of the 185 children in the first phase, 56% were girls (n=103) and 44% were boys (n=82).

During the second phase, a greater balance was observed, since out of the 216 registered participants, girls represented 48% (n=104) while boys represented 52% (n=112). It is relevant to note that this balance is due to the notable increase in the number of boys in the reading camps (n=30). In contrast, there was a significant reduction in the participation of girls, especially in two communities, Community 7 (n=-8) and Community 8 (n=-10).

Regarding the performance of boys and girls in the reading camps, there is a general consensus among the teams of facilitators that, while girls prove to be more participatory, collaborative, and diligent when completing the learning activities of the sessions, boys have greater difficulty concentrating, are more competitive, and show less interest in engaging in activities that are not related to free play.



More than anything, the girls are more dedicated, the boys often just want to play [...] normally the boys are more absent-minded, because the boys we have nowadays are very distracted, so they don't show the same interest as the girls who are more focused (Focus Group, Reading Camp Facilitators, Community 4, May 27, 2022).



Yes, some children are a little bit like that, they are rebellious, or they don't pay much attention, they are quite distracted (Focus Group, Reading Camp Facilitators, Community 7, May 12, 2022).



Sometimes the girls are more participatory (Focus Group, Reading Camp Facilitators, Community 6, May 10, 2022).



They were happy because they would get them to do homework and read stories; while the boys would just play (Focus Group, Caregiver, Community 6, May 10, 2022).

These differences in terms of their behavior could be strongly linked to primary socialization processes where families transmit to their children the expectations that the community has, based on traditional gender roles they are expected to play for the rest of their lives; girls are encouraged to internalize values such as sensitivity, passivity, or domestic responsibilities, while among boys values such as strength, competitiveness, and activity are promoted (Bonelli, 2019):



They are more, girls are more docile, you tell them: sit down, or something. The boys are more hyperactive, I feel (Focus Group, Reading Camp Facilitators, Community 2, July 24, 2021).



Girls focus more on household chores, and the boys: ah, they just want to play (Focus Group, Reading Camp Facilitators, Community 4, May 27, 2022).

Although in absolute terms there are more girls during the first phase and more boys during the second phase, percentagewise, this difference is not particularly significant. In general terms, as noted above, although there are multiple causes, one of the main obstacles to girls' involvement in the reading camps is the assignment of chores within the household, while for boys it is their involvement in agricultural work.

These difficulties are well recognized by the teaching staff, especially when witnessing the absenteeism caused by those circumstances:



There are girls who also take care of them, maybe even taking care of the babies (Focus Group, Teachers, Community 5, May 9, 2022).



We can say that children, you know, since this is a rural area, parents work in the fields, in agriculture, sometimes they have no one to help them, they see a big child that they can use for work, so they prefer to have him work rather than send him to school (Interview with Informant, Teachers, Community 9, September 8, 2021).

From their work as volunteers for the UL project, the facilitators also recognize this problem:



The issue of child labor, there are many children here who go to grind corn in the morning, they sell tortillas, and in the afternoon they go to school (Focus Group, Reading Camp Facilitators, Community 07, May 12, 2022).



Once, we even heard of a girl who got up to make tortillas, and before leaving, she prepares breakfast for those who were going to work, for the whole family (Focus Group, Teachers, Community 9, May 18, 2022).

Along that same line of thought, one of the mothers noted the following:



No, because you leave... When my (girls) come, they leave everything ready, they know they have to get up a little earlier and they leave everything done and then they leave (Interview with Key Informant, Caregivers, Community 8, May 19, 2022).

Table 14. Number of children participating in reading camps observed by sex and community

Comunidad	Número de niños y niñas asistiendo a los campamentos de lectura					
	I Fase			II Fase		
	Niñas	Niños	Total	Niñas	Niños	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



Most vulnerable children

One of UL's objectives is to reach the most vulnerable children, such as those who do not attend school or who have a limitation in their learning process or some form of disability. In this research study, facilitators were asked about children involved in the reading camps, who at the time of the observation, were not attending school or who had some sort of disability; Tables 15 and 16 below provide this data disaggregated by sex. It is important to note that while many facilitators provided the information, some were completely unaware of it, so the data is only an approximation of the true dimension of these challenges in the communities.

Table 15. Number of out-of-school children in reading camps observed by sex and community

Community	Number of children out of the education system					
	Phase I			Phase II		
	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

As indicated in the table above, between the first and second phases of the research study, there was a considerable reduction in the number of children outside the education system attending reading camps, going from 33 participants in 2021 to only 4 in 2022. According to the information collected, this behavior would be strongly related to an increase in the number of schools coordinating the reading camps. As indicated, the teaching staff is inclined to work with children enrolled in their schools, which is perfectly natural, since their daily responsibilities do not allow them to look for children who are not going to school.

However, the consequence of this situation is that those who need it most, that is, the children who were deprived of their formal education process, are probably not being reached. This is in spite of the fact that, in all of the communities studied, there are testimonies of the massive school dropouts that have occurred as a result of the Covid-19 pandemic.

The schools have left records of this problem:



We were doing a survey on enrollment and in our school, we had around 110 students whom we never saw again (Focus Group, Teachers, Community 01, May 7, 2022).

Caregivers were first-line witnesses to the dropout experienced in the communities.



I guess that's what they need it the most, right, because there are children who didn't, who never went to school, right, who went to first grade, spent about a month, and then dropped out, and they can't read, right (Focus Group, Caregivers, Community 04, May 27, 2022).

Finally, the facilitators note that children outside the school system are not being reached:



No, all the children are here in school [...] In other words, we are no longer doing it as we did last time (last year), that we included children who were not in school, more vulnerable children (Focus Group, Reading Camp Facilitators, Community 5, May 09, 2022).

On the other hand, Table 16 illustrates the increase in the participation of children with disabilities in the second phase of the research study, going from 3 in 2021 to 11 children with some form of disability in 2022. According to the record of observations of the reading camps, in many of the sessions the high degree of integration that some of these children have with the rest of the group was witnessed, and the personal challenges that characterize them did not represent a major limitation. However, the main difficulties for this vulnerable group could arise in the implementation of the session activities, because, despite the fact that for WVH gender equality and social inclusion is a cross-cutting issue in all of its projects, reading camp facilitators have not been trained to teach these children as per to their particular needs.



Look, it's hard, that is, to work with a vulnerable child, it is hard because he/she does not have the same skills as other children who are not vulnerable, but we are there, we are there". The community leader told me, "We are always trying to give the best of ourselves so that these children can strengthen their educational skills here at the camp (Interview with Informant, Regional World Vision Community 5.67, May 12).



On the other hand, there is the issue of inclusion, that is another gap we have, and inclusion for children with disabilities or who have some sort of learning problem...inclusion of those children who are poorer or who are victims of child labor (Interview with Informant, World Vision National, June 2, 2022).

Finally, according to what was observed during the field visit, the physical characteristics of the facilities where the reading camps are held is an additional obstacle. Some venues are located in bumpy terrain or have infrastructure that is not fit for children with a physical disability.

Table 16. Number of children with disabilities in reading camps observed by sex and community

Community	Number of children with disabilities					
	Phase I			Phase II		
	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

GESI-WVH Policy

As mentioned before, at an organizational level, WVH has a Gender Equality and Social Inclusion (GESI) policy which, as per international standards, must be a cross-cutting issue within each technical program and, in this sense, it has to be integrated into the implementation principles of all projects, including the UL model. This policy focuses particularly on promoting and strengthening the involvement and active participation of girls and teens in the target territories.



Well, I can tell you that our organizational approach to gender and social inclusion, which is called GESI, is a cross-cutting theme of each technical program. It has to be part of the entire design of each of the models [...] The issue of access, promoting access to the basic needs of girls; our approach has a strong focus on girls, adolescents and women, because gender is very broad, we focus on the approach for girls, women and adolescents. (Interview with Informant, World Vision Nacional, June 02, 2022)



Gender is a cross-cutting theme in everything we do, and yes, we always try to work on that aspect. For example, it is not only our role as women to be teachers or to teach, but if you want to do it, you can do it and there is no problem, right (Interview with Informant, Local World Vision, Community 4, May 27, 2022).

