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Alianzas
Invirtiendo en Guatemala

Multi-sector Alliances Program

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October 1, 2010 – September 30, 2011

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Multi-sector Alliances Program

Annual Report, October 1, 2010 – September 30, 2011

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List of Acronyms

<i>ANACAFÉ</i>	<i>Asociación Nacional del Café</i> (National Coffee Association)
AOTR	Agreement Officer's Technical Representative
<i>APROFAM</i>	<i>Asociación Pro-Bienestar de la Familia</i> (Pro-Family Wellness Association)
<i>ASOCUCH</i>	<i>Asociación de Organizaciones de los Cuchumatanes</i> (Cuchumatanes Organization of Associations)
<i>ASODEP</i>	<i>Asociación de Permacultura</i> (Permaculture Association)
<i>ASAZGUA</i>	<i>Asociación del Azúcar de Guatemala</i> (National Sugar Association)
<i>BANASA</i>	<i>Banamera Nacional, S.A.</i> (National Banana Group)
<i>Banrural</i>	<i>Banco de Desarrollo Rural</i> (Rural Development Bank)
CA	Cooperative Agreement
<i>CADISOGUA</i>	<i>Coordinadora de Organizaciones de Desarrollo Integral</i> (Integral Development Organizations Coordinator)
CAM	Central America and Mexico
C-Change	Communication for Change
CETT	Centers of Excellence for Teachers Training
<i>CentraRSE</i>	<i>Centro para la Acción de la Responsabilidad Social Empresarial en Guatemala</i> (Guatemala's Center for Corporate Social Responsibility)
<i>COED</i>	<i>Cooperación para la Educación</i> (Cooperation for Education)
COP	Chief of Party
CORP	Culture of Reading Program
CYP	Couple Years Protection
<i>ELGI</i>	<i>Enseñanza de la Lectura en Grados Iniciales</i> (Early Grades Reading Instruction)
<i>EMP</i>	<i>Environmental and Mitigation Plan</i>
<i>EORM</i>	<i>Escuela Oficial Rural Mixta</i> (Coed Rural Official School)
<i>EPS</i>	<i>Ejercicio Profesional Supervisado</i> (Professional Supervised Exercise)
<i>ERA</i>	<i>Escuela Rural Activa</i> (Rural Active School)
<i>FJBG</i>	<i>Fundación Juan Bautista Gutierrez</i> (Juan Bautista Gutierrez Foundation)
FP	Family Planning
<i>FUG</i>	<i>Fondo Unido de Guatemala</i> (United Way Guatemala)
<i>FUNCAFÉ</i>	<i>Fundación del Café</i> (Coffee Foundation)
<i>FMO</i>	Financial Management Office
<i>FUNDAP</i>	<i>Fundación para el desarrollo integral de programas socioeconómicos</i> (Foundation for the integral development of socio economic programs).
<i>FUNDAZÚCAR</i>	<i>Fundación del Azúcar</i> (Sugar Foundation)
<i>FUNDEBASE</i>	<i>Fundación para el Fortalecimiento de Fundaciones de Base</i> (Foundation to Strengthen Community-Based Organizations)
<i>FunSEPA</i>	<i>Fundación Sergio Paiz Andrade</i> (Sergio Paiz Andrade Foundation)

FY	Fiscal Year
HBB	Helping Babies Breath
HCI	Health Care Improvement
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
HPP	Health Policy Project
<i>HRHS</i>	<i>Hombres responsables, hombres saludables</i> (Healthy Men, Responsible Men)
IEC	Information, Education and Communication
<i>INTECAP</i>	<i>Instituto de Capacitación Técnica y Profesional</i> (Professional and Technical Training Institute)
<i>ISIS</i>	<i>Instituto de Salud Incluyente</i> (Institute for Inclusive Health)
M&E	Monitoring and Evaluation
MCH	Maternal and child health
<i>MF</i>	<i>Mejores Familias</i> (Better Families)
<i>MAIS</i>	<i>Modelo de Atención Integral de Salud</i> (Integrated health care model)
<i>MIS</i>	<i>Modelo Incluyente de Salud</i> (Health Inclusive Model)
MOE	Ministry of Education
MOH	Ministry of Health
NFD	Norwegian Fund for Development
NGO	Nongovernmental organization
PASCA	<i>Programa para fortalecer la respuesta Centroamericana al VIH/Sida</i> (Central America HIV/AIDS Prevention Program)
PASMO	Panamerican Social Marketing Organization
PMP	Performance Monitoring Plan
PQP	Puerto Quetzal Power
<i>PROCAPS</i>	<i>Proyecto de Capacitación de Docentes</i> (Teacher training project)
PSAG	Private Sector Advisory Group
Q	Quarter
RH	Reproductive Health
RTI	Research Triangle Institute
SBCC	Social and Behavior Change Communication
SGC	Small Grants Committee
SO	Strategic Objective
SRH	Sexual Reproductive Health
STI	Sexually transmitted infections
TBA	Traditional Birth Attendant
TRC	Technical Review Committee
UCLA	University of California, Los Angeles
UNDP	United Nations Development Programme

URC	University Research Corporation
<i>URL</i>	<i>Universidad Rafael Landívar</i>
US/ USA	United States, United States of America
USAID	The United States Agency for International Development
<i>USAC</i>	<i>Universidad de San Carlos de Guatemala</i>
<i>UVG</i>	<i>Universidad del Valle de Guatemala</i>
VIH/SIDA	Virus de Inmunodeficiencia Humana y Síndrome de Inmunodeficiencia Adquirida
WINGS	Women’s International Network for Guatemalan Solutions

Resumen Ejecutivo

Este informe anual presenta las actividades y objetivos logrados durante el período comprendido entre el 1 de octubre del 2010 al 30 de septiembre del 2011 e incorpora la Estrategia Regional para Centroamérica y México de la Agencia de los Estados Unidos para el Desarrollo Internacional (*USAID*) que busca impulsar en los países mayor estabilidad y democracias representativas, mercados abiertos, empleos y prosperidad. Adicionalmente la estrategia busca incrementar las inversiones sociales en salud y educación y mejorar la contención y mitigación del Virus de Inmunodeficiencia Humana y Síndrome de Inmunodeficiencia Adquirida (VIH/SIDA) y otras infecciones contagiosas, así como mejoras en el manejo de los recursos naturales y la seguridad alimentaria.

Dentro de los objetivos de mayor relevancia alcanzados están:

- Durante este año fiscal se aprobaron 15 propuestas de educación, 7 de salud, 9 de reconstrucción y 11 de pequeñas adjudicaciones. Las minutas de estas aprobaciones se encuentran en el *Anexo A*. Priorizando las comunidades más necesitadas, estos proyectos otorgarán becas a niños y niñas, capacitarán maestros, proveerán útiles escolares y libros, mejorarán el acceso a servicios esenciales de salud, impactarán la salud materno infantil y reconstruirán escuelas y puestos de salud dañados por desastres naturales.
- El programa de Reconstrucción completó el remozamiento de 82 sitios a nivel nacional (65 escuelas y 17 puestos de salud). Estos sitios incluyen aquellos directamente subcontratados bajo Alianzas (43 sitios) y aquellos reconstruidos por dos socios: Texaco-Chevron (9 sitios) y Fundación Tigo (30 sitios). Además, Alianzas contrató firmas para llevar a cabo el estudio de línea base de 233 sitios y supervisar todos los procedimientos de reconstrucción.
- Con la finalidad de apoyar con la contrapartida para el proyecto de reconstrucción, varios socios realizaron actividades para recaudar fondos a lo largo de este año. Dentro de las actividades a resaltar podemos mencionar un concierto realizado con los 13 grupos de rock más famosos en Guatemala (TOKE X GUATE) y los dos conciertos que ofició el *Disc Jockey* Francis Dávila.
- El programa de Pequeñas Adjudicaciones exitosamente obtuvo contrapartida de las comunidades participantes en los 11 proyectos aprobados. Solamente 2 beneficiarios se sintieron cómodos con ese requisito, los demás se resistieron porque esperaban una donación. Trabajamos con ellos para aumentar su sentido de responsabilidad y fortalecimiento comunitario. También incorporamos medidas de sostenibilidad en todos los proyectos.
- Durante el año, negociamos alianzas entre nuestros socios para promover el intercambio de información, replicar intervenciones exitosas, e identificar mecanismos para complementar actividades existentes. Por ejemplo, en el tercer trimestre APROFAM y FUNDAZUCAR trabajaron en conjunto para incorporar una currícula de SR/PF más robusta al programa de capacitación de Mejores Familias, una meta muy esperada por USAID. FunSepa trabajó con FUG para equipar un centro de computación, y BANASA está trabajando con Fundación Paiz, Fundación Carlos F. Novella, Fundación Raxché e Importadora Laper para remozar la Escuela

Rural Mixta Aldea Playitas en Izabal, proveyendo materiales y equipo para atender niños con necesidades especiales.

- Aprovechando alianzas previamente establecidas con el sector privado, identificamos un nicho importante para contener y mitigar el impacto del VIH/SIDA en el lugar de trabajo. En el segundo trimestre, un consorcio de socios de Alianzas formaron una alianza con ASAZGUA para pilotear un proyecto integrado de prevención de VIH e ITS en trabajadores de ingenios y plantaciones de caña. En el cuarto trimestre, una alianza similar se formó con la industria bananera.
- Colaboración con otros socios de USAID resultó en las siguientes actividades: entrega de la estrategia electoral solicitada por USAID, desarrollo de la propuesta de diagnóstico para Fundación Ramiro Castillo Love, participación en el Grupo Promotor, desarrollo de la Agenda Educativa Nacional, y expansión del número de beneficiarios de la Maestría en Educación desarrollada por Reforma en el Aula.
- En el mes de enero, se realizó el acto oficial de inauguración del programa de reconstrucción, el cual fue realizado en el centro de salud de Siquinalá, Escuintla. A este acto asistió el anterior Embajador de los Estados Unidos de América, Sr. Stephen G. McFarland, el Director de *USAID* Guatemala, Kevin Kelly, y otros representantes de la Misión.
- Se realizó una reunión con representantes de *Global Health Initiative* y *Feed the Future* durante el segundo trimestre del año fiscal 2011, a esta reunión fueron invitados representantes del sector privado y los miembros del Comité Asesor del Sector Privado para compartir estas iniciativas del Gobierno de los Estados Unidos y discutir el rol que podría tener cada sector en su implementación. La minuta de esta reunión se encuentra en **Anexo B**
- En el tercer trimestre de este año fiscal *USAID/FMO (Financial Management Office)* realizó una revisión sobre los procedimientos contables, administrativos y financieros del programa Alianzas. Los hallazgos encontrados fueron evaluados por RTI y se han tomado medidas para implementar ciertas recomendaciones. La respuesta formal será enviada en el primer trimestre del año fiscal 2012.
- Alianzas asistió a varias conferencias en el año fiscal 2011 para aumentar presencia. En junio, Alianzas participó en el encuentro internacional de empresarios, INDUEXPO 2011, como socio de Empresarios por la Educación y en agosto Alianzas participó en la conferencia internacional de responsabilidad social empresarial como socio de Centro para la Acción de la Responsabilidad Social Empresarial en Guatemala (CentraRSE). En ambos eventos tuvimos un stand y compartimos nuestra cartera de proyectos dando énfasis especial al programa de Reconstrucción.
- Durante el tercer trimestre, la señora Mellen Tanamly, experta en nutrición y salud pública de Universidad de George Washington visitó Guatemala. El principal propósito de la visita fue la concientización de los efectos de la desnutrición crónica que afecta a la mitad de los niños menores de cinco años en Guatemala. Se realizaron varias reuniones de trabajo, dentro de las cuales se puede mencionar la participaron representantes del sector privado, miembros del Comité Asesor del

Sector Privado, la Congresista Zury Ríos y otros. La minuta de esta reunión se encuentra en el *Anexo B*.

- El 8 de Julio se realizó un taller de aplicación y administración de adjudicaciones en el Hotel Princess, para socios y socios potenciales. Más de 60 socios asistieron y recibieron capacitación sobre manejo financiero y de adjudicaciones, inclusión de género en sus proyectos y regulaciones del uso de fondos de planificación familiar.
- El equipo de Alianzas recibió capacitación técnica y administrativa adicional durante el 2011. Las Gerentes de Salud y Educación participaron en la capacitación de Comunicación para el Cambio Social y de Comportamiento invitados por el proyecto de *USAID C-Change* en el mes de julio. La coordinadora de Educación y la asistente Administrativa asistieron a la capacitación impartida por *USAID* sobre el uso del sistema Trainet utilizado para llevar control de las capacitaciones financiadas por *USAID* y durante último trimestre, *USAID* capacitó a dos personas del área administrativa en el manejo del nuevo sistema que administra los formularios de Impuesto al Valor Agregado.
- El equipo de casa matriz de RTI visitó Alianzas cuatro veces durante el año fiscal. En diciembre del 2010, Brian Blater y Joe Haskin del grupo de informática vinieron a instalar un nuevo servidor, y Melissa McSwegin, Directora Senior para América Latina, proveyó asistencia técnica al equipo de monitoreo y educación. En mayo, Abrar Sattar revisó temas contractuales pendientes con funcionarios de *USAID* y equipo de Reconstrucción de Alianzas y en agosto, Melissa McSwegin y Linda Hradilek revisaron procedimientos administrativos, financieros y de monitoreo del proyecto y dieron asistencia técnica para la planificación anual 2012.
- Personal de casa matriz de *URC* realizó durante este año fiscal dos visitas de supervisión y apoyo técnico al programa Alianzas. La primera visita fue liderada por Nancy Newton, Asesora Senior en comunicación para el cambio de comportamiento. La segunda visita fue liderada por la Vice-presidenta Senior Tisna Veldhuyzen Van Zanten, y el Director de Desarrollo Internacional, Tito Coleman.
- Durante el último trimestre del año fiscal 2011, Alianzas realizó el evento de reconocimiento a socios, en el cual se presentaron los resultados y avances del programa y las prioridades para el 2012. Al mismo asistieron el Sr. Embajador de los Estados Unidos de América, Arnold Chacon e Isabel Stout, AOTR.
- La evaluación de línea intermedia del programa Mejores Familias de FUNDAZUCAR fue completada interpretada y socializada (entre representantes de *USAID*, *Alianzas* y FUNDAZUCAR), tanto de manera individual por organización, como en sesiones de grupo, por Jorge Matute o personal de *Alianzas*.
- La evaluación formativa de de la cartera de proyectos de *Alianzas* fue llevada a cabo por el equipo de M&E, utilizando métodos y objetivos que surgen del PMP del programa.
- Una revisión técnica de los proyectos de *Alianzas* fue llevada a cabo bajo el liderazgo de *USAID* en colaboración los gerentes de áreas técnicas de *Alianzas*. Se

espera que decisiones que tengan que ver con el presupuesto, términos y áreas de implementación en el futuro serán congruentes con los resultados.

