

*Tenonderã
Consultants*



FINAL REPORT

Evaluation of Various Components
of the Kwatiañe'ê Project

August- September - October,
2011

Asunción -Paraguay

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Consultants**



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**FINAL REPORT.
KUATIAÑE'Ë PROJECT EVALUATION
2011**

1.- REGARDING THE OBJETIVO OF THE KUATIAÑE'Ë PROJECT

The Project's initial intention is to rescue the oral culture of **Guarani**-speaking peoples.

Thus, it's interesting to explore what the word "language" means to the Guaraní peoples; and there's no better way to do so than to remember a brief song, "Ayvu Raptya," from the celebrated book of León Cadogan, because it brings us to the heart of the Project.

¿What could be more meaningful for an evaluation than remembering what the "word" means to them? Here, then, is the text cited from the unequalled ethnographer Cadogan:

*"The true Father Ñamandu, the first,
out of a small portion of his own divinity,
out of the wisdom contained in his own divinity,
and by virtue of his originative wisdom,
called into being flames and pale mist.*

*Having been raised up,
out of the wisdom contained in his own divinity,
and by virtue of his originative wisdom,
he conceived the origin of human language.
Out of the wisdom contained in his own divinity,
And by virtue of his originative wisdom,
our Father created the foundation of human language
and made it to form part of his own divinity.
Before the earth existed,
in the midst of the primordial darkness,
before things were known,*



he created that which would become the foundation of human language and the true First Father Ñamandu made it to become part of his own divinity.”

According to the Guaraní concept, the word is so sacred that it comes directly from the Creator, and language occupies such an elevated position as to be considered part and essence of divinity itself.

Oral culture has for millennia transmitted multiple aspects of the Guaraní culture; its words have echoed among forests and rivers; they have been confided to the wind and to the memory of peoples; but they have not been forgotten—these treasures have been passed on to us.

In the last thirty years, **Guaraní**-speaking peoples have been obliged to undergo a rapid process of confrontation with other cultures that surround their habitat and their forests. They have seen entire forests, their ancestral environment, destroyed. Moreover, various communities have been forcibly displaced to other sites due to the construction of the Itaipu hydroelectric dam. All of this has generated terror among the communities and has initiated an accelerated process of acculturation. Inter-ethnic friction has generated and is generating a new model for Guaraní life that is both in continuity with tradition and at the same time is adapting to the new situation, in order to survive while reclaiming native identity. In this sensitive, painful process of cultural transfiguration, and against the overbearing avalanche of the dominant cultures, the Guaraní people need external help to sustain the transforming energy of their wisdom and knowledge.

The fundamental purpose of the Kwatiañe’ê Project is to conserve the “word” of the Ava-Guaraní, Mbya Guaraní, and Ache. This is a significant effort that has aroused the interest and applause not only of the affected peoples, but also of all anthropologists and indigenists [working in this field]. The essence and identity of a people is transmitted through the word, via communication that originally was only spoken, and now is written as well.

The Project’s work of recording and compiling the oral culture of the above-mentioned cultures, and posterior use of this material in didactic texts that including reading and exercise books for students and teaching guides for teachers, has parallels and precedents among other ethnic groups of the Chaco that pertain to a variety of linguistic families. Other institutions have carried out similar work with highly satisfactory results to conserve indigenous peoples’ living memory of the past. We make this observation in order to highlight the importance of the task carried out by the Project, whose patient efforts to record and compile biographies, stories, myths, and tales of living in the bush are reflected in the books. This wisdom, when made accessible to everyone, becomes an axis of force to rally peoples together, to strengthen their ethnic identity, to lift their collective self-esteem, and to perfect instruments of



dialog to be used with (numerically) majority groups; at the same time, these materials serve the didactic purpose of motivating reading and the ability to write.

With these initial words, we've situated ourselves at the heart of our task: the evaluation; seeking to understand and appraise the work the **KUATIAÑE'Ë PROJECT** has proposed—giving to Guaraní-speaking indigenous groups the possibility of rescuing and preserving written documentation of their rich oral culture.

2.- REPORT

As specified in the terms of reference, we hereby present the final period report produced by this Consultancy.

In order to lay out the activities carried out by the Consultants in an orderly manner, the report covers three stages: preparation, application, and analysis and preparation of conclusions.

A. PREPARATION.

- a. Work meeting with General Coordinator of the Kuatiañe'ë Project, Prof. Dr. Almidio Aquino, (07 -07-2011)
- b. Developing evaluation design with the Kuatiañe'ê Project.
- c. Selecting criteria and designing templates and questionnaires:
 - for the survey to be implemented by local researchers
 - for the technical evaluation of the books.
 - for the evaluation of scholarship recipients.
- d. Planning all the activities related to carrying out the workshop to train the local researchers. Meeting held 05-08- 2011.

B. APPLICATION.

- a. Workshop to train local researchers: September 6 for Ava researchers; September 9 for Ache and Mbya researchers.
- b. Interviews with Kuatiañe'ê Project scholarship recipients and application of survey, September 16. On the same day a workshop was held for additional Mbya researchers.
- c. Technical evaluation of the books, using the previously prepared template.

- d. Survey to evaluate Kuatiañe'ê Project carried out in communities affected by the project.
- e. Visit to the communities to accompany and oversee the application of the survey by the researchers. The following workshops were given:
- community of Chupa Pou, September 22.
 - community of Fortuna (Curuguaty), September 23.
 - community of Jaguary (Caaguasu), September 24.
- e. Tabulating results

C. ANALYSIS AND PREPARATION OF CONCLUSIONS.

The tasks assigned for this Consultancy were carried out in accordance with the following work schedule:

KUATIAÑE'Ë PROJECT - CONSULTANCY WORK SCHEDULE

Nº	Tasks	August 2011	September 2011	October 2011
1	Prepare template for evaluating books.			
2	Evaluate books.			
3	Prepare surveys.			
4	Design workshops for researchers.			
5	Carry out workshop for researchers.		6 - Ava Guaraní 9 - Mbya Guaraní 13 - Ache Guayaki	
6	Take survey.			
7	Develop criteria for evaluating scholarship program.			
8	Interview scholarship recipients.			
9	Tabulate and analyze the compiled data.			
10	Preliminary presentation to Directors of Kuatiañe'ê Project.			
11	Final Report.			



<ul style="list-style-type: none"> researcher. b. Presentation. c. Administering the questions. d. Filling out the surveys. 	<ul style="list-style-type: none"> survey. ▪ Understand the survey terms. ▪ Identify they methodology to be used. 		
RECESS			
CONTENTS			
<ul style="list-style-type: none"> A. ▪ Practice: <ul style="list-style-type: none"> a. Presentation b. Applying the survey in groups. B. <u>Workshop Evaluation</u> 	<ul style="list-style-type: none"> • Train the participants to apply the surveys. 	<ul style="list-style-type: none"> ▪ Explore previous knowledge. ▪ Sharing knowledge. ▪ Systematizing the information. 	<ul style="list-style-type: none"> Photocopies. Multimedia.

KUATIAÑE'Ë PROJECT – CONSULTANCY.
WORKSHOP TO TRAIN RESEARCHERS
WORK GUIDE

Porandukuéra, pemba'apo haĝua aty'ípe.

Pemoñe'ë rire, pehesa'ýijo porandukuéra ha upéi pembohovái.

1. Hesakã porãpa pe'ême porandukuéra?.
2. Pemba'e porandu javépa mba'e hasyve ra'e?
3. Oïpa porandukuéra nahesakã porãiva?
4. Oïpa, ambue mbohovái pembojoapyséva ãva ndive?



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COMMENTS

The pedagogical activities corresponding to the Workshops for Training Local Researchers have been carried out successfully. The local researchers from each ethnic group have participated in each one of the corresponding workshops. At the same time they were trained, they were also provided with the materials needed for the activities being planned.

Prof. Dr. María Eva Mansfeld de Agüero and Prof. Dr. María Elvira Martínez de Campos were responsible for [planning] the training Workshop and led the technical-pedagogical activities carried out in said workshops. Related organizational and administrative tasks were carried out by Project staff.

The three workshops were carried out in a completely normal way, in a positive environment in which the researchers satisfactorily received all pertinent information. The orientations were provided in both of the country's official languages, and participants had the opportunity to ask questions, which were duly answered. The general result of the Workshops can be qualified as very good, based on the level of participation and interest demonstrated by the Local Researchers.

- **INTERVIEW WITH KUATIAÑE'Ê PROJECT SCHOLARSHIP RECIPIENTS AND APPLICATION OF THE SURVEY.**

On Friday, September 16, 2011, an interview workshop was held with the Kuatiañe'ê Project scholarship recipients, and the survey was given to them. They participated enthusiastically and at all times responded readily to the questionnaire.

See “Survey Recipients Questionnaire Matrix” in Appendices.

■ TECHNICAL EVALUATION OF THE BOOKS.

Details on all the books evaluated are presented in the graphic on the following page.

Book	N°	Level
AVA GUARANI		
Aranduka ogueroayvu a'gua kunuminguéry	27	Primary (1st, 2nd and 3rd grade)
Aranduka mbo'eára pytyvorã	27	Primary (1st, 2nd and 3rd grade)
Aranduka ogueroayvu a'gua kunuminguéry Ayvu	28	Secondary (4th, 5th and 6th grade)
Aranduka mbo'eára pytyvörã.	28	Secondary (4th, 5th and 6th grade)
Aranduka ogueroayvu a'gua kunumi ha kuñataĩ	29	Tertiary (7th, 8th and 9th grade)
Aranduka mboeára pytyvörã.	29	Tertiary (7th, 8th and 9th grade)
ACHE		
ACHE JAVU Stories from the Ache – Community of Chupa Pou, District of Villa Ygatimi- Dept.	3	Reading Book



Canindeyú		
Ache Javu Krumi/Pre-School - 2011	4	Pre-School
MBYA GUARANI		
Kuachiapara omboayvu aña Kyrýingue'i	11	Secondary (4th, 5th and 6th grade)
Kuachiapara mboeára pytyvörä	11	Secondary (4th, 5th and 6th grade)
Kuachiapara omboayvu avä avakue'i ha'e kuñangué'ikuéry	12	Tertiary (7th, 8th and 9th grade)
Kuachiapara mboeára pytyvörä	12	Tertiary (7th, 8th and 9th grade)
Kuachiapara omboayvu avä avakue'i ha'e kuñanguékuéry	13	Intermediate Level
Kuachiapara mboeára pytyvörä	13	Intermediate Level
Kuachiapara amboayvu avä Kyrýinguéry	14	Primary (1st, 2nd and 3rd grade)
Kuachiapara mboea pytyvörä	14	Primary (1st, 2nd and 3rd grade)
Kuachiapara omboeko avä Kyrýinguéry	15	Initial Level (Pre-School)

The books were evaluated in accordance with the template prepared for this purpose.

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A. AVA GUARANI BOOKS

**a. 1. Aranduka ogueroayvu aña kunuminguéry. N° 27-
Primary School Level. (1st, 2nd and 3rd grade).**



**MATRIX OF INDICATORS OF QUALITY OF EXERCISE BOOKS
FOR INDIGENOUS STUDENTS OF THE MBYA, AVA GUARANI
ETHNIC GROUP.**

See following page

CATEGORIES	VARIABLES	INDICATORS	Y	N	A V
PEDAGOGICAL	GENERAL CHARACTERISTICS	Index.	✓		
		Text is clear and comprehensible for children at the target age.	✓		
		Favors increasing vocabulary.	✓		
		Text in vernacular language; does not include unnecessary Spanish loan-words.	✓		
		Length of sentences conducive to readability.	✓		
		Short paragraphs.	✓		
		Personal Identity.	✓		
		Self-Esteem.	✓		
		Respecting differences and avoiding discrimination.	✓		



QUALITY	VALUES	Self-care.	✓		
		Autonomy:	✓		
		- Self-control	✓		
		- Tolerance	✓		
		Cultural Identity:	✓		
		- Sense of belonging.	✓		
		- Language.	✓		
PEDAGOGICAL QUALITY	TECHNICAL- PEDAGOGICAL CHARACTERISTICS	- Respect for customs and traditions.	✓		
		Multi-ethnic and pluri-cultural expression of our country.		✓	
		Addresses local, national, and international realities.			✓
		The characters reflect characteristics of the population: skin color, facial features, hair types and colors, eye shapes and colors, height, clothing, and traditional characteristics.	✓		
		Facilitates identification of different types of texts: stories, comic strips, poetry, instructions, riddles, scientific texts regarding technology, animals, and plants.			✓
		Stimulates linguistic abilities.	✓		
	TECHNICAL- PEDAGOGICAL CHARACTERISTICS	Facilitates learning written language.	✓		
		Sense of humor and elements of suspense.		✓	
		Tone and fluency of expression.	✓		

CATEGORIES	VARIABLES	INDICATORS	Y	N	AV
PEDAGOGICAL QUALITIES	THINKING STRATEGIES	Forming reading habits.	✓		
		Favors searching for information.			✓
		Strengthens imagination and creativity.			✓



VISUAL / GRAPHIC QUALITY	DIAGRAMS	Light and fluid.			✓
		The cover expresses the content of the text.	✓		
		All parts of the text relate to one another in a logical manner.	✓		
		Harmony between text and images.	✓		
	ILLUSTRATIONS	Relationship to the text.	✓		
		Attractive and at the level of the student.	✓		
		Images appropriate to the process of self-culture-building which the boys and girls are living out.	✓		
		Contribute new ideas and clarify details.	✓		
		Clear and vivid.	✓		
		Occupy more space than the text on each page.			✓
		Faithfully interpret the text.	✓		
	PHYSICAL QUALITY		Size: Minimum 16 point for contents and 18 point or larger for titles.		
TYPE		Upper-case or cursive letters.	✓		
COLOR		Full-color.	✓		
		Balanced use of color.	✓		
DURABILITY		Useful life of at least 3 years.	✓		
PHYSICAL QUALITY	FORMAT / SIZE	From A5 to A4	✓		
		Light and easy to manage.	✓		
	PAPER	Bond paper, minimum weight 75 grams.	✓		
		Opaque; does not shine or reflect light when text is being read, and does not allow ink to filter through	✓		



		to the reverse side of the page.			
	COVER	Cardboard	✓		
		UV varnished or plasticized.	✓		
		Full-color.	✓		
BINDING	Hot glue.	✓			

**a. Aranduka ogueroayvu água kunuminguéry. N° 27-
Primary Level. (1st, 2nd and 3rd grade).**

COMMENTS

The intention of the Mbya Guaraní book Ayvu N° 27, *Aranduka ogueroayvu água kunuminguéry*, for beginning readers and writes (primary level students), constitutes a very interesting contribution to helping Ava Guaraní boys and girls learn to read and write.

Its diagrams are pleasing and fluid, and the illustrations propose an ongoing rapprochement with the Ava Guaraní culture. It does this in two ways: First, it includes photographs of members of various communities of the Ava people. Second, (with very good taste) it presents drawings done by children who, using their creativity and imagination, illustrate elements and cultural aspects of their community.

a. Aranduka mbo'eára pytyvorä. N° 27-Primary (1st, 2nd and 3rd grade)

**GUIDE FOR ANALYZING THE TEACHERS' MANUAL
AVA GUARANÍ**

Technical-Didactic Aspects			
	Y	N	AV
▪ Orients the teacher regarding the legal basis of indigenous education	✓		
▪ Presents to the teacher the Paraguayan education system's curricular proposal for basic-level education.	✓		
▪ Orients teachers in regards to the cultural focus of the student reading books.	✓		
▪ Orients the teacher in regards to the teaching process related to the readings.	✓		
▪ Orients the teacher in regards to class preparation.	✓		
▪ Orients the teacher in regards to selecting competencies and capacities to be achieved through the reading.	✓		
▪ Orients the teacher in regards to establishing indicators that help students to achieve comprehension of the readings.	✓		
▪ Enables the teacher to orient students in order that they may develop the following capacities:			
- Analysis			✓
- Synthesis			✓



- Generalization			✓
- Comparing			✓
- Summarizing			✓
- Conceptualizing cause-effect relationships			✓
- Inference			✓
▪ Are related to the Basic Common Contents	✓		
▪ Orients teachers in regards to evaluating the Reading process, in general.	✓		
▪ Orients teachers on how to evaluate pre-reading.	✓		
▪ Orients teachers on how to evaluate reading.	✓		
• Orients teachers on how to evaluate post-reading.	✓		
OBSERVATIONS – GENERAL OPINION OF THE WORK.			

