



## ANDES

### Peru: CETT Events in Piura Highlight Literacy

July 2005 was a busy month for the reading specialists and coordinators of Cayetano Heredia University (UPCH). Working on behalf of the Andean CETT, UPCH conducted the 3<sup>rd</sup> Reading Specialists Workshop and the “*Reading and Writing: Shared Responsibility*” conference in Piura, one of Peru’s oldest colonial cities.

Over 40 reading specialists and coordinators from the UPCH attended the Reading Specialists Workshop. The UPCH team made several in-class visits to teachers in CETT schools throughout Piura and Paita. The visits allowed the specialists and coordinators to interact with the teachers and observe them at work. The visits also allowed the UPCH team to reflect on the reading and writing processes developed by the teachers as well as on the use of the workbooks and guides provided by the Andean CETT.

The participants of the workshop/conference gathered on the Main Square in Pueblo Nuevo de Colán in Piura to introduce the CETT Program to the general community. Raymundo Dioses, Mayor of Pueblo Nuevo, highlighted his interest in advancing the education of his people and the role that literacy plays in his goals. Other notable speakers thanked the community for its support and introduced the mission and strategy of future CETT activities.

After the ceremony, the students in traditional costumes carried banners, balloons, and posters with slogans related to access and promotion of literacy in the “Reading Walk” that paraded through the main streets of Pueblo Nuevo de Colán.

More than 200 teachers, school directors, educational authorities from the National Culture Institute of the Piura region, CETT representatives, and other representatives from higher education institutes and universities gathered a few days after the workshop for the “*Reading and Writing: Shared Responsibility*” conference. The participants shared experiences on the promotion of literacy, new teaching trends, and practical strategies for improving teacher performance.

For more information, contact Raquel Villaseca at (rvillase15@yahoo.com.ar).

## CA-RD

### DR: Second Year of CETT Reinforces Commitment to Schools and Students

In July, the Pontificia Universidad Católica Madre y Maestra (PUCMM) organized the event “*Lessons Learned from the CETT: Sharing Pedagogical Experience*.” The event marked the close of the second year of operation for the CETT and was attended by teachers and directors of the 80 schools that participate in the Program, regional and district technicians, representatives from the Ministry of Education, and the PUCMM.

Remarkable testimonials were presented by directors and teachers from schools around the country. Several reading specialists spoke about their experiences with CETT and the support they have given to the 450 teachers and directors of the public schools of Santiago, La Vega, Moca, and Santo Domingo. The reading specialists spoke of “emotional moments” when first and second graders began demonstrating their literacy skills by reading stories and reciting poems.

CETT Program Director, Dr. Liliana Montenegro, presented the achievements of the CETT and the challenges that remain. Dr. Catalino Pichardo from the Ministry of Education and Ms. Sarah González, Vice-Dean of Academics of the PUCMM, also gave remarks about the role of CETT in the community and its commitment to develop reading and writing skills of less fortunate Dominican children.

For more information, contact Liliana Montenegro (lmontenegro@pucmmsti.edu.do).



Peruvian students participate in a “Reading Walk” in Piura.

## CA-RD

### Honduras: CETT Makes a Difference for Teachers and Students

The unique model being implemented by CETT CA-RD is making an important difference in Honduran classrooms. CETT teachers from several rural communities meet periodically to work together on lesson plans and discuss common classroom problems. Many find the CETT training process so valuable that every other Saturday, they willingly commute long distances without reimbursement to benefit from planning together. In interviews with trainers, CETT teachers share their experiences and enthusiasm.

**Carla Gradiz**, 2nd grade teacher, La Venta:

*We can feel a big change with the CETT model. It is fantastic. Since I have started working with it, my students are not the same. Now they participate and talk without shame, they create and write stories and they sing, because I work in a different way.*

**Karina Lanza**, 1st grade teacher, El Plomo, Ojojona:

*CETT is a great opportunity for my students to develop reading comprehension and write their own texts.*

**Doris Margarita Hernández**, 2nd grade teacher, La Esperanza: *These students of mine now write. I think they will be writers and journalists when they grow up.*

**Rubén Espino**, 1st grade teacher: *CETT has taught me to teach in a different way. I am very grateful to CETT for that and also because I have received teaching materials for my students.*

**Natividad Fonseca**, multigrade teacher in Ojojona:

*I thought I knew everything about teaching, but CETT has demonstrated to me that my students can learn even more through another kind of teaching that is not the rote memorization approach.*

Honduras is currently undergoing a complex reform process to introduce CETT into the classrooms. The Honduran Ministry of Education gave teachers and students textbooks that reflect the CETT approach to learning. The Ministry of Education is interested in modeling the national training curriculum after CETT.