This strategy is reflected in the implementation of the reading camps, where facilitators demonstrate awareness regarding the importance of demanding and promoting an equal participation of girls in the community and the need to teach boys and girls about equality.



And we have also taught them about gender equality, indicating that both girls and boys have the right to participate; just because she is a girl does not mean that she will remain silent in front of the boy, or just because he is a boy then that means that he should think that only girls should participate, it has to be equal. So, we have no problems in that area (Focus Group, Reading Camp Facilitators, Community 1, May 7, 2022).



Sometimes in the villages there is a strong macho culture, so it comes from the parents, the idea that they should not get together with girls, and all that. But even so, we have to keep working on it, raising awareness, explaining that there is nothing wrong with them working together, and all that (Focus Group, Reading Camp Facilitators, Community 3, May 21, 2022).

Finally, it is important to point out that, despite the absence of specific training in pedagogical strategies with vulnerable children, the reading camp facilitators demonstrate their commitment to help children with learning difficulties or physical disabilities, building their own strategies to respond, such as the application of the principle of inclusion as a general rule within the sessions. They work in a personalized manner with the children who have greater learning difficulties or they avoid moving on with the lessons until they have made sure that all children are learning equally.



However, when implementing the camps, volunteers do everything humanly possible to include them, and that's good, right; that's good that we have them included there, right (Interview with Informant, Regional World Vision, Community 1,2,3,4, May 27, 2022).



So, it is very difficult to deal with children who are already in that situation. What we do in those cases is that we go next to them and work with a different sheet of paper and tell them that it doesn't matter if the result is nice or ugly, it is their job, so that it doesn't matter if it is right or wrong, they can do it. That is also the case with reading (Focus Group, Reading Camp Facilitators, Community 4, May 27, 2022).



We also have two children with special needs, so it's like pulling a cart along with them, and accompanying them because they can't be left behind, because here we don't issue a grade, like 0 or 100, but rather, it's all about participation (Focus Group, Reading Camp Facilitators, Community 4, May 27, 2022).

VI. PARTICIPANT'S PERCEPTION OF THE IMPACT AND CHANGES RESULTING FROM THE READING CAMPS



1. Children attending the reading camps experience feelings of joy, motivation, and become less shy

Feelings of joy

There is a positive validation on the part of the facilitators, parents, and children who attend the reading camp, where emotions related to joy, happiness, and satisfaction in attending the sessions are observed, benefiting from the interaction among the children, and openly developing their communication skills with the rest of the participants. Of all the changes identified, this is the one that is most widespread among the communities studied.

Below are some examples of what children attending the reading camps had to say about that:



I feel happy, I feel proud (Focus Group, Boys and Girls, Community 1, July 22, 2021)



We even like to play, we are children (Focus Group, Children #2, Community 1, July 22, 2021)



Joyful; (in) every story we learn new things; I feel good; content, happy; reading, writing, painting, making friends and being happy (Focus Group, Boys and Girls Community 3, May)



I told my mom one day that I wanted to come to the camp, and she sent me, and the second day she dropped me off herself. I like it, but they come to drop me off, but I live close by. I like to attend (Focus Group, Boys and girls, Community 4, May 17, 2022).



I feel good-I feel a little nervous-I feel happy- Good- Happy! (Focus Group, Boys and Girls, Community 5, September 03, 2021)



Well, happy, I remember something about a classmate that we played with, happy. Because I learn a lot, because I feel happy (Focus Group, Children, Community 8, September)

Some mothers of the children confirmed the excitement that is awakened among the children by their participation in the reading camps:



Well, the truth is that I have noticed that they are very happy, very cheerful, apart from learning new things, they also have fun [...] When they come to the camp, they are very happy, very excited (Focus Group, Caregivers, Community 3, May 21, 2022).



Emotionally speaking, it was a lot of fun, and those who participated enjoyed each of the activities of the reading camp (Interview with Informant, Caregivers, Community 5, September 3, 2021).



They say they feel joyful, happy because they are learning. My boy says he wants to learn to read more. My little girl told me that she liked the camp, and she feels very happy and joyful because they learn to play and to overcome fear (Focus Group, Mothers, Community 8, May 19, 2022).



It's nice, it's fun for the children, they reawaken what they had in the past, they are doing activities, they are waking up, the activity of the children, they come home singing (Focus Group, Caregivers, Community 9, September 9, 2021).



They no longer feel anxious, as before with the pandemic, they felt lonely and now they feel happy (Focus Group, Mothers/parents, Community 10, May 17, 2022).

In one of the communities, one of the facilitators shared the following anecdote about how much one of the girls enjoyed the reading camps:



They all feel happy, and they leave the same way. Once I had a case where the girl lied to her mother: "we leave at such and such hour". Let's say, we usually left at 10:00 am at the beginning, and she told her that they left at 11:00 am, because she liked to stay longer, so I had to go and drop her off, but that shows that they like the camp (Focus Group, Reading Camp Facilitators, Community 4, May 27, 2022).

For one of the WVH team members, the impact on the children's emotional condition is the most significant change generated by the reading camps:



What has impacted me the most is the joy, that real joy of the children, to see a child enjoy a story, to see them let their imagination fly, to see them decide, in other words, that significant change in them that also benefits them in terms of their grades (Interview with Informant, Local World Vision, Community 1).

Loss of shyness

The change in attitude most frequently mentioned by the participants interviewed is the loss of shyness among the children who participate in the reading camps; after taking part in some of the sessions, they show that they participate more during the activities carried out during the sessions.



We have noticed that there were children who did not participate and now they do; they go with them, they take care of that part and yes, we have noticed that children who did not participate now do, so it has been a big help (Focus Group, Reading Camp Facilitators, Community 2, May 6, 2022).



They are also less shy, they didn't like to participate before, now it's like... they fight to participate (Focus Group, Reading Camp Facilitators, Community 3, May 21, 2022).



We have been teaching them to be less shy. Before, they would come and not participate, they didn't have the initiative to raise their hands and say "this, this and this", now they sound like a choir, they all speak at the same time (Focus Group, Reading Camp Facilitators, Community 7, September 29, 2021).

Mothers and other caregivers recognize this progress in their children:



They learn more, they learn to sing, because there are children who are very shy, so they learn to grow. And their self-esteem is raised, so it is helpful (Focus Group, Caregivers, Community 1, May 07, 2022).



So, you know that when they participate, they lose their fear or shyness (Focus Group, Parents' Association, Community 2, May 16, 2021).



The truth is that it is something very nice because the children have a lot of fun, they participate, they awaken to knowledge, sometimes they are very shy, but when they see that others are participating, they also get involved (Focus Group, Parents' Association, Community 3, August 7, 2021).



Because he says that he likes the activities they do there. He was a little more withdrawn, he was very quiet, and so he didn't like it very much. Now that he is participating, he is getting along better and now he gets along better with his older siblings, he has a better relationship with his siblings (Interview with Informant, Caregivers, Community 7, September 29, 2021).



They say they feel joyful, happy because they are learning. My boy says he wants to learn to read more. My little girl told me that she liked the camp, and she feels happy and cheerful because they learn to play and to overcome their fear (Focus Group, Caregivers, Community 8, May 19, 2022).

It is relevant to highlight that, for the faith leader of one of the communities, progress in terms of how children become less shy is related to children's perseverance in the reading camps:



There are children who come for the first time and are very shy at the beginning [...] but once at the camp with different objects, activities, games, then when the camp ended, I saw that some children had overcome their shyness, they were more open to express themselves, and I do feel that these are benefits (Interview with Informant, Faith leader, Community 6, May 10, 2022).

Confidence and motivation

It is common to hear both from parents and facilitators that, as a result of their participation in the reading camps, children express greater confidence and motivation, not only to get involved in their learning processes, but also to behave and interact with others.