B. AVA GUARANI BOOKS

b. Aranduka ogueroayvu aña kunuminguéry Ayvu. N°

28- Secondary Level. (4th, 5th and 6th grade)



**MATRIX OF QUALITY INDICATORS FOR EXERCISE BOOKS
FOR INDIGENOUS STUDENTS OF THE MBYA AND AVA GUARANI
ETHNIC GROUPS.**

See following page

CATEGORIES	VARIABLES	INDICATORS	Y	N	A V
PEDAGOGICAL QUALITY	GENERAL CHARACTERISTICS	Index.	✓		
		Text is clear and comprehensible for children at the target age.	✓		
		Favors increasing vocabulary.	✓		
		Text in vernacular language; does not include unnecessary Spanish loan-words.	✓		
		Length of sentences conducive to readability.	✓		
		Short paragraphs.	✓		
	VALUES	Personal Identity.	✓		
		Self-Esteem.	✓		
		Respecting differences and avoiding discrimination.	✓		
		Self-care.	✓		
		Autonomy:	✓		
		- Self-control	✓		



PEDAGOGICAL QUALITY		- Tolerance	✓		
		Cultural Identity:	✓		
		- Sense of belonging.	✓		
		- Language.	✓		
		- Respect for customs and traditions.	✓		
	TECHNICAL- PEDAGOGICAL CHARACTERISTICS	Multi-ethnic and pluri-cultural expression of our country.			✓
		Addresses local, national, and international realities.			✓
		The characters reflect characteristics of the population: skin color, facial features, hair types and colors, eye shapes and colors, height, clothing, and traditional characteristics.	✓		
		Facilitates identification of different types of texts: stories, comic strips, poetry, instructions, riddles, scientific texts regarding technology, animals, and plants.			✓
		Stimulates linguistic abilities.	✓		
	TECHNICAL- PEDAGOGICAL CHARACTERISTICS	Facilitates learning written language.	✓		
		Sense of humor and elements of suspense.		✓	
		Tone and fluidity of expression.	✓		
	THINKING STRATEGIES	Forming reading habits.			✓
		Favors searching for information.			✓
		Strengthens imagination and creativity.			✓
	DIAGRAMS	Light and fluid.	✓		
		The cover expresses the content of the text.	✓		
		All parts of the text relate to one another in a logical manner.	✓		
		Harmony between text and images.	✓		



VISUAL / GRAPHIC QUALITY		Text and images are distributed throughout all the available space.	✓			
	ILLUSTRATIONS		Relationship to the text.	✓		
			Attractive and at the level of the student.	✓		
			Images appropriate to the process of self-culture-building which the boys and girls are living out.	✓		
			Contribute new ideas and clarify details.			✓
			Clear and vivid.	✓		
			Occupy more space than the text on each page.			✓
			Faithfully interpret the text.	✓		
PHYSICAL QUALITY		Size: Minimum 16 point for contents and 18 point or larger for titles.	✓			
	TYPE	Upper-case or cursive letters.	✓			
	COLOR		Full-color.	✓		
			Balanced use of color.	✓		
	DURABILITY		Useful life of at least 3 years.	✓		
	FORMAT		From A5 to A4	✓		
			Light and easy to manage.	✓		
	PAPER		Bond paper, minimum weight 75 grams.	✓		
			Opaque; does not shine or reflect light when text is being read, and does not allow ink to filter through to the reverse side of the page.	✓		
	COVER		Cardboard	✓		
			UV varnished or plasticized.	✓		
			Full-color.	✓		
BINDING		Hot glue.	✓			



Aranduka ogueroayvu água kunuminguéry Ayvu. N°

28- Secondary Level (4th, 5th and 6th grade)

COMMENTS:

This material makes an attempt at rapprochement with the culture of the Ava people and with the culture's great value. The readings put the reader in the midst of the Ava environment, their customs, and their habitual practices.

- We believe it's appropriate to suggest better use of space in order to incorporate more enriching, creative, and functional activities, thus providing greater possibilities for language development.

**GUIDE FOR ANALYZING TEACHERS' MANUAL
AVA GUARANÍ . N° 28**

Technical-Didactic Aspects			
	Y	N	AV
▪ Orients the teacher regarding the legal basis of indigenous education	✓		
▪ Presents to the teacher the Paraguayan education system's curricular proposal for basic-level education.	✓		
▪ Orients teachers in regards to the cultural focus of the student reading books.	✓		
▪ Orients the teacher in regards to the teaching process related to the readings.	✓		
▪ Orients the teacher in regards to class preparation.	✓		
▪ Orients the teacher in regards to selecting competencies and capacities to be achieved through the reading.	✓		
▪ Orients the teacher in regards to establishing indicators that help students to achieve comprehension of the readings.	✓		
▪ Enables the teacher to orient students in order that they may develop the following capacities:			
- Analysis			✓
- Synthesis			✓
- Generalization			✓
- Comparing			✓
- Summarizing			✓
- Conceptualizing cause-effect relationships			✓
- Inference			✓
▪ Are related to the Basic Common Contents	✓		
▪ Orients teachers in regards to evaluating the Reading process, in general.	✓		
▪ Orients teachers on how to evaluate pre-reading.	✓		



▪ Orients teachers on how to evaluate reading.	✓		
• Orients teachers on how to evaluate post-reading.	✓		
OBSERVATIONS – GENERAL OPINION OF THE WORK.			

A. AVA GUARANI BOOKS

**b. 1. Aranduka ogueroayvu a'gua kunumi ha kuñatai. N° 29-
Tertiary Level. (7th, 8th and 9th grade).**



**MATRIX OF QUALITY INDICATORS FOR EXERCISE BOOKS
FOR INDIGENOUS STUDENTS OF THE MBYA AND AVA GUARANI
ETHNIC GROUPS.**

See following page

CATEGORIES	VARIABLES	INDICATORS	Y	N	A V
PEDAGOGICAL QUALITY	GENERAL CHARACTERISTICS	Index.	✓		
		Text is clear and comprehensible for children at the target age.	✓		
		Favors increasing vocabulary.	✓		
		Text in vernacular language; does not include unnecessary Spanish loan-words.	✓		
		Length of sentences conducive to readability.	✓		
		Short paragraphs.	✓		
	VALUES	Personal Identity.	✓		
		Self-Esteem.	✓		
		Respecting differences and avoiding discrimination.	✓		
		Self-care.	✓		
		Autonomy:	✓		
		- Self-control	✓		



		- Tolerance	✓		
		Cultural Identity:	✓		
		- Sense of belonging.	✓		
		- Language.	✓		
		- Respect for customs and traditions.	✓		
	TECHNICAL- PEDAGOGICAL CHARACTERISTICS	Multi-ethnic and pluri-cultural expression of our country.		✓	
		Addresses local, national, and international realities.			✓
		The characters reflect characteristics of the population: skin color, facial features, hair types and colors, eye shapes and colors, height, clothing, and traditional characteristics.	✓		
		Facilitates identification of different types of texts: stories, comic strips, poetry, instructions, riddles, scientific texts regarding technology, animals, and plants.			✓
		Stimulates linguistic abilities.	✓		
TECHNICAL- PEDAGOGICAL CHARACTERISTICS	Facilitates learning written language.	✓			
	PEDAGOGICAL QUALITY	Sense of humor and elements of suspense.		✓	
		Tone and fluidity of expression.	✓		

CATEGORIES	VARIABLES	INDICATORS	Y	N	AV
PEDAGOGICAL QUALITY	THINKING STRATEGIES	Forming reading habits.			✓
		Favors searching for information.			✓
		Strengthens imagination and creativity.			✓
		Light and fluid.	✓		



VISUAL / GRAPHIC QUALITY	DIAGRAMS	The cover expresses the content of the text.	✓		
		All parts of the text relate to one another in a logical manner.	✓		
		Harmony between text and images.	✓		
		Text and images are distributed throughout all the available space.	✓		
	ILLUSTRATIONS	Relationship to the text.	✓		
		Attractive and at the level of the student.	✓		
		Images appropriate to the process of self-culture-building which the boys and girls are living out.	✓		
		Contribute new ideas and clarify details.			✓
		Clear and vivid.	✓		
		Occupy more space than the text on each page.			✓
Faithfully interpret the text.		✓			
PHYSICAL QUALITY		Size: Minimum 16 point for contents and 18 point or larger for titles.	✓		
	TYPE	Upper-case or cursive letters.	✓		
	COLOR	Full-color.	✓		
		Balanced use of color.	✓		
	DURABILITY	Useful life of at least 3 years.	✓		
PHYSICAL QUALITY	FORMAT	From A5 to A4	✓		
		Light and easy to manage.	✓		
	PAPER	Bond paper, minimum weight 75 grams.	✓		
		Opaque; does not shine or reflect light when text is being read, and does not allow ink to filter through to the reverse side of the page.	✓		
	COVER	Cardboard	✓		
		UV varnished or plasticized.			



			✓		
		Full-color.	✓		
	BINDING	Hot glue.	✓		

c. Aranduka ogueroayvu aña kunumi ha kuñatai. N° 29-

COMMENTS.

Book N°29, offers a rich cultural expression of the Ava people. The readings are enriched with photos of community members, the inclusion of these photos testifies to the effective participation of the people in this task of recuperating and valuing their culture.

- This material, along with N°s 27 and 28, contain:
 - 15 readings (5 readings for each grade).
 - Each reading or motivational text is accompanied by pre- and post-reading exercises.
 - On average there are nine post-reading exercises for each reading, for a total of 45 for the three grades which each book covers for each student.
 - The post-reading exercises or activities that have been put forth are repetitive, and have to do with the following:
 - a. Questions, fill-in-the-blanks, multiple choice, questions with direct answers found in the text.
 - b. Clarifying the meaning of words with the help of the dictionary.
 - c. Formulating sentences.
 - d. Drawing expressions of content found in the book.
 - e. Asking members of the family about the content of the reading.
- We suggest gradually adding in activities that invite reflection and intercultural dialog; that help [the student] to recognize and interact with their own culture and with other cultures that together comprise national society.

d. Aranduka mbo'eára pytyvorä. N° 29- Tertiary Level. (7th, 8th and 9th grade)

GUIDE FOR ANALYZING THE TEACHERS' MANUAL, AVA GUARANÍ

Technical-Didactic Aspects			
	Y	N	AV
▪ Orients the teacher regarding the legal basis of indigenous education	✓		
▪ Presents to the teacher the Paraguayan education system's curricular proposal for basic-level education.	✓		
▪ Orients teachers in regards to the cultural focus of the student reading books.	✓		
▪ Orients the teacher in regards to the teaching process related to the readings.	✓		
▪ Orients the teacher in regards to class preparation.	✓		
▪ Orients the teacher in regards to selecting competencies and capacities to be achieved through the reading.	✓		
▪ Orients the teacher in regards to establishing indicators that help students to achieve comprehension of the readings.	✓		
▪ Enables the teacher to orient students in order that they may develop the following capacities:			
- Analysis			✓
- Synthesis			✓
- Generalization			✓
- Comparing			✓
- Summarizing			✓
- Conceptualizing cause-effect relationships			✓
- Inference			✓
▪ Are related to the Basic Common Contents	✓		
▪ Orients teachers in regards to evaluating the Reading process, in general.	✓		
▪ Orients teachers on how to evaluate pre-reading.	✓		



▪ Orients teachers on how to evaluate reading.	✓		
• Orients teachers on how to evaluate post-reading.	✓		
OBSERVATIONS – GENERAL OPINION OF THE WORK			

1. TEACHERS' MANUAL

Manual N° 28.

Selects two readings and the corresponding exercises from the student book as examples. Does not include content regarding the process of *listening / auditory comprehension*.

The first part of the manual provides indisputable support for the teacher: after presenting the purpose of the manual, it describes the Purposes of Paraguayan Education, touches on various topics of interest, presents the process of teaching reading comprehension (though lacking coverage of auditory comprehension), and ending with proposed Lesson Plans.

Manual N° 29

Manual N° 29, selects two readings each and the corresponding exercises from the student book for grades 7 and 8, and only one reading and exercises for grade 9.

The teacher manuals follow a nearly identical structure. They only differ in that N° 28 lacks content regarding the process of *auditory / listening comprehension*. Starting with "*marâipa ava guaraní ayvu gueroayvurà*", each manual contains selected units or lessons taken as examples from the student book, culminating with "*Mba'eporà gueroayvurà- Ava Yvi Reegua*".

The teachers' manuals follow the same format: they include, as examples, two readings and the corresponding exercises for each grade, but they do not offer other



suggestions such as techniques and exercises that promote reflection, dialog, reasoning, anticipation, guessing, understanding of cause-effect relationships, etc. The manuals could provide more ideas for the teachers beyond the exercises already included in the student workbooks.

We suggest that the manual include more creative activities that would enable students to identify different kinds of texts: poetry, instructions, games, riddles, news, and comic strips that include notes of humor.

B. ACHE BOOKS

- a. ACHE JAVU. Krumi Iaporã- Pre-School. Community of Chupa Pou. District of Villa Ygatimi- Department of Canindeyú - N° 4. Initial Level (Pre-School)**



**MATRIX OF QUALITY INDICATORS FOR WORKBOOKS
FOR INDIGENOUS STUDENTS OF THE ACHE ETHNIC
GROUP.**

See following page

CATEGORIES	VARIABLES	INDICATORS	Y	N	A V
PEDAGOGICAL QUALITY	GENERAL CHARACTERISTICS	Index.	✓		
		Text is clear and comprehensible for children at the target age.	✓		
		Favors increasing vocabulary.	✓		
		Text in vernacular language; does not include unnecessary Spanish loan-words.	✓		
		Length of sentences conducive to readability.	✓		
		Short paragraphs.			✓
	VALUES	Personal Identity.	✓		
		Self-Esteem.	✓		
		Respecting differences and avoiding discrimination.	✓		
		Self-care.	✓		
		Autonomy:	✓		
		- Self-control	✓		
		- Tolerance	✓		
		Cultural Identity:	✓		
		- Sense of belonging.	✓		
		- Language.	✓		
		- Respect for customs and	✓		



		traditions.			
	TECHNICAL- PEDAGOGICAL CHARACTERISTICS	Multi-ethnic and pluri-cultural expression of our country.			✓
		Addresses local, national, and international realities.			✓
		The characters reflect characteristics of the population: skin color, facial features, hair types and colors, eye shapes and colors, height, clothing, and traditional characteristics.	✓		
		Facilitates identification of different types of texts: stories, comic strips, poetry, instructions, riddles, scientific texts regarding technology, animals, and plants.		✓	
		Stimulates linguistic abilities.	✓		
TECHNICAL- PEDAGOGICAL CHARACTERISTICS	Facilitates learning written language.	✓			
PEDAGOGICAL QUALITY	TECHNICAL- PEDAGOGICAL CHARACTERISTICS	Sense of humor and elements of suspense.		✓	
		Tone and fluidity of expression.	✓		

CATEGORIES	VARIABLES	INDICATORS	Y	N	AV
PEDAGOGICAL QUALITY	THINKING STRATEGIES	Forming reading habits.			✓
		Favors searching for information.			✓
		Strengthens imagination and creativity.	✓		
VISUAL / GRAPHIC QUALITY	DIAGRAMS	Light and fluid.		✓	
		The cover expresses the content of the text.	✓		
		All parts of the text relate to one another in a logical manner.	✓		
		Harmony between text and images.			✓
		Text and images are distributed throughout all the available space.			✓
		Relationship to the text.			