- Se entregaron los siguientes requisitos contractuales de acuerdo a lo establecido en el Acuerdo de Cooperación: a) Plan de Trabajo Anual para año fiscal 2011 y b) Informes trimestrales y final, c) Plan de Trabajo Anual para año fiscal 2012
 - A lo largo de este año fiscal, las áreas de Salud, Reconstrucción, Monitoreo y Evaluación tuvieron a su cargo tres universitarias que realizaron sus prácticas
- El cronograma de las actividades completadas o en proceso durante el 2011 se encuentra en el *Anexo C*.

Executive Summary

This annual performance report highlights activities and objectives achieved by the *Alianzas* program from October 1, 2010 through September 30, 2011, under the United States Agency for International Development (USAID) Cooperative Agreement (CA) No. 520-A-00-10-00031-00 to RTI International (RTI) for the Multi-sector Alliances Program (*Alianzas*) to support development objectives of USAID Missions in the Central America and Mexico Region (CAM). This CA is a second-generation alliance building program which follows the Strategic Alliances for Social Investment Project implemented by RTI. USAID's regional strategy seeks to move CAM countries into increasingly stable and representative democracies; open markets and grow employment and prosperity; increase social investments in health and education; and increase containment and mitigation of Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome (HIV/AIDS) and other contagious diseases, while improving natural resource management and food security.

Key accomplishments during fiscal year 2011 (FY11) include the following:

- The technical review committee (TRC) approved 15 proposals for education projects, seven for health, nine for reconstruction and 11 for small grants. Minutes of these approvals are included in *Annex A*. Targeting vulnerable people in the neediest geographic areas, these projects will give scholarships to children, train teachers, provide much needed school supplies and books, improve access to essential health services, improve quality of nutrition, impact maternal and child health and rebuild schools and health posts damaged by natural disasters.
- The Reconstruction program completed refurbishment of 82 sites nationwide (65 schools and 17 health care facilities). These sites include those directly subcontracted under *Alianzas* (43 sites) and those reconstructed by two partners: Texaco-Chevron (9 sites) and *Fundación Tigo* (30 sites). In addition, *Alianzas* engaged firms to conduct the baseline study of 233 sites and to supervise all reconstruction and refurbishment procedures.
- To generate leverage for the reconstruction project, several partners organized fund raising activities throughout the year. Among those that generated more interest are the rock concerts performed by the 13 most popular Guatemalan rock bands (*TOKE X GUATE*) and the two concerts offered by the Disc Jockey (DJ) Francis Dávila.
- The Small Grants program successfully obtained leverage from participating communities in all 11 approved projects. Only two recipients seemed comfortable with having to contribute, all others resisted the idea because they expected outright donations. We worked with them to increase their sense of accountability and community strengthening. We also incorporated sustainability measures in all projects.
- Throughout this year, we fostered several alliances among *Alianzas* partners, to promote information exchange, to replicate successful interventions, and to identify mechanisms to complement existing project activities. For example, in quarter three *APROFAM* and *FUNDAZUCAR* worked jointly to incorporate a more robust

SRH/FP curriculum into the *Mejores Familias* program, a goal long awaited by USAID. *FunSepa* worked with *FUG* to equip a computer laboratory, and *BANASA* is working with *Fundación Paiz*, *Fundación Novella*, *Fundación Raxché*, *Importadora Laper* to refurbish the *Escuela Rural Mixta* Aldea Playitas in Izabal, providing materials and equipment to respond to special needs children.

- Taking advantage of partnerships previously established with the private sector, we identified an important niche to contain and mitigate the impact of HIV/AIDS in the workplace. In the second quarter, a consortium of *Alianzas* partners formed an alliance with *ASAZGUA* to pilot an integrated HIV and STI prevention project among sugar cane plantation and mill workers. In the fourth quarter, a similar partnership was formed with the banana industry.
- Collaboration with other USAID partners resulted in the following joint activities: submission of the electoral strategy requested by USAID, development of the diagnostic proposal for *Fundación Ramiro Castillo Love*, participation in the *Grupo Promotor*, development of the Education National Agenda, and expansion of the number of Masters Degree program beneficiaries developed by *Reforma en el Aula*.
- In January, the former U.S. Ambassador to Guatemala, Stephen G. McFarland, and the USAID Director for Guatemala, Kevin Kelly, along with other USAID representatives, attended the *Alianzas*' reconstruction kick-off program, held at the Health Center located in Siquinalá, Escuintla.
- During the second quarter, representatives from the Global Health Initiative, Feed the Future, Private Sector Advisory Group and other members of the private sector held a joint meeting to share their views on these USG initiatives and the role each sector could play. Minutes of this meeting are included in ***Annex B***.
- During the third quarter, the office of USAID/FMO conducted a Financial Review of the *Alianzas* program. RTI is considering all findings, and has already taken steps to implement certain recommendations. A formal response to the review will be submitted in the first quarter of FY12.
- *Alianzas* attended several conferences in FY11 to increase publicity. In June, *Alianzas* participated in *INDUEXPO* International Fair, as partner of *Empresarios por la Educación*. In August, *Alianzas* participated in the Business Social Responsibility International Conference, as partner of *Guatemala's Center for Corporate Social Responsibility (CentraRSE)*. In both events, we had an information stand and shared our portfolio, specifically the Reconstruction project.
- During quarter three, Ms. Mellen Tanamly, expert on nutrition and public health from The George Washington University, visited Guatemala with the purpose of raising awareness on the issue of chronic malnutrition, which is affecting half of the population under five years old in Guatemala. Members of the Private Sector Advisory Group (PSAG) and other partners attended meetings. Minutes of this meeting are included in ***Annex B***.

- On July 8, the partner training session took place at the Princess Hotel. Over 60 partners attended and received training on grants management, financial reporting, gender inclusion in projects and regulations on use of FP funds.
- *Alianzas* staff received additional technical and administrative training in FY11. In July, *Alianzas* Health and Education managers participated in the Communication for Social Behavior Change training, offered by USAID C-Change (Communication for Change). *Alianzas*' Education Coordinator and Administrative Assistant participated in USAID training on the management of the new Trainet software system, designed to keep records of people that receive training with USAID funds. During the last quarter, two administrative assistants received training by USAID on the new system that keeps track of the use of Value Added Tax exemptions.
- RTI home office staff visited the project four times this fiscal year. In December of 2010, Brian Blater and Joe Haskin, from the Information and Technology Service (ITS) group came to install a new server, and Melissa McSwegin provided technical support to the Monitoring and Evaluation (M&E) team. In May, Contracts Officer Abrar Sattar reviewed pending contractual issues with USAID, especially the ones related to the reconstruction project. In August 2011, Melissa McSwegin and Linda Hradilek reviewed administrative, financial and M&E procedures of the project and provided technical support for annual work planning.
- Personnel from URC headquarters conducted two supervision and technical support visits to *Alianzas* during FY11. Nancy Newton, Senior Behavior and Communications Specialist, conducted the first visit. The Senior Vice-president, Tisna Veldhuyzen Van Zanten and International Development Group Director, Tito Coleman, conducted the second visit.
- During the fourth quarter, *Alianzas* held the annual partners' recognition event and presented the results for 2011 and priorities for 2012. The U.S. Ambassador to Guatemala, Arnold Chacon and Isabel Stout, AOTR, attended the event.
- The JMatute consulting firm completed the *FUNDAZUCAR-Mejores Familias* mid-term evaluation, with dissemination of results to *FUNDAZUCAR* and USAID.
- The *Alianzas* M&E team conducted the first annual *Alianzas* portfolio review, using methods and objectives in accordance with the Program's PMP.
- USAID led a technical portfolio review in collaboration with *Alianzas* technical area managers. The review will result in guidance and a decision regarding each project's remaining budget, period of performance and geographic focus.
- The following contractual deliverables were completed in accordance with the CA:
 - a) Fiscal Year 2011 (FY11) Annual Work Plan
 - b) quarterly and annual reports and
 - c) Annual Work Plan FY12.
- During FY11, the Health, Reconstruction and Monitoring & Evaluation (M&E) *Alianzas* teams hosted three interns from United States (U.S.) universities to complete short-term research programs.

1. Technical Implementation

1.1 Increased Social Sector Investments

1.1.1 General Activities

Throughout FY11, *Alianzas* team focused its efforts on alliance building and project implementation with partners. To maintain a consistent workflow and ensure expedient utilization and obligation of program funding, *Alianzas* met with potential partners to discuss the continuation of ongoing projects, timely implementation and leverage reporting.

The former U.S. Ambassador, Mr. Stephen G. McFarland, attended the reconstruction kick off ceremony on February 28th. A health center in Siquinalá served as a representative site for this project. Representatives from USAID, as well as the *Alianzas* Chief of Party (COP) and the reconstruction team, accompanied Mr. McFarland. Representatives from the *Fundación del Azúcar (FUNDAZÚCAR* [Sugar Foundation]) who are collaborating with *Alianzas* to reconstruct five health centers also attended, as well as more than one hundred people from the community.

During quarter three, Ms. Mellen Tanamly, expert on nutrition and public health from George Washington University, visited Guatemala with the purpose of raising awareness on the issue of chronic malnutrition, which affects half of the population under five. Ms. Tanamly held meetings with nine reporters from different media centers. As a part of the advocacy plan for her visit, three interviews aired on television, one by a local radio station and six articles were published in the newspapers, including one previously written by her. Ms. Tanamly also met with Congresswoman Zury Ríos and representatives of the National Nutrition Secretariat. *Alianzas* organized a breakfast meeting with private sector representatives interested in investing in nutrition projects, giving them the opportunity to discuss their plans with Ms. Tanamly and learn about state-of-the-art interventions.

On July 8th, the *Alianzas* team held the annual training session for current and potential partners. The session included the following topics: grants and finance, branding and marking, monitoring and evaluation, gender, and regulations for the use of family planning (FP) funds.

During the month of August, Melissa McSwegin and Linda Hradilek from RTI Home office visited Guatemala for a week to review administrative, financial, technical and M&E procedures of the project, as well as to support the program team on annual work planning.

Also during the third quarter, the newly appointed U.S. Ambassador, Mr. Arnold Chacón, along with Isabel Stout, AOTR, attended the *Alianzas* partners' recognition event. Tere

Ligorria, *Alianzas*' COP, presented the results and accomplishments of the program. The event took place at *Asociación Nacional del Café (ANACAFÉ* [National Coffee Association]), and more than eighty people from the private sector attended.

Post-Disaster Reconstruction Modification. On September 24, 2010, *Alianzas* received Modification No. 3 to implement the Post-Disaster Reconstruction component. Activities under this component began in the first quarter, resulting in the reconstruction of 82 sites throughout the country by the end of FY11.

USAID granted a request to extend the period of implementation of this component for six additional months on September 23, through modification No. 10 to the Cooperative agreement.

Outside of our standard alliances, several additional activities helped raise funds for the reconstruction component. Among these activities were two concerts with the participation of DJ Francis Dávila. The other event reunited 13 Guatemalan rock bands who held a concert named *Toke X Guate*. All funds collected through these activities were donated for reconstruction activities.

Electoral Year Strategy. Throughout FY11, USAID's programs *Alianzas*, *Diálogo para la Inversión Social* and *Reforma en el Aula* had several meetings to establish a joint electoral year strategy. Although each program has its own mandate and objectives, this coordination sought a joint working mechanism to ensure the continuation of countrywide efforts in education, during the electoral process. The document developed includes specific actions, references to each project's activities, common messages and a proposed timeline. The strategy was submitted for approval to USAID on June 3, 2011.