The Ministry asked to have a CETT-trained teacher demonstrate giving a lesson from the new textbooks to students who had never been exposed to the CETT methodology. The students responded enthusiastically to the lesson, much to the surprise of the audience. The next day, the students expressed how much they had enjoyed the lesson, stating, "We want to be taught the way the other teacher taught us yesterday."

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*Honduran teachers during their CETT Training*

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### Bolivia: Partnership with Rayuela Magazine Increases Children's Access to Reading Materials

CETT Bolivia recently collaborated with *Rayuela*, a children's magazine, to publish worksheets that are specifically oriented for reading comprehension and writing. *Rayuela* is a monthly publication aimed at children between the ages of 3 and 12. It offers several educational activities and collectible supplements, such as original stories by Bolivian authors especially written for the magazine.

In order to take better advantage of the publication of these stories and reach a greater number of teachers, parents, and children, the CETT has prepared a supplement called *DiverCuento* or *FunStory*. *DiverCuento* centers around the monthly story highlighted in the magazine. Besides including additional information about the author, *DiverCuento* contains activities for both younger children and those who have mastered reading and writing.

The CETT anticipates that *Rayuela's* excellent work will inspire other publications to reach out to the CETT.

For more information, contact Eloy Anello ([eloy@nur.edu](mailto:eloy@nur.edu)).

To submit material for future CETT Bulletins, please contact Mirka Tvaruzkova at [mtvaruzkova@aintl.com](mailto:mtvaruzkova@aintl.com).

## FROM THE CLASSROOM

### CETT Teacher Reflections

**Sarah Australia de Leon**  
*Teacher, Hoya del Caimito, Santiago, DR*

*The CETT program has come to be one of the most fulfilling experiences in my capacity as a teacher. In addition to giving us new tools to improve our performance as educators, the activities and guides have helped us better understand the different learning hypotheses that exist and how we can be more effective teachers. Before CETT, we would get very frustrated when particular children could not move beyond a certain learning stage. With CETT, we now know how to approach these problems and help students supersede them. I also like that CETT takes a decentralized approach. The students are the main actors and parents are more willing to involve themselves in the process, making it a truly cooperative endeavor.*

#### **Changes observed in the work of students:**

*The first change that CETT has made in our country is related to the attitude of teachers. When the teacher has a positive attitude, so do the students. When I began my work as a teacher, many students had a passive attitude. They always waited for the teacher to talk and lead the class, and it was difficult for teachers to find ways to involve the students.*

**Ysaura Mercedes Vasquez**  
*Teacher, Buena Vista School, Santiago, DR*

*I am very satisfied with the CETT. I've come to realize that CETT has enabled me to meet all of my goals. Before CETT, I felt like a common teacher. I now feel challenged and enjoy applying constructivist and participatory approaches in the classroom. We are in a global age where children need extensive education and well-educated teachers. I feel fulfilled and I thank the CETT.*

#### **Changes observed in the work of students:**

*Students are now more creative, more analytical, and better prepared because the CETT requires their involvement. Learning is more direct because there is much better interaction between teachers and students. Students feel more confident, as if their mother were giving the class as opposed to their teacher. They feel well-supported. When I told some third graders that I would not be leading any more third grade classes but only first grade classes, many were upset because they enjoyed working with me on CETT activities.*

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### **Peru: Private Sector Can Be a Valuable Partner to Education Programs**

“Reading and writing is a shared responsibility,” was the message of the Second Meeting on Reading held in Lima. The event was co-sponsored by the Andean CETT, USAID, the NGO Plan, the Peruvian Ministry of Education, and Pluspetrol S.A. Approximately 500 teachers participated in the event along with representatives from the National Education Council (CNE), private companies, and academic institutions. All shared their experiences and proposals for the development of literacy in children.

The workshops held during the three-day meeting allowed participating educators to interact with 27 civil society organizations and Andean CETT specialists. The educators received theoretical and practical ideas on how to train teachers in the countryside and develop information and communication technologies.