	ILLUSTRATIONS		✓		
		Attractive and at the level of the student.			✓
		Images appropriate to the process of self-culture-building which the boys and girls are living out.	✓		
		Contribute new ideas and clarify details.			✓
		Clear and vivid.	✓		
		Occupy more space than the text on each page.			✓
		Faithfully interpret the text.	✓		
PHYSICAL QUALITY		Size: Minimum 16 point for contents and 18 point or larger for titles.	✓		
	TYPE	Upper-case or cursive letters.	✓		
	COLOR	Full-color.	✓		
		Balanced use of color.	✓		
	DURABILITY	Useful life of at least 3 years.	✓		
PHYSICAL QUALITY	FORMAT	From A5 to A4	✓		
		Light and easy to manage.	✓		
	PAPER	Bond paper, minimum weight 75 grams.	✓		
		Opaque; does not shine or reflect light when text is being read, and does not allow ink to filter through to the reverse side of the page.	✓		
	COVER	Cardboard	✓		
		UV varnished or plasticized.	✓		
		Full-color.	✓		
	BINDING	Hot glue.	✓		



ACHE JAVU. Krumi Iaporã- Pre-School.

COMMENTS

The material is very well-designed, including an excellent cover and full-color illustrations that will arouse readers' interest. The material's linguistic strategy is in line with that of the other Ache materials; it includes titles, directions, and instructions in three languages: Ache, Guaraní, and Spanish.

The illustrations alternate between photographs and drawings made by Ache children showing how they see their own habitat or surroundings. This interesting strategy gives the material an unusual value, because through these illustrations it communicates the value of cultural elements specific to the Ache community of Chupa Pou.

The activities that are introduced, step by step, are organized in a way that contributes to preparing students to read and write. The exercises included are tiered in a way that will contribute very positively to helping teachers prepare students to start reading and writing.

**Tenonderã
Consultants**



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B ACHE BOOKS

b. ACHE JAVU Ache Stories from the Community of Chupa Pou. District of Villa Ygatimi-Department of Canindeyú. N° 3.



**MATRIX OF QUALITY INDICATORS FOR BOOK OF
STORIES FOR INDIGENOUS STUDENTS OF THE ACHE
ETHNIC GROUP.**

See following page.

CATEGORIES	VARIABLES	INDICATORS	Y	N	A V
PEDAGOGICAL QUALITY	GENERAL CHARACTERISTICS	Index.	✓		
		Text is clear and comprehensible for children at the target age.	✓		
		Favors increasing vocabulary.	✓		
		Text in vernacular language; does not include unnecessary Spanish loan-words.	✓		
		Length of sentences conducive to readability.	✓		
		Short paragraphs.	✓		
	VALUES	Personal Identity.	✓		
		Self-Esteem.	✓		
		Respecting differences and avoiding discrimination.	✓		
		Self-care.	✓		
		Autonomy:	✓		
		- Self-control	✓		
		- Tolerance	✓		
		Cultural Identity:	✓		
		- Sense of belonging.	✓		
		- Language.	✓		
		- Respect for customs and traditions.	✓		



	TECHNICAL- PEDAGOGICAL CHARACTERISTICS	Multi-ethnic and pluri-cultural expression of our country.		✓	
		Addresses local, national, and international realities.			✓
		The characters reflect characteristics of the population: skin color, facial features, hair types and colors, eye shapes and colors, height, clothing, and traditional characteristics.	✓		
		Facilitates identification of different types of texts: stories, comic strips, poetry, instructions, riddles, scientific texts regarding technology, animals, and plants.			✓
		Stimulates linguistic abilities.	✓		
PEDAGOGICAL QUALITY	TECHNICAL- PEDAGOGICAL CHARACTERISTICS	Facilitates learning written language.	✓		
		Sense of humor and elements of suspense.		✓	
		Tone and fluidity of expression.	✓		

CATEGORIES	VARIABLES	INDICATORS	Y	N	AV
PEDAGOGICAL QUALITY	THINKING STRATEGIES	Forming reading habits.			✓
		Favors searching for information.			✓
		Strengthens imagination and creativity.			✓
	DIAGRAMS	Light and fluid.	✓		
		The cover expresses the content of the text.	✓		
		All parts of the text relate to one another in a logical manner.	✓		
		Harmony between text and images.	✓		



		Text and images are distributed throughout all the available space.	✓			
	ILLUSTRATIONS		Relationship to the text.	✓		
			Attractive and at the level of the student.	✓		
			Images appropriate to the process of self-culture-building which the boys and girls are living out.	✓		
			Contribute new ideas and clarify details.			✓
			Clear and vivid.	✓		
			Occupy more space than the text on each page.			✓
			Faithfully interpret the text.	✓		
PHYSICAL QUALITY		Size: Minimum 16 point for contents and 18 point or larger for titles.	✓			
	TYPE	Upper-case or cursive letters.	✓			
	COLOR	Full-color.	✓			
		Balanced use of color.	✓			
	DURABILITY	Useful life of at least 3 years.	✓			
PHYSICAL QUALITY	FORMAT	From A5 to A4	✓			
		Light and easy to manage.	✓			
	PAPER	Bond paper, minimum weight 75 grams.	✓			
		Opaque; does not shine or reflect light when text is being read, and does not allow ink to filter through to the reverse side of the page.	✓			
	COVER	Cardboard	✓			
		UV varnished or plasticized.	✓			
		Full-color.	✓			
	BINDING	Hot glue.	✓			



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COMMENTS

- **ACHE JAVU Ache Stories from the Community of Chupa Pou. N° 3.**

This book of readings and historical and cultural materials for girls, boys, and youths from the ACHE community of Chupa Pou presents a cultural mosaic of the ACHE, including natural medicine, religious rites, place names, and the philosophical, anthropological, ethnic, and socio-linguistic characteristics of the Ache people. Thus, this book constitutes an incredibly and uniquely valuable contribution to the effort to recover the collective memories of the Ache people of Chupa Pou.

Since the texts are presented in three languages (Ache, Guaraní, and Spanish), the three versions have all been presented on each page (in three columns, one for each language). This layout is heavy and dense, and does not motivate reading; the illustrations mitigate this difficulty somewhat, but not completely.

Since the material's purpose is to provide access to knowledge on the cultural elements of the ACHE people, and because the stories narrated are so significant since they are told by members of the Chupa Pou Ache community, we want to highlight how important it is that photographs have been included of community members (though we believe in some cases the photos should be larger) as evidence of their participation in and approval of this important effort to recover the group's culture—aspects of which, if it were not for the work of the Kwatiañe'ê Project, could be forgotten.



C. MBYA GUARANI BOOKS

- **Kuachipara omboayvu água kyrîngue'i. N°11.
Secondary Level – 4th, 5th and 6th grade.**

**MATRIX OF QUALITY INDICATORS FOR BOOK OF STORIES FOR
INDIGENOUS STUDENTS OF THE ACHE ETHNIC GROUP.**

See following page

CATEGORIES	VARIABLES	INDICATORS	Y	N	A V
PEDAGOGICAL QUALITY	GENERAL CHARACTERISTICS	Index.	✓		
		Text is clear and comprehensible for children at the target age.	✓		
		Favors increasing vocabulary.	✓		
		Text in vernacular language; does not include unnecessary Spanish loan-words.	✓		
		Length of sentences conducive to readability.	✓		
		Short paragraphs.	✓		
	VALUES	Personal Identity.	✓		
		Self-Esteem.	✓		
		Respecting differences and avoiding discrimination.	✓		
		Self-care.	✓		
		Autonomy:	✓		
		- Self-control	✓		
		- Tolerance	✓		
		Cultural Identity: - Sense of belonging.	✓		



		- Language.	✓			
		- Respect for customs and traditions.	✓			
	TECHNICAL-PEDAGOGICAL CHARACTERISTICS	Multi-ethnic and pluri-cultural expression of our country.		✓		
		Addresses local, national, and international realities.			✓	
		The characters reflect characteristics of the population: skin color, facial features, hair types and colors, eye shapes and colors, height, clothing, and traditional characteristics.	✓			
		Facilitates identification of different types of texts: stories, comic strips, poetry, instructions, riddles, scientific texts regarding technology, animals, and plants.			✓	
		Stimulates linguistic abilities.	✓			
	TECHNICAL-PEDAGOGICAL CHARACTERISTICS	Facilitates learning written language.	✓			
		PEDAGOGICAL QUALITY	Sense of humor and elements of suspense.		✓	
			Tone and fluidity of expression.	✓		

CATEGORIES	VARIABLES	INDICATORS	Y	N	AV
PEDAGOGICAL QUALITY	THINKING STRATEGIES	Forming reading habits.			✓
		Favors searching for information.			✓
		Strengthens imagination and creativity.			✓
	DIAGRAMS	Light and fluid.	✓		
		The cover expresses the content of the text.	✓		
		All parts of the text relate to one another in a logical manner.	✓		
		Harmony between text and images.	✓		



		Text and images are distributed throughout all the available space.	✓			
	ILLUSTRATIONS		Relationship to the text.	✓		
			Attractive and at the level of the student.	✓		
			Images appropriate to the process of self-culture-building which the boys and girls are living out.	✓		
			Contribute new ideas and clarify details.			✓
			Clear and vivid.	✓		
			Occupy more space than the text on each page.			✓
			Faithfully interpret the text.	✓		
PHYSICAL QUALITY		Size: Minimum 16 point for contents and 18 point or larger for titles.	✓			
	TYPE	Upper-case or cursive letters.	✓			
	COLOR	Full-color.	✓			
		Balanced use of color.	✓			
	DURABILITY	Useful life of at least 3 years.	✓			
PHYSICAL QUALITY	FORMAT	From A5 to A4	✓			
		Light and easy to manage.	✓			
	PAPER	Bond paper, minimum weight 75 grams.	✓			
		Opaque; does not shine or reflect light when text is being read, and does not allow ink to filter through to the reverse side of the page.	✓			
	COVER	Cardboard	✓			
		UV varnished or plasticized.	✓			
		Full-color.	✓			
	BINDING	Hot glue.	✓			



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- **Kuachipara omboayvu aġua kyrîngue’i. N°11.**

Book N° 11, after presenting the material, contains an interesting, though brief, historical account of the Mbya Guaraní, ending with a map of Paraguay on which all the Mbya indigenous communities in the country are identified. This is an interesting contribution that should be enriched with more information.

Book 11 contains 12 motivational texts, including ayvu (“words” or reflections) written by grandfathers and leaders of the community who share their knowledge about their language and culture. Each reading comes with a corresponding proposed activity.



GUIDE FOR ANALYZING THE TEACHER MANUAL - MBYA GUARANÍ.

Technical – Didactic Aspects			
	Y	N	AV
▪ Orients the teacher regarding the legal basis of indigenous education	✓		
▪ Presents to the teacher the Paraguayan education system's curricular proposal for basic-level education.	✓		
▪ Orients teachers in regards to the cultural focus of the student reading books.	✓		
▪ Orients the teacher in regards to the teaching process related to the readings.	✓		
▪ Orients the teacher in regards to class preparation.	✓		
▪ Orients the teacher in regards to selecting competencies and capacities to be achieved through the reading.	✓		
▪ Orients the teacher in regards to establishing indicators that help students to achieve comprehension of the readings.	✓		
▪ Enables the teacher to orient students in order that they may develop the following capacities:			
- Analysis			✓
- Synthesis			✓
- Generalization			✓
- Comparing			✓
- Summarizing			✓
- Conceptualizing cause-effect relationships			✓
- Inference			✓
▪ Are related to the Basic Common Contents	✓		
▪ Orients teachers in regards to evaluating the Reading process, in general.	✓		
▪ Orients teachers on how to evaluate pre-reading.	✓		
▪ Orients teachers on how to evaluate reading.	✓		



<ul style="list-style-type: none"> Orients teachers on how to evaluate post-reading. 	✓		
OBSERVATIONS – GENERAL OPINION OF THE WORK.			

C. MBYA GUARANI BOOKS

- Kuachiapara omboayvu avã avakue'i ha'e kuñangue'ikuéry. N° 12. Tertiary Level – 7th, 8th and 9th grade.**



**MATRIX OF QUALITY INDICATORS FOR BOOK OF
STORIES FOR INDIGENOUS STUDENTS OF THE MBYA
GUARANI ETHNIC GROUP.**

See following page

CATEGORIES	VARIABLES	INDICATORS	Y	N	A V
PEDAGOGICAL QUALITY	GENERAL CHARACTERISTICS	Index.	✓		
		Text is clear and comprehensible for children at the target age.	✓		
		Favors increasing vocabulary.	✓		
		Text in vernacular language; does not include unnecessary Spanish loan-words.	✓		
		Length of sentences conducive to readability.	✓		
		Short paragraphs.	✓		
	VALUES	Personal Identity.	✓		
		Self-Esteem.	✓		
		Respecting differences and avoiding discrimination.	✓		
		Self-care.	✓		
		Autonomy:	✓		
		- Self-control	✓		
		- Tolerance	✓		
		Cultural Identity: - Sense of belonging.	✓		



		- Language.	✓			
		- Respect for customs and traditions.	✓			
	TECHNICAL-PEDAGOGICAL CHARACTERISTICS	Multi-ethnic and pluri-cultural expression of our country.		✓		
		Addresses local, national, and international realities.			✓	
		The characters reflect characteristics of the population: skin color, facial features, hair types and colors, eye shapes and colors, height, clothing, and traditional characteristics.	✓			
		Facilitates identification of different types of texts: stories, comic strips, poetry, instructions, riddles, scientific texts regarding technology, animals, and plants.			✓	
		Stimulates linguistic abilities.	✓			
	TECHNICAL-PEDAGOGICAL CHARACTERISTICS	Facilitates learning written language.	✓			
		PEDAGOGICAL QUALITY	Sense of humor and elements of suspense.		✓	
			Tone and fluidity of expression.	✓		

CATEGORIES	VARIABLES	INDICATORS	Y	N	AV
PEDAGOGICAL QUALITY	THINKING STRATEGIES	Forming reading habits.			✓
		Favors searching for information.			✓
		Strengthens imagination and creativity.			✓
	DIAGRAMS	Light and fluid.	✓		
		The cover expresses the content of the text.	✓		
		All parts of the text relate to one another in a logical manner.	✓		
		Harmony between text and images.	✓		



		Text and images are distributed throughout all the available space.	✓			
	ILLUSTRATIONS		Relationship to the text.	✓		
			Attractive and at the level of the student.	✓		
			Images appropriate to the process of self-culture-building which the boys and girls are living out.	✓		
			Contribute new ideas and clarify details.			✓
			Clear and vivid.	✓		
			Occupy more space than the text on each page.	✓		
			Faithfully interpret the text.	✓		
PHYSICAL QUALITY		Size: Minimum 16 point for contents and 18 point or larger for titles.	✓			
	TYPE	Upper-case or cursive letters.	✓			
	COLOR	Full-color.	✓			
		Balanced use of color.	✓			
	DURABILITY	Useful life of at least 3 years.	✓			
PHYSICAL QUALITY	FORMAT	From A5 to A4	✓			
		Light and easy to manage.	✓			
	PAPER	Bond paper, minimum weight 75 grams.	✓			
		Opaque; does not shine or reflect light when text is being read, and does not allow ink to filter through to the reverse side of the page.	✓			
	COVER	Cardboard	✓			
		UV varnished or plasticized.	✓			
		Full-color.	✓			
	BINDING	Hot glue.	✓			



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■ **Kuachiapara omboayvu avã avakue’i ha’e
kuñangue’ikuéry. N° 12.**

Book N° 12, after presenting the material, presents a map of Paraguay on which all the Mbya indigenous communities in the country are identified. However, this graphic lacks other information about the Mbya people of Paraguay. It would be good to enrich this section with more information.

Book 12 contains 15 motivational texts, five for each of the three grades the book has been created for; each reading is accompanied by proposed work assignments. In most cases these proposed assignments are very interesting; however, there could be more variety among them, and it would be good for them to include not only *direct questions* (posed in such a way that the exact answer can be found in the text), but also questions of the *seeking and finding* type, questions that invite the student to seek out and construct responses in accordance with the content of the text. There should also be questions of the *reading and relating to my previous experience* variety—questions that require a certain type of reflection and reasoning. Logically, these types of questions should be introduced cautiously and gradually, in a manner appropriate to the students’ cognitive development.