1.1.2 New Alliances Established

The TRC (Technical Review Committee) held meetings to approve 15 Education projects, seven Health projects, nine Reconstruction projects and 11 Small Grants projects. These projects are:

- Education projects
 - *Fundación del Café (FUNCAFÉ* [Coffee Foundation]) -*Libros y Cuadernos con Corazón*
 - *Fundación Raxche'*
 - *Instituto Guatemala de la Asunción Villa Nueva*
 - *Estrella de Mar*
 - *Fondo Unido de Guatemala (FUG [United Way Guatemala]) – Vamos a la Escuela*
 - *Camino Seguro*
 - *Club Rotario Coatepeque*

- *Fundación para el desarrollo integral de programas socioeconómicos (FUNDAP)* [Foundation for the integral development of socio economic programs]
- *Centro Educativo San Judas Tadeo*
- *Asociación de los Cuchumatanes (ASOCUCH)* [Cuchumatanes Organization of Associations]
- *Pueblo a Pueblo*
- *Fundación Sergio Paiz (FunSEPA)*
- Giving Project
- *Universidad del Valle (UVG) II*
- *Fundación Juan Bautista Gutierrez (FJBG)*[Juan Bautista Gutierrez Foundation]
- Health Projects
 - *Tan Ux'il* – reproductive health (RH) for adolescents
 - *Instituto de Salud Incluyente (ISIS)*[Institute for Inclusive Health] - *Modelo Incluyente de Salud (MIS)* [Health Inclusive Model]
 - *FUNDAZÚCAR -Mejores familias (MF)* program
 - *Bananera Nacional S.A.(BANASA)*[National Banana Group] – *MF* program
 - *FJBG- RH* for adolescents
 - *FUNDAP* - Training of auxiliary nurse and health volunteers
 - *Hombres Responsables, Hombres Saludables (HRHS)* [Healthy Men, Responsible Men]
- Reconstruction projects
 - *FUNDAZUCAR*
 - *FUG – Telefónica*
 - *Hidro Xacbal* – Rotary Club Americas
 - Puerto Quetzal Power (PQP) – Rotary Club Escuintla
 - *Texaco –Chevron Phase 1- Rotary Club Del Valle*
 - *Texaco – Chevron Phase 2- Rotary Club Del Valle*
 - *Fundación Tigo*
 - *Fundación Pantaleón*
 - *Fundación Carlos F. Novella*
- Small grants projects

- *Movimiento Ecológico Pura Vida*
- *Asociación de Desarrollo de la Permacultura (ASODEP)* [Permacultural Development Association]
- *Escuela San José Pinula Escuela Oficial Rural Mixta (EORM [Coed Rural Official School]) 850*
- *Jóvenes Arriba*
- *Escuela Oficial de Párvulos 69*
- *Escuela Oficial de Párvulos Anexa EORM Aldea Santa Rosa*
- *Comité Todos por el Lago*
- *Coordinadora de Asociaciones de Desarrollo Integral del Suroccidente de Guatemala (CADISOGUA)* [Southwestern Guatemala Integrated Development Organization Coordinating Entity]
- *Casa Sito*
- *Conservation Inc.*
- *Asociación de Abogados Mayas*
- Rapid response projects:
 - Mellen Tanamly, from Georgetown University, visited Guatemala with the purpose of raising awareness on the issue of chronic malnutrition. Rapid response funds covered these events.
 - *CentraRSE*, International Conference on Corporate Social Responsibility. Rapid response funds supported the conference.
 - The Global Health Initiative and Feed the Future meeting with private sector was funded with rapid response funds.

2. Education

Over the course of FY 11, the Education team's efforts focused on proposal evaluation, project implementation, supervision and project reports review. The Education team supervised 25 projects during FY11. *Alianzas* Education projects fit within three thematic clusters that correspond to USAID goals and objectives:

- Thematic Cluster A: Scholarships – Equal opportunities for learning
- Thematic Cluster B: Teacher training and classroom methodologies
- Thematic Cluster C: School infrastructure and materials

2.1 Summary of Events and Activities

Open call for proposals: An open call for scholarship proposals was advertised in local newspapers during the last month of FY10 (September). Subsequently, the education team reviewed and evaluated all submissions in the first weeks of the first quarter of FY11. The Education and M&E teams jointly developed criteria for technical analysis, summarizing it in table format and creating a fact sheet containing additional information requested by USAID for each proposal. The 16 highest rated proposals (based on feasibility and alignment with *Alianzas* priorities) were selected and presented to TRC. Four projects were approved in late December; additional review by USAID was required for the remaining 12 projects. By February 2011, 12 of the 16 scholarship project proposals had been approved. Four were deemed unfeasible at the time.

Early Reading and Evaluation Conference: During FY11, the Early Reading and Evaluation conference was organized and held in coordination with USAID/*Reforma en el Aula*. The purpose was to raise awareness about the importance of reading, its evaluation, corresponding teacher training and good practices, and appropriate materials for developing essential academic skills. Inter-American Development Bank (IADB), the United Nations Children’s Fund (UNICEF), UVG, and Universidad Rafael Landívar (URL) supported the conference. It included highly regarded experts as speakers, among them: Amber Gove and Sylvia Linan-Thompson from RTI International, Vanessa Castro from *Centro de Investigación y Acción Educativa Sociales (CIASES* [Social and Education Research and Action Center]) Nicaragua; and Dennis Cáceres, Quality of Education General Director in Honduras. Speakers from Guatemala included from Ministry of Education (MOE): Nora de Salazar, Guatemalan Reading Program Director, Mónica Flores and Andrés Gálvez, *Dirección General de la Calidad Educativa (DIGECADE* [Quality of Education Directorate]). More than 120 people participated in the conference.

Coordination with USAID partners: *Alianzas* participated in the following activities with USAID partners:

- Electoral strategy 2011: *Diálogo para la Inversión Social, Reforma en el Aula* and *Alianzas* worked on the Education Electoral Strategy submitted to USAID on June 3, 2011.
- Diagnostic evaluation for *Fundación Ramiro Castillo Love’s* programs, *Programa de Educación Básica Integral (PEBI* [Integral Basic Education Program]) and *Educación Integral para el Nuevo Milenio (EDINUMI* [Integral Education for the New Millennium]): *Alianzas’* team requested *Diálogo para la Inversión Social’s* collaboration in the evaluation. A final proposal was submitted to *Fundación Ramiro Castillo Love* on June 25, 2011.
- *Grupo Promotor:* As part of the 2011 electoral campaign strategy, *Alianzas’* education manager participated in the meetings of the *Grupo Promotor* organized by *Diálogo para la Inversión Social*. The National Education Agenda was

developed and shared with other institutions and with each political party's technical teams.

- C-Change coordination: *Alianzas* supported Anne Fitzgerald, C-Change's COP, in presenting its plan to *UVG's* Rector, Mr. Roberto Moreno. As a result, the C-Change program is being implemented at *UVG*.
- *Alianzas* and *Reforma en el Aula* joined efforts and ensured alignment of activities with USAID objectives. During this year the following activities were coordinated:
 - Conference, workshops and meetings for the Early Reading Conference
 - Master's Degree scholarship program at *UVG*: in 2010, 12 Master's Degree scholarship beneficiaries started the program, 10 students with *Reforma's* funds and two students with *Alianzas's* funds. This group will graduate in July 2012. In 2011, 15 Master's Degree scholarship beneficiaries were added to the group. *Reforma en el Aula* sponsored 10 students and five are sponsored through a *UVG-Alianzas* grant. This group will graduate in July 2013.
 - *Reforma* and *Alianzas* coordinated the strategy for teacher training and libraries for the *Libros y Cuadernos con Corazón* program. Both programs agreed on the terms of reference for the institution meant to provide the training component and proceeded to contract it.

Scholarship beneficiaries' graduation: 15 students supported by *Alianzas* graduated from *UVG* on February 26th, 2011 (quarter two). They all graduated as teachers specialized in Primary Education.

Mini libraries: The Coconut Creek, Florida chapter of Food for the Poor donated 2,368 books through the Church of Jesus Christ of Latter Saint Days of Guatemala. *Cáritas Arquidocesana* received the donation as part of the *Libros y Cuadernos con Corazón* program. The *Alianzas* team organized the books in mini libraries benefitting more than 5,000 children in 52 public schools who now have access to mini-libraries and reading books. *FUNCAFÉ* was in charge of the logistics and delivery of the libraries under the project.

Community of Learning: The education team started a discussion group called Community of Learning with the purpose of sharing knowledge and best practices among partners. The main topic under discussion was reading skills and best practices in Guatemala and throughout the world. *Reforma en el Aula* and MOE personnel had shared their experience in reading evaluation and the reading tests available in Guatemala. Members of this community requested the MOE approval to use the reading test *Enseñanza de la Lectura en Grados Iniciales (ELGI* [Early Grade Reading Instruction]) in their own schools. *Alianzas* started the process, which was set to begin in September 2011 and continue over academic year 2012. The group meets on a monthly basis and aims to share best practices with a broader audience.

Youth winners at the Food Fair: Scholarship beneficiaries from the *Fundación Raxche'* project won two prizes at the Food Fair in July 26, 2011. They won first place in the Junior Chef category and first place in *VIJUSA Higiene Industrial* (Industrial Hygiene Vicente Juan Carlos S. A.), a category awarded to the group of chefs that have the best hygiene practices in handling and preparing food.

Literacy mothers' group creates a business: With project support, a group of mothers from *Camino Seguro* enrolled in literacy classes as part of the scholarship project and created a business called *CREAMOS*. They create custom jewelry with recyclable materials such as magazines. They have started to break the circle of poverty by getting involved in a profitable job instead of picking up and classifying garbage. They have expressed their happiness at being able to work in a different type of activity, as they have referred to it as “a more dignifying activity”.

For the second year of implementation, all efforts focused on analysis of proposals, supervision of project implementation, and quarterly report review.

2.2 Projects Under Implementation

Following is a summary of the ongoing projects.

The approved proposals contribute to the following objectives:

1. Provide opportunities for learning through scholarships
2. Support the creation of an adequate learning environment where infrastructure is linked to indicators of quality
3. Enhance the quality of teaching through training

More information can be found in the Education Charts in *Annex D*.

Thematic Cluster A: Scholarships – Equal opportunities for learning

The scholarship program has four projects for higher education and 10 projects for basic education. The purpose of these projects is to offer education opportunities to children and youth focusing on grade completion and graduation, especially for girls, access to formal education, development of job related skills, and teacher training.

Higher education scholarship programs

UVG Scholarships I

Partner: *UVG*

Start date: July 15, 2010

Beneficiaries: *249 students*

Geographic area: *Departments of Escuintla and Sololá*

The *UVG* scholarship project is a two-year program implemented at *UVG Campus Sur*, in Escuintla, and the *UVG-Altiplano*, in Sololá. It focuses on providing improved

educational opportunities to low-income rural indigenous women. At the end of the academic year 2011, 41 students will graduate; the graduation ceremonies will take place in December 2011 and February 2012.

URL Scholarships

Partner: URL

Start date: July 15, 2010

Beneficiaries: 290 students

Geographic area: Departments of Alta and Baja Verapaz, Zacapa, Quetzaltenango, Huehuetenango, Quiché, Antigua Guatemala, Escuintla, Retalhuleu, Jutiapa and Coatepeque.

The URL scholarship project is a two-year program implemented in different URL campuses throughout the country. The project currently benefits 290 students because URL awarded three more scholarships in health. In the first quarter of 2012, scholarship recipients will celebrate a reunion in which they will be able to share experiences and will receive professional training. At the end of the academic year 2011, 63 students will finalize their studies and will graduate; the graduation ceremony will take place in December 2011.

Universidad del Valle de Guatemala Scholarships II.

Partner: UVG

Start date: January 20, 2011

Beneficiaries: 220 students

Geographic area: Departments of Escuintla and Sololá

Congruent with UVG's goal of preparing highly qualified professionals, the university is implementing a two-year program aligned with *Alianzas'* education strategy. At the end of the academic year 2011, 30 students will finalize their studies and will graduate; the graduation ceremony will take place in December 2011.

FJBG Scholarships

Partner: FJBG

Start date: January 17, 2011

Beneficiaries: 9 students

Geographic area: Departments of Guatemala, Sacatepéquez, Petén and Alta Verapaz

FJBG created a scholarship program to facilitate access to quality advanced education for young men and women that demonstrate leadership abilities and academic potential, but who have financial limitations that prevent them from obtaining a university education. Students study the following areas: Chemical, Civil, and Systems Engineering, Accounting and Architecture.

As part of FJBG's commitment during *Alianzas I*, they have sent an update of the previous scholarship program; Javier Ajú will graduate at the end of this year and he is now in the internship phase. He has performed his internship in UVG's Vegetable

Laboratory and because he has shown responsibility and abilities, UVG has offered him a permanent job after his graduation.

Basic education scholarship programs

Instituto Privado Guatemala de la Asunción Villa Nueva Scholarships

Partner: Instituto Privado Guatemala de la Asunción Villa Nueva

Start date: January 10, 2011

Beneficiaries: 249 students

Geographic area: Department of Guatemala

The *Instituto Privado Guatemala de la Asunción Villa Nueva* program offers comprehensive education, with grade-appropriate academic courses, as well as job related skills development for children and youth, from preprimary to high school. The institute prioritizes attracting and retaining lower income youth-at-risk, particularly girls between the ages of 12 and 20. The program benefitted 249 students as follows: 21 in preprimary, 161 in primary, 26 in lower secondary and 41 in high school. At the end of the academic year on October 19 2011, 16 scholarship students will receive their high school diploma at a graduation ceremony.

Fundación Raxche' Scholarships

Partner: *Fundación Raxche'* and Instituto de Capacitación Técnica y Profesional (INTECAP [Professional and Technical Training Institute])

Start date: January 10, 2011

Beneficiaries: 1,445 students

Geographic area: Department of Izabal

Fundación Raxche' has worked in a) development of job related skills, b) principles and values, c) fundamentals for a happy and healthy life, and d) use and maintenance of natural resources. The program's success is due in part to the involvement of parents and principals from the *institutos* (secondary schools) who are actively involved and share responsibilities with students. Students must be enrolled in formal education in the secondary schools to apply for a scholarship. The scholarship enhances their education providing job related skills development to youth between the ages of 11 to 20. The scholarship includes the materials needed for each course, INTECAP student's fee and the technical and financial personnel that supervise the program.

On July 28, 2011 scholarship recipients from *Raxche'* participated and won two prizes at the "XV Feria Alimentaria Guatemala 2011" (Guatemalan Food Fair). Seven students enrolled in the chef course at INTECAP showed special abilities, prompting the instructor Chef Luis Carrillo to invest extra time to help prepare them for the contest. The group of "chefs" won in two categories: Junior Chef with a total of 95.67 points and the first prize for Best Hygienic Practices in Handling/Preparing Food.

¡Vamos a la Escuela! FUG

Partner: FUG and its 71 partner companies

Start date: January 14, 2011

Beneficiaries: 1,000 students

Geographic area: Departments of Guatemala, Sacatepéquez, Totonicapán, Chimaltenango, Petén and Alta Verapaz

FUG along with BK Becas, *Centro Educativo Hermano Pedro, Fé y Alegría, Corazón de los Niños, Alianza para el Desarrollo Comunitario Juvenil, Save the Children, Don Bosco, Cdro and Nueva Era*, will manage a three-year scholarship program in several rural locations. The overall purpose of the program is to offer access to school for children from impoverished families, increasing school enrollment, improving school retention and completion. 1,000 4th grade students received scholarships, and we anticipate that all of the students will be promoted to the next grade.