From the reading camp facilitators, the following is noted:



Children are looking forward to the camps. For example, my son is excited to run and look for his booklet that he received, getting it ready for today. They are motivated because children here almost never go out to play, they are excited and (they) want to be there and continue, so the camp is motivating for them (Focus group, Reading camp facilitators, Community 3, August 7, 2021).



I see them well motivated, because there are classmates who don't have any other chance to see their classmates and when they attend, when they all get together, they become more confident. Sometimes parents at home might not have time for them, they don't give them that confidence, and well, it's like they feel more confident here, right (Focus Group, Reading Camp Facilitators, Community 6, September 2, 2022).

This confidence and motivation is recognized by the caregivers, who ultimately can perceive more closely the changes in their children.



Well, mine (son) is well motivated, he learned different things, and that awakens their minds too, because my little girl has learned a lot of things too, and that motivates them a lot and teaches them every day, not to be sad, but rather to get along with the rest of the people who attend, both mothers and children (Focus Group, Caregivers, Community 6, May 9, 2022).

Among the teaching staff, this new quality is recognized among the children involved in the reading camps:



When you ask them, they are the first to participate, for example, they like the sounds, stories, and drawings (Focus Group, Teachers, Community 9, May 18, 2022).

2. Children improve their literacy skills

In terms of the literacy component, testimonies were obtained from children who have satisfactorily assimilated the sessions as an opportunity to promote and reinforce their reading and writing skills, in some cases, they replicate that with their peers. Besides the impact on the children's attitude and mindset, the lessons they learn in the reading camps is the impact most frequently reported by the communities.

In terms of the different elements that entail reading and writing, children have acquired specific skills, such as learning the letters of the alphabet, the proper pronunciation of sounds, learning to form words, writing their own name, reading in public, reading fluently and reading comprehension.

These are some of the children's testimonies in this regard:



I like to write in the diary, because that way I learn to write, we write what I like (Focus Group, Girls/boys, Community 6, May 10, 2022).



We sang and learned words with an "S", while learning to write (Focus Group, Boys/girls, Community 8, September 8, 2021).

The facilitators have witnessed the progress of the children:



Well, there were children who could not read and now they can read. For example, I have [name], [name] didn't even know what the "o" was, and now that he is in school, he is more or less identifying it, he is learning more (Focus Group, Reading Camp Facilitators, Community 1, May 7, 2022).



Some children have already learned to read (Focus Group, Reading Camp Facilitators, Community 8, May 19, 2022).



There are children who can write their names (Focus Group, Facilitators, Community 8, May 19, 2022).

For the mothers and other caregivers in charge of the children, the progress that the children have shown in their literacy skills as a result of their participation in the reading camps has not gone unnoticed:



He is doing well, now at least he is learning to read, before he could not (Focus Group, Caregivers, Community 3, May 21, 2022).



Well, it's like that with children, because there are words that basically, it is useless if they know how to say: "a, b, c, d, e", if they don't identify them; then my child has learned to identify each letter, so he is already saying: "ma-mi", he is starting to put words together, so he says, right, says this or that word, so he has made great progress (Focus group, Caregivers, Community 4, May 27, 2022).



He [son] has improved a lot, because since he started school, since he doesn't like school very much, he goes to school, but reading is a subject he has always had difficulties with; but, maybe through the stories they read, then it becomes more attractive, maybe, for him; so he has improved his reading a lot, and now he reads well. Yes, so that has helped him a lot (Focus Group, Caregivers, Community 7, May 12, 2022).



In their case, they have learned to know the letters, maybe before they didn't know what letters were, so through the camp they learn to know letters, numbers, and they already know what a story is like. They already know the letters, they are learning to write (Focus Group, Caregivers, Community 10, May 17, 2022).

Among school personnel involved to some degree with the reading camps, the progress that children have shown in their literacy skills as a result of their involvement in the reading camps has not gone unnoticed. In this regard, they point out:



The other component that has been strengthened directly is learning to read and write (Focus Group, Teachers, Community 3, May 21, 2022).



Number one, they have shown interest in reading the stories, this is a motivation for the children because they keep asking when for the next camp, so, it's a motivation. (Interview with Informant, Teacher, Community 4, August 19, 2021)



First of all, you can now read them a story knowing that they are understanding what they are reading, because before, I read them a story and they were in the clouds; they did not understand, and this has reinforced their understanding (Interview with Informant, Director, Community 9, May 18, 2022).



3. Promotion of values among children

The reading camps are perceived by the many people involved not only as a place to learn to read and write, but also as a space to train for life, since, as a complement to the sessions and along with the different activities that are carried out, values that are considered fundamental for the personal growth of the children are also promoted.

In her own words, one of the girls interviewed listed a series of values that are promoted through the reading camp sessions:



It's fun and they let us do things. They teach us about respect, love, teamwork, care, stories (Focus Group, Children, Community 4, May 27, 2022).

Along that same line, one of the facilitators shared a change that occurred in the behavior of a child in her group as a result of the lessons of the reading camp.



There have been changes because look, I'm not going to tell you the name of a child...he didn't obey his mother, uncontrollable; and from the moment he started coming to the camp, we began to create awareness, and the child has changed a lot, because she is a neighbor of mine, the child's mother, and she told me: "he doesn't like to hang out in the street now, he worries more... because sometimes they can work on the make and take, he is doing things with his diary, or something else (Focus Group, Reading Camp Facilitators, Community 1, 07 May, 2022).

In some cases, where the support of local churches is essential, this training in values is accompanied by a Christian approach.



And of course, one thing is working with children who attend church and something different working with children who are always distracted, some have a stronger temperament, others who use expressions that are not proper... but we are working with them and trying to help them. You wisely correct their expressions, and they get angry... you keep doing that anyway... it's just one more experience and it has been good for me (Focus Group, Reading Camp Facilitators, Community 6, May 10, 2022).



I have always liked to have this concept, that children are like a sponge, if you are good to them, affectionate, teach them values, they absorb them and maybe you meet them later in life and they greet you with respect and even speak well of you, and maybe they even put into practice what you teach them, so for me as a facilitator, it's about being a teacher or helper who offers his knowledge to a new generation, because they are a generation (Focus Group, Reading Camp Facilitators, Community 7, September 14, 2021).



Try to learn more in order to be able to do that concrete learning for the children, try to read more about psychology or illnesses or maybe some focal problem that one identifies about children, about their values, about their rights that maybe later on, maybe some child who is intelligent will ask "do you know what your rights are?" Or what is the value of love or peace and maybe you don't know how to explain that concept to them, so you try to expand their vocabulary so that you can expand their knowledge too, because I can't just be reluctant about what I was taught by my leader [name], maybe she already taught me what she knows, but maybe you have to be that agent of change, become informed, inculcate teachings (Focus Group, Reading Camp Facilitators, Community 7, September 14, 2021).

Some caregivers point out some of the teachings that the facilitators impart to the children, which are related to life principles, such as responsibility, duties, and rights, among others:



Another thing that I have observed is that they are taught at the beginning, and should be so throughout and until the end, to be careful and responsible, do you know in which aspect? Because when the camp started, they were told that the materials they receive, just as they receive them, they have to be well kept until the end, and that whoever can comply with that, will be given an incentive. So, what does my son do? He puts away everything they give him; "Mommy, everything is there, right? Look, I want to win that prize" So they are taught to be responsible and careful with things (Focus Group, Caregivers, Community 2, May 6, 2022).



Well, my son tells me that last time they had a meeting, and they talked to them a lot about human rights, about child abuse, that they can't let someone else who is male touch them or anything like that, and not to be spoiled (Focus Group, Caregivers, Community 7, May 12, 2022).

The team from the schools that support the reading camps values this type of teaching:



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 going out to the street again, and the reading camps really help children learn, improve their reading comprehension, even their values are strengthened here (Interview with Informant, Teacher, Community 4, August 19, 2021).



We can learn in a community, and by working, I don't know if it would be empathy, or solidarity among them, because one of them doesn't understand something, they teach each other, so like that, they work among themselves (Interview with Informant, Teacher, Community 7, September 14, 2021).