▪ **Kuachiapara mboeára pytyvõrã 12**
GUIDE FOR ANALYZING TEACHERS' MANUAL –
MBYA GUARANÍ - N° 12.

Technical – Didactic Aspects			
	Y	N	AV
▪ Orients the teacher regarding the legal basis of indigenous education	✓		
▪ Presents to the teacher the Paraguayan education system's curricular proposal for basic-level education.	✓		
▪ Orients teachers in regards to the cultural focus of the student reading books.	✓		
▪ Orients the teacher in regards to the teaching process related to the readings.	✓		
▪ Orients the teacher in regards to class preparation.	✓		
▪ Orients the teacher in regards to selecting competencies and capacities to be achieved through the reading.	✓		
▪ Orients the teacher in regards to establishing indicators that help students to achieve comprehension of the readings.	✓		
▪ Enables the teacher to orient students in order that they may develop the following capacities:			
- Analysis			✓
- Synthesis			✓
- Generalization			✓
- Comparing			✓
- Summarizing			✓
- Conceptualizing cause-effect relationships			✓
- Inference			✓
▪ Are related to the Basic Common Contents	✓		
▪ Orients teachers in regards to evaluating the Reading process, in general.	✓		



▪ Orients teachers on how to evaluate pre-reading.	✓		
▪ Orients teachers on how to evaluate reading.	✓		
• Orients teachers on how to evaluate post-reading.	✓		
OBSERVATIONS – GENERAL OPINION OF THE WORK.			

D. MBYA GUARANI BOOKS

- **Kuachiapara omboayvu avã avakue’i ha’e kuñanguekuéry.
N°13. High-School (Grades 10 – 12).**



**MATRIX OF QUALITY INDICATORS FOR BOOKS OF
STORIES FOR INDIGENOUS STUDENTS OF THE MBYA
GUARANÍ ETHNIC GROUP. N° 13**

See following page.

CATEGORIES	VARIABLES	INDICATORS	Y	N	A V
PEDAGOGICAL QUALITY	GENERAL CHARACTERISTICS	Index.	✓		
		Text is clear and comprehensible for children at the target age.	✓		
		Favors increasing vocabulary.	✓		
		Text in vernacular language; does not include unnecessary Spanish loan-words.	✓		
		Length of sentences conducive to readability.	✓		
		Short paragraphs.	✓		
	VALUES	Personal Identity.	✓		
		Self-Esteem.	✓		
		Respecting differences and avoiding discrimination.	✓		
		Self-care.	✓		
		Autonomy:	✓		
		- Self-control	✓		
		- Tolerance	✓		
		Cultural Identity:	✓		
		- Sense of belonging.	✓		
		- Language.	✓		
		- Respect for customs and			



		traditions.	✓		
	TECHNICAL- PEDAGOGICAL CHARACTERISTICS	Multi-ethnic and pluri-cultural expression of our country.		✓	
		Addresses local, national, and international realities.			✓
		The characters reflect characteristics of the population: skin color, facial features, hair types and colors, eye shapes and colors, height, clothing, and traditional characteristics.	✓		
		Facilitates identification of different types of texts: stories, comic strips, poetry, instructions, riddles, scientific texts regarding technology, animals, and plants.			✓
		Stimulates linguistic abilities.	✓		
TECHNICAL- PEDAGOGICAL CHARACTERISTICS	Facilitates learning written language.	✓			
PEDAGOGICAL QUALITY	TECHNICAL- PEDAGOGICAL CHARACTERISTICS	Sense of humor and elements of suspense.		✓	
		Tone and fluidity of expression.	✓		

CATEGORIES	VARIABLES	INDICATORS	Y	N	AV
PEDAGOGICAL QUALITY	THINKING STRATEGIES	Forming reading habits.			✓
		Favors searching for information.			✓
		Strengthens imagination and creativity.			✓
	DIAGRAMS	Light and fluid.	✓		
		The cover expresses the content of the text.	✓		
		All parts of the text relate to one another in a logical manner.	✓		
		Harmony between text and images.	✓		



		Text and images are distributed throughout all the available space.	✓			
	ILLUSTRATIONS		Relationship to the text.	✓		
			Attractive and at the level of the student.	✓		
			Images appropriate to the process of self-culture-building which the boys and girls are living out.	✓		
			Contribute new ideas and clarify details.			✓
			Clear and vivid.	✓		
			Occupy more space than the text on each page.			✓
			Faithfully interpret the text.	✓		
PHYSICAL QUALITY		Size: Minimum 16 point for contents and 18 point or larger for titles.	✓			
	TYPE	Upper-case or cursive letters.	✓			
	COLOR	Full-color.	✓			
		Balanced use of color.	✓			
	DURABILITY	Useful life of at least 3 years.	✓			
PHYSICAL QUALITY	FORMAT	From A5 to A4	✓			
		Light and easy to manage.	✓			
	PAPER	Bond paper, minimum weight 75 grams.	✓			
		Opaque; does not shine or reflect light when text is being read, and does not allow ink to filter through to the reverse side of the page.	✓			
	COVER	Cardboard	✓			
		UV varnished or plasticized.	✓			
		Full-color.	✓			
	BINDING	Hot glue.	✓			



▪ **Kuachiapara omboayvu avã avakue’i ha’e kuñanguekuéry. N°13.**

COMMENTS

Book N° 13 does not differ from the others in its purpose of immersing readers in the rich oral culture of the Mbya people. The material both fulfills a very interesting didactic purpose and at the same time constitutes a culture contribution of incalculable value.

The readings having to do with the community and its traditional practices provide important written information for youths and children from the respective communities, and serve to recover the collective memory of this people.

If the communities permit it, photos of Mbya rituals should be included in order to motivate young people and to preserve and document these cultural practices.

▪ **Kuachiapara mboeára pytyvõrã- N° 13.**

**GUIDE FOR ANALYZING TEACHERS' MANUAL
MBYA GUARANÍ - N° 13.**

Technical – Didactic Aspects			
	Y	N	AV
▪ Orients the teacher regarding the legal basis of indigenous education	✓		
▪ Presents to the teacher the Paraguayan education system's curricular proposal for basic-level education.	✓		
▪ Orients teachers in regards to the cultural focus of the student reading books.	✓		
▪ Orients the teacher in regards to the teaching process related to the readings.	✓		
▪ Orients the teacher in regards to class preparation.	✓		
▪ Orients the teacher in regards to selecting competencies and capacities to be achieved through the reading.	✓		
▪ Orients the teacher in regards to establishing indicators that help students to achieve comprehension of the readings.	✓		
▪ Enables the teacher to orient students in order that they may develop the following capacities:			
- Analysis			✓
- Synthesis			✓
- Generalization			✓
- Comparing			✓
- Summarizing			✓
- Conceptualizing cause-effect relationships			✓
- Inference			✓
▪ Are related to the Basic Common Contents	✓		
▪ Orients teachers in regards to evaluating the Reading process, in general.	✓		



▪ Orients teachers on how to evaluate pre-reading.	✓		
▪ Orients teachers on how to evaluate reading.	✓		
• Orients teachers on how to evaluate post-reading.	✓		
OBSERVATIONS – GENERAL OPINION OF THE WORK.			

C. MBYA GUARANI BOOKS

- **Kuachiapara amboayvu avä Kyrýinguéry. N°14. Primary Education – First Cycle: 1st, 2nd and 3rd grade.**



**MATRIX OF QUALITY INDICATOR FOR BOOKS OF
STORIES FOR INDIGENOUS STUDENTS OF THE MNYA
GUARANI ETHNIC GROUP**

See following page

CATEGORIES	VARIABLES	INDICATORS	Y	N	A V
PEDAGOGICAL QUALITY	GENERAL CHARACTERISTICS	Index.	✓		
		Text is clear and comprehensible for children at the target age.	✓		
		Favors increasing vocabulary.	✓		
		Text in vernacular language; does not include unnecessary Spanish loan-words.	✓		
		Length of sentences conducive to readability.	✓		
		Short paragraphs.	✓		
	VALUES	Personal Identity.	✓		
		Self-Esteem.	✓		
		Respecting differences and avoiding discrimination.	✓		
		Self-care.	✓		
		Autonomy:	✓		
		- Self-control	✓		
		- Tolerance	✓		
		Cultural Identity: - Sense of belonging.	✓		



		- Language.	✓		
		- Respect for customs and traditions.	✓		
	TECHNICAL-PEDAGOGICAL CHARACTERISTICS	Multi-ethnic and pluri-cultural expression of our country.		✓	
		Addresses local, national, and international realities.			✓
		The characters reflect characteristics of the population: skin color, facial features, hair types and colors, eye shapes and colors, height, clothing, and traditional characteristics.	✓		
		Facilitates identification of different types of texts: stories, comic strips, poetry, instructions, riddles, scientific texts regarding technology, animals, and plants.			✓
		Stimulates linguistic abilities.	✓		
	TECHNICAL-PEDAGOGICAL CHARACTERISTICS	Facilitates learning written language.	✓		
	PEDAGOGICAL QUALITY	Sense of humor and elements of suspense.		✓	
		Tone and fluidity of expression.	✓		

CATEGORIES	VARIABLES	INDICATORS	Y	N	AV
PEDAGOGICAL QUALITY	THINKING STRATEGIES	Forming reading habits.			✓
		Favors searching for information.			✓
		Strengthens imagination and creativity.			✓
	DIAGRAMS	Light and fluid.	✓		
		The cover expresses the content of the text.	✓		
		All parts of the text relate to one another in a logical manner.	✓		
		Harmony between text and images.	✓		



		Text and images are distributed throughout all the available space.	✓			
	ILLUSTRATIONS		Relationship to the text.	✓		
			Attractive and at the level of the student.	✓		
			Images appropriate to the process of self-culture-building which the boys and girls are living out.	✓		
			Contribute new ideas and clarify details.			✓
			Clear and vivid.	✓		
			Occupy more space than the text on each page.			✓
			Faithfully interpret the text.	✓		
PHYSICAL QUALITY		Size: Minimum 16 point for contents and 18 point or larger for titles.	✓			
	TYPE	Upper-case or cursive letters.	✓			
	COLOR	Full-color.	✓			
		Balanced use of color.	✓			
	DURABILITY	Useful life of at least 3 years.	✓			
PHYSICAL QUALITY	FORMAT	From A5 to A4	✓			
		Light and easy to manage.	✓			
	PAPER	Bond paper, minimum weight 75 grams.	✓			
		Opaque; does not shine or reflect light when text is being read, and does not allow ink to filter through to the reverse side of the page.	✓			
	COVER	Cardboard	✓			
		UV varnished or plasticized.	✓			
		Full-color.	✓			
	BINDING	Hot glue.	✓			



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▪ **Kuachiapara amboayvu avä Kyrýinguéry. N°14.**

This material for beginning readers-writers is a valuable pedagogical contribution and at the same time contributes to rapprochement with the culture of the Mbya people.

In regards to the illustrations, the children's drawings are an expression of how they see their surroundings and live out their culture, and demonstrate motivation for this work. The material would be enriched by the inclusion of photographs of the children's games, their daily activities, family life, and photos in which the students could recognize their friends and other community members.

**GUIDE FOR ANALYZING THE TEACHERS' MANUAL
MBYA GUARANÍ - N° 14.**

Technical – Didactic Aspects			
	Y	N	AV
▪ Orients the teacher regarding the legal basis of indigenous education	✓		
▪ Presents to the teacher the Paraguayan education system's curricular proposal for basic-level education.	✓		
▪ Orients teachers in regards to the cultural focus of the student reading books.	✓		
▪ Orients the teacher in regards to the teaching process related to the readings.	✓		
▪ Orients the teacher in regards to class preparation.	✓		
▪ Orients the teacher in regards to selecting competencies and capacities to be achieved through the reading.	✓		
▪ Orients the teacher in regards to establishing indicators that help students to achieve comprehension of the readings.	✓		
▪ Enables the teacher to orient students in order that they may develop the following capacities:			
- Analysis			✓
- Synthesis			✓
- Generalization			✓
- Comparing			✓
- Summarizing			✓
- Conceptualizing cause-effect relationships			✓
- Inference			✓
▪ Are related to the Basic Common Contents	✓		
▪ Orients teachers in regards to evaluating the Reading process, in general.	✓		
▪ Orients teachers on how to evaluate pre-reading.	✓		



▪ Orients teachers on how to evaluate reading.	✓		
• Orients teachers on how to evaluate post-reading.	✓		
OBSERVATIONS – GENERAL OPINION OF THE WORK.			

D. MBYA GUARANI BOOKS

- **Kuachipara omboeko avä Kyrýinguéry. N° 15
Initial Level. Pre-School.**



**MATRIX OF QUALITY INDICATORS FOR BOOKS OF
STORIES FOR INDIGENOUS STUDENTS OF THE MBYA
GUARANÍ ETHNIC GROUP. N° 15**

See following page

CATEGORIES	VARIABLES	INDICATORS	Y	N	AV
PEDAGOGICAL QUALITY	GENERAL CHARACTERISTICS	Index.	✓		
		Text is clear and comprehensible for children at the target age.	✓		
		Favors increasing vocabulary.	✓		
		Text in vernacular language; does not include unnecessary Spanish loan-words.	✓		
		Length of sentences conducive to readability.	✓		
		Short paragraphs.	✓		
	VALUES	Personal Identity.	✓		
		Self-Esteem.	✓		
		Respecting differences and avoiding discrimination.	✓		
		Self-care.	✓		
		Autonomy:	✓		
		- Self-control	✓		
		- Tolerance	✓		
		Cultural Identity:	✓		
- Sense of belonging.	✓				



		- Language.	✓		
		- Respect for customs and traditions.	✓		
	TECHNICAL-PEDAGOGICAL CHARACTERISTICS	Multi-ethnic and pluri-cultural expression of our country.		✓	
		Addresses local, national, and international realities.			✓
		The characters reflect characteristics of the population: skin color, facial features, hair types and colors, eye shapes and colors, height, clothing, and traditional characteristics.	✓		
		Facilitates identification of different types of texts: stories, comic strips, poetry, instructions, riddles, scientific texts regarding technology, animals, and plants.			✓
		Stimulates linguistic abilities.	✓		
	TECHNICAL-PEDAGOGICAL CHARACTERISTICS	Facilitates learning written language.	✓		
	PEDAGOGICAL QUALITY	Sense of humor and elements of suspense.		✓	
		Tone and fluidity of expression.	✓		

CATEGORIES	VARIABLES	INDICATORS	Y	N	AV
PEDAGOGICAL QUALITY	THINKING STRATEGIES	Forming reading habits.			✓
		Favors searching for information.			✓
		Strengthens imagination and creativity.			✓
	DIAGRAMS	Light and fluid.	✓		
		The cover expresses the content of the text.	✓		
		All parts of the text relate to one another in a logical manner.	✓		
		Harmony between text and images.	✓		



		Text and images are distributed throughout all the available space.	✓			
	ILLUSTRATIONS		Relationship to the text.	✓		
			Attractive and at the level of the student.	✓		
			Images appropriate to the process of self-culture-building which the boys and girls are living out.	✓		
			Contribute new ideas and clarify details.			✓
			Clear and vivid.	✓		
			Occupy more space than the text on each page.			✓
			Faithfully interpret the text.	✓		
PHYSICAL QUALITY		Size: Minimum 16 point for contents and 18 point or larger for titles.	✓			
	TYPE	Upper-case or cursive letters.	✓			
	COLOR	Full-color.	✓			
		Balanced use of color.	✓			
	DURABILITY	Useful life of at least 3 years.	✓			
PHYSICAL QUALITY	FORMAT	From A5 to A4	✓			
		Light and easy to manage.	✓			
	PAPER	Bond paper, minimum weight 75 grams.	✓			
		Opaque; does not shine or reflect light when text is being read, and does not allow ink to filter through to the reverse side of the page.	✓			
	COVER	Cardboard	✓			
		UV varnished or plasticized.	✓			
		Full-color.	✓			
	BINDING	Hot glue.	✓			



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- **Kuachipara omboeko avä Kyrýinguéry. N° 15. Initial Level. Pre-School.**

The cover and interior pages demonstrate a very good layout. The color scheme is motivating and pleasing.