Estrella de Mar Scholarships.

Partner: Women's Foundation of Colorado, Barney Family Foundation, Individual students' sponsorships and Barker Family Foundation

Start date: January 14, 2011

Beneficiaries: 62 students

Geographic area: Department of Sololá

Fundación Estrella de Mar has a program focus on women that provides academic scholarships, empowers young women and ensures their preparation upon graduation from high school to continue their personal and professional development. The project has a mentorship model and the mentors are indigenous professional women who lived the same circumstances as the students. The students received financial literacy courses, giving them the skills to prepare a budget and knowledge about financial services available in banks. Students also received English, citizenship and civic education among other courses. Parents also received these courses, and as a result, eight parents registered to vote and they participated in the elections.

The students in higher education receive training as mentors and they have given their first workshop to 110 children in Monte Mercedes, Buena Vista, San Andrés Semetabaj and Santiago Atitlán.

The scholarship project is benefiting 62 students, 31 students are in lower secondary and 31 in higher secondary. From this group four students should graduate in October 2011.

Camino Seguro Scholarships

Partner: Fondo Unido de Guatemala, *Fundación Juan Bautista Gutiérrez, Embajada de Holanda and Club Rotario Guatemala Este*

Start date: January 17, 2011

Beneficiaries: 476 participants

Geographic area: Municipal Dump area in Guatemala City

Camino Seguro (Safe Passage) works with at-risk children of the families that live and work by the municipal dump in Guatemala City. The center offers scholarships for children and youth in public and private schools and additionally provides assistance with school homework, and tutoring designed to reinforce concepts through their educational reinforcement program. Students also participate in a range of art, music, sports and recreational activities as well as English language classes, and computer training that will provide opportunities to learn life and social skills. *Camino Seguro* also works with mothers and fathers through a literacy program in which they can complete elementary and/or secondary levels. With this group of adults, *Camino Seguro* guided the group in the organization of *CREAMOS*, which is a business-oriented activity. In *CREAMOS* the mothers create and sell jewelry with recyclable materials such as magazine and paper, they are trying to make a self-sustainable productive activity.

The program provides scholarships and tutoring for 476 participants; from this group 231 students are enrolled in primary, 174 in lower secondary, and 41 in high school. From the high school group, 15 students should graduate at the end of the academic year 2011.

The remaining 30 parents receive literacy courses and job related skills development.

Club Rotario Coatepeque Scholarships

Partner: Club Rotario Coatepeque

Start date: January 17, 2011

Beneficiaries: 229 students

Geographic area: Department of Quetzaltenango, Coatepeque.

The Rotary Club of Coatepeque is implementing a program specifically for youth in rural areas. The main purpose is to offer learning opportunities to students that otherwise would not participate in formal education. The scholarship program aims to create a group of students who could serve as a role model to other students in their communities. Club Rotario de Coatepeque has requested a University scholarship recipient to perform an evaluation of the USAID scholarship program to strengthen the program and be able to plan activities that could provide support and other services to the students. The results are expected in the first quarter of 2012.

During FY 2011, 229 students received a scholarship. From this group, 199 are in lower secondary, 25 in upper secondary and five in higher education. *Club Rotario de Coatepeque* supervised their performance and provided guidance and support when needed. Four students will graduate at the end of the academic year.

Centro Educativo San Judas Tadeo Scholarships

Partner: *Fundación Guatemalteca de Promoción Humana*

Beneficiaries: *543 students*

Geographic area: *Colonia La Libertad, Santa Fé Guatemala City.*

Start date: February 15, 2011

Fundación Guatemalteca de Promoción Humana is implementing a scholarship program that benefits students at the *Centro Educativo San Judas Tadeo* at *Colonia La Libertad*. The project is benefitting children and youth that live in poor and marginal areas with formal education and job related skills development such as English, computer literacy, electronics, and computer maintenance.

The program currently benefits 543 students: 74 in preprimary, 183 in primary, 202 students in lower secondary and 84 students in high school. In quarter four, two students from lower secondary dropped out; both will be replaced in the following academic year. 29 students will graduate in October 2011.

Pueblo a Pueblo Scholarships

Partner: *Pueblo a Pueblo Inc., Green Mountain Coffee Roasters, Maya Educational Foundation, The Coffee Trust, Samir D Gergis Trust, Guatemalan Adoptive Family Association, Individual donor contribution scholarships*

Start date: March 10, 2011

Beneficiaries: *183*

Geographic area: *Department of Sololá*

Pueblo a Pueblo is working to support health and education of indigenous children at Santiago Atitlán, Sololá. The program seeks to combat poverty and inequality by promoting preventive healthcare, proper nutrition, and learning opportunities for children in this region, with a focus on education for marginalized Maya children, especially girls, who are typically discouraged from pursuing such opportunities. *Pueblo a Pueblo* field staff are constantly in communication with parents and teachers to provide proper assistance to families when needed. An international donor to the program has helped two families affected by Tropical Storm Stan.

The *Pueblo a Pueblo* program benefits 183 students; 11 in preprimary, 161 in primary, 10 in lower secondary and one in high school. The graduating student has done an internship at *La Posada de Santiago Atitlán* (a local hotel) and the outcome has been successful for both parties; the girl in particular feels empowered and more confident in her talents and knowledge. She will graduate in October 2011.

FUNDAP scholarships

Partner: FUNDAP

Start date: March 1, 2011

Beneficiaries: 1,150 female students

Geographic area: Departments of Quetzaltenango y San Marcos

FUNDAP focuses its efforts primarily on girls' education, school permanence and completion. The purpose is to provide learning opportunities through formal education for girls, and training sessions for parents and teachers. To attain this objective the scholarship includes tuition, training in topics such as self-esteem, entrepreneurship, and values, training for parents and teachers, educational field trips, didactic materials, school supplies and progress evaluation. The scholarship program is supporting 1,150 students, 981 in primary and 169 in lower secondary. From this group, 963 girls will complete elementary school in 2013: 93 in 2011, 194 in 2012 and 676 in 2013. FUNDAP organized committees conformed by parents in each school to ensure their participation and commitment to the program. During quarter four, there were three training sessions for girls discussing topics such as the importance of completing elementary education, planning for the future and productive potential in the community. Parents and teachers also received training sessions mainly to discussing the importance of gender equity and maintaining girls in school. The scholarship recipients and parents made a fieldtrip guided by FUNDAP personnel to other centers, where they can find other opportunities after the girls complete their education.

Girls have learned how to open a bank account and how to use their money in productive activities. A good example would be Yoselin Temaj, who used the first disbursement to purchase broiler chicks. After several months, she sold them for a profit. With the second disbursement, she bought a baby pig, which she will also raise and will sell afterwards. The money received with this activity has helped her to buy materials and help her family.

ASOCUCH Scholarships

Partner: Norwegian Fund for Development (NFD) and ASOCUCH

Start date: February 1, 2011

Beneficiaries: 149 students

Geographic area: Departments of Quetzaltenango and Huehuetenango

ASOCUCH has implemented the program “*Con Derecho a Un Futuro*” (The Right to a Future) with funds from the NFD and USAID funds. The purpose of this program is to empower rural youth through active participation in development activities of their communities and complete their formal education. The project benefits 149 students in secondary schools. At the end of the academic year, 34 students will graduate from high school and the remaining 115 will pass to the following grade.

Thematic Cluster B: Teacher training and classroom methodologies

The projects approved under this thematic cluster seek to improve classroom methodologies through teacher training, supervision and provision of materials. In order to determine the impact of these projects along the students' academic achievement, partners have planned to apply post-tests and report the results in the following quarter.

Cooperación para la Educación (COED [Cooperation for Education])

COED implemented the following projects that concluded at the end of FY11: a) Culture of Reading Program (CORP), b) computer laboratories and c) textbooks for secondary students.

Textbooks for secondary school – COED

Partner: Rotary Club

Start date: October 1, 2010

Beneficiaries: 1,547 students

Geographic area: Departments of San Marcos, Quetzaltenango, Sololá, Chimaltenango and El Progreso

The program covered 14 institutes in San Marcos, Quetzaltenango, Chimaltenango, Sololá and El Progreso. Students receive Mathematics, Social Studies, Language and Science textbooks, all of them in Spanish in an innovative textbook-rental program. Teachers received training in the use of textbooks as pedagogical tool, 57 teachers participated.

During quarter four, 51 students dropped out from the program due to different reasons, including lack of economic resources, migration, and lack of interest. This number reflects a 3% dropout rate, a low rate in the areas where the program takes place.

CORP – COED.

Partner: Rotary Club

Start date: October 1, 2010

Beneficiaries: 2,066 students

Geographic area: Departments of Sacatepéquez, Sololá and Quetzaltenango

The project takes place in 18 primary schools, where 71 libraries benefitted 2,066 children. The main goal is to increase children's reading and writing abilities to achieve higher grades in school. The methodology has held teacher-training sessions to help transform students into more active learners. During quarter four, the teacher training session was interrupted by the teacher's strike. There were some teachers absent during such session and only 61 attended. Nevertheless, most of the teachers continue with their training and application of the methodology. In September and October, *COED* will apply the post-tests to see achievement. Results will be shared in the following quarter.

Computer laboratories – COED

Partner: Rotary International

Start date: October 1, 2010

Beneficiaries: 1,764 students

Geographic area: Departments of Quiché, Alta Verapaz, San Marcos, Quetzaltenango, and Chimaltenango.

COED is currently implementing the Computer Laboratories project in eight high schools in the departments of El Quiché, Alta Verapaz, San Marcos, Quetzaltenango, and Chimaltenango. The methodology requires parent and teacher involvement, as well as the commitment of the students to maintain and use the computers. During quarter four, three teachers and one principal received the Digital Literacy diploma from Microsoft. This course allows them to guide students properly in computer laboratories. COED's personnel performed the monitoring visits and they were able to help teachers develop their lessons, provided technical assistance, and administrative support. Students from this project have expressed their satisfaction and gratitude for the laboratories because they would not have access to a computer otherwise. They all see now that there are other learning opportunities to pursue.

CAFÉ-Alianzas

Partner: FUNCAFÉ

Beneficiaries: 3,845 students

Geographic area: Departments of Santa Rosa, Chiquimula, Jalapa, Jutiapa and Zacapa

Start date: November 1, 2010

This is a three-year intervention that integrates health, nutrition and education components in 12 municipalities: Camotán, Esquipulas, Jocotán and Olopa in the department of Chiquimula; San Pedro Pinula and San Carlos Alzatate in Jalapa; Moyuta and Jutiapa in the department of Jutiapa; Barberena and Pueblo Nuevo Viñas in Santa Rosa; and Gualán and Unión in Zacapa. In education the intervention is based on an active teaching pedagogical and cultural model called *Escuela Rural Activa* (ERA [Active Rural School]), centered on the child and his or her social and natural environment. The model is implemented in 56 schools: unitary (one teacher per school) and multi-grade (more than one class grade in each classroom).

The project covers 56 elementary schools from which 27 of them also have a preprimary school functioning with 148 teachers and 3,845 students. The enrollment includes 491 students in preprimary and 3,354 students in primary. During quarter four, 56 libraries and teaching sets containing school supplies for teachers were distributed.

FUNCAFÉ and MOE personnel received training sessions on environmental education. 148 teachers in the area received information and materials. Also during quarter four, 128 teachers joined in 10 educative circles known as “teacher’s circles” (groups of teachers that share best practices and follow up on topics discussed during training sessions). This has been a good training model appreciated by teachers.

Libros y Cuadernos con Corazón II (Books and Notebooks with Heart II)

Partners: Church of Jesus Christ of Latter-day Saints, *Emisoras Unidas* (United Radio Broadcasters), *Cámara de Comercio* (Chamber of Commerce), *Cargo Expreso*, Wal-Mart, *Banco de Desarrollo Rural (Banrural [Rural Development Bank])*, Kimberly Clark, and *Grupo Almo, Asociación de Colegios Privados* (Private Schools Association) and *Editorial y Librerías Piedra Santa*.

Start date: February 1, 2011

Beneficiaries: 72,458 students

Geographic area: Departments of Jalapa, Zacapa, Jutiapa, Santa Rosa and Chiquimula

Libros y Cuadernos con Corazón is a second iteration of a project. Partners from the first version of the project agreed to participate again. New partners also joined this effort, including the *Asociación de Colegios Privados* (Private Schools Association) and members of the *Gremial de Editores* (Publisher Guild) such as *Editorial y Librerías Piedra Santa*. This project included 911 schools where students received school supplies. 252 schools received mini-libraries, and 1,349 teachers from those schools received training. *Alianzas* and *Reforma en el Aula* developed the teacher-training component with books and libraries, while *FUNCAFÉ* led the implementation. The purpose of the training component was to improve children's reading comprehension skills, writing techniques and the usage of tools to track students' performance. This component included two completed training sessions and three monitoring visits to schools. *FUNCAFÉ* reported troubles in the second visit because schools were holding teacher's day celebration activities, so they monitored less than 50% of the schools. The third visit was cancelled because of the teacher's strike that started on July 28, 2011 and has not finished. The period of implementation will be extended from January to April to review the topics covered in the training sessions and complete the monitoring component. The education team will start coordination with new MOE authorities to coordinate this last phase of the project.

Thematic Cluster C: School infrastructure and materials

Projects under this thematic cluster must incorporate quality components into infrastructure activities. Priority areas included in the projects include: a) improving school infrastructure, b) promoting safe and healthy schools, c) good hygiene and sanitation practices, d) school materials, and/or e) equipment to support the learning process.

Millennium Schools Totonicapán.

Partner: *Fundación Tigo* and United Nations for Development Programme (UNDP)

Start date: August 1, 2010

Beneficiaries: 7,491

Geographic area: Department of Totonicapán.