The WVH team presented some of the reasons why reading camps are an ideal space to teach values:



I think it's because the model is based more on what the children can absorb rather than on a grade. In the traditional model of education, I feel that there is a... well obviously you have to measure learning, but the numbers don't match the level of learning that the children have. So, the fact that we don't need to measure it with numbers, allows it to be flexible to a certain extent, so that each child can adapt to his or her performance. Of all the children who participate, all have a different level of progress, but that is a virtue of the model, it allows us to innovate, it even allows the children to propose things, it values creativity and lets their imagination fly. So, it is not a square model, like the educational system in general (Interview with Informant, Regional World Vision, September 21, 2021).

4. Reading camp as a space for interaction, integration, coexistence, and communication skills among children

The reading camp is perceived as a space for children to meet again to interact and, especially, to play after almost two years at home with a lockdown and the closure of schools because of the Covid-19 pandemic. In this context, the fact that the children have once again had the opportunity to interact face to face through a space that is both playful and educational, such as the reading camps, represents an important stimulus to promote, not only their interest in learning to read and write, but also for their overall wellbeing. This situation has a direct impact, not only in terms of strengthening social skills that were no longer used during the lockdown, but also on the children's perceptions so they can feel integrated into a peer group.

These are some of the children's own testimonies about the bonds established among themselves in the context of the reading camps:



Yes, I, just with [name]. I have 5 friends. I have 2 male friends and 3 female friends. 4 friends (Focus Group, Children, Community 4, May 27, 2022).



Yes (they have made new friends). (They have learned) to play with other children. To use the swing with [name] (Focus Group, Boys and Girls, Community 10, May 17, 2022).

The facilitators have witnessed the friendship and degree of integration fostered among the children as a result of their participation in the sessions.



It helps them to socialize more, with the other children (Focus Group, Reading Camp Facilitators, Community 1, May 07, 2022)



Because they share, more so now that they don't go to school, they got to see each other, they had not interacted for a long time. They were happy, they hadn't interacted with other children (Reading camp facilitator, Community 2).



When we started the camps, it was as if the children were let out from a cage (Focus Group, Reading Camp Facilitators, Community 3, May 21, 2022).



Before, they didn't socialize with each other, it was like they had become closed and distant, now there is more camaraderie. In one session, I even asked them the names of their classmates, and they started mentioning them, they even gave each other nice nicknames, like, one boy's name was Antony, and now they call him Tony. So now we see that companionship and it is something good that will help them in life (Focus Group, Reading Camp Facilitators, Community 4, May 27, 2022).



It's not just about us having a chance to interact, but rather, trying to teach them to socialize and interact with other children. You know that with this pandemic they have been locked up, so they have lost that ability or maybe that need to socialize with other children, to be friendly, to be talkative, to be cheerful ... so we have to see that aspect, we are helping them, as they are helping us (Focus Group, Reading Camp Facilitators, Community 7, September 14, 2021).



It is something positive for us the parents, because children need so much nowadays, they need a lot of learning, because since they attend very little, well, they are practically not attending the schools in-person (Focus Group, Reading Camp Facilitators, Community 8, September 8, 2021).

Regarding the importance of regaining socialization skills after the lockdown they experienced, caregivers noted the following:



Well, my daughters almost never leave the house, they were very shy, and for example, the older one was very shy, at school she didn't interact with her classmates or anything, but yes, she is different now, she has friends at school, and it was tough getting her to make friends among her classmates. (Focus Group, Caregivers, Community 7, May 12, 2022)



Yes, they make more friends with the rest of the children. They know their friends well enough to play with them (Focus Group, Mothers, Community 8, May 19, 2022).



Well, he didn't like to be here around with other children, but now that he has been in the camp, he interacts with the rest of the children, he was quite distant, but not anymore, he meets with them, he plays with them (Focus Group, Caregivers, Community 3, May 21, 2022).

Some community leaders commented on the value of integration and sociability for the children who attend the reading camps:



If you notice, the one who has the loudest voice always speaks, they have integrated everyone, integration, is an extraordinary change, because even within the families many don't have a voice; so, sharing those opportunities, because those are opportunities given to the children to express themselves, that was (the most significant change), (because) there are children who don't have a voice (Interview with Informant, Faith Leader, Community 1, May 7, 2022).



Seeing the children who have not been able to be in school throughout this time, but when we tell them "let's go to the reading camp", they are very curious and want to know what the camp is about; so "yes, let's go, because we are going to learn"; actually, they have been quite animated, one feels proud of that (Focus Group, Community member, Community 8, September 8, 2021).

Some teachers expressed their ideas about the lag that children show in their social skills after the lockdown:



But as a parent, believe me, I am not going to be the only one who would say: "heck" the first, second and third graders; I would like my child to attend because, besides, since the children have not been able to go outside, they are so attached to us that it is as if they were first graders (Focus Group, Teachers, Community 1, May 7, 2022).



Well, I don't know, I particularly feel very proud of my children because I feel that they participate and now even more so, I mean participation, oral expression has improved, especially with the stories (Focus Group, Teachers, Community 3, May 27, 2022).

Finally, the WVH team confirmed the following:



The children are tired of receiving classes in virtual format, and the reading camp opens a number of favorable factors for them, there are children, to give you better examples, there is a child who in recent years of the reading camp said: "I had never shared with my classmate, until today and we did it" (Interview with Informant, Local World Vision, Community 1, May 7, 2022).

5. Personal development among facilitators: knowledge, competencies, and interpersonal skills.

The experience of being a reading camp facilitator entails the application of certain skills that should be fostered or strengthened in the learning process of the UL model, such as creativity, communication skills, emotional management, teamwork, and leadership.

During this process, the facilitators not only fulfill the objective of teaching children to read and write, but also experience a process of personal development whose benefits extend beyond their work as tutors; in this sense, some say that the recognition of the children and the community is one of the main rewards of their work, while others affirm that their experience as facilitators has allowed them to grow as individuals.

The following are some of the testimonies of the volunteers who help facilitate the reading camps:



We have learned to interact better, to communicate more, and to work as a team, rather than saying: you go there and go over there. So, we support each other (Focus group, Reading Camp Facilitators, Community 1, May 7, 2022).



We are developing creativity (that is very important) to be creative, because that is rare, to be creative. So now we are learning a lot (Focus group, Reading Camp Facilitators, Community 2, May 6, 2022).



It is a great responsibility that we have because we are their mirror, and they are a little sponge. From what I do or what I live, they 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 (Focus group, Reading Camp Facilitators, Community 7, September 14, 2021).



For me, the best thing about being a facilitator is to be like a guide for them, to be that beacon of light, because the children consider you as a superhero, because maybe they say "he looks smart, he knows, he carries his character", "he teaches me how I have to control my character, how I have to be responsible", "how I have to instill those values that I was taught at home". So, you try to be that superhero, that beacon of light that guides them and goes with them step by step, until you let go, so that they see themselves empowered as a better person, capable of doing better in life (Focus group, Reading Camp Facilitators, Community 7, September 14, 2021).



I feel motivated by the children, because I used to be very quiet, now I feel that... with the children I feel more motivated because I teach them (Focus Group, Reading Camp Facilitators, Community 5, May 09, 2022).

The WVH team has witnessed the growth that the facilitators have had in each of their communities:



They have participated more and have changed their lives, and the children as well. How does it benefit an adult to be taken into account to participate? It favors him/her in everything, both in the interpersonal area, in interpersonal relationships, as well as in business, where the facilitator learns to use words and has a greater understanding, including feedback on what he/she saw in school, so this is put into practice (Interview with Informant, Local World Vision, Community 1, August 31, 2021).



In some communities, the community leaders have been very creative, because I have been able to observe in some communities that, for example, they were not only satisfied with the written story, but they tried to capture on a sheet of paper, perhaps the animals that the story talks about (Interview with Informant, Regional World Vision, Communities 5,6,7, May 12, 2022).