Each lesson repeats throughout the material, in a repetitive manner, five proposed assignments, which, because they are so often repeated, could produce an effect contrary to the one hoped for, since doing these assignments will quickly become mechanical and eventually even boring. The following proposed activities, however, are interesting and varied, taking into account the age and level of development of the students for whom they've been designed.

All the materials seek a rapprochement with the culture of the Mbya people, which gives them a very interesting added value.

▪ **ACCOMPANIMENT, SUPERVISION, AND APPLICATION OF THE SURVEY.**

In this activity we have helped the Coordinators to apply the survey, by clarifying various related aspects and at all times giving a high priority to the suggestions and comments of the Coordinators and the Local Researchers.

In this context, the Consultant Dr. Mansfeld de Agüero, has visited the communities in which the Project works in order to learn first-hand about various factors relevant to the Project's execution, and especially those factors relevant to the application of the evaluation survey.

Furthermore, we have collected comments, observations, and aspirations regarding various topics that community residents wished to touch on, without losing our focus on the central objective of this Consultancy: an evaluation of the materials that were published.

We visited the following communities related to the Project:

- Chupa Pou in the Department of Canindeyu, an Ache community, on 22 September 2011.
- Fortuna in the Department of Canindeyu, an Ava community, on 23 September 2011.
- Jaguaru in the Department of Caaguazu, a Mbya community, on 24 September 2011.



Tabulation of Results

This consultancy service has analyzed and tabulated the survey results. Percents corresponding to the responses to each survey point or question follow.

Frequencies over a Total of 152 Records

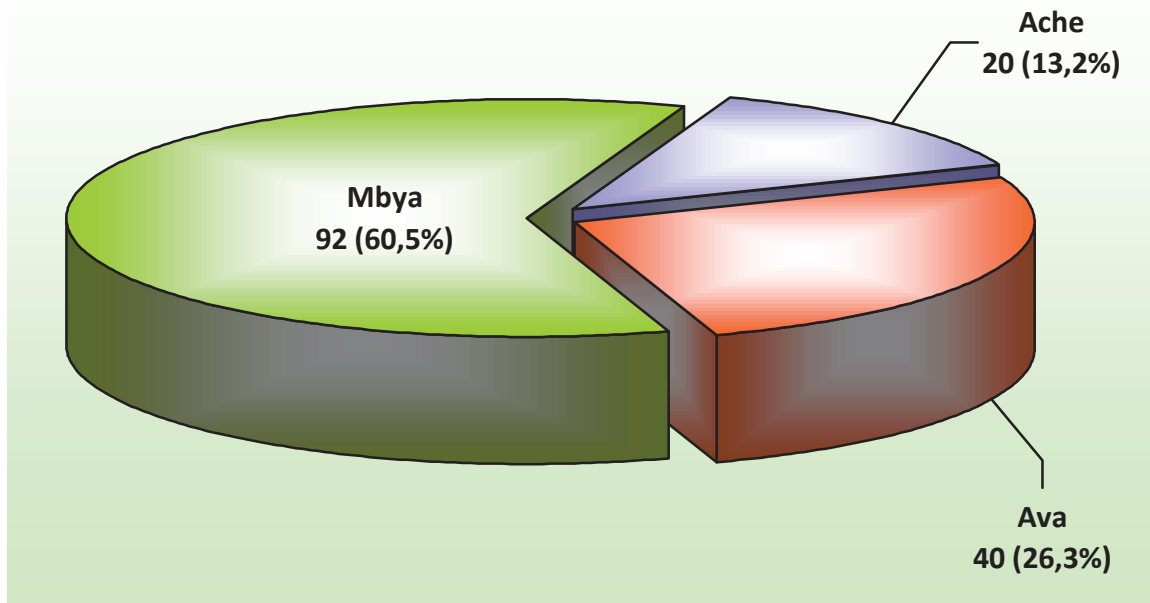
Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Ache	20	13.2	13.2	13.2
	Ava	40	26.3	26.3	39.5
	Mbya	92	60.5	60.5	100.0
	Total	152	100.0	100.0	



Ethnicities

n = 152





Community

Community	Frequency	Percent
1 st of March	1	.7
3 rd of February	3	2.0
Arroyo hû	3	2.0
Arroyo pe	2	1.3
Arroyo piro'y	1	.7
Che'iro ara poty	2	1.3
Chupa po'u	20	13.2
Cordillera	2	1.3
12 th of June School - Fortuna	2	1.3
Basic School N° 2489	5	3.3
Fortuna - Jataity	5	3.3
Fortuna	2	1.3
Isla hû	5	3.3
Isla jovai	1	.7
Ita poty	1	.7
Itanari	3	2.0
Ka'aguy porâ poty	3	2.0
Kaaty mi	3	2.0
Kabaju paso	1	.7
Ko'e pyahu	6	3.9
Marcelino Montania 2	1	.7
Mbarigui	4	2.6
Mbokaja yguazu	6	3.9
Mytuy	1	.7
Naranjito	4	2.6
Nva. Esperanza	5	3.3
Ñu hovy	3	2.0
Ovenia	6	3.9
Paso real	1	.7
Pindo'i	4	2.6
Punta porâ	5	3.3
San Antonio	2	1.3
San Juan	6	3.9
Sta. Teresa	9	5.9
Teju	1	.7
Tekojoja	2	1.3
Valle kue - Jaguary	10	6.6
Vega kue	3	2.0
Yhovyi	3	2.0
Yhovyi	1	.7
Ypa'û sefiorita	3	2.0
Yvera ka'aguy poty	1	.7
Total	152	100.0

Have you heard about the Kuatiañe'e project?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	148	97.4	97.4	97.4
	No	4	2.6	2.6	100.0
	Total	152	100.0	100.0	

Did someone inform you about it?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	146	96.1	96.1	96.1
	No	6	3.9	3.9	100.0
	Total	152	100.0	100.0	

Would you like to become familiar with the project?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	149	98.0	98.0	98.0
	No	3	2.0	2.0	100.0
	Total	152	100.0	100.0	

Have you already read these books?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	136	89.5	90.1	90.1
	No	15	9.9	9.9	100.0
	Total	151	99.3	100.0	
Missing Responses		1	.7		
Total		152	100.0		

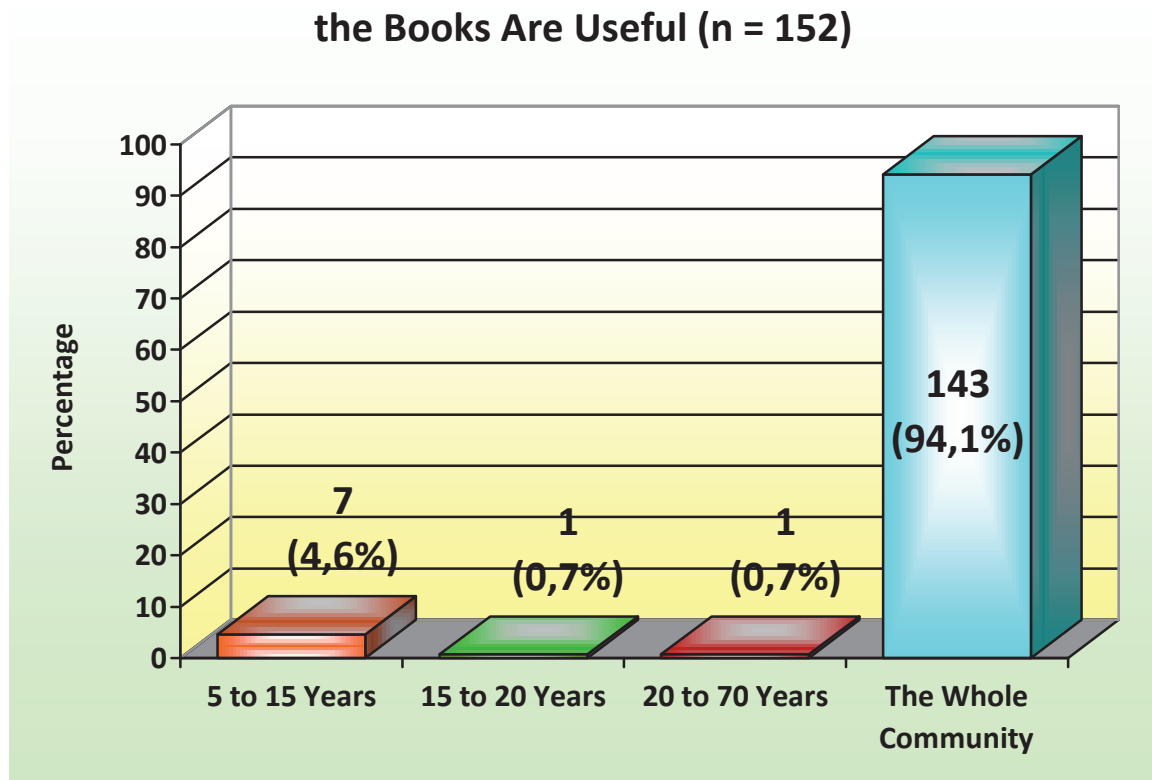
Would you recommend them to someone else?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	150	98.7	98.7	98.7
	No	2	1.3	1.3	100.0
	Total	152	100.0	100.0	

For which age group are these books useful?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	5-15	7	4.6	4.6	4.6
	15-20	1	.7	.7	5.3
	20-70	1	.7	.7	5.9
	The whole community	143	94.1	94.1	100.0
Total		152	100.0	100.0	

Distribution by Mention Of Age Group for Which the Books Are Useful (n = 152)



Do you believe that the book can be improved?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	143	94.1	94.1	94.1
	No	9	5.9	5.9	100.0
	Total	152	100.0	100.0	

Photo

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	87	57.2	58.4	58.4
	No	62	40.8	41.6	100.0
	Total	149	98.0	100.0	
Missing Responses		3	2.0		
Total		152	100.0		

Font

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	70	46.1	47.3	47.3
	No	78	51.3	52.7	100.0
	Total	148	97.4	100.0	
Missing Responses		4	2.6		
Total		152	100.0		

Cover

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	70	46.1	47.0	47.0
	No	79	52.0	53.0	100.0
	Total	149	98.0	100.0	
Missing Responses		3	2.0		
Total		152	100.0		

Language used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	110	72.4	73.3	73.3
	No	40	26.3	26.7	100.0
	Total	150	98.7	100.0	
Missing Responses		2	1.3		
Total		152	100.0		



Needs more illustrations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	79	52.0	52.7	52.7
	No	71	46.7	47.3	100.0
	Total	150	98.7	100.0	
Missing Responses		2	1.3		
Total		152	100.0		

Eliminating parts of the dialogue

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	101	66.4	67.3	67.3
	No	49	32.2	32.7	100.0
	Total	150	98.7	100.0	
Missing Responses		2	1.3		
Total		152	100.0		

To whom would you recommend the books?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Students	4	2.6	2.6	2.6
	Teachers	3	2.0	2.0	4.6
	All members of the community	114	75.0	75.0	79.6
	Students and teachers	31	20.4	20.4	100.0
	Total	152	100.0	100.0	

How do you like the content?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Good	38	25.0	25.0	25.0
	Very good	64	42.1	42.1	67.1
	Acceptable	22	14.5	14.5	81.6
	Excellent	28	18.4	18.4	100.0
	Total	152	100.0	100.0	

Will the books created by the Kuatiañe'e project continue being useful in the future?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	152	100.0	100.0	100.0

How would you use the books now?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Just reading	10	6.6	6.6	6.6
	Teaching material	70	46.1	46.1	52.6
	Reading and teaching material	72	47.4	47.4	100.0
	Total	152	100.0	100.0	



Is the book's preservation of the different ethnicities' oral cultures important to you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	151	99.3	99.3	99.3
	No	1	.7	.7	100.0
	Total	152	100.0	100.0	



With which ethnicity do you believe one should work in order to preserve its culture?

Ethnicities	Frequency	Percent	Valid Percent	Cumulative Percent
Ache	12	7.9	8.0	8.0
Sanapana	1	.7	.7	8.7
The 20 ethnicities	69	45.4	46.0	54.7
Pa'i tavyterã	1	.7	.7	55.3
Mbya Guarani	2	1.3	1.3	56.7
Ava Guarani	17	11.2	11.3	68.0
Guarani Ñandeva	1	.7	.7	68.7
Ava Ñe'ete	1	.7	.7	69.3
The 17 ethnicities	1	.7	.7	70.0
Ache and Pa'i Tabytera	1	.7	.7	70.7
Ache and Mbya Guarani	2	1.3	1.3	72.0
Ache and Ava Guarani	2	1.3	1.3	73.3
Ayoreo and Nivacle	1	.7	.7	74.0
Ayoreo and Mbya Guarani	1	.7	.7	74.7
Ayoreo and Ava Guarani	1	.7	.7	75.3
Toba and Pa'i Tabytera	1	.7	.7	76.0
With all of the ethnicities	10	6.6	6.7	82.7
Ache, Ayoreo and Pa'i Tabytera	1	.7	.7	83.3
Ache, Ayoreo and Mbya Guarani	1	.7	.7	84.0
Nivacle and Maka	1	.7	.7	84.7
Nivacle and Chamacoco	1	.7	.7	85.3
Sanapana, Toba and Guarani Ñandeva	1	.7	.7	86.0
Ayoreo, Nivacle and Chamacoco	1	.7	.7	86.7
Toba, Nivacle and Western Guarani	1	.7	.7	87.3
Ache, Sanapana, Ayoreo and Maka	1	.7	.7	88.0
Ache, Sanapana, Ayoreo, Toba and Nivacle	3	2.0	2.0	90.0
Ache, Sanapana, Ayoreo, Toba, Nivacle and Mbya Guarani	1	.7	.7	90.7
Ache, Sanapana, Ayoreo, Toba, Nivacle and Ava Guarani	9	5.9	6.0	96.7
Ache, Sanapana, Ayoreo, Toba, Nivacle and Chamacoco	5	3.3	3.3	100.0
Total	150	98.7	100.0	
Missing Responses	2	1.3		
Total	152	100.0		

Does the project train teachers?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses				
Yes	150	98.7	98.7	98.7
No	2	1.3	1.3	100.0
Total	152	100.0	100.0	



How do you see this work carried out?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Well	36	23.7	23.7	23.7
	Very well	70	46.1	46.1	69.7
	Acceptably	20	13.2	13.2	82.9
	Excellently	26	17.1	17.1	100.0
	Total	152	100.0	100.0	

Do you know another institution or organism doing this type of work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	28	18.4	18.5	18.5
	No	123	80.9	81.5	100.0
	Total	151	99.3	100.0	
Missing Responses		1	.7		
Total		152	100.0		

Which institution is it?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	MEC	17	11.2	73.9	73.9
	MEC and others	6	3.9	26.1	100.0
	Total	23	15.1	100.0	
Missing Responses		129	84.9		
Total		152	100.0		

Does the Kwatiañe'e project give its workshops under MEC supervision?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	130	85.5	86.1	86.1
	No	21	13.8	13.9	100.0
	Total	151	99.3	100.0	
Missing Responses		1	.7		
Total		152	100.0		

Which other official instances of the school community collaborate to give workshops?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Supervisor(s)	12	7.9	7.9	7.9
	Directors	30	19.7	19.7	27.6
	DGEEI	10	6.6	6.6	34.2
	Supervisor(s) and Directors	79	52.0	52.0	86.2
	Supervisor(s) and DGEEI	1	.7	.7	86.8
	Supervisor(s). Directors and DGEEI	20	13.2	13.2	100.0
	Total	152	100.0	100.0	



Do you feel that you are owners of the books edited by the Kuatiañe'e project?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	146	96.1	96.7	96.7
	No	5	3.3	3.3	100.0
	Total	151	99.3	100.0	
Missing Responses		1	.7		
Total		152	100.0		