This program, implemented in alliance with UNDP and *Fundación Tigo*, contributes to the achievement of the Millennium Development Goals. The communities for this project

were selected based on rates of malnutrition and poverty. *Escuelas del Milenio* is implemented in 44 schools in Santa María Chiquimula, San Andrés Xecúl, Santa Lucía la Reforma, Momostenango, San Bartolo Aguas Calientes, Totonicapán, San Cristóbal Totonicapán and San Francisco El Alto. In Totonicapán 97% of the population is indigenous, illiteracy rates reach 66% and the schooling average is three years. All of the schools except one are rural schools and the spoken language is K'iche'. Each school has a school committee that oversees pedagogical, administrative, and maintenance activities of the school. The Millennium Schools currently benefit 7,491 children: 1,064 students in preprimary, 6,427 students in elementary and 254 teachers. From this group, 3,693 are girls and 3,798 are boys.

The model implemented by *UVG* has received support from central and local MOE authorities as well as the *Coordinadores Técnicos Administrativos* (Administrative and Technical Coordinators [CTA]) and supervisors. This coordination and support facilitated efficient and successful implementation reflected in teacher and student attitudes. At the beginning of the intervention, *UVG* conducted a pre-test followed by a post-test in September. The results will be discussed in the next quarterly report.

Parents were actively involved in learning activities by sharing their knowledge. In addition, the climate in the classroom has changed with visual “text environment”, learning and reading corners and desks organized to encourage collaborative work among students.

The training sessions suffered some absenteeism due to the teacher strike that started in July, and later in August the Departmental Directorate was taken by teachers on another strike. Most of the teachers, who were committed to the Centers of Excellence for Teachers Training (CETT) model, took early shifts at the Directorate to be able to participate in the training sessions. On average, more than 80% of the teachers participated in the training sessions and in the learning circles.

Next year, *Tigo* and *UVG* will resume coordination with new education authorities.

Millennium Schools Huehuetenango

Partner: *Fundación Tigo*

Start date: August 8, 2011

Beneficiaries: *estimated 8,259*

Geographic area: *Department of Huehuetenango*

In order to extend the Millennium School project, UNDP and *Fundación TIGO* will partner again with *Alianzas* to implement *Escuelas del Milenio* in 50 schools in Huehuetenango. In this phase of the project, the *Alianzas* Reconstruction team will also be part of the alliance. The components remain the same: UNDP is in charge of the community development activities, *Fundación Tigo* along with the *Alianzas* reconstruction team is responsible for school refurbishment through the *ABC* strategy: *Aulas, Baños y Cocinas* (Classrooms, Bathrooms and Kitchens) and the *Alianzas*

Education component is funding the Creative Classrooms methodology, implemented by UVG.

The project has not started for various reasons: UVG has done an administrative re-organization and has requested an extension of time. This is also a result of the teachers' strike, interruption in the regular schedule and the academic year is close to ending. Activities will resume as soon as the teachers free the Directorate and sessions could begin again, which could take until January 2012.

Technology in Education by FunSEPA

Partner: *FunSEPA*

Start date: July 1, 2011

Beneficiaries: 3,489 students

Geographic area: *Departments of Huehuetenango, San Marcos, Alta Verapaz, Petén, Escuintla, Quiché, Sacatepéquez, Totonicapán, Retalhuleu, Guatemala*

FunSEPA's main objective is to contribute to social and economic development in Guatemala by using technology as a tool for education. The overall purpose of the grant is to provide educational opportunities for children and youth. The specific objectives are: a) provide access to technology in elementary schools through a computer laboratory, b) contribute to increased access and improved quality of education in priority rural areas, and c) promote the use of technology as a pedagogical tool that could enhance the teaching-learning process among teachers and principals through training and consistent support. The project started with a training session or "Digital Introduction" to the first group of 197 teachers and nine schools that have already been equipped. In the first quarter of 2012, *FunSEPA* will finish refurbishing six more schools and teachers will be receiving training to reach 15 schools and 250 teachers.

The Giving Project

Partner: *The Giving Project*

Beneficiaries: 2,907 students

Geographic area: *Departments of Sololá, Quiché y Totonicapán*

Start date: *July 15, 2011*

This comprehensive project will address the main educational problems of access and quality of education through infrastructure, materials, teacher training, and parental involvement in their children's education. The project focuses on rural, indigenous and lower income communities, and addresses the urban-rural, Ladino-Mayan and gender achievement gaps in education. The project will refurbish 35 schools during 2011 and 2012. By September 2011, nine schools were refurbished and the rest of the schools will be worked on in FY 12 and FY13. The qualitative component of the project focuses on reading and they have contracted UVG to implement CETT methodology.

2.3 Projects Completed

Proyecto de Capacitación de Docentes (PROCAPS [Teacher training project]).

PROCAPS is part of a continued effort that *FUNDAZÚCAR* and *UVG* have maintained on the southern coast of the country. Its objective is to improve the quality of education in schools in Escuintla, Suchitepéquez, Retalhuleu and Santa Rosa, by training teachers in active methodology and improving reading and math skills for first, second, and third grades. The results of the project were: 5,842 teachers (966 male and 4,876 female) trained in new strategies and methods of teaching math and reading; and development of didactic materials to support the learning process. During the training sessions, teachers received 7,600 reading manuals and 7,400 mathematics manuals. Departmental Directorate personnel received 1,758 reading manuals and 1,558 mathematics manuals.

¡Cuadernos con Corazón! (Notebooks with a Heart). This project purchases, collects and distributes school supply kits. The partners for the project include the Church of Jesus Christ of Latter-day Saints, *Emisoras Unidas* (United Radio Broadcasters), *Cámara de Comercio* (Chamber of Commerce), *Cargo Expreso*, Wal-Mart, *Banrural*, Kimberly Clark, and *Grupo Almo*. As a result 130,778 students in 1,161 schools benefitted from the project.

2.4 Key Results

The projects implemented under each thematic cluster contributed to the following results:

- Thematic Cluster A: Scholarships - Equal opportunities for learning
 - 10 basic education scholarships projects
 - 5,332 students awarded with a scholarship
 - Four higher education scholarships projects
 - 770 students awarded with a scholarship
- Thematic Cluster B: Teacher training and classroom methodologies
 - 7,887 teachers received training during FY 2011.
 - The methodologies and/or topics used in the teacher training sessions were:
 - CETT (Centers of Excellence for Teacher Training), 235 teachers
 - CORP to 70 teachers
 - *ERA (Escuela Rural Activa)* [Rural Active School], 128 teachers
 - Use of textbooks in class, 57 teachers
 - *PROCAPS (Proyecto de Capacitación de Docentes)* (Teacher training project), 5,842 teachers
 - Use of technology, 206 teachers
 - Use of library, communication and language, 1,349 teachers

- Thematic Cluster C - School infrastructure and materials
 - Infrastructure repaired/refurbished
 - 114 Classrooms
 - 130 Bathrooms
 - 41 Kitchens
 - Materials delivered
 - 420 Libraries
 - 72,458 School kits
 - 9,052 Textbooks in secondary
 - 15,000 teacher’s guides for teaching reading and mathematics
- Coordination among USAID programs delivered the following results:
 - Education Electoral Strategy
- Combined efforts between *Alianzas*, *Reforma en el Aula* and MOE facilitated the introduction of the teacher-training component of the *Libros y Cuadernos con Corazón* program. Teachers and supervisors from all departmental Directorates received training. *Reforma’s* funding covered departmental directorates and *Alianzas’* funds covered teacher training in Opportunity Zones in Jalapa and Chiquimula.
- Partners have shared best practices in teaching reading and writing through the Community of Learning group organized by the education team. All partners were interested and committed to using a tool to evaluate performance and achievement. MOE offered assistance.

A success story is included in *Annex E*.

2.5 Key Issues Faced

- Since all funds for FY11 were committed at the beginning of the year all proposals received afterwards were not processed and could not be presented to TRC. The lack of new projects affected our ability to meet the projected and approved targets. Targets are especially low in enrollment in secondary school.
- Partners have continued requesting meetings to present proposals. The education team has advised to wait until there are funds available.
- Training and monitoring activities were affected by two teacher strikes and various non-academic activities held in schools, one in particular was the elections. Many schools served as voting centers and schools were closed for two weeks. Attendance at trainings diminished and in some cases, the training sessions were cancelled. These interruptions resulted in implementation problems for CORP/COED, *Libros y Cuadernos con Corazón*, and Millenium schools

programs. Partners have already planned to re assume training activities the coming year and meet their expected targets. Plans will be shared in the following quarter.

2.6 Activities and Actions Planned for the First Quarter of FY12

- The academic year will end during the first quarter of 2012; therefore, the education team will follow-up on graduates in each institution and will keep records of the final grades for the rest of the students
- Monitor implementation of projects
- Negotiate with partners the submission of reports even though the projects end. These partners are: *Fundación Raxche´*, *Camino Seguro*, *Instituto Privado Guatemala de la Asunción Villa Nueva*, *Pueblo a Pueblo*, *Estrella de Mar*, *Rotarios Coatepeque*, *ASOCUCH*, *Centro Educativo San Judas Tadeo* and *FunSEPA*.
- Coordinate the application of *ELGI* in a sample of schools to evaluate performance. To the extent possible, partners will apply the *ELGI* to a sample of their beneficiaries to establish improvement.

3. Health

FY11 proved to be very eventful as many of the health alliances made considerable progress in both technical and financial objectives. Throughout the year, technical assistance from the USAID/ Health Care Improvement (HCI) Project in Guatemala, and URC headquarters was crucial in ensuring the quality of projects. Aside from routine project monitoring, some of the additional activities completed in quarter four include:

- Alliances between partners. In an effort to improve the results, promote knowledge exchange and the quality of health activities implemented by partners, several alliances were fostered between *Alianzas* projects. Partnerships assisted include:
 - *Alianzas* staff worked with *FUNDAZUCAR* and *Asociación Pro-Bienestar de la Familia (APROFAM)* [Pro-Family Wellness Association], to incorporate a more robust sexual reproductive health (SRH)/FP curricula into the training of *monitoras* and technical field staff of the *MF (Mejores Familias, Better Families)*. The training plan developed by APROFAM will help MF staff to learn more in depth information about SRH/FP services and methods, and strengthen their skills to provide information and counseling to participating mothers. See more information under the *FUNDAZUCAR* project below.
 - *Alianzas* promoted a meeting between WINGS (Women’s International Network for Guatemalan Solutions) and *PASCA*, (*Programa para fortalecer*

la respuesta centroamericana al VIH/Sida) [Central America HIV/AIDS prevention program], as an opportunity for these partners to exchange information about the work each is doing with the Guatemalan sugar industry in terms of HIV/AIDS prevention. The meeting was key for partners to learn what each one is doing and identify a way to maintain communication and work jointly. The exchange also allowed partners to talk about other sectors of the economy that could benefit from joint efforts to prevent HIV/Aids, including coffee and banana industries. See more information under the HIV thematic cluster.

- *FUNCAFE* -USAID/HCI, experts from the HCI project have begun negotiations with *FUNCAFE* to train health staff from two health centers funded through *ANACAFE* (*Asociación Nacional del Café*) [National Coffee Association] on the Helping Babies Breathe (HBB) strategy. Trainings will occur in the first quarter of FY12.
- During quarter four, URC home office staff made two supervisory visits to the *Alianzas* Project. The Health Manager held several meetings with visitors and accompanied the first group on two field visits. Projects visited include *FUNCAFE* FP, *FUNDAZUCAR* MF, and *HRHS*.
- Social and behavior change communication workshop (SBCC). URC, USAID/HCI and *Alianzas* jointly organized this workshop, which began in June. The objective of the workshop is to strengthen the knowledge and abilities of *Alianzas* health partners in designing, implementing and evaluating SBCC strategies. The workshop includes six one and a half day sessions held once per month. To date, 29 participants from seven partner institutions have completed the first three modules (introduction to SBCC, how to conduct formative research, how to identify audiences and design a communication strategy). Trainers for these sessions are representatives of all the entities organizing the course, as well as guests from other USAID partner projects. The course follows a systematic approach based on both the C-Change model and the SBCC model used by URC.
- *MF* Mid-Term Evaluation. As detailed in the previous report, approval of the *MF/FUNDAZUCAR* grant was contingent on conducting a mid-term evaluation. This assessment follows a baseline study completed in 2009. JMatute Consulting conducted the study in quarters two and three. The study's main objective was to establish the degree of influence that the program has on the precursors of behavior change (knowledge, perception, intent, and practice) that affect the health and nutritional status of participating women and children. More information about the study is available under the *FUNDAZUCAR* heading under the Maternal and Child Health (MCH) grants.
- Intern from University of California, Los Angeles (UCLA). For a period of ten weeks, *Alianzas* hosted Nicole Vayssier, a graduate intern from UCLA's School of Public Health in Community Health Sciences. Nicole received a scholarship

from UCLA to complete 400 hours of practical training, during which she conducted a small qualitative research study of the *MF /FUNDAZUCAR* project. The objectives of her research included identifying participant's perceptions of how *MF* has transformed their lives and observing the training process. For a summary of the intern's preliminary results please reference the *FUNDAZUCAR* heading. A complete report will be available next quarter.

Technical details of ongoing projects are presented below. For specific data on results and outcomes, please refer to the M&E section of this report.

Thematic Cluster A: Family Planning/ Reproductive Health (FP/RH)

RH Alliance. During FY11 Alianzas re-assumed leadership to bring together institutions that work in FP/RH, expanding and consolidating the RH Alliance established under the first Alianzas program. A total of 11 organizations are actively participating in the alliance, with the objective of developing a strategic work plan, consolidating indicators, and providing training on policies and laws regulating FP funds. Five of these organizations provide services and FP methods, and the other six provide education, counseling and referrals. Operational and strategic plans for the alliance were completed between the first and second quarters. Members have strived to implement these plans during the year, especially those under the advocacy objective. During quarter three the alliance worked closely with the USAID Health Policy Project (USAID/HPP) in planning a series of workshops to be held with political leaders from the country's strongest parties, in preparation for the presidential elections. In quarter four, these efforts resulted in a forum on maternal mortality, held with Vice Presidential candidates from various parties. Although members of the Alliance did not meet formally as a group during quarter four, members have maintained communication to exchange information and experiences.