6. Raising awareness of the importance of education: empowering parents to support children's learning.

One of the main benefits from the UL project, especially in a context in which the education system has been strongly affected by the closure of classrooms, is the awareness and sensibilization regarding the importance of education for the children's life trajectories; particularly in the case of mothers, fathers, and other caregivers, whose accompaniment in the educational processes is fundamental to guarantee the completion of their studies. This revaluation of education among caregivers can be seen in a series of actions, ranging from authorizing their children to attend reading camps, to their commitment to accompany them personally, or supporting the team of facilitators, and their active involvement in the children's learning processes at home.

In this regard, one of the mothers stated that, as a result of the invitation received to send her son to the reading camp, and after seeing the nature of this project, she decided to re-enroll him in school, since due to the pandemic and her difficulties in supporting him in school assignments, she had thought that it was not feasible for him to finish his school year.



I had already made the decision that my son should not [be in school], that he was not, but this will help my children (Interview with Informant, Caregiver, Community 1, July 22, 2021).

Other caregivers have expressed the various ways in which they support children's education in general, and their attendance at the reading camps in particular.



Even with my son I am implementing it, even when he is outside the camp, it is working very well with him, I am using three books with him, and he understands me very well, I have always been on top of things, I am implementing the same method of the camp with him, that is where I see that it is working (Focus Group, Parents' Association, Community 1, September 16, 2021).



Well, the truth is that as parents it is really beneficial, because it was very helpful since we did not have classes at school, so they, the little they learned was very helpful, the truth is, they practiced a lot and yes, they learned a lot (Focus Group, Caregivers, Community 5, May 9, 2022).



We needed this, it was necessary for the children not to be missing out, because imagine that they had not been attending school for almost two years and it is quite difficult for one to dedicate two hours; maybe as a parent you dedicate an hour or half an hour to the children, and it is better here, because maybe among themselves and among peers the children help each other more and the people who are dedicated to this help even more (Focus Group, Caregivers, Community 6, May 10, 2022).



I just organize myself better to help her, like now, I was telling her that I have been up since 5:30 am, because we have had to take the child to kindergarten, bring him back at 9:30 am, and return to get him ready to go to the camp, and I had to have lunch ready. On the days that [name] tells me that she is going to bring them, I have to get up earlier to get things organized (Focus Group, Caregivers, Community 7, May 12, 2022).

For their part, reading camp facilitators report feeling supported when some mothers decide to commit themselves to a greater degree. On the other hand, while many fulfill their role as mothers, the facilitators implement the learning from the camp with their own children.



Because we even have mothers who live across the street from us, so there is that support and communication, they even arrive minutes earlier to let us know and we go to open the gate, and so yes, we have seen that kind of change in the community, willingness, and commitment, punctuality (Focus Group, Reading Camp Facilitators, Community 4, May 27, 2022).



Some parents are more aware of their children because of the camp (Focus Group, Reading Camp Facilitators, Community 3, August 7, 2021).



In my case my son reads, he can't read much, but he can write, grab a pencil, he does what he wants in his notebook and I also teach them to read, well, I have been reading with my son for two hours, one hour with him and he is developing his mind, really, to get to know the words he is starting to learn, the words he begins to mention, the vowels as the teacher says, they are all there, and I as the mother have to improve in reading (Facilitator of reading camp, Community 9).

WVH endorses the value that the reading camps have had for caregivers amidst the Covid-19 pandemic, as well as the commitment to continue this awareness-raising process.



No, there has been no resistance, rather I say that they have welcomed this program, and they look at it from their point of view as parents; you know that parents got to a point that they were worn out, exhausted with their children. So, this has helped them a lot... And this teacher who has just joined the class, this teacher found a child who belongs to the camps, a very different child than the one who left two years ago (Interview with Informant, Local World Vision, Community 5, May 9, 2022).



In terms of the camps, we have been able to get them (the caregivers) to have more active participation and attendance, just now, we are starting with topics for parents, that is, how to sensitize and provide key messages to parents about the importance of education, which is the other component of reading awareness (Interview with Informant, World Vision National, June 2, 2022).



7. Complementarity between the school system and the reading camps.

As part of the UL model, the reading camps are a strategy that aims to improve the literacy process among children beyond the formal environment of a school; that is, the strategy does not seek to replace the work of formal education, but rather to complement it and, in this way, help to accelerate the process of learning to read and write among children, especially the most vulnerable. However, since Honduras and the world went through a global pandemic during the past two years, the UL project has not been implemented under normal circumstances, so it is only possible to refer to the contributions that the reading camps have made in this context.

However, among the contributions identified by the participants is the fact that they have provided an alternative space to the formal education system while classrooms were closed. In addition, the activities carried out during the reading camp sessions to promote basic skills (identification of letters, phonological awareness, reading fluency, vocabulary management and reading comprehension), have helped to compensate for the educational lags identified among children in all grades as a result of the suspension of in-person classes.

In some cases, the teachers and families of the children benefiting from the UL project have begun to see an improvement, not only in their reading and writing skills, but also in their academic performance in the context of their return to in-person classes. Finally, the complementarity that some teachers identified between the pedagogical methodologies implemented in the reading camps and the methodology they use as part of the basic national curriculum, is something that stands out and is worth mentioning.

Since no one is in a better position to speak about the advantages and benefits that reading camps represent for the educational system, some testimonies of key actors in this sector are shared below:



So far, when I go to the classroom, I see that they are weak, completely weak, so they lost a bit of motivation, these children, I think, they should be integrated into these camps so that they can look for strategies, even involving the parents, the parents of these children (Focus Group, Community 1 Teachers, May 7, 2022).



It is a great support for the Secretariat of Education, the formation of the students, the great benefit is that a child who knows how to understand, who knows how to read, he/she can learn in any field; we are aware that if there is no reading, no writing, it is difficult to learn anything. It is very simple, we want to teach, but if they have these difficulties, it is tough for them to learn, so the benefit is great (Interview with Informant, Educational authorities, Community 3, September 27, 2021).

Regarding academic performance, some of the participants in the reading camps expressed the following:



The development of phonemic awareness, sounds, that was very important, because now they have a range of stories in their minds. That (is) different from other schools that have not used this methodology, so now they can express themselves better (Focus Group, Teacher, Community 3, May 21, 2022).



I see they are more active, in class they are number one, they always want to participate, sometimes I have to tell them: "No, give someone else a chance to participate, because the others also have the right to participate". (Focus Group, Teachers, Community 4, May 31, 2022)



I had an experience, a girl who was not learning much, and she was in those camps and when she came here, we talked: "I am taking classes", which classes, "reading", she tells me; and now this girl is leveled with the rest, she no longer has the difficulties she had, this girl is in sixth grade (Focus Group, Teachers, Community 6, May 9, 2022).



What I see is that he is more interested, because when I started to stay with him, he used to say: "oh no, the other children are playing", and now he is interested. When he watched all his classmates working, he was lagging behind, now he has the desire to learn to read and write, so I think that if we have him attend school, he will achieve good results (Interview with Informant, Director, Community 7, May 12, 2022).

Regarding complementarity with the contents and methodologies of the reading camps, the teachers stated the following:



It is not only a material, it is not only a project that we can use from first to third grades, it is a material that, as teachers, if everyone had access to this material, we could include it in any activity and in any grade, because due to the pandemic, we also have children from different levels, kindergarten or sixth grade, third or second grade, and not only virtual, but mature in general (Focus Group, Community 1 Teachers, May 7, 2022).



The structure and methodology they use is the same one that we teachers use in schools, we start with the easy aspects and move on to the difficult ones, and then... we start with motivation, reading, questions about what they read... moving on... yes, the methodology is, it is like universal, the reading methodology is like universal where you have to motivate, read, ask, evaluate (Focus Group, Community 2 Teachers, May 6, 2022).



That is why it is good, because at least in Spanish... I always say that it is the base, because if they do not understand Spanish, even if they like mathematics, they will not be able to understand a problem, so I think it is very fruitful because they are putting into practice what we are teaching them (Interview with Informant, Teacher, Community 3 07 August, 2021).



Well, personally, I think it is very interesting, that it is a tool that the teacher can use, because you know that we are facing problems that the pandemic has left us with, and in general, we have seen children greatly affected, going back in time, I don't know, 20 or 50 years with a lag in education (Focus Group, Teachers, Community 4, May 31, 2022).

