

Project Description

PROJECT TITLE

We rebuild together the children's library!

PROJECT SUMMARY

The project will benefit 160 children who attend the school N° 175 "Ruca Anai", in Trelew, Chubut in Argentina, a country where 52% of the children between 15 and 17 years cannot understand properly a simple text.

The school is located in Tiro Federal, a very humble neighborhood in the City of Trelew that for 25 years has suffered from sewage and flooding problems.

A few years ago, due to a major flood, much of the reading material in the school library was ruined. Over time they have been getting used books to re-equip the library so the students have books to read. At the beginning of 2020, one of the water tanks overflowed again on the roof of the library, spoiling the few children's literature books they had.

Despite the efforts of all the school staff to retrieve the books, most of them had to be discarded. All the space was ruined, not just the books. The the furniture they had in the library where children came in search of books to read, was also lost.

We want to help the community of the Tiro Federal district to recover the Ruca Anai school library, so they could have an attractive and warm space that invites the children to come and enjoy a moment of reading or choose a book to take away and read at home.

Experience has shown that it is impossible to pretend to encourage children to read, without attractive and appropriate to their age books and without the commitment of adult mediators.

Other researches show that children from low-income families are at especially high risk for reading failure. Their vocabulary is usually smaller than that of their more affluent peers (300 words against 7000 of middle class children), and their approach to books is more limited or even inexistent.

Finally, research has also shown that there is a direct link between reading fluency and text comprehension. Studies shows that children who do not develop fluently reading in the first years of schooling will have a negative impact on reading comprehension in later years

This program tries to respond to the needs of a remote School named "N° 175 "Ruca Anai", in Trelew, Province of Chubut, where teachers intend to work intensely in the promotion of reading so they need quality books and the necessary training to bring children closer to reading. Furthermore, after they have lost all the children's literature books they had in the library, due to the large overflow of water.

With your contribution, we will provide the school with 175 new books of children's literature so teachers will have quality material that invites the children to read.

THEME

1. SECONDARY THEME 1

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3. Funding Amount

4. REQUESTED FUNDING AMOUNT: U\$S 2026.-

5. Donation Options

6. Include donation options at various levels (\$10, \$25, \$50, \$100, and more) that **show the specific impact** that a donation at different amounts could have. Be sure that donation options tie into your **project's budget** and your **stated activities**. Donation options must be **at least \$10** and projects **without one small donation option will not be approved**.

7. One-Time Donation Options

8. Recurring Donation Options

u\$S 15 buy 1 new children's literature book

u\$S 60 buy 4 new children's literature books

u\$S 120 buy 8 new children's literature books

u\$S 450 buy 30 new children's literature books

Project Location

COUNTRY

WHAT IS THE PROBLEM?

Since the 90s, education system in Argentina has been deteriorating, arriving today to an important crisis. In what regards reading, according to PISA Tests carried out by OCDE in 2012, Argentina ranked 61 among 65 countries tested. This is one of the lowest results, even if we compare it to other countries in Latin America. Besides, Argentina has been decreasing its place in the region compared to the evaluations done in 2000 and in 2009.

Children from low-income families are at especially high risk for reading failure. Their parents face family stress, no personal experience of being read to, limited time, resources, access to quality children's books, and limited adult literacy skills.

According to literacy researches, Argentine at risk children do not have any book at home. Other studies show that children from low-income families hear as many as 30 million fewer words than

their more affluent peers before the age of 4. Studies show that exposure to books and the printed word marks the difference between prepared and unprepared students.

Even more, 4 out of 10 children under 13 years old do not share oral stories with their family. And in the same proportion, these children do not have books at their homes, which can be interpreted as a virtual mortgage to their future. The same study reveals that 3 million of the children aged 0 to 4 years old poses deficit in early stimulation: these children have no books at home, and adults do not read or share stories with them. (UCA. 2015)

Literacy is the “single most significant factor” affecting a child’s success in school according to the National Commission on Reading of the United States. Children who enter kindergarten without the basic language skills required for reading start school at a tremendous disadvantage. Studies have shown that more than 88% of children who have difficulty reading at the end of first grade display similar difficulties at the end of fourth grade. Fourth grade is a benchmark year, because it is at this stage that children must transition from “learning to read” to “reading to learn.” Lack of early reading proficiency translates to poor performance in any subject where reading comprehension is required—from language arts and social studies to math and science.

The right to education is not only the right to access education but also the right to receive an education of good quality. To do so, reading practices should be assiduous and frequent. This program tries to respond to the needs of various education institutions that decide to work on reading promotion but to do so they need books available for children and an effective methodology that will bring them closer to the proposed objective.

The lack of reading skills is one of the reasons for school dropout and grade repetition. Reading and advanced levels of literacy are at the heart of every educational process. Access to books, development of reading habits, improvement of the reading comprehension, acquisition of critical thinking, reasoning ability and analysis are the key aspects to consider in reading projects.

This program aims at helping schools lead with:

- The lack of space, resources and materials to promote literacy in children that leave in vulnerable communities.
- The lack of teachers’ training in innovative strategies to promote children.
- The lack of children’s language and literacy stimulation at home.

Consequences of poor quality early education have several effects in the medium and long term:

- Poor school performance (repetition, dropout and school failure)
- Lack of social integration of children and youth.
- Implications for local development: growth and low economic and social development and deepening of social inequalities.

The following project looks forward to reduce this inequality gap. Provide children with a sound start in education guarantees their present and their future development. There is no future without

education. Nor for the kids, nor for their families, nor for their community, nor for our country or even the world.

HOW WILL THIS PROJECT SOLVE THE PROBLEM?

Implementing this project, we'll provide the school with 175 new books of children's literature so teachers will have quality material that invites the children to read.

POTENTIAL LONG-TERM IMPACT

Provide the school with new literature books to rebuild their library - Widen and diversify the experiences of reading in the children's journeys - Make aware the importance of reading in the general development of the children involved and create an alliance between the schools and the families - Parents will acquire resources to promote literacy at home and so the literacy education of the entire family will be strengthened. - In the future, children will become active members of society.