WINGS SRH for women, men and youth

Partner: WINGS

Start Date: October 1st, 2010

Beneficiaries: 74,574 men, 2,516 women, and 13,689 youth between 13 and 19

Thematic Cluster A: FP/RH

Geographic area: Seven departments- Sacatepéquez, Chimaltenango, Escuintla, Petén, Sololá, Quiché, and Totonicapán

This project has completed its first year of implementation under the current grant with *Alianzas*. During this period, the WINGS team conducted educational outreach, counseling and mass media activities, to increase knowledge of SRH with an emphasis on FP for men, youth and women of reproductive age. WINGS also completed 15 SRH/FP trainings to staff members from nine NGOs that provide basic health services to designated communities throughout the country. With the purpose of strengthening their results, during this year, WINGS restructured their WINGS FP program team,

reorganized their outreach interventions and better defined the monitoring and field supervision of the educators and volunteer promoters. In order to improve access to temporary contraceptive methods, WINGS made many efforts to expand the volunteer FP Promoter Network and strengthen their coordination with *APROFAM*.

During quarter four, the WINGS programs faced important challenges due to the political climate in the country. Some activities were not well attended, as people avoided gathering in groups to evade suspicions of active political participation. In addition, several locations reported that the government's conditional cash transfer program has been forcing women to use a temporary FP method to receive their cash payment. We anticipate this may in turn reduce the demand for such methods distributed by WINGS under the FP program and therefore program numbers may be lower than anticipated for this reporting period.

Key results for quarter four, by target population group, from the WINGS project are the following:

WINGS FP. This program aims to support groups of men and women make informed decisions regarding FP and have access to contraceptive methods when desired. The program addresses some basic barriers to access, such as geographic isolation, inability to pay for services, lack of medically accurate information, and cultural and language barriers. The program collaborates with health care providers and local NGOs, including health centers, *APROFAM*, and health promoters, to subsidize FP services, share educational materials, and provide training in SRH/FP. All activities occur in seven departments of Guatemala: Sacatepéquez, Chimaltenango, Escuintla, Sololá, Totonicapán, Quiché, and Petén.

During the fourth quarter, three new FP Educators were hired, bringing the total to seven. Educators conducted educational talks, to groups of women assembled specifically to receive FP education and to other groups who gathered for other purposes, thus integrating other health services with SRH/FP information. In quarter four, WINGS FP reached 3,259 people through these activities. Women receive information about contraceptive methods available in Guatemala and about the services that *APROFAM* offers through stationary and mobile clinics, where long-term and permanent FP methods are available (Jadelle, male and female sterilizations). Immediately after these talks, educators provide one-on-one counseling sessions to women, men and couples who approach them with the interest of learning more about a specific method. Counseling also takes place through home visits in the communities where *APROFAM* sends their mobile units.

While the alliance between WINGS and *APROFAM* is essential in providing access to long-term and permanent contraceptive methods, WINGS finds it challenging since there is "inconsistent service provision coupled with poor communication and disorganization". This affects WINGS's coverage targets as well as their reputation with

clients, given that clinics are often canceled on short notice and not rescheduled promptly.

A network of 27 volunteer FP Promoters also carried out distribution of temporary contraceptive methods (oral, injectable, and condoms). Promoters offer counseling on the different methods and monitor the individuals that adopt a new method. In quarter four, promoters facilitated 793 one-on-one counseling. This network of promoters is a very effective and sustainable way to deliver SRH information and to continuously grow and reach more and more beneficiaries. In FY2012 WINGS will work with and train new groups of promoters from local NGOs. An expanded network will facilitate a wider distribution of FP methods and information. To date the program has provided a total of 16,084 couple years protection (CYP), reaching 63% of the year one target.

An important objective of the WINGS FP program is to train staff from local NGOs that work in SRH/FP. In quarter four, eight training-of-trainers workshops were conducted with basic health service providers from the extension of coverage program. These NGOs in turn trained 211 Community Facilitators who then replicated what they learned in their areas of coverage.

WINGS for Men. The WINGS for Men Program seeks to improve and increase access to SRH information and services for men to improve their participation in these topics. It uses a multi-component approach to reach out to men through small group workshops, peer educators, a mass media communication campaign, and training of health service providers. Activities take place in twelve municipalities in the departments of Chimaltenango, Escuintla, and Sacatepéquez.

Since the onset of the WINGS for Men Program in October 2010, there has been an emphasis placed on capacity building and training to achieve a more sustainable program. WINGS for Men has hired and trained two educators who show great enthusiasm for the work, and reactivated a network of 13 peer educators who support the work of promoters. Although WINGS finds it difficult to recruit male volunteers to participate as peer educators, those who are active serve as excellent resources for their communities. The following are sample activities that peer educators have carried out.

- Juan runs a drug and alcohol rehab center en El Tejar and along with rehab counseling, he provides information on sexually transmitted infections (STIs) prevention and FP methods.
- Efrain and Juan are both WINGS Peer Educators and *APROFAM* health promoters, so with the support of both institutions they offer FP counseling and refer men to services in their local health centers.
- Jaime from Puerto San Jose and Anibal from Sumpango both work in their municipalities and help organize activities and workshops among men in their jurisdiction.

- Lestor from La Democracia works as the watch-guard at his local health center and encourages reluctant men seeking health services to enter the health center without shame.
- Marvin from Antigua works for WINGS as a driver and became very interested in working with men through his experience of driving Educators to their activities and participating in the workshops. He is still a WINGS' driver but he also distributes condoms and refers his friends and acquaintances to health services.

In this first year of implementation, WINGS has also conducted workshops with 24 groups of men in 15 different communities, these groups ranged from salt, sugar, and oil plantation workers to local governmental and rural leadership groups, transportation union workers, fathers, local health educators, and students. Men who have participated in WINGS workshops since October 2010 demonstrated a 73% increase in knowledge and a 50% increase in positive attitudes towards SRH, based on pre- and post-tests. The following is a quote from one of the participants

“In rural areas, it is difficult to talk about family planning because many people believe it is not correct, but with more information about family planning people begin to ask questions and get more information about why it is important.”

-LOCAL HEALTH PROMOTER WHO ATTENDED THE WORKSHOPS

During quarter four, 104 male educators completed a six-module series of workshops with small groups of men from the communities in their project area. The workshops covered the following topics: responsible fatherhood, reproductive anatomy, FP methods, STIs, partner communication, and gender and gender-based violence. To complement these workshops, WINGS also distributed information, education and communication (IEC) materials. In the last quarter, *APROFAM* distributed 10,500 pamphlets for a project with men in the military. In addition, they provided 3,300 pamphlets, 3,300 post cards, and 330 posters to Educators from Population Council, trained by WINGS in August 2011. In addition, WINGS continued to air radio spots on departmental radios and distributed CDs mixed with popular music and FP messages to drivers and health educators. In total, all IEC activities reached more than 34,000 men with SRH/FP messages.

The WINGS for men program also trains health service providers with the purpose of ensuring higher quality SRH services for men in local health centers. In quarter four, WINGS trained a group of eight trainers, who will then conduct trainings for health service providers in other areas of the country through their current health programs. The participants included representatives from the Ministry of Health (MOH) National Reproductive Health Program, *APROFAM*, WINGS staff, and the USAID/HCI Project. In August, WINGS for men conducted trainings for 39 health service providers in the department of Sacatepéquez using materials from the EngenderHealth curriculum; the training was then monitored using the secret customer methodology. WINGS will continue to provide follow-up for health center providers during the next year; given that

monitoring activities revealed that many of the providers visited are still uncomfortable providing counseling on FP methods and STIs. In quarter four, WINGS for men provided 395 one-on-one counseling through all project activities.

This past quarter, WINGS conducted trainings on SRH/FP with male and female *APROFAM* educators, and with male Population Council staff. Each of the participants received three-day training in the methodology, curriculum, and strategies that the WINGS for men program uses to implement small group workshops targeted at men. A graduate intern from UCLA's School of Public Health conducted a qualitative evaluation of the educator trainings. Educators and Program Coordinators were interviewed and observed during workshops. The following is a summary of the preliminary results of this evaluation¹

- Participants, on average, report that they learned communication and facilitation skills, technical information on SRH, and feel more confident approaching men on SRH topics.
- *APROFAM* educators trained last year report they have conducted an average of three workshops with men the entire year. They have little additional time to work with men and are encouraged to focus on selling FP methods.
- The *APROFAM* Educators assigned to a project targeting mixed groups with “educator-couples” have not begun to work yet. The program has been on hold for three months so far. The reports *APROFAM* Educators complete each month do not indicate the number of men they are working with nor do they indicate the type of activity conducted. There is no formal monitoring or evaluation of their activities that we know of.
- The Program Coordinators from HCI have field-tested and validated several of the WINGS for men materials for the San Marcos area. HCI staff will launch their trainings for health providers using the curriculum at the end of August.

WINGS for Youth. The program trains boys and girls ages 13 – 19 years-old, in SRH and identifies peer educators who can pass on their knowledge to other youth. Most trained peer educators live in the rural areas of Sacatepéquez and Chimaltenango and come from families with scarce resources.

During FY11, the youth program successfully expanded into the department of Sacatepéquez. During quarter four, WINGS continued monthly supervision sessions of all peer educator groups, during which peers receive follow-up training and additional information on good communication skills, healthy relationships, FP and FP methods. In quarter four, 301 peers received training through the WINGS for Youth Project. In turn, peer educators conducted informal talks at homes, parks, and schools, reaching 8,223 youth. Similarly, WINGS Youth staff members conducted formal talks in school settings,

¹ This is a literal transcription from the preliminary Wings report , written by Gildy López from UCLA

reaching 896 youth. WINGS Youth staff members also provided counseling to youth about available FP methods and referrals to those who decide to use a method.

In May 2011, eight municipalities in Chimaltenango were selected to implement Phase I of a Basic RH Course, in coordination with the local MOE and each selected schools. All youth participating in this training had parental consent. Additionally, at the end of June WINGS conducted the second annual two-day youth camp. The camp included an intensive training on sex education, self-esteem, stigma and discrimination, male and female anatomy, STIs, contraceptive methods and SRH rights.

WINGS continued working with the three street theater groups formed earlier this year to develop youth-appropriate messages and theater acts focused on the prevention of teenage pregnancy, positive relationships, condom use, partner communication, first sexual experience, and available resources for health services.

At the end of June, WINGS invited a theater and performing arts specialist group, ArtCorps, to conduct an evaluation of the street theater program to measure overall program progress. Evaluators provided WINGS with helpful feedback including the development of implementation guides to lead group sessions and the establishment of clear goals for each of the training activities. Similarly, they suggested that theatre groups be a bit larger and that WINGS should have the ability to deliver information in local Mayan languages. In August, WINGS and ArtCorps conducted a theater camp that provided youth the time to practice and develop their performing arts skills. In addition, they held a workshop with a number of peer educators and produced twenty radio spots. The spots were sent to *Alianzas* for feedback and approval. The program is currently working to improve and validate the radio spots to ensure they are appropriate for the target population.

Lastly, as explained in the last quarterly report, in 2009 WINGS launched a youth-friendly website (www.jovenesconalas.org), which is part of the entertainment-education component of the program and is accessed regularly by young people. In quarter four, one of the long-time peer educators assumed the responsibility to maintain the website, work with WINGS staff to maintain the content up to date and answer questions posted to the blog. WINGS plans to evaluate the website to ensure that it continues to attract youth.

Café Alianzas: FP/RH

Partner: FUNCAFÉ

Start Date: November 1st, 2011

Beneficiaries: 25,072 persons (youth and adolescents, men and women of reproductive age)

Thematic Cluster A: FP/RH

Geographic area: Chimaltenango, Santa Rosa, Alta Verapaz, Baja Verapaz, Suchitepequez, Retalhuleu, Huehuetenango, Escuintla, Jalapa, San Marcos, Quiche, Chiquimula, Jutiapa and Zacapa

The *FUNCAFE* SRH program aims to integrate sound SRH/FP services into the assistance that *ANACAFE* provides through health centers in coffee plantation areas. The project seeks to increase the SRH/FP knowledge, skills and tools of health center staff. During this calendar year, project staff coordinated efforts with the coffee cooperatives that support these health centers in increasing access to FP methods.

Lessons learned from the first ten months of implementation of this project include the need to work hand in hand with local leaders to reach target audiences with SRH messages, combine interactive or hands on activities such as craft making with SRH/FP trainings, and work with men during the evening and night hours. The following is a summary of main activities conducted and results achieved by the *Café-Alianzas* project in quarter four of FY11.

- SRH services were provided to 17,685 youth and adolescents (ages 13 through 25), and 5,525 adult men and women.
- 2,242 FP methods were provided through the network of 16 health centers. These methods provided 467 CYP and include condoms, oral contraceptives and injectables.
- In coordination with the MOE, *FUNCAFE* provided SRH information to youth and adolescents in formal school settings in Chimaltenango, Santa Rosa and San Marcos.
- 726 one-on-one counseling sessions on SRH/FP methods were provided to adults and youth.
- *FUNCAFE* provided MCH services to 1,006 women of reproductive age and children under five.
- A series of trainings on SRH were held with field technicians, traditional birth attendants, health promoters, and auxiliary nurses, as part of the project's capacity building plan. This plan integrates the SRH/FP curriculum with topics related to MCH and nutrition. These trainings reached 153 health providers, who on average have completed between eight and 12 hours of training. These trainees are not included in the M&E tables until they complete 24 hours of training.