The presence of the private sector was one of the most valuable contributions due to the few academic initiatives that consider the participation of private enterprise. The panel “The Role of Business in the Improvement of the Quality of Education” discussed the role of private business in the educational environment. The panel reiterated the will of business to continue promoting and supporting educational programs.

The closing ceremony was presided over by Helen Chávez de Paz, who reminded the audience of “the shared responsibility of educators, parents, and society to provide students with the skills to express themselves and to understand all areas of knowledge.” For more information, contact Raquel Villaseca (rvillase15@yahoo.com.ar).

### **Bolivia: Educational Update Sessions Generate Interest and Raise the Profile of CETT**

This past August, the Andean CETT in Bolivia organized the first Educational Update Session for teachers in the Santa Cruz province. More than 275 teachers from marginal urban and rural areas attended a series of four workshops on the teaching of literacy. The purpose of the workshops was to introduce different strategies for working with primary school children.

By sharing information with a broader audience, CETT raises the profile of literacy instruction and the CETT approach. The aim is to enhance sustainability by increasing the demand for CETT training. For more information, contact Eloy Anello (eloy@nur.edu).

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### **Bolivia: Andean CETT Highlights Program Success at Literacy Expo**

The Andean CETT in Bolivia recently participated in the "Expomobile: Santa Cruz Reads," a mobile exhibition of institutions that work in the field of literacy. The exhibition is part of a larger group of activities taking place during this year, the Latin American Year of Reading. The CETT held workshops for teachers and parents and presented an exhibition of materials and original works created by children who attend CETT schools. The municipal district education office asked that the CETT hold more workshops for non-CETT teachers as many Bolivian teachers are anxiously awaiting entry into the formal training program.

More than 40 institutions participated in the Expomobile. They exhibited their works and made artistic and academic presentations on the topic of literacy. More than 20,000 directors, educators, students, parents, and neighborhood leaders of the Educational District II participated in the event. The next Expomobile will be in the community of Cotoca and the Andean CETT in Bolivia plans to continue its participation.

### **Bolivia: Andean CETT Spreads Message and Materials to Communities**

To disseminate information about the work of the Andean CETT in Bolivia, three official ceremonies were held this summer for the delivery of the learning and teaching materials prepared by the CETT. The purpose of the events was to educate different stakeholders about the CETT and develop working relationships.

The learning materials consist of folders with activity sheets for children and didactic guides for teachers. The materials were distributed to schools in both urban and rural areas and were posted online. The materials were designed to complement other materials produced by the Bolivian Educational Reform.

The largest event took place in late July in the auditorium of Universidad Nur. Over one hundred people were in attendance to hear a presentation of CETT progress and results. Two similar events were held in Sucre in June and August. For more information, contact Eloy Anello (eloy@nur.edu).



*A student speaks out about the value of CETT in Rimac, Peru*

### **Peru: Donations Recognize Rímac Schools' Strong Literacy Advancements**

Nineteen classrooms of the Rosa Merino Educational Institution in the district of Rímac, Peru, received donations of learning materials through the United States Agency for International Development (USAID) on behalf of the First Lady of the State of Florida, Mrs. Columba Bush. The classrooms also received baskets of scholastic equipment as a contribution from the Andean CETT to support the classroom work of the educators and students served by the Program.

The delivery ceremony was held in late August on the patio of the school and in the presence of various educational and local authorities, who all reaffirmed the commitment to improve the education of children from disadvantaged social sectors.

Prior to the ceremony, the group had an opportunity to speak with several primary students and was pleasantly surprised by the original compositions that the children had prepared. The children showed the visitors their advances in literacy, presenting their productions of prose, poetry, and plays, which earned warm applause from all those present, especially parents, who welcomed each performance. The CETT teachers also prepared a presentation of works made by the children in their classrooms.

For more information, contact Raquel Villaseca (rvillase15@yahoo.com.ar).

## **EDITOR'S NOTE**

USAID recognizes that, while the three Centers for Excellence for Teacher Training (CETT) have much in common, distance and time makes it difficult to remain in contact with each other. It is for this reason that USAID has contracted Aguirre International to produce this quarterly bulletin.

Because the Bulletin is internal to the CETT community, we will draw from diverse array of CETT sources for materials. Submission may come from Reading Specialists, PIU staff, Executive Committee members, as well as CETT staff members, discussing issues as seen "on the ground."

The purpose of the CETT Bulletin is to share ideas of importance and interest in order to foster greater communication and understanding in the CETT community.