Mothers and other caregivers also appreciate the benefit of the reading camps for children in the context of the Covid-19 pandemic:



It had an impact, because it helped us a lot, because at that time the teachers were not imparting classes and then, at that time all the collaborators and coordinators who are in the reading camps came to teach the children (Focus Group, Caregivers, Community 1, May 7, 2022).



You know that the pandemic meant that the children no longer attended classes and that was a great opportunity for the camp, so that they could rejoin with their classmates, and perhaps refresh what they had already forgotten, because they learn a little bit with the camp (Focus Group, Caregivers, Community 3, May 21, 2022).



There are children who had not learned what they now know; for example, there are children who went to classes and did not even know how to write the letter "A", so I think that they have learned to do all those things there (Focus Group, Caregivers, Community 7, May 12, 2022).

The facilitators make their own assessments of the educational needs that the reading camps can satisfy:



It would be important to continue, and to implement them in all schools, it would be very important. It would be a great help, because there are children in sixth grade who cannot read, a first grader may read better. So, if all teachers implemented this reading comprehension, it would be very important (Focus Group, Reading Camp Facilitators, Community 1, May 7, 2022).



I think it is a very nice experience for us, I think we have found a positive way out for the children who have had difficulties, let's remember that we are coming out of two difficult years with the pandemic, and this, through the support of the community volunteers, we have found that the children, apart from what we have been able to help them with, we have found that the children have been able to learn to read and write, besides the help we have been able to give them, they also have this additional help from those in charge of helping them with this reading camp, and we can say that the children who received this camp last year have had a better performance (Focus Group, Facilitators, Community 6, May 10, 2022).

Finally, WVH recognizes the challenges that the educational system is currently facing, so the results observed among the children in the reading camps generate an expectation that the UL model can contribute to some degree to solve the problem.



There are children who do not want to go back to school, or their parents do not want them to continue, they are bored, especially those who were in first grade who did not learn to read, because no one learns to read from a distance, it is very difficult. And they are in second and third grade and they can't read (World Vision Nacional, June 2, 2022).



Teachers told me that the children who participated in the camp came with a different attitude, now back to class, because they felt, they felt, right, that, that... since they were in this formative process or are in this formative process, they had a better pace than the rest, they were more active, so that was good to know (Interview with Informant, Regional World Vision, Community 5,6,7, May 27, 2022).

8. Strengthening community cohesion

Although community cohesion is a condition required for the fulfillment of the objectives of the reading camps, the study showed how community members work together to enhance the literacy and well-being of the children. In turn, this helps in strengthening existing community networks through participation, organization, cooperation, and interaction among the participants involved.

As a result of the implementation of the UL model, it is evident that the interaction among participants has increased, and that has helped to enhance cohesion and positive relationships among community members, as well as strengthening leadership within the community. This leadership is reflected in the favorable attitude that some caregivers have, trying to contribute to the activities of the reading camps.

In addition, cohesion is reflected in the dynamics that have been established in most cases between the community and the education stakeholders, where they have taken on the leadership of the reading camp activities, particularly by guiding, implementing activities, facilitating conflict resolution and decision-making processes, as well as innovating with ideas that benefit the children in their communities.

In one of the communities, the social environment of the reading camps has allowed them to gradually delegate the organization and facilitation of the sessions to a team of enthusiastic young men and women, thus allowing the members of this team of facilitators to continue to strengthen their leadership and roles, both for themselves and the community, obtaining personal satisfaction and motivation that makes them even more committed to literacy work.

In this regard, the testimony of mothers and other caregivers is key, since they play their roles as members of the community, and their children participate in the reading camps:



So yes, it is of great help to have people from our community involved, people from our community, who help us, really, because look how difficult it is to be with this bunch of children, to put into practice what we experience in one way or another. Because remember, there are so many children. What we would like is to see each one individually, to see the weaknesses they have, but that is very difficult, but being with them also helps us (Focus Group, Caregivers, Community 2, May 6, 2022).



There has been an excellent change in the community, because the young people have been there together with the parents, they have always been working together, yes, they have been very social, especially the young people. There were some young people who were quite distanced from the school and with this they all came together here (Focus Group, Caregivers, Community 3, May 21, 2022).



Regarding community cohesion, for example, among parents, yes, there has been more cohesion, because just imagine, in the past children only came here and you waited for them at home; not now, now you come and while we are waiting for the children we talk; so yes, you are becoming more like a family, well, and getting to know more people that you had not met, now we see them and talk more often, and it feels good (Focus Group, Mothers, Community 6, May 10, 2022).



In other words, all the parents of the 25 children are here, teachers, mothers who are facilitators, the members of the Neighborhood Board, they give their approval, everything is okay, they lend their stamps/seals to support the program. The Catholic Church also, in other words, everyone in this community is working: churches, boards, society, everyone (Focus Group, Mothers/parents, Community 9, May 18, 2022).



It's so good! You gain the trust of your classmates, the children, and there is more cohesion with the teachers because every week we are see each other and share games, readings and everyone here among classmates and parents, and I think that is the most important thing, to be united with the whole community (Focus Group, Mothers/parents, Community 10, May 17, 2022).

The reading camp facilitators emphasized how the reading camps have allowed them to get closer to the community where they live.



In my case, I think that, by having communication with the community, I have always been a person who does not leave my house, and now it is different because from the moment I take a project with the community and I deal with families or children, sometimes I am out walking and I see children: "Goodbye teacher, there goes the teacher". So it's a way of having that communication, for the same reason because, before, I used to go out and go home, I never spent time in the street; but yes, now I socialize a lot with the children, with the mothers, because there are times when mothers come to drop off the children and they stay there for about 15 minutes talking to me (Focus Group, Reading Camp Facilitators, Community 4, May 27, 2022).



What I value most about having come here, it's the fact that I have seen the evolution and benefit of having a united community, not at the family level, but we do see the need that maybe the neighbor, and leaders...maybe the neighborhood board wants to collect basic food supplies (beans, corn) for them, so the community is willing to help. Just like here, as a young person, if we see that a child has a need, then we as a camp and as a network of young people try to involve these leaders and they see a response to the needs that we have with that child and we want to contribute. So, we have seen this change of solidarity and in their way of thinking, this is a big evolution, just like among us (Focus Group, Reading Camp Facilitators, Community 7, September 14, 2021).



I feel good, because I am participating in the community, right, and even though I don't even have one child in school, but I feel good for participating in this cause, for helping the children (Focus Group, Reading Camp Facilitators, Community 8, May 19, 2022).

In the education sector, the following ideas stand out:



Well, I know that reading is very important, but the unity in the community through these camps is very nice (Focus Group, Parents' Association, Community 3, August 7, 2021).

Of course there has been a change, because I see a change in the community, in those who attend these camps, who are so willing to attend school; so it means that it is very beneficial, it is very important, what is being done with these reading camps; because I see that the community is uniting, where sometimes they want to stay away from the school, but with this, they feel motivated, it's a motivation for the children and motivation for the parents; so it means that it is very useful. They are becoming closer, I see that there is solidarity among the parents, they like it (Focus Group, Teacher, Community 6, May 10, 2022).



We have been learning, because once I had to leave them alone, because of my job, I had to leave them at school, so it is also like banking on community leadership, because not only the teacher is in charge, but I gave them the possibility to lead (young people), so they are doing well or badly, relying on them, because I leave one day, the community structure remains, that is what we want, the community is small but there is enough willpower, that's the good thing (Teacher, Community 7).



For WVH, strengthening community cohesion and leadership is a vital component for building the networks or social fabric necessary to work in favor of community development.

They feel strong, with clear roles, empowered women, but I saw there were three men as well. So, they feel that they are stakeholders who manage part of the knowledge to help their community, therefore, they feel, they perceive themselves as local leaders, local women leaders. That is important because that is social fabric, that is, the self-esteem of a community leader that moves others, that is the basis of a social fabric, and I consider that is important (Interview with Informant, World Vision Nacional, June 2, 2022).