Sex of the person surveyed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Male	93	61.2	61.6	61.6
	Female	58	38.2	38.4	100.0
	Total	151	99.3	100.0	
Missing Responses	System	1	.7		
Total		152	100.0		



Education level of the person surveyed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	High School, Specialization in Commerce	1	.7	.7	.7
	7th and 8th Grade, Continuous Education	2	1.3	1.5	2.2
	Teacher of Primary Education, Guarani Language and Culture	2	1.3	1.5	3.7
	Teacher of Primary Education, 1st-4th Grade	29	19.1	21.3	25.0
	12th Grade	3	2.0	2.2	27.2
	4th Grade	6	3.9	4.4	31.6
	2nd Grade	7	4.6	5.1	36.8
	Teacher of Guarani Culture	1	.7	.7	37.5
	B.A. Education Sciences	3	2.0	2.2	39.7
	Art Teacher	1	.7	.7	40.4
	5th/6th Grade	2	1.3	1.5	41.9
	High School	27	17.8	19.9	61.8
	1st Grade	7	4.6	5.1	66.9
	11th Grade	1	.7	.7	67.6
	10th Grade	1	.7	.7	68.4
	7th Grade	3	2.0	2.2	70.6
	6th Grade	6	3.9	4.4	75.0
	Illiterate	6	3.9	4.4	79.4
	5th Grade	1	.7	.7	80.1
	9th Grade	4	2.6	2.9	83.1
	3 Modules	1	.7	.7	83.8
	Promoter of Health and Primary Education	1	.7	.7	84.6
	Primary Education	7	4.6	5.1	89.7
	High School	1	.7	.7	90.4
	3rd Grade	3	2.0	2.2	92.6
	7th-8th Grade, Education for Young People and Adults	1	.7	.7	93.4
	High School Teacher	1	.7	.7	94.1
	4th Module. High School via Distance Learning	1	.7	.7	94.9
	3rd Grade	1	.7	.7	95.6
	Teacher of Bilingual Education	1	.7	.7	96.3
Teacher of 1st and 2nd Grade, IDEIGUAP	1	.7	.7	97.1	
High School, Specialization in the Sciences (Guarani Language)	1	.7	.7	97.8	
Primary School	1	.7	.7	98.5	
12th Grade	1	.7	.7	99.3	
11th Grade	1	.7	.7	100.0	
Total		136	89.5	100.0	
Missing Responses	System	16	10.5		
Total		152	100.0		



Position in society

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Primary School Teacher	4	2.6	3.1	3.1
	Community Leader	19	12.5	14.7	17.8
	Principal and Primary School Teacher	14	9.2	10.9	28.7
	Area Director	2	1.3	1.6	30.2
	School Principal	9	5.9	7.0	37.2
	University Professor	1	.7	.8	38.0
	Church Elder	2	1.3	1.6	39.5
	Religious Leader	4	2.6	3.1	42.6
	Member of the Community	8	5.3	6.2	48.8
	Parent	1	.7	.8	49.6
	Social Promoter	1	.7	.8	50.4
	Elementary School Teacher	20	13.2	15.5	65.9
	Teacher and Field Director	1	.7	.8	66.7
	<i>Takuapyja</i>	3	2.0	2.3	69.0
	<i>Tamoi</i>	1	.7	.8	69.8
	Student	2	1.3	1.6	71.3
	Health Promoter	3	2.0	2.3	73.6
	Teacher	25	16.4	19.4	93.0
	Chief	4	2.6	3.1	96.1
	Teacher of Adult Education	1	.7	.8	96.9
	Vice-Chief	2	1.3	1.6	98.4
	Youth Group Representative	1	.7	.8	99.2
	Church Pastor	1	.7	.8	100.0
Total	129	84.9	100.0		
Missing Responses	System	23	15.1		
Total		152	100.0		



Grade taught

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Preschool	1	.7	1.3	1.3
	1st	5	3.3	6.3	7.6
	2nd	6	3.9	7.6	15.2
	3rd	4	2.6	5.1	20.3
	4th	11	7.2	13.9	34.2
	5th	2	1.3	2.5	36.7
	6th	2	1.3	2.5	39.2
	7th	4	2.6	5.1	44.3
	8th	1	.7	1.3	45.6
	1st through 3rd	1	.7	1.3	46.8
	1st and 2nd	7	4.6	8.9	55.7
	1st and 4th	1	.7	1.3	57.0
	1st and 9th	1	.7	1.3	58.2
	Preschool and 2nd	2	1.3	2.5	60.8
	2nd and 7th	1	.7	1.3	62.0
	3rd and 4th	1	.7	1.3	63.3
	3rd and 6th	1	.7	1.3	64.6
	Preschool and 4th	1	.7	1.3	65.8
	1st-4th Grade	2	1.3	2.5	68.4
	4th and 8th	1	.7	1.3	69.6
	1st and 5th	1	.7	1.3	70.9
	5th and 6th	1	.7	1.3	72.2
	5th and 7th	1	.7	1.3	73.4
	7th and 8th	1	.7	1.3	74.7
	7th and 9th	1	.7	1.3	75.9
	8th and 9th	1	.7	1.3	77.2
	1st-3rd	4	2.6	5.1	82.3
	1st. 3rd and 4th	1	.7	1.3	83.5
	2nd. 4th and 6th	1	.7	1.3	84.8
	Preschool and Literacy	1	.7	1.3	86.1
	Preschool. 3rd and 5th	1	.7	1.3	87.3
	4th-6th	1	.7	1.3	88.6
	7th-9th	2	1.3	2.5	91.1
1st-3rd and 5th	1	.7	1.3	92.4	
1st and 4th-6th	1	.7	1.3	93.7	
2nd. 3rd. 5th and 6th	1	.7	1.3	94.9	
3rd-6th	1	.7	1.3	96.2	
Preschool and 4th-6th	1	.7	1.3	97.5	
1st-3rd. 5th and 6th	1	.7	1.3	98.7	
2nd-6th	1	.7	1.3	100.0	
Total		79	52.0	100.0	
Missing Responses	System	73	48.0		
Total		152	100.0		



Social position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Indigenous Teacher	50	32.9	37.3	37.3
	Non-Indigenous Teacher	35	23.0	26.1	63.4
	<i>Karaia</i>	6	3.9	4.5	67.9
	<i>Takuajpuja</i>	15	9.9	11.2	79.1
	<i>Takuajpuja – Leader</i>	26	17.1	19.4	98.5
	Indigenous Teacher and <i>Karaia</i>	1	.7	.7	99.3
	<i>Karaia</i> and <i>Takuajpuja</i>	1	.7	.7	100.0
	Total	134	88.2	100.0	
Missing Responses	System	18	11.8		
Total		152	100.0		



Age of the person surveyed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	10-20	9	5.9	5.9	5.9
	21-30	54	35.5	35.5	41.4
	31-40	51	33.6	33.6	75.0
	41 or over	38	25.0	25.0	100.0
	Total	152	100.0	100.0	

Ava Frequencies (40 Records)

Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Ava	40	100.0	100.0	100.0

Community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	1 st of March	1	2.5	2.5	2.5
	Arroyo piro'y	1	2.5	2.5	5.0
	Cordillera	2	5.0	5.0	10.0
	12 th of June School – Fortuna	2	5.0	5.0	15.0
	Basic School N° 2489	5	12.5	12.5	27.5
	Fortuna – Jataity	5	12.5	12.5	40.0
	Fortuna	2	5.0	5.0	45.0
	Isla jovai	1	2.5	2.5	47.5
	Ita poty	1	2.5	2.5	50.0
	Itanari	3	7.5	7.5	57.5
	Ka'aguy porâ poty	3	7.5	7.5	65.0
	Kabaju paso	1	2.5	2.5	67.5
	Ko'e pyahu	1	2.5	2.5	70.0
	Marcelino Montania 2	1	2.5	2.5	72.5
	Mytuy	1	2.5	2.5	75.0
	Nva. Esperanza	3	7.5	7.5	82.5
	Paso real	1	2.5	2.5	85.0
	San Antonio	2	5.0	5.0	90.0
	Tekojoja	2	5.0	5.0	95.0
	Yhovy	1	2.5	2.5	97.5
	Yvera ka'aguy poty	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Have you heard about the Kwatiañe'e project?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	36	90.0	90.0	90.0
	No	4	10.0	10.0	100.0
	Total	40	100.0	100.0	



Did someone inform you about it?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	35	87.5	87.5	87.5
	No	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

Would you like to become familiar with the project?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	40	100.0	100.0	100.0

Are you familiar with the Ava books for Students and teachers?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	37	92.5	92.5	92.5
	No	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Ava Book Nº 27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	25	62.5	64.1	64.1
	No	14	35.0	35.9	100.0
	Total	39	97.5	100.0	
Missing Responses	0	1	2.5		
Total		40	100.0		

Ava Manual Nº 27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	27	67.5	69.2	69.2
	No	12	30.0	30.8	100.0
	Total	39	97.5	100.0	
Missing Responses	0	1	2.5		
Total		40	100.0		

Ava Book Nº 28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	20	50.0	51.3	51.3
	No	19	47.5	48.7	100.0
	Total	39	97.5	100.0	
Missing Responses	0	1	2.5		
Total		40	100.0		



Ava Manual Nº 28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	19	47.5	48.7	48.7
	No	20	50.0	51.3	100.0
	Total	39	97.5	100.0	
Missing Responses	0	1	2.5		
Total		40	100.0		

Ava Book Nº 29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	16	40.0	40.0	40.0
	No	24	60.0	60.0	100.0
	Total	40	100.0	100.0	

Ava Manual N° 29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	15	37.5	38.5	38.5
	No	24	60.0	61.5	100.0
	Total	39	97.5	100.0	
Missing Responses	0	1	2.5		
Total		40	100.0		

Have you already read these books?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	33	82.5	82.5	82.5
	No	7	17.5	17.5	100.0
	Total	40	100.0	100.0	

Would you recommend them to someone else?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	38	95.0	95.0	95.0
	No	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

For which age group are these books useful?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	5-15	3	7.5	7.5	7.5
	The whole community	37	92.5	92.5	100.0
	Total	40	100.0	100.0	

Do you believe that the book can be improved?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	34	85.0	85.0	85.0
	No	6	15.0	15.0	100.0
	Total	40	100.0	100.0	



Photo

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	17	42.5	42.5	42.5
	No	23	57.5	57.5	100.0
	Total	40	100.0	100.0	

Font

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	14	35.0	35.0	35.0
	No	26	65.0	65.0	100.0
	Total	40	100.0	100.0	

Cover

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	15	37.5	37.5	37.5
	No	25	62.5	62.5	100.0
	Total	40	100.0	100.0	

Language used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	28	70.0	70.0	70.0
	No	12	30.0	30.0	100.0
	Total	40	100.0	100.0	

Needs more illustrations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	21	52.5	52.5	52.5
	No	19	47.5	47.5	100.0
	Total	40	100.0	100.0	

Eliminating parts of the dialogue

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	26	65.0	65.0	65.0
	No	14	35.0	35.0	100.0
	Total	40	100.0	100.0	

Does the type of language used in the books promote the preservation of the Ava Guarani Ayyu culture?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	38	95.0	95.0	95.0
	No	2	5.0	5.0	100.0
	Total	40	100.0	100.0	



To whom would you recommend the books?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Students	2	5.0	5.0	5.0
	Teachers	2	5.0	5.0	10.0
	All members of the community	36	90.0	90.0	100.0
	Total	40	100.0	100.0	

How do you like the content?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Good	14	35.0	35.0	35.0
	Very good	19	47.5	47.5	82.5
	Acceptable	5	12.5	12.5	95.0
	Excellent	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

Will the books created by the Kuatiañe'e project continue being useful in the future?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	40	100.0	100.0	100.0

Is the language of the Ava Guarani intelligible?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Little	13	32.5	32.5	32.5
	No	1	2.5	2.5	35.0
	Yes	26	65.0	65.0	100.0
	Total	40	100.0	100.0	

How would you use the books now?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Just reading	6	15.0	15.0	15.0
	Teaching material	30	75.0	75.0	90.0
	Reading and teaching material	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Is the book's preservation of the different ethnicities' oral cultures important to you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	39	97.5	97.5	97.5
	No	1	2.5	2.5	100.0
	Total	40	100.0	100.0	



With which ethnicity do you believe one should work in order to preserve its culture?

	Frequency	Percent	Valid Percent	Cumulative Percent
Sanapana	1	2.5	2.6	2.6
The 20 ethnicities	1	2.5	2.6	5.1
Ava Guarani	1	2.5	2.6	7.7
Ava Guarani ¹	15	37.5	38.5	46.2
Ava Ñe'ete	1	2.5	2.6	48.7
Ayoreo and Mbya Guarani	1	2.5	2.6	51.3
Ayoreo and Ava Guarani	1	2.5	2.6	53.8
Toba and Pa'i Tavytera	1	2.5	2.6	56.4
With all of the ethnicities	1	2.5	2.6	59.0
Ache, Ayoreo and Pa'i Tabytera	1	2.5	2.6	61.5
Nivacle and Maka	1	2.5	2.6	64.1
Nivacle and Chamacoco	1	2.5	2.6	66.7
Sanapana, Toba and Guarani Ñandeva	1	2.5	2.6	69.2
Ayoreo, Nivacle and Chamacoco	1	2.5	2.6	71.8
Toba, Nivacle and Western Guarani	1	2.5	2.6	74.4
Ache, Sanapana, Ayoreo, Toba, Nivacle and Mbya Guarani	1	2.5	2.6	76.9
Ache, Sanapana, Ayoreo, Toba, Nivacle and Ava Guarani	9	22.5	23.1	100.0
Total	39	97.5	100.0	
Missing Responses	1	2.5		
Total	40	100.0		

¹ Translator's note: "Ava Guarani" appears twice in the original table.