An indicator of the need for this training comes in dramatic form in this anecdote: Doña Francisca, a traditional birth attendant (TBA) with 22 years of experience, was trained by *FUNCAFE* in San Marcos in topics that include anatomy, care during pregnancy, and newborn care. Trainings have provided her with concepts very valuable for the work she does. The following is an excerpt of her comments: “*Nobody had explained the SRH concepts before, I thought women urinated through the same place where babies are born. Now that I know the difference, I will be able to provide better prenatal care to my patients and prevent illnesses.*”

One of the main objectives of the *FUNCAFE* SRH program is to increase access to FP methods in target municipalities. During quarter four, the program collaborated with *APROFAM*, especially with the visits from *APROFAM*'s community-based promoters and health days, where mobile clinics offer male and female sterilizations. This coordination will increase access to FP methods. Given that many MOH services have reduced stocks of FP methods in this and previous years, *FUNCAFE* has made a lot of effort to reach agreements with several of the coffee cooperatives that fund the *ANACAFE* health centers to incorporate the provision of FP methods into their services. *ANACAFE* health centers will now directly buy methods from coffee cooperatives and offer them, instead of relying only on referring patients to MOH services. We hope this will increase access to FP methods and thus increment *FUNCAFE*'s CYP indicator.

FUNCAFE took advantage of their participation in three coffee grower festivals held in the departments of Alta Verapaz, Chiquimula and Huehuetenango, to promote SRH/FP messages. Information provided at the festivals reached more than 3,000 people. Written information about SRH, prevention of HIV and responsible parenthood was also distributed.

Lastly, during quarter four, all written educational materials, including leaflets, pamphlets, and training guidelines were reviewed and approved by *Alianzas*. *FUNCAFE* is printing these educational materials and will begin using them next quarter.

TAN UX'IL SRH for Adolescents

Partner: *Tan Ux'il*

Start Date: *January 17, 2011*

Beneficiaries: *1,670 youth*

Thematic Cluster A: *FP/RH*

Geographic area: *Petén (12 municipalities)*

This project provides SRH/FP information and services to youth and adolescents in the department of Petén. The adolescent clinic in the San Benito Hospital provides services, while a network of adolescents provides information through peer-to-peer counseling, hosting an interactive radio program, and conducting educational talks at youth camps.

In quarter four, the project faced important setbacks due to security concerns in the Petén area. Since the second week of May, the government declared the department under a state of siege given the severity of the crime in the area. The siege lasted for two months,

forcing cancellation and postponement of many project activities. Despite these setbacks, *Tan Ux'il* achieved the following results:

- Basic SRH training provided to 117 youth who are part of the network of promoters
- 567 youth participated in more than 30 awareness meetings in 10 municipalities, during which they discussed how to reduce the risk of unwanted pregnancies.
- More than 1,000 youth in schools, received educational talks about violence in relationships, responsible sexual relations, security using internet web pages, prevention of pregnancies and leadership.
- A group of 15 youth sponsored with scholarships continues to advance in their leadership training program, hosted by the Yeni Mendoza Leadership Academy. This program is well underway, having completed approximately 65% of its content. Students also completed a 14-hour practical training program at the adolescent health clinic in the San Benito Hospital.
- In quarter four, 13 *Sexo Tips* [Sex Tips] Radio Programs aired, and 159 youth approached the project via the radio program. Project staff gave interviews on local television stations to promote the San Benito Hospital services for youth; this was also an opportunity to provide listeners with SRH/FP messages.
- 866 youth and adolescents received health services at the San Benito Hospital Clinic, including gynecological, obstetric and psychological services, producing 570 continuous users of FP methods and 115 new users, both men and women.
- *Tan Ux'il* has developed a strategy on how to provide preventive SRH/FP services for youth. Youth and adolescents participated in the development of the document, which includes an implementation guide.
- In quarter four, *Tan Ux'il* was able to establish important alliances with both local secondary schools and health districts. These alliances will allow *Tan Ux'il* to expand its network of trained promoters, and identify new leaders that can apply the peer-to-peer methodology.
- *Tan Ux'il* belongs to the group of entities in the Northeast health area that conducts analysis of maternal deaths, together with the health district and other entities in the area. During quarter four, three maternal death cases were analyzed in an effort to determine the cause of death and avoid future deaths. *Tan Ux'il* also participated in the group analysis of a sexual violence case, identified by the National RH Observatory group.
- Finally, during the National HIV Testing Day, project staff provided information about *Tan Ux'il* services and helped the MOH provide counseling.

Because of the activities explained above and the vast array of promotional activities, the San Benito Clinic has been a great success, so much so that patients surpass the clinic's capacity. The increase in patients is due to the positive experiences that youth have

experienced with SRH/FP services at the clinic and as a result, they have recommended other youth to go use the services. The clinic now needs to increase both staff and infrastructure capacities to continue absorbing more patients. Above all *Tan Ux'il* is highly recognized in Petén as an important SRH/FP partner. Schools recognize that this institution is the only one in the region that provides youth with information; because of this, the demand for workshops and talks in schools has soared.

In quarter four, USAID notified *Alianzas* about a budget cut for FY12. After completing a thorough review of all the *Alianzas* health projects, USAID has decided to cut the *Tan Ux'il* project short and end it in March 2012. In the next quarter, we will inform the partner about this decision after we receive it in writing by USAID. We will put forward our best effort to identify other potential donors for *Tan Ux'il* to work with.

Mi Salud, Mi Responsabilidad (My Health, My Responsibility)

Start Date: April 1, 2011

Partner: FJBG

Start Date: April 1, 2011

Beneficiaries: 6,362 youth

Thematic Cluster A: FP/RH

Geographic area: Suchitepéquez, Jalapa, Totonicapán, Chimaltenango, Izabal, Petén, Escuintla, Mazatenango, Retalhuleu, and Sololá

FJBG works with youth between the ages of 15 to 24 to reduce unwanted pregnancies, STIs and HIV/AIDS. To date, *FJBG* has surpassed the project's goal of reaching 5,000 youth with a three-session workshop that included key SRH/FP information. In quarter four, the program has provided SRH/FP information through workshops held with 2,569 youth from public secondary schools, totaling to date 5,082 youth. These trainings are a follow-up of previous sessions that youth received during the first phase of the project, which *FJBG* implemented before 2010. Similarly, in quarter four, another group of 1,280 youth who had never participated in *FJBG's* activities has completed 10-session training. In addition to SRH/FP, this curriculum also includes topics such as self-esteem, appropriate communication with peers, decision-making, and the prevention of HIV and STIs. Through these activities, *FJBG* has surpassed the project's goal of reaching 5,300 youth.

FJBG continued to encounter a teacher's strike that has been going on in the country for several months. Despite the obstacle, 414 secondary level teachers (82% of the 500 teachers expected to benefit from the project) completed the 10-sessions training over a span of three days. Although many teachers note that trainings strengthen their abilities to teach and counsel students, many encounter difficulties in completing the three-day training program, given their teaching assignments and other responsibilities at schools.

Activities for the following months include student and teacher trainings, as well as an emphasis on training of parents. Involving parents is very important given that many families do not discuss SRH topics with adolescents so by providing trainings to parents, the program hopes to help parents be better prepared and more open with adolescents.

This project is set to end in the first quarter of FY12. Despite the fact that *Alianzas* has no funding available to extend the project, *Alianzas* met with *FJBG* representatives to discuss the possibility of scaling up activities and continue implementation through FY12. *FJBG* informed us that they are undergoing a reengineering process and will not know if they are able to continue the project until March 2012. In the meantime, *Alianzas* will explore the possibility of providing *FJBG* training to other groups that can continue the work they have done. This project is especially valuable given that both the training materials and methodology of the project have been widely validated. In addition, there is a clear demand to continue training these groups, teachers in particular, since the MOE has not yet implemented the SRH curriculum they had promised to, hence creating an unmet need among students and teachers for this kind of information.

Thematic Cluster B: Maternal and Child Health

MIS Project

Partner: ISIS

Start Date: December 6, 2012

Beneficiaries: 399 Auxiliary Nursing students

Thematic Cluster A: Maternal and Child Health

Geographic area: Baja Verapaz, Zacapa and Huehuetenango

ISIS' main objective is to strengthen the capacity of the health system, specifically for Levels I and II (health posts and health centers). The *MIS* integrates norms and priorities of the MOH into three programs (individual, family and community); six subprograms organized by age and gender; and a health surveillance system. It centers on four perspectives (the right to health for all, gender, cultural diversity, and environment). Pilot testing took place in Sololá and *ISIS* will scale up the model with support from *Alianzas* and Medicus Mundi Navarra to 10 new territories. The geographic area includes four health districts of the departments of Baja Verapaz, one in Zacapa and another five in Cuilco, Huehuetenango.

During quarter four, *ISIS* made important advancements in the objectives and goals established under this grant. The following is a summary of such results.

Integration and coordination of MIS within the MOH. As explained in the previous quarterly report, the MOH launched this year the *Modelo de Atención Integral de Salud (MAIS)* [Integrative health care model]. The MIS principles will guide the implementation of health services provided under the first level of attention (health posts) in the context of *MAIS*. Given this, *ISIS* has begun a process to seek international cooperation to fund the implementation of the *MAIS-MIS* model in the departments of San Marcos, Totonicapán and Sololá, target areas selected by the MOH. *ISIS* has signed a cooperation agreement with the Pan American Health Organization for technical assistance and collaboration. *ISIS* held a series of meetings with the MOH to explain the model and guarantee sustainability of the work based on an eight-year pilot project implemented in Quetzaltenango and Sololá. The MOH has acknowledged the importance of continuing the implementation of the *MIS* model in these pilot areas and has taken actions that show its commitment to this, including hiring 28 auxiliary nurses, as well as assigning some funding to conduct activities that *ISIS* previously established.

Quarter four *ISIS* made important contributions to the dialogue for the development of a National Universal Health Service System, an MOH led initiative with participation from several entities. Given that this is an election year, *ISIS* met with an important group of professionals that are part of one of the leading parties running for election. These discussions, where *ISIS* presented the *MIS* model, led to the integration of the model in their health plans. In addition, *ISIS* also exchanged information about the model with the United Nations Population Fund and with the *URL*. With the latter, the idea is to develop a training component on *MIS* for the medical students.

Training of MOH Staff. *ISIS* has trained 220 MOH staff on the basic elements of *MIS*, completing five sessions in quarter four. The training process occurs in coordination with the MOH's training unit. *ISIS* and the MOH developed the didactic guides used by trainers to conduct each session. The MOH's role during these sessions is to train participants on adult education techniques. *ISIS* has also trained auxiliary nurses, totaling to date 452 effective training hours.

Auxiliary Nurse Training. *ISIS* continues to make progress in the training of auxiliary nurses who receive a scholarship to complete their degree. In the months of June and July, students reviewed the basic principles of the *MIS* and conducted a field visit to the pilot areas where *MIS* was previously implemented (Quetzaltenango and Sololá). The second unit covered in quarter four reviewed the principles of the individual health component of *MIS*, and included detailed training on how to treat digestive, respiratory and vector transmitted diseases. Of 60 students, 54 completed these two trainings and passed final exams, while the rest did not achieve the minimum standards required.

Technical assistance and monitoring of MIS implementation. *ISIS* has completed four training sessions to MOH teams that will implement *MIS*. Topics reviewed include, among others, development of community maps and instruction on how to use the census form for gathering baseline information. To date, 13,346 (70%) of families in the project areas have been surveyed. Preliminary data from the census forms will be available next

quarter. *ISIS* has also completed the installation of the information system (both hardware and software). All health teams analyze epidemiologic information on a weekly basis, including monitoring of the first output indicators used by *MIS* (and the MOH extension of coverage system). Lastly, *ISIS* has also begun to implement the community-based component of the model by informing formal and informal leaders in the target communities about the new activities, exchanging information with traditional healers and midwives and identifying native plants to begin demonstrative plots.

According to their implementation plan, *ISIS* is just beginning to measure service provision at the health centers where they implement *MIS*. In quarter four, they achieved the following results:

- 19,832 one-on-one SRH/FP and integrated counseling sessions
- 879 pregnant women received prenatal control
- 136 puerperal women received postnatal control
- 1,295 new FP users
- 900 children under five received vitamin A supplementation
- 1,227 children under five received micronutrients

Although *ISIS* has achieved important progress in quarter four, the financial and administrative problems of the MOH have affected the implementation of the model. Some MOH teams in the areas where *MIS* is implemented have not received their salaries and there is a clear lack of medicine and equipment. These and other circumstances generate instability and affect staff motivation and credibility, and in turn affect the implementation process.

Mejores Familias

Partner: FUNDAZUCAR

Start Date: March 1st, 2011

Beneficiaries: 12,248 women, and 9,940 children under five distributed in 420 groups of women in 396 communities

Thematic Cluster A: Maternal and Child Health

Geographic area: 42 municipalities in the departments of Quiché, Alta Verapaz, Escuintla, Suchitepéquez, Retalhuleu and Chimaltenango

The program aims to develop appropriate caring and feeding practices among participating women, preventive health actions and strengthen community participation. Activities reach 420 groups (an average of 30 women per group). To date, 408 groups have begun project activities and 12 are new groups that are just starting the first quarter of project activities. Participants range between the ages of 14 and 49, most of them on average being 31 years old. Women older than 49 are welcome to participate in the trainings but are not subject to the project's knowledge and ability monitoring process. Only 2% of participants are older than 54.

Between June and August *FUNDAZUCAR* implemented the following activities:

- Three training events for technical project staff (91 persons) from the highland and coastal areas covered topics related to self-esteem, hygiene, a clean environment, and small business operation. All staff groups participate in evaluations before and after the training. On average participants achieved grades above 90 in all training topics held quarter four.
- 536 *monitoras* received training on topics related to anthropometric measures, appropriate feeding principles for children under five, and the importance of having a nutrition surveillance unit in each community. During these training events, *APROFAM* trainers included key SRH/FP concepts.
- More than 90% of participants have received information on topics related to self-esteem, production and responsible parenthood. Women that are not able to attend education sessions receive a summary of the information during home visits.
- Field staff conducted 332 community meetings with leaders and participants to inform them about the activities implemented during quarter four, establish targets and objectives and coordinate actions.
- The program has monitored nutritional status of more than 10,000 children (89% of participating children) under five, with the following results:
 - Using the weight for height indicator, according to the World Health Organization (WHO) growth standards, in all regions, 19% of children are overweight, 79% have normal status, 1.63% has moderate malnutrition and 0.02% has severe malnutrition. No significant differences exist between the south coast and highland regions indicators.
 - *FUNDAZUCAR* operates a nutrition rehabilitation center in Escuintla. In quarter four, 311 children with acute malnutrition received care through this unit. 39% of these children have reached normal nutritional status by the end of the quarter and 61% have improved their nutritional status, although not necessarily reaching normal values. Only 1% of children remain with acute malnutrition.
 - In terms of chronic malnutrition (both moderate and severe), rates are 44% for south coast communities in contrast to 69% of children stunted in the highland area covered by the program. In the highlands, 31% of malnourished children have severe stunting, compared to only 16% in the south coast. This is consistent with national data and reflects the effects of poverty, hunger and other elements that many studies and data refer to in the highland areas of the country.
 - Finally using the weight-for-age indicator, only 18% of children have low weight in the south coast area, whereas the rate is 33% in the highlands. Ten percent of children in the highlands have severe low weight for age.
- More than 5,000 children have received powdered micronutrients (“Sprinkles”) and more than 3,000 received deworming medication, these amounts represent

more than 50% of participating kids receiving this type of services. Similarly more than 1,400 children received oral rehydration salts.