9. Reading camps as a preventive strategy against violence and insecurity.

Children's involvement in reading camps not only provides them with the opportunity to strengthen their literacy skills and support their personal wellbeing, but in some cases, it also protects them momentarily from the insecurity that prevails in their communities, which, if categorized as urban-fragile, are characterized mainly by the presence of gangs and gang-related violence.

The following are some examples of what teachers and mothers in one of these communities had to say:



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 (Interview with Informant, Teacher, Community 4, August 19, 2021).



It is great support; there are fewer children on the streets (Interview with Informant, Caregivers, Community 4, August 19, 2021).

The WVH team outlines some of the ways in which reading camps can contribute to the protection of children from the violence that surround them:



All the family problems are also reasons for these children to become vulnerable or children who perhaps are involved in... From an early age they have other thoughts, perhaps mistaken, about belonging to a gang, about drugs; therefore, these are also spaces where these children can be rescued, they can make good use of their time, and they can also get involved in these learning issues (Interview with Informant, Regional World Vision, Community 4,5,6, May 12, 2022).



Sometimes the safest place is the school, because it is a common place where children go, we have to keep looking for the safest place, no incident has happened outside the camp [...] that is a place where children are not in danger [...] And in the urban area for the safety of the children, well... they enjoy some respect from the people who generate this violence, right (Regional World Vision, Community 1,2,3,4, May 27, 2022).

As mentioned before, the children who attend the reading camps in these communities sometimes are related to the groups that control the territory. In this regard, a member of the WVH team shared an anecdote about the type of interactions that can occur within the sessions.



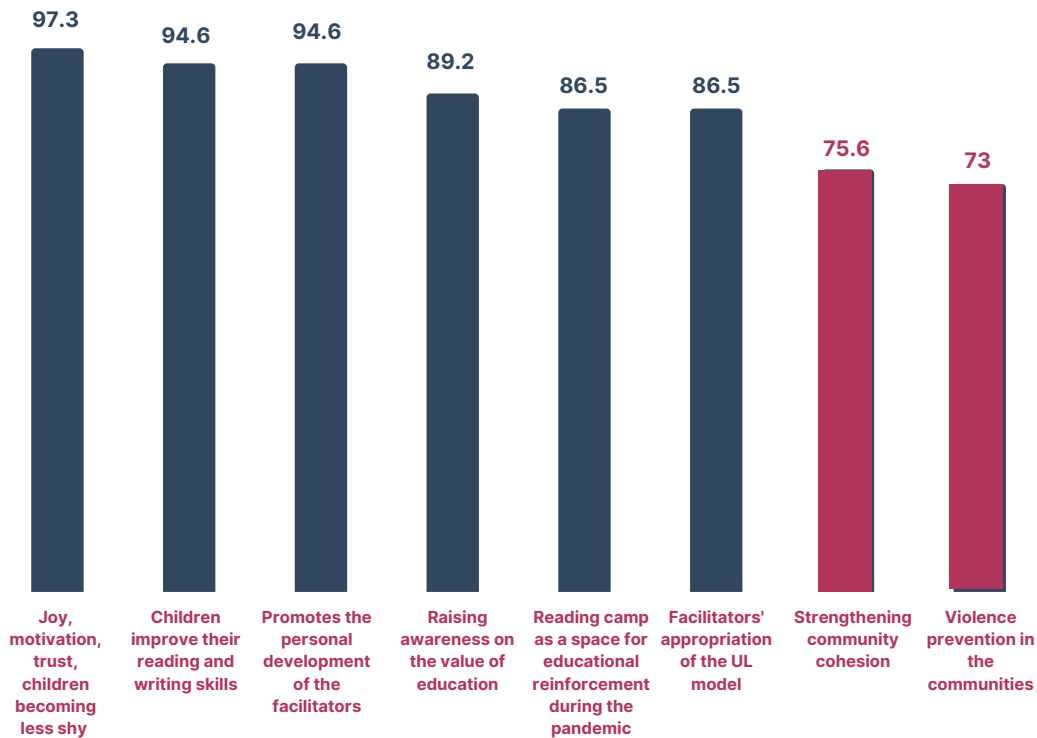
They told us about an experience of a small drawing a girl was making, they said that she was drawing her dad, her dad was a super hero; then the facilitator asked her who she drew, and she said her dad, because her dad is a super hero; and he (dad) was about five steps away from them, almost crying, because he is not a good person, he is dedicated to crime, so it kind of hit him, that his daughter is identifying him as a super hero (Interview with Informant, Local World Vision, Community 7, May 12, 2022).

Community validation of the impact and perceived changes

A day of socialization and validation of the preliminary results of the second phase was held in September. Thirty-seven community stakeholders from different territories where the reading camps are implemented participated and were asked about the degree of importance of each of the changes identified up to that moment.

The result, presented in Graph 7, indicates that the three most important changes for the communities are: 1) Children attending reading camps experience feelings of joy, motivation, and become less shy; 2) Children improve their literacy skills; 3) Personal development among facilitators: knowledge, competencies, and interpersonal skills. It is remarkable how the first two changes are related to the children who attend the reading camps; particularly, with the educational and human formation they receive by being part of such an initiative. The participants also pointed out that the personal development they experience as reading camp facilitators is very significant and important for them, especially through the pedagogical and emotional lessons they learn through the process of coordinating the program in their communities.

Figure 7. Validation exercise on impact and perceived changes



Even though the changes identified reflect the feelings of the participants, based on the assessment made by the communities, there are also those to which a lesser degree of importance is attributed, these are: 1) Strengthening community cohesion; 2) Reading camps as a preventive strategy against violence and insecurity.

Regarding the first change, it is possible to analyze that, given that community relations are part of daily interaction and, therefore, are naturalized, their strengthening is not highly valued. The valuation of the second change by the communities could be related to the low representation of urban-fragile zones among the participants; however, more than 75.0% indicated its importance.

As can be seen in the information previously presented, three quarters of the participants interviewed during this exercise consider that the impact and changes suggested as a result of the implementation of the reading camps are very important. This perception validates the results of a study, that for two years has registered not only the consolidation of a model with invaluable benefits for the beneficiary children, but also the fruit of the efforts of both the community and educational sectors, which are reflected in the emotional impact among the participants, in the notable improvement of their reading and writing skills and in the self-fulfillment of the people involved in such a noble task.

VII. CONCLUSIONS

1. The Unlock Literacy (UL) model is a strategy that seeks to strengthen literacy skills among children in the initial cycles of basic education, through a series of playful activities that aim to stimulate the fundamental skills to reach a competent level of reading comprehension. This model was initially implemented in Honduras amidst adverse conditions resulting from both the Covid-19 pandemic, which delayed the start of the implementation of the UL model for a year, and the repercussions that the suspension of in-person classes has had in the education of Honduran children. Despite this, the communities where the model is implemented, in collaboration with the education sector and the World Vision Honduras (WVH) team, have been promoting and consolidating the UL model since the restrictions were lifted in the different departments of the country. This research study aims to capture this experience, identifying the different stakeholders and community networks involved in the implementation of the reading camps; the different factors that could be facilitating or limiting the community literacy work were also presented; an analysis of the gender and social inclusion components in the final findings was made; and the main changes, benefits or impact identified by the participants as a result of the UL model were highlighted.

2. In this process, the local community networks have played a fundamental role in launching the reading camps. In general, the main referents and key partners for managing the UL model include: the education sector, churches, and neighborhood boards. The education sector is key when deploying its resources to support the processes of inviting, providing facilities/premises, training, organization, planning, and motivation when carrying out the reading camps. On the part of the community sector, churches have also been key in assuring facilities/premises to carry out activities (together with the neighborhood boards), to bring to the table their experience in teaching children shared by Sunday school teachers, catechists, or delegates of the word. Most of these participants are usually women, who through the different roles in which they become involved in the UL project, reflect a process of construction or consolidation of their community leadership.