Does the project train teachers?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	39	97.5	97.5	97.5
	No	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

How do you see this work carried out?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Well	19	47.5	47.5	47.5
	Very well	13	32.5	32.5	80.0
	Acceptably	6	15.0	15.0	95.0
	Excellently	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

Do you know another institution or organism doing this type of work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	19	47.5	47.5	47.5
	No	21	52.5	52.5	100.0
	Total	40	100.0	100.0	

Which institution is it?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	MEC	11	27.5	64.7	64.7
	MEC and others	6	15.0	35.3	100.0
	Total	17	42.5	100.0	
Missing Responses	0	23	57.5		
Total		40	100.0		

Does the Kuartiañe'e project give its workshops under MEC supervision?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	37	92.5	92.5	92.5
	No	3	7.5	7.5	100.0
	Total	40	100.0	100.0	



Which other official instances of the school community collaborate to give workshops?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Supervisor(s)	8	20.0	20.0	20.0
	DGEEI	10	25.0	25.0	45.0
	Supervisor(s) and Directors	18	45.0	45.0	90.0
	Supervisor(s) and DGEEI	1	2.5	2.5	92.5
	Supervisor(s), Directors and DGEEI	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Do you feel that you are owners of the books edited by the Kuatiañe'e project?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	39	97.5	97.5	97.5
	No	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Sex of the person surveyed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Male	22	55.0	55.0	55.0
	Female	18	45.0	45.0	100.0
	Total	40	100.0	100.0	

Education level of the person surveyed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Primary School Teacher, 1st-4th Grade	12	30.0	32.4	32.4
	2nd Grade	2	5.0	5.4	37.8
	B.A. Education Sciences	1	2.5	2.7	40.5
	5th/6th Grade	1	2.5	2.7	43.2
	High School	17	42.5	45.9	89.2
	Primary Education	1	2.5	2.7	91.9
	Teacher of Bilingual Education	1	2.5	2.7	94.6
	Teacher of 1st and 2nd Grade, IDEIGUAP	1	2.5	2.7	97.3
	High School, Specialization in the Sciences (Guarani Language)	1	2.5	2.7	100.0
	Total	37	92.5	100.0	
	Missing Responses	System	3	7.5	
Total		40	100.0		



Position in society

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Primary School Teacher	1	2.5	3.3	3.3
	Community Leader	5	12.5	16.7	20.0
	Principal and Primary School Teacher	8	20.0	26.7	46.7
	School Principal	2	5.0	6.7	53.3
	Elementary School Teacher	1	2.5	3.3	56.7
	Teacher	13	32.5	43.3	100.0
	Total	30	75.0	100.0	
Missing Responses	System	10	25.0		
Total		40	100.0		



Grade taught

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Preschool	1	2.5	3.6	3.6
	1st	1	2.5	3.6	7.1
	2nd	4	10.0	14.3	21.4
	3rd	2	5.0	7.1	28.6
	4th	10	25.0	35.7	64.3
	5th	1	2.5	3.6	67.9
	6th	2	5.0	7.1	75.0
	1st and 2nd	2	5.0	7.1	82.1
	3rd and 4th	1	2.5	3.6	85.7
	7th and 8th	1	2.5	3.6	89.3
	7th and 9th	1	2.5	3.6	92.9
	8th and 9th	1	2.5	3.6	96.4
	7th-9th	1	2.5	3.6	100.0
	Total	28	70.0	100.0	
Missing Responses	System	12	30.0		
Total		40	100.0		

Social position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Indigenous Teacher	26	65.0	65.0	65.0
	Non-Indigenous Teacher	7	17.5	17.5	82.5
	<i>Takuajpuja</i>	2	5.0	5.0	87.5
	<i>Takuajpuja</i> - Leader	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

Age of the person surveyed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	10-20	2	5.0	5.0	5.0
	21-30	15	37.5	37.5	42.5
	31-40	13	32.5	32.5	75.0
	41 or over	10	25.0	25.0	100.0
	Total	40	100.0	100.0	



Qualitative Report

Interpretation of local respondents' personal assessments - Mbya

Strengths

- They value the Kuatiañe'ê project's work.
- The books contain Ava culture.
- They value surveys as a source of work.
- They were well received by respondents.
- They highlighted the books' preservation of culture and language.
- The teachers interviewed value the workshops.
- There were no difficulties in the survey work.
- Teachers use the books to plan their classes and use the exercises to improve reading comprehension. The stories belong to their culture, and they identify with them, especially the school children, and this facilitates the teachers' work.

Suggestions

- Some Mbya expressions slip into the text few and should be replaced by Ava.
- In Cuatro Bocas, they have the material but do not use it, because most of the students are Paraguayan farmers. So, they are first going to consult with parents and leaders.
- The language used in the books is sometimes incomprehensible to students because of the vocabulary used. They say that they sometimes have to ask elderly people to explain meanings. This generates uncertainty, since on one hand, they suggest that more modern language be used, while on the other hand, they do not want to exclude the old words.
- They want current photos to be included.
- They want the "story tellers" to receive monetary support.

Ache Frequencies (20 Records)

Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Ache	20	100.0	100.0	100.0

Community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Chupa Po'u	20	100.0	100.0	100.0

Have you heard about the Kuatiañe'e project?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	20	100.0	100.0	100.0

Did someone inform you about it?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	20	100.0	100.0	100.0

Would you like to become familiar with the project?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	20	100.0	100.0	100.0

Are you familiar with the Ache books for Students and teachers?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	20	100.0	100.0	100.0

Ache Narratives of the Chupa Pou Community. Tara 3.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	20	100.0	100.0	100.0

Preschool Year 2011

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses Yes	20	100.0	100.0	100.0

Have you already read these books?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses Yes	20	100.0	100.0	100.0

Would you recommend them to someone else?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses Yes	20	100.0	100.0	100.0

For which age group are these books useful?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses The whole community	20	100.0	100.0	100.0

Do you believe that the book can be improved?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses Yes	19	95.0	95.0	95.0
No	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Photo

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses Yes	20	100.0	100.0	100.0

Font

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses Yes	20	100.0	100.0	100.0

Cover

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses Yes	20	100.0	100.0	100.0



Language used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	20	100.0	100.0	100.0

Needs more illustrations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	20	100.0	100.0	100.0

Eliminating parts of the dialogue

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	20	100.0	100.0	100.0

Does the type of language used in the books promote the preservation of the Ache Guarani Ayvu culture?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	20	100.0	100.0	100.0

To whom would you recommend the books?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	All members of the community	20	100.0	100.0	100.0

How do you like the content?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Good	5	25.0	25.0	25.0
	Very good	2	10.0	10.0	35.0
	Acceptable	13	65.0	65.0	100.0
	Total	20	100.0	100.0	

Will the books created by the Kuatiañe'e project continue being useful in the future?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	20	100.0	100.0	100.0

Is the language of the Ache Guarani intelligible?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Little	9	45.0	45.0	45.0
	Yes	11	55.0	55.0	100.0
	Total	20	100.0	100.0	

How would you use the books now?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Teaching material	2	10.0	10.0	10.0
	Reading and teaching material	18	90.0	90.0	100.0
	Total	20	100.0	100.0	



Is the book's preservation of the different ethnicities' oral cultures important to you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	20	100.0	100.0	100.0

With which ethnicity do you believe one should work in order to preserve its culture?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	The 20 ethnicities	20	100.0	100.0	100.0

Does the project train teachers?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	20	100.0	100.0	100.0

How do you see this work carried out?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Well	9	45.0	45.0	45.0
	Acceptably	11	55.0	55.0	100.0
	Total	20	100.0	100.0	

Do you know another institution or organism doing this type of work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	No	20	100.0	100.0	100.0

Which institution is it?

		Frequency	Percent
Missing Responses	0	20	100.0

Does the Kuatiañe'e project give its workshops under MEC supervision?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	20	100.0	100.0	100.0

Which other official instances of the school community collaborate to give workshops?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Supervisor(s)	3	15.0	15.0	15.0
	Supervisor(s), Directors and DGEEI	17	85.0	85.0	100.0
	Total	20	100.0	100.0	

Do you feel that you are owners of the books edited by the Kuatiañe'e project?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	20	100.0	100.0	100.0



Sex of the person surveyed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Male	16	80.0	80.0	80.0
	Female	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Education level of the person surveyed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Primary School Teacher, 1st-4th Grade	5	25.0	25.0	25.0
	12th Grade	2	10.0	10.0	35.0
	4th Grade	1	5.0	5.0	40.0
	1st Grade	1	5.0	5.0	45.0
	6th Grade	2	10.0	10.0	55.0
	Illiterate	5	25.0	25.0	80.0
	3rd Grade	1	5.0	5.0	85.0
	Primary School	1	5.0	5.0	90.0
	9th Grade	1	5.0	5.0	95.0
	8th Grade	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Position in society

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Community Leader	2	10.0	10.0	10.0
	Church Elder	1	5.0	5.0	15.0
	Member of the Community	8	40.0	40.0	55.0
	Teacher and Field Director	1	5.0	5.0	60.0
	Student	1	5.0	5.0	65.0
	Health Promoter	1	5.0	5.0	70.0
	Teacher	5	25.0	25.0	95.0
	Church Pastor	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Grade taught

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	3rd	1	5.0	16.7	16.7
	8th	1	5.0	16.7	33.3
	1st and 9th	1	5.0	16.7	50.0
	2nd and 7th	1	5.0	16.7	66.7
	4th and 8th	1	5.0	16.7	83.3
	5th and 7th	1	5.0	16.7	100.0
	Total	6	30.0	100.0	
Missing Responses	System	14	70.0		
Total		20	100.0		



Social position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Indigenous	6	30.0	75.0	75.0
	Teacher				
	<i>Karaia</i>	2	10.0	25.0	100.0
	Total	8	40.0	100.0	
Missing Responses	System	12	60.0		
Total		20	100.0		

Age of the person surveyed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	21-30	7	35.0	35.0	35.0
	31-40	3	15.0	15.0	50.0
	41 or over	10	50.0	50.0	100.0
	Total	20	100.0	100.0	

Qualitative Report

Interpretation of local respondents' personal assessments - Ache

Strengths

- They value the books, because they preserve Ache culture.
- They value the books' covers.
- They enjoy seeing photos that reflect them.

Suggestions

- The books should be supplemented with more information about the community: founding date, traditions and more data about the group's culture.
- They should include more pictures about the community: life in the forest, what they do, how they perform daily activities and how they live.
- The sources are good. The use of the Ache language still needs to be improved.
- More stories are needed.
- There need to be more photos of the elderly in the books.
- One should see the use of *teko ka'aguy* and crafts, such as *pindo rogue* mattresses, baskets, screens, *ka'i raingue* rings and *mba'yrũ araity*.

Mbya Frequencies (92 Records)

Ethnicity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses Mbya	92	100.0	100.0	100.0

Community

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses 3 rd of February	3	3.3	3.3	3.3
Arroyo hû	3	3.3	3.3	6.5
Arroyo pe	2	2.2	2.2	8.7
Che'iro ara poty	2	2.2	2.2	10.9
Isla hû	5	5.4	5.4	16.3
Kaaty mi	3	3.3	3.3	19.6
Ko'e pyahu	5	5.4	5.4	25.0
Mbarigui	4	4.3	4.3	29.3
Mbokaja yguazu	6	6.5	6.5	35.9
Naranjito	4	4.3	4.3	40.2
Nva. Esperanza	2	2.2	2.2	42.4
Ñu hovy	3	3.3	3.3	45.7
Ovenia	6	6.5	6.5	52.2
Pindo'i	4	4.3	4.3	56.5
Punta porâ	5	5.4	5.4	62.0
San Juan	6	6.5	6.5	68.5
Sta. Teresa	9	9.8	9.8	78.3
Teju	1	1.1	1.1	79.3
Valle kue - Jaguary	10	10.9	10.9	90.2
Vega kue	3	3.3	3.3	93.5
Yhovy'i	3	3.3	3.3	96.7
Ypa'û sefiorita	3	3.3	3.3	100.0
Total	92	100.0	100.0	

Have you heard about the Kuatiañe'e project?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses Yes	92	100.0	100.0	100.0



Did someone inform you about it?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	91	98.9	98.9	98.9
	No	1	1.1	1.1	100.0
	Total	92	100.0	100.0	

Would you like to become familiar with the project?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	89	96.7	96.7	96.7
	No	3	3.3	3.3	100.0
	Total	92	100.0	100.0	



Are you familiar with the Mbya books for Students and teachers?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	92	100.0	100.0	100.0

Mbya Book N° 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	87	94.6	95.6	95.6
	No	4	4.3	4.4	100.0
	Total	91	98.9	100.0	
Missing Responses		1	1.1		
Total		92	100.0		

Mbya Manual N° 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	86	93.5	94.5	94.5
	No	5	5.4	5.5	100.0
	Total	91	98.9	100.0	
Missing Responses		1	1.1		
Total		92	100.0		

Mbya Book N° 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	51	55.4	56.0	56.0
	No	40	43.5	44.0	100.0
	Total	91	98.9	100.0	
Missing Responses		1	1.1		
Total		92	100.0		

Mbya Manual N° 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	50	54.3	54.9	54.9
	No	41	44.6	45.1	100.0
	Total	91	98.9	100.0	
Missing Responses		1	1.1		
Total		92	100.0		



Mbya Book N° 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	51	55.4	56.0	56.0
	No	40	43.5	44.0	100.0
	Total	91	98.9	100.0	
Missing Responses		1	1.1		
Total		92	100.0		

Mbya Manual N° 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	51	55.4	56.7	56.7
	No	39	42.4	43.3	100.0
	Total	90	97.8	100.0	
Missing Responses		2	2.2		
Total		92	100.0		

Mbya Book N° 14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	90	97.8	97.8	97.8
	No	2	2.2	2.2	100.0
	Total	92	100.0	100.0	

Mbya Manual N° 14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	89	96.7	96.7	96.7
	No	3	3.3	3.3	100.0
	Total	92	100.0	100.0	

Mbya Book N° 15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	80	87.0	87.0	87.0
	No	12	13.0	13.0	100.0
	Total	92	100.0	100.0	

Have you already read these books?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	83	90.2	91.2	91.2
	No	8	8.7	8.8	100.0
	Total	91	98.9	100.0	
Missing Responses		1	1.1		
Total		92	100.0		

Would you recommend them to someone else?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses Yes	92	100.0	100.0	100.0

For which age group are these books useful?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses 5-15	4	4.3	4.3	4.3
15-20	1	1.1	1.1	5.4
20-70	1	1.1	1.1	6.5
The whole community	86	93.5	93.5	100.0
Total	92	100.0	100.0	

Do you believe that the book can be improved?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses Yes	90	97.8	97.8	97.8
No	2	2.2	2.2	100.0
Total	92	100.0	100.0	

Photo

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses Yes	50	54.3	56.2	56.2
No	39	42.4	43.8	100.0
Total	89	96.7	100.0	
Missing Responses	3	3.3		
Total	92	100.0		

Font

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses Yes	36	39.1	40.9	40.9
No	52	56.5	59.1	100.0
Total	88	95.7	100.0	
Missing Responses	4	4.3		
Total	92	100.0		



Cover

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	35	38.0	39.3	39.3
	No	54	58.7	60.7	100.0
	Total	89	96.7	100.0	
Missing Responses		3	3.3		
Total		92	100.0		

Language used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	62	67.4	68.9	68.9
	No	28	30.4	31.1	100.0
	Total	90	97.8	100.0	
Missing Responses		2	2.2		
Total		92	100.0		

Needs more illustrations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	38	41.3	42.2	42.2
	No	52	56.5	57.8	100.0
	Total	90	97.8	100.0	
Missing Responses		2	2.2		
Total		92	100.0		

Eliminating parts of the dialogue

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	55	59.8	61.1	61.1
	No	35	38.0	38.9	100.0
	Total	90	97.8	100.0	
Missing Responses		2	2.2		
Total		92	100.0		

Does the type of language used in the books promote the preservation of the Mbya Guarani Ayvu culture?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	89	96.7	98.9	98.9
	No	1	1.1	1.1	100.0
	Total	90	97.8	100.0	
Missing Responses		2	2.2		
Total		92	100.0		

To whom would you recommend the books?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Students	2	2.2	2.2	2.2
	Teachers	1	1.1	1.1	3.3
	All members of the community	58	63.0	63.0	66.3
	Students and teachers	31	33.7	33.7	100.0
	Total	92	100.0	100.0	

How do you like the content?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Good	19	20.7	20.7	20.7
	Very good	43	46.7	46.7	67.4
	Acceptable	4	4.3	4.3	71.7
	Excellent	26	28.3	28.3	100.0
	Total	92	100.0	100.0	

Will the books created by the Kuatiañe'e project continue being useful in the future?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	92	100.0	100.0	100.0



Is the language of the Mbya Guarani intelligible?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Little	25	27.2	27.5	27.5
	Yes	66	71.7	72.5	100.0
	Total	91	98.9	100.0	
Missing Responses		1	1.1		
Total		92	100.0		

How would you use the books now?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Just reading	4	4.3	4.3	4.3
	Teaching material	38	41.3	41.3	45.7
	Reading and teaching material	50	54.3	54.3	100.0
	Total	92	100.0	100.0	

Is the book's preservation of the different ethnicities' oral cultures important to you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	92	100.0	100.0	100.0

With which ethnicity do you believe one should work in order to preserve its culture?

Ethnic Groups	Frequency	Percent	Valid Percent	Cumulative Percent
Ache	12	13.0	13.2	13.2
The 20 ethnicities	48	52.2	52.7	65.9
Pa'i tavyterã	1	1.1	1.1	67.0
Mbya guaraní	1	1.1	1.1	68.1
Ava Guarani	2	2.2	2.2	70.3
Guarani ñandeva	1	1.1	1.1	71.4
The 17 ethnicities	1	1.1	1.1	72.5
Ache and Pa'i Tabytera	1	1.1	1.1	73.6
Ache and Mbya Guarani	2	2.2	2.2	75.8
Ache and Ava Guarani	2	2.2	2.2	78.0
Ayoreo and Nivacle	1	1.1	1.1	79.1
With all of the ethnicities	9	9.8	9.9	89.0
Ache, ayoreo and Mbya Guarani	1	1.1	1.1	90.1
Ache, Sanapana and Maka	1	1.1	1.1	91.2
Ache, Sanapana, Ayoreo, Toba and Nivacle	3	3.3	3.3	94.5
Ache, Sanapana, Ayoreo, Toba, Nivacle and Chamacoco	5	5.4	5.5	100.0
Total	91	98.9	100.0	
Missing Responses	1	1.1		
Total	92	100.0		

Does the project train teachers?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	91	98.9	98.9	98.9
	No	1	1.1	1.1	100.0



Total	92	100.0	100.0
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How do you see this work carried out?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Well	8	8.7	8.7	8.7
	Very well	57	62.0	62.0	70.7
	Acceptably	3	3.3	3.3	73.9
	Excellent	24	26.1	26.1	100.0
	Total	92	100.0	100.0	

Do you know another institution or organism doing this type of work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	9	9.8	9.9	9.9
	No	82	89.1	90.1	100.0
	Total	91	98.9	100.0	
Missing Responses		1	1.1		
Total		92	100.0		

Which institution is it?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	MEC	6	6.5	100.0	100.0
Missing Responses		86	93.5		
Total		92	100.0		

Does the Kuatiañe'e project give its workshops under MEC supervision?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	73	79.3	80.2	80.2
	No	18	19.6	19.8	100.0
	Total	91	98.9	100.0	
Missing Responses		1	1.1		
Total		92	100.0		

Which other official instances of the school community collaborate to give workshops?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Supervisor(s)	1	1.1	1.1	1.1
	Directors	30	32.6	32.6	33.7
	Supervisor(s) and Directors	61	66.3	66.3	100.0
	Total	92	100.0	100.0	

Do you feel that you are owners of the books edited by the Kuatiañe'e project?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	87	94.6	95.6	95.6
	No	4	4.3	4.4	100.0
	Total	91	98.9	100.0	
Missing Responses		1	1.1		



Total	92	100.0	
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Sex of the person surveyed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Male	55	59.8	60.4	60.4
	Female	36	39.1	39.6	100.0
	Total	91	98.9	100.0	
Missing Responses		1	1.1		
Total		92	100.0		



Education level of the person surveyed

Level	Frequency	Percent	Valid Percent	Cumulative Percent
High School, Specialization in Commerce	1	1.1	1.3	1.3
6th Grade, Continuous Education	2	2.2	2.5	3.8
Primary School Teacher, Guarani Language and Culture	2	2.2	2.5	6.3
Primary School Teacher, 1st-4th Grade	12	13.0	15.2	21.5
9th Grade	1	1.1	1.3	22.8
4th Grade	5	5.4	6.3	29.1
2nd Grade	5	5.4	6.3	35.4
Teacher of Guarani Culture	1	1.1	1.3	36.7
B.A. Education Sciences	2	2.2	2.5	39.2
Art Teacher	1	1.1	1.3	40.5
5th/6th Grade	1	1.1	1.3	41.8
High School	10	10.9	12.7	54.4
1st Grade	6	6.5	7.6	62.0
11th Grade	1	1.1	1.3	63.3
10th Grade	1	1.1	1.3	64.6
7th Grade	3	3.3	3.8	68.4
6th Grade	4	4.3	5.1	73.4
Illiterate	1	1.1	1.3	74.7
5th Grade	1	1.1	1.3	75.9
9th Grade	4	4.3	5.1	81.0
3 Modules	1	1.1	1.3	82.3
Promoter of Health and Basic Education	1	1.1	1.3	83.5
Primary Education	6	6.5	7.6	91.1
High School	1	1.1	1.3	92.4
3rd Grade	2	2.2	2.5	94.9
7th-8th Grade, Education for Young People and Adults	1	1.1	1.3	96.2
High School Teacher	1	1.1	1.3	97.5
4th Module, High School via Distance Learning	1	1.1	1.3	98.7
3rd Grade	1	1.1	1.3	100.0
Total	79	85.9	100.0	
Missing Responses System	13	14.1		
Total	92	100.0		



Position in society

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Primary School Teacher	3	3.3	3.8	3.8
	Community Leader	12	13.0	15.2	19.0
	Principal and Primary School Teacher	6	6.5	7.6	26.6
	Field Director	2	2.2	2.5	29.1
	School Principal	7	7.6	8.9	38.0
	University Professor	1	1.1	1.3	39.2
	Church Elder	1	1.1	1.3	40.5
	Religious Leader	4	4.3	5.1	45.6
	Parent	1	1.1	1.3	46.8
	Social Promoter	1	1.1	1.3	48.1
	Elementary School Teacher	19	20.7	24.1	72.2
	<i>Takuapyja</i>	3	3.3	3.8	75.9
	<i>Tamoi</i>	1	1.1	1.3	77.2
	Student	1	1.1	1.3	78.5
	Health Promoter	2	2.2	2.5	81.0
	Teacher	7	7.6	8.9	89.9
	Chief	4	4.3	5.1	94.9
	Teacher of Adult Education	1	1.1	1.3	96.2
	Vice-Chief	2	2.2	2.5	98.7
	Youth Group Representative	1	1.1	1.3	100.0
Total	79	85.9	100.0		
Missing Responses	System	13	14.1		
Total		92	100.0		



Grade taught

Grade taught		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	1st	4	4.3	8.9	8.9
	2nd	2	2.2	4.4	13.3
	3rd	1	1.1	2.2	15.6
	4th	1	1.1	2.2	17.8
	5th	1	1.1	2.2	20.0
	7th	4	4.3	8.9	28.9
	1st through 3 rd	1	1.1	2.2	31.1
	1st and 2nd	5	5.4	11.1	42.2
	1st and 4th	1	1.1	2.2	44.4
	Preschool and 2nd	2	2.2	4.4	48.9
	3rd and 6th	1	1.1	2.2	51.1
	Preschool and 4th	1	1.1	2.2	53.3
	1st-4th Grade	2	2.2	4.4	57.8
	1st and 5th	1	1.1	2.2	60.0
	5th and 6th	1	1.1	2.2	62.2
	1st-3rd	4	4.3	8.9	71.1
	1st, 3rd and 4th	1	1.1	2.2	73.3
	2nd, 4th and 6th	1	1.1	2.2	75.6
	Preschool and Literacy	1	1.1	2.2	77.8
	Preschool, 3rd and 5th	1	1.1	2.2	80.0
	4th-6th	1	1.1	2.2	82.2
	7th-9th	1	1.1	2.2	84.4
	1st-3rd and 5th	1	1.1	2.2	86.7
	1st and 4th-6th	1	1.1	2.2	88.9
	2nd, 3rd, 5th and 6th	1	1.1	2.2	91.1
	3rd-6th	1	1.1	2.2	93.3
	Preschool and 4th-6th	1	1.1	2.2	95.6
1st-3rd, 5th and 6th	1	1.1	2.2	97.8	
2nd-6th	1	1.1	2.2	100.0	
Total	45	48.9	100.0		
Missing Responses	System	47	51.1		
Total		92	100.0		



Social position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Indigenous Teacher	18	19.6	20.9	20.9
	Non-Indigenous Teacher	28	30.4	32.6	53.5
	<i>Karaia</i>	4	4.3	4.7	58.1
	<i>Takuajpuja</i>	13	14.1	15.1	73.3
	<i>Takuajpuja</i> - Leader	21	22.8	24.4	97.7
	Indigenous Teacher and <i>Karaia</i>	1	1.1	1.2	98.8
	<i>Karaia</i> and <i>Takuajpuja</i>	1	1.1	1.2	100.0
	Total	86	93.5	100.0	
Missing Responses	System	6	6.5		
Total		92	100.0		

Age of the person surveyed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	10-20	7	7.6	7.6	7.6
	21-30	32	34.8	34.8	42.4
	31-40	35	38.0	38.0	80.4
	41 or over	18	19.6	19.6	100.0
	Total	92	100.0	100.0	

Qualitative Report

Interpretation of local respondents' personal assessments - Mbya

Strengths

- They enjoyed conducting the surveys, because engaging with the culture motivates them.
- The parents, although they do not know how to read, are happy with the books and hope that the work continues.
- They recognize and appreciate that, thanks to the books, the Mbya culture and language will not be lost.
- The survey work was pleasant, because it was a reason to talk to people.
- Respondents trusted the interviewer, and this facilitated the task.
- They value the books, because they protect their culture and language.
- The interviewers felt very well, because the questionnaire incorporated Mbya words.
- The books present their culture, which they value immensely.
- Teachers value the workshops and hope that they continue.
- The leaders of the six Mbya communities are willing to help the Kwatiañe'ê project whenever necessary.
- Interviewers believe that they are serving the community.
- The Mbya-Spanish bilingual version is highly valued.
- The language is very well used.
- They want teachers to continue being trained in Mbya language proficiency.

Suggestions

Specific to the Kwatiañe'ê Project

- Teachers suggest printing more books but by area.
- They suggest adding more stories; some words must be improved.
- They suggest keeping the old words.
- Photos of rituals should be taken and put on the book covers to motivate students and serve as an example.
- Joint meetings should be held for teachers, leaders and community elders.
- Workshops for teachers should emphasize the preparation of concrete plans for classroom use.
- To record the stories, one should visit the Mbya communities in the Guairá Department, since they keep the language purer.
- One should also write in Spanish from the third grade on.
- There should be a book per grade.
- Photo captions should be written in Mbya and Spanish.
- The "J" should be changed to an "A."
- There should be more images in photos, because they motivate students.

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For the Project to Manage and Help

- The language should become official. It should be included as a subject in indigenous education and used in payroll.
- The "J" should be changed to an "A."

Survey of Scholarship Recipients Frequencies

Department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Caaguazu	4	44.4	44.4	44.4
	Canindeyu	4	44.4	44.4	88.9
	Guaira	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

Partiality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Mbya	4	44.4	44.4	44.4
	Ache	2	22.2	22.2	66.7
	Ava	3	33.3	33.3	100.0
	Guarani				
	Total	9	100.0	100.0	

Location

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	San Juan	2	22.2	22.2	22.2
	Chupa Pou	2	22.2	22.2	44.4
	Nva. Esperanza	1	11.1	11.1	55.6
	Vega Kue	1	11.1	11.1	66.7
	Jaguary	1	11.1	11.1	77.8
	Itanarami	1	11.1	11.1	88.9
	Tekoha Pora	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

Institution where you study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Ateneo	2	22.2	22.2	22.2
	IFIP	1	11.1	11.1	33.3
	UNA, Department of Philosophy	1	11.1	11.1	44.4
	Private University of Guaira	1	11.1	11.1	55.6
	Technological and Art University of Py	1	11.1	11.1	66.7
	UPAP	1	11.1	11.1	77.8
	Institute for Linguistic Sciences	1	11.1	11.1	88.9
	Baptist Medical Center University	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

How did you learn about the scholarship?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Through a teacher collecting narratives	6	66.7	66.7	66.7
	Through another scholar	1	11.1	11.1	77.8
	Through a missionary	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

How did you access the scholarship?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Sending your request to the project	1	11.1	11.1	11.1
	Sending your résumé for available scholarships	1	11.1	11.1	22.2
	Personal interview with the project director	2	22.2	22.2	44.4
	Through a missionary	2	22.2	22.2	66.7
	Options 1 and 2	2	22.2	22.2	88.9
	Options 3 and 4	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

Do you think that the scholarship complements and improves your education?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	9	100.0	100.0	100.0

Why not?

		Frequency	Percent
Missing Responses	System	9	100.0

Does the Kuatiañe'e project, faculty or institution respect the initially agreed upon schedule and terms?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	9	100.0	100.0	100.0

Why not?

		Frequency	Percent
Missing Responses	System	9	100.0

Is there someone in the faculty or institution in charge of accompanying or personally tutoring you in the educational and practical activities covered by the scholarship?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	6	66.7	66.7	66.7
	No	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

Why not?

		Frequency	Percent
Missing Responses	System	9	100.0

6. Is there any situation where you would like the project to mediate between student and faculty or institution?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Closer accompaniment	2	22.2	100.0	100.0
Missing Responses	System	7	77.8		



Total	9	100.0		
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7. Do you think that the faculty or institution's environment is adequate for your studies, or do you feel discriminated against?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	Yes	7	77.8	77.8	77.8
	No	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

Why not?

		Frequency	Percent
Missing Responses	System	9	100.0

Satisfaction with Project K's telephone response to inquiries

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	3	4	44.4	44.4	44.4
	4	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

Satisfaction with personal attention received during visits to Project K.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	4	9	100.0	100.0	100.0

Satisfaction with the solution of specific problems reported to Project K.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	3	3	33.3	33.3	33.3
	4	6	66.7	66.7	100.0
	Total	9	100.0	100.0	

Satisfaction with Project K.'s time invested and support provided with regards to your administrative procedures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	3	2	22.2	22.2	22.2
	4	7	77.8	77.8	100.0



Total	9	100.0	100.0
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Swift attention to demands or requests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	3	1	11.1	11.1	11.1
	4	8	88.9	88.9	100.0
Total		9	100.0	100.0	

General coordination of the scholarship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	3	1	11.1	11.1	11.1
	4	8	88.9	88.9	100.0
Total		9	100.0	100.0	

Attention and treatment received

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	4	9	100.0	100.0	100.0

Overall satisfaction with our entity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responses	4	9	100.0	100.0	100.0



Qualitative Report

Personal assessments of scholars

Strengths

- Most scholars recognize the project's work, which helps them develop professionally.

Suggestions

For the project:

- There should also be scholarships for high school students so that they can finish their studies and enter the university.
- There should be a strategy to improve students' Spanish.
- It should look for ways to help scholars in trouble subject areas such Spanish and English.
- It should monitor the academic institutions to ensure that they are sensitive to students' cultural norms.
- It should conduct workshops to improve students' Spanish.



C - Analysis and Conclusions

Conclusions

First, it should be stressed that the techniques used by the project to collect materials have been adapted to generally accepted norms in the field of Anthropology for this type of work. One can appreciate that these techniques have been very respectful of the people, their situations and their wishes.

Statistical data obtained from the survey conclusively show that the project's endeavors fully satisfy the groups involved: teachers, students and the community in general.

Tables show that levels of acceptance and appreciation of the Kuatiañe'ê project are really very high, and they demonstrate stakeholders' deep interest in the project.

The materials are seen as an instrument of education and enculturation, especially for young people who, for various reasons, look "out," i.e. take interest in the cultures and lifestyles of neighboring towns and cities. Both the elderly and the wise firmly believe that the young people should remain faithful to their history and cultural practices.

Most respondents value the fact that the books recover and protect their culture, which will thus reach future generations.

Scholars unanimously express their appreciation of the Kuatiañe'ê project for its invaluable assistance in the form of scholarships to study at university and earn a professional degree. Similarly, they unanimously ask the project for special attention to their low Spanish language proficiency.

Teachers express satisfaction with the teachers' manuals that accompany student texts, because they help better to plan their classes.

Similarly, teachers express their appreciation of the teaching workshops conducted by the project. They repeatedly requested that the workshops continue to be given in their respective communities.

The local interviewers' work was highly successful. In their opinion, this is because they were very well oriented in the workshops for interviewers.

Recognizing of the value of the Kuatiañe'ê project's work, most ask that it include the other indigenous peoples living in the country.

Corollary

This consultancy report concludes stating:

- ✓ That the evaluation reveals a high degree of acceptance and appreciation of the **Kuatiañe'ê project's** work.
- ✓ That the different **Ava Guarani, Ache and Mbya** communities and settlements view the collection of their culture in books as something very positive, because they understand that it will help protect their culture and draw young people and children to their people, who are besieged by acculturation and at risk of leaving their culture forgotten.
- ✓ That the **Ava Guarani, Ache and Mbya** respondents have expectations regarding the **Kuatiañe'ê project's** future work. They hope that it will continue to work closely

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with them to increase knowledge about and appreciation of their culture, and they want the work to reach other communities and peoples.

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