3. The different stakeholders in the community that support the reading camps include the mothers (along with some fathers), who contribute to the activities both as facilitators of the sessions and with their willingness to authorize sending their children to the sessions. Likewise, the work carried out by youth networks in several of the communities stands out, as they contribute not only their willingness and energy to carry out the model's activities, but also a greater gender diversity (among the youth groups it is more common for men to be involved) and age diversity among the teams of facilitators (since in most of the communities, the team of facilitators is made up of adults). In all of the communities, the direct or indirect support provided by the staff of the local schools stands out, either through the facilitation of reading camps, coordination work, or didactic support and educational materials provided to the reading camp facilitators.

4. As part of the results of the research study, the main conditioning factors in the operation of reading camps were also identified, either as enabling or hindering factors: **1)** the Covid-19 pandemic; **2)** child labor and the context of poverty in the communities; **3)** limited access to the facilities where the reading camps are implemented, mainly in those territories vulnerable to rainfall; **4)** violence and insecurity in the communities, especially in the urban-fragile zones; **5)** the educational level of the community, particularly of some caregivers who cannot accompany the learning processes of their children because they can't read and write; **6)** the educational lags that children reflect as a consequence of the long closure of schools; **7)** the accompaniment of caregivers, key in assuring perseverance of children in their learning processes; **8)** the leadership of women in the community, without whom the reading camps would not be possible; **9)** the involvement of young people in the community, for whom the availability of time is characteristic in their current stage of life, as well as their energy and commitment when implementing the activities; **10)** Involvement of local churches in activities that support children's literacy; **11)** schools supporting reading camp activities, a strategy that reflects the adaptation achieved in Honduran communities; **12)** the alliance between World Vision Honduras and the education and municipal authorities; **13)** commitment of the reading camp facilitators, who go beyond their assigned responsibilities, many times contributing with the few resources they have to successfully carry out the reading camps; **14)** cohesion among the team of facilitators, key for the programming, organization, and functioning of the sessions; **15)** previous experience in other community projects among the volunteers, who apply in service to the reading camps, the lessons acquired in other WVH initiatives in the community; **16)** access to reading materials, needed so that the children can really put reading skills into practice; and, finally, **17)** the wide range of ages of the children who participate in the reading camps;

5. Between the two stages of data collection that occurred in the process of this research, substantial progress was identified in the changes, benefits, and impact that participants perceive as a result of the UL project, the main ones are:

- 1)** Children attending reading camps experience feelings of joy, motivation, and become less shy;
- 2)** Children improve literacy skills;
- 3)** Promotion of values among children;
- 4)** Reading camp as a space for interaction, integration, coexistence, and improved communication skills among the children;
- 5)** Personal development among the facilitators: Knowledge, competencies, and interpersonal skills;
- 6)** Raising awareness about the importance of education: Enabling parents to support children's learning;
- 7)** Complementarity between the school system and the reading camps;
- 8)** Strengthening community cohesion; and,
- 9)** Reading camps as a strategy to prevent violence and insecurity.

6. Based on the results presented, it is possible to affirm that one of the main adaptations of the UL model in Honduras is the incorporation of personnel from local schools in the reading camp facilitation and coordination processes; Moreover, this support provided by the educational sector has been a key element, without which it would not have been possible for most communities to start implementing reading camps, especially if we take into account that in the year of the beginning of the UL model in Honduras (2021), there were still strong restrictions, both among the population and in the education system, that prohibited the gathering of people in face to face meetings. The work carried out by each of the participants is not developed in isolation from the contributions of WVH in the communities; on the contrary, it is achieved thanks to the experience and community networks previously built from other development projects that the organization has implemented. Finally, due to the continuity of the Covid-19 pandemic, the different participants have had to adapt to the new forms of interaction demanded by the circumstances, where physical distancing and the use of biosecurity measures such as masks, gel, and hand washing have been established in most of the observed sessions.

7. In terms of the adaptation that the communities, the education sector, and the WVH team have made of the UL model in order to implement it in the Honduran context, first of all, the structuring of the contents of the lessons in 21 reading camp sessions stands out; Second, the schools have adopted a leading role in the coordination and facilitation of the sessions, although in some cases to the detriment of community participation. Third, the camps are open to the participation of children from a wide range of ages, a situation that also requires the facilitators to adapt the activities and strategies of the UL model to the ages of the participants. Some of the adaptations made have gone beyond those directly involved in the reading camps to reach other members of the community, for example, with the celebration of holidays such as Mother's Day or Children's Day, or the organization of contests for the creation of unpublished stories among children.

8. Finally, regarding the way in which other territories in the country can benefit from the contents and lessons learned from the UL model, two favorable conditions have been identified that could help promote the expansion of this type of initiative. First, the crisis that the country's education system is going through, characterized by a generalized educational regression due to the suspension of in-person activities for two years, and the virtualization of education, added to the country's socioeconomic inequalities, whose most immediate effects are the lack of access to adequate connectivity to study under the virtual approach, or the inability of children to continue in school, position the UL model as an ideal opportunity from which it is possible to strengthen, through community involvement, the literacy skills of many of the children who are currently showing difficulties in their reading and writing skills in schools, but especially those who were forced to drop out of school in recent years. In second place, the close collaboration between WVH and the country's authorities at the central and municipal levels observed in the communities visited, as well as the credibility that the organization enjoys with the diversity of government and non-government stakeholders involved in education in the country, can provide a vital foundation for WVH to expand the learning and experiences of the UL model beyond its area of intervention, such as through development and advocacy of educational policies.

9. Taking the necessary actions to guarantee the right to quality education for children is a duty that is not only of interest to the Government of Honduras, but to all countries that are currently facing the unprecedented challenge of remedying the major setbacks in literacy skills as a result of the Covid-19 pandemic (IDB, 2022). If this problem is not approached with the seriousness it deserves, not only will the future of an entire generation be at risk, who could suffer a loss of income equivalent to 17% of the global Gross Domestic Product (GDP) in the course of their lifetimes, but even the development possibilities of middle and low income countries, whose economic losses, as a result of this educational regression, are estimated at USD 11 trillion during the lifetime of the present generation (Rogers, 2022, p. 11). In this context, it is vital to bring all the efforts of the international community together, not only to make the best use of available resources, but also to make use of the multiple experiences and evidence-based lessons learned to improve learning processes among children provided by projects such as ULLN. In this sense, initiatives such as the Global Partnership for Education (GPE) represent an ideal opportunity to allow government and non-government stakeholders in education to discuss future global challenges, but mainly, the possible solutions that can be proposed to address them during the next decade in which the countries of the world have among their main ambitions the access of all children to quality education at different levels, better technical training, a substantial increase in the skills needed among the young population to promote sustainable development, as well as the elimination of gender disparities in education (UN, 2022).

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APPENDICES

Appendix 1. Data collected during Phase I

Phase I			
Tool type	Type of participant	Sample	Number collected
Reading Camp Observations	Reading Camp Observations (RCO)	10	9
Focus Group Discussion (FGD)	Reading Camp Facilitators	10	9
	Children participating in reading camps	20	18
	Parents' Association	10	4
	Community Members	10	7
Key Informant Interviews (KII)	Secretariat Authorities at the National, Regional, and Local Levels	11	10
	School Principals	10	6
	Teachers	30	18
	Members of the Municipality	6	2
	Caregivers who send their children to reading camps	40	32
	World Vision International Level	1	0
	World Vision National Level	1	0
	World Vision Regional Level	6	5
	World Vision Community Development Facilitators	10	9
	Faith leaders	20	11
Indigenous leaders	10	0	
Total		205	140

Appendix 2. Data collected during Phase II

Type of collection	Type of participants	Sample	Number Collected
Observation of reading camps	Reading Camp Observation	10	10
Focus Group Discussion (FGD)	Reading Camp Facilitators	10	10
	Children participating in reading camps	10	11
	Parents	10	10
	Teachers	10	10
Key Informants Interviews (KII)	School Director	10	9
	Faith leader	10	9
	WV International	1	1
	WV National Representative	1	1
	WV Regional Representative	3	3
	Representatives of Local WV Local	10	3
Total		85	77