- Project teams conducted more than 9,000 home visits to assess how participants are applying information received during trainings.

According to follow-up done during home visits, participants now value themselves more. They demonstrate this by wearing clean clothes, taking a shower daily, using soap and shampoo and wearing shoes. Children also look cleaner and houses are tidier. In some communities, participants have organized cleaning days, as well as vaccination campaigns.

FUNDAZUCAR conducts a quarterly monitoring process to determine the performance of the program. In quarter four, they visited and interviewed a sample of 10% of participants from the highland area who have been in the program for ten quarters (30 months). Key results show that 83% of women can identify measures to care for their body and health, 70% have made changes in hygiene practices (personal hygiene, clean houses, clean kitchen and utensils) and 60% know what should be an adequate diet for them and their families, including aspects on exclusive breastfeeding and complementary feeding. Additionally, 89% of sexually active women have undergone a Pap test at least once per year. When comparing baseline data with changes observed in hygiene practices for the south coast area, *FUNDAZUCAR* reports a 10% increase, from 25% to 35% of households evidencing these changes.

Alliance with APROFAM. In July 2011, with support and leadership from *Alianzas*, *FUNDAZUCAR* and *APROFAM* formed an alliance to increase access to SRH/FP information and services for the *MF* groups. Both parties approved the work plan, which establishes that *APROFAM* will train project staff, including *técnicos* and *monitoras*, during capacity building events organized by *FUNDAZUCAR*. Contents include sexual and reproductive rights, FP methods, prevention of sexually transmitted infections (STI) and HIV, totaling 14 training hours. Training events began at the end of July. This coordination plan also considers bringing the *APROFAM* mobile clinics to communities to offer modern temporary and permanent methods. *Monitoras* identified during trainings as having the most interest and capacity could be chosen for training as *APROFAM* promoters in the near future. More on this alliance will be reported in the next fiscal year.

Mid-Term Evaluation MF/FUNDAZUCAR. Approval of the *MF/FUNDAZUCAR* project was contingent on conducting a mid-term evaluation. This assessment followed the 2009 baseline study. In quarter two, *Alianzas* competitively selected JMatute Consulting to carry out the study. The main objective was to establish the degree of influence that the program has on the precursors of behavior change (knowledge, perception, intent, and practice) that affect the health and nutritional status of participating women and children. The study considered women from communities currently participating in *MF* and communities that have graduated. The final report of

this study has been shared with USAID and *FUNDAZUCAR*. *Alianzas* has copies of all database files.

Key results indicate that participating women show higher scores than non-participating women in most of the items evaluated, including hygiene practices and self-esteem. Although the program has not been able to reach the extremely ambitious behavior change targets, results suggest that it has positively influenced women's lives, especially in increasing their self-esteem and participation in community initiatives. Participants now have more information about how to better care and feed their children, and in some families, this is certainly noticeable when visiting their homes. These effects however, are still not enough to show changes or impact at a population level.

The evaluation also suggested that a qualitative study follow the quantitative portion to further identify how the project has changed women's lives and try to explain why some quantitative results are not conclusive enough. Given that *Alianzas* had no available funds to conduct the qualitative evaluation, an intern from UCLA did a small study during the fourth quarter in five project communities. The study's objectives were to identify participant's perception of how *MF* has transformed their lives and to observe the training process. Methods included individual in depth interviews, focus groups and observations. A complete report will be available next quarter. Preliminary findings suggest that mothers consider the project has increased their self-esteem, which translates into better personal hygiene and appearance, cleaner homes and gardens, better communication among family members and empowerment to make changes. Also mothers report they now know more about feeding and caring practices for themselves and their children, when to seek health services and about the importance of taking their kids to the monthly growth monitoring sessions. Improved care and feeding of their children has reduced illnesses and the burden on them and the family budget. Lastly, the intern also observed the training process of technical staff, noticing that the project has a well-structured and validated training plan and methodology. All training sessions seek to create specific competencies, which are necessary for the correct implementation of the project. One weakness noted in the southern coastal area was high staff turnover, which required frequent training of new team members.

Mejores Familias

Partner: BANASA

Start Date: March 1st, 2011

Beneficiaries: 390 women, and 407 children under five distributed in 12 groups

Thematic Cluster A: Maternal and Child Health

Geographic area: San Marcos (one community), Quetzaltenango (one community)

This project takes place in the southeast tripoint, where the departments of Quetzaltenango, San Marcos and Retalhuleu border one another. Although communities are accessible by road, the area is vulnerable to flooding. With *Alianzas* support, *MF* is implemented by *BANASA* in two communities, one in San Marcos and the other one in Quetzaltenango. Although communities are fairly close to each other, particular

differences in community organization, participation and women's response to community problems are evident. The project reaches 12 groups of women (an average of 30 women per group), totaling approximately 390 women. As in the case of *FUNDAZUCAR*, most of the participants range between 23 and 34 years of age, although the program includes all women of reproductive age. Important accomplishments in quarter four include:

- *BANASA* completed two education sessions included in quarter four's plan. Topics include growth monitoring and exclusive breast-feeding, for 378 mothers.
- A total of 678 children under five monitored (weight and height)
- On average, across the target area, more than 90% of all participating mothers with children under five turned up at the growth monitoring and promotion sessions, and more than 70% participated in all of the trainings held in the quarter.
- According to the pre- and post-tests done during training sessions and the follow-up home visits, participating mothers have improved their family's diet by including nutritious foods such as mixing legumes with grains. Women now recognize the basic signs of acute and chronic malnutrition and hence acknowledge the importance of taking their children to the growth monitoring sessions.
- *BANASA* conducted town meetings with leaders to inform them about project activities, and completed follow-up home visits with participating families.

Other key accomplishments in quarter four are:

- Three groups of *MF* women organized "community cleanups" in areas where they live. Women's initiative came about after completing the education sessions related to hygiene
- One community benefitted from a medical consultation day, where 200 children under five and 150 adults received care, medicines and counseling.
- One of the most important accomplishments is that a *BANASA* is now part of the San Marcos food security committee. This committee integrates all governmental and non-governmental entities that work in food security and organizes actions to have greater impact. These committees exist in all departments, as part of the community based structures created through the Guatemalan food security law.

Auxiliary Nurse and Health Volunteer Training

Partner: FUNDAP

Start Date: April 1st, 2011

Beneficiaries: 478 auxiliary nurse students

Thematic Cluster A: Maternal and Child Health

Geographic area: Quetzaltenango, Totonicapán, Suchitepéquez and Retalhuleu

For thirty years, *FUNDAP* has endorsed important projects that pursue the reduction of poverty among families living in the highland areas. *FUNDAP* receives funding from

several partners including among others, the Spanish Cooperation Agency, Freedom from Hunger, European Union, and Catholic Relief Services. Being that *FUNDAP* recognizes the importance of women as changing agents in families and communities, 62% of its beneficiaries and employees are women. With support from *Alianzas*, *FUNDAP* trains community auxiliary nurses and community health volunteers. The program aims to expand the geographic coverage of basic MCH services and information through training of health providers.

This project includes four key groups of individuals that undergo intensive MCH training; these groups are:

1. Training of students completing an Auxiliary Nurse degree
2. A certificate program through which auxiliary nurses graduated from *FUNDAP* and other MOH staff in service receive refresher trainings
3. Training of community based volunteer health promoters
4. Refresher trainings for graduated community based volunteer health promoters receiving

Auxiliary Nurse Training. This training program began in March of this year with 70 students, of which only 63 completed Module I. In quarter four, 61 students completed Module II (Health care of pre surgery patients). Although *FUNDAP* puts great effort into maintaining all students enrolled, many struggle to keep up with the program's academic requirements mostly due to their weak education background and in some cases for economic setbacks. To date, nine students have left the program.

Every quarter students complete both theoretical and practical training. In quarter four, scholars completed a community-based diagnosis to identify the major health problems and needs. Most of the research projects identified hygiene practices and nutrition as being topics that need much reinforcement with families in these communities. Students will work hand-in-hand with volunteer promoters from *FUNDAP* to provide appropriate answers to the problems identified. In addition, students also completed practical training in six health centers in Quetzaltenango, providing MCH to 1,671 users and 355 one on one counseling. Students also applied knowledge obtained in hospital-based settings, primarily with pre-surgery patients, since that was the topic reviewed during quarter four. In these settings, students also interacted with persons living with HIV and tuberculosis.

Certificate for in service nurses. In quarter four 45 students (out of 51) completed training sessions. In addition to training auxiliary nurses graduated from *FUNDAP*, nurses from the MOH Totonicapán health area also receive the certification. Nurses have now completed nine of 10 sessions planned for this year. Nurses review the MOH guidelines for health services provided through the first and second levels (health centers and health posts)

Community based volunteer health promoters. 225 volunteers are currently participating in the training program (12% more than in quarter three). An additional group of 22 students that recently joined the program are completing an accelerated training program,

before they become part of the bigger group. In quarter four, volunteers received information on dengue, malaria and first aid care. Active students also completed three exchange visits to nearby communities. Volunteers also had the opportunity to participate in three additional four-hour short courses, covering cervix and breast cancer and family violence. Volunteers also participated in growth monitoring and promotion sessions in communities in Quetzaltenango and Suchitepéquez. Through these activities, volunteers were not only integrated into the work that *FUNDAP* staff does in the target areas, but they also practiced the skills obtained through the training program. In quarter four, volunteers provided MCH services in their communities. These services include among others:

- 224 referrals to hospitals, health centers and *FUNDAP* clinics
- 36 first-aid healings
- 46 home visits to families with food insecurity
- Other services include oral rehydration salts and preparation of natural remedies

Refresher trainings for volunteer health promoters. These volunteers have completed their certified training program in past years and now continue to be active health providers in their communities. The training methodology includes a monthly three-hour participatory workshop for review and discussion of selected topics. In quarter four, the main topic covered with 129 volunteers was food security.

Thematic Cluster C: Nutrition

Café Alianzas: Food Security

Partner: FUNCAFE

Start Date: December 16, 2010

Beneficiaries: 4,381 families with water filters, 4,398 men and women receiving nutrition education.

Thematic Cluster C: Nutrition

Geographic area: 12 municipalities in the departments of Chiquimula, Jutiapa, Jalapa and Zacapa

The food security intervention implemented by *FUNCAFE* aims to aid vulnerable families to ensure food security through home gardens with micro-irrigation systems and provide them with access to safe water through filters. Although quarter four was difficult due to constant rains and mudslides in the target area, *FUNCAFE* was able to continue project activities, attaining the following results:

- 1,130 families received and installed micro-irrigation systems, reaching 95% of the total number of families targeted by this project
- 225 family gardens have been set up, benefiting 4,750 families in the region who are producing their own vegetables. This intervention has generated interest among other families in the area who have asked *FUNCAFE* for support in establishing their own garden. If they support all requests, the project will exceed

the established target for this activity. Home gardens and micro-irrigation systems allow families to have availability of local greens and vegetables during the rainy season, which is traditionally of the most food insecure season in the year for these families.

- Training of nine health/nutrition educators in breastfeeding, complementary feeding and hygiene practices, totaling six hours
- In July *FUNCAFE* held a food security/hygiene workshop for three local coffee cooperatives, training seven agriculture technicians, 12 community promoters and two health educators, totaling 12 effective training hours.
- All project families received training in food security topics, including 13 new nutritious recipes.
- *FUNCAFE* completed the distribution of 5,000 water filters during the year so quarter four the field staff monitored their use. Active monitoring took place in 37 communities in the area, where staff visited homes and observed the use and maintenance of filters. Staff noted that families use filters correctly and keep them clean and covered. Water from filters is used for consumption and preparation of meals and beverages. Families indicated that the use of filters has reduced the cases of diarrhea from three per household to one, and that they noticed a reduction in constant stomachaches among some family members.
- Altogether, filters distributed provide nine million liters of drinking water disinfected.

In quarter four, *FUNCAFE* also completed the analysis of a baseline survey done between March and August, among all participating families of the food security and SRH/FP projects. A summary of these results was sent to USAID for review at the end of September. The survey looked into identifying the type of income generating activity families have, food production, daily food consumption, water sources and health services seeking behavior.

Partnerships under negotiation.

Food fortification. During quarter four, *Alianzas* continued to discuss potential food fortification projects with partners identified previously (Edesia/Plumpy Nut, Mathile Institute, *FJBG/Molinos Modernos*). However, partners have not yet determined concrete activities and funding to present project proposals.

Thematic Cluster D: Water

Projects under implementation: See *FUNCAFE* water filters activities under their Food Security project in the MCH cluster.

Projects under negotiation. *Alianzas* is pending approval from USAID for a partnership with *Fundebase (Fundación para el Fortalecimiento de Organizaciones de Base)* [Foundation to strengthen community-based organizations]. The project aims to work

with 150 families in the department of Quiché on rainwater harvesting for food production and hygiene. Implementation of these and other potential water projects depend upon available funding.

Thematic Cluster E: HIV/AIDS

HRHS in sugar mills project

Partner: WINGS (and a consortium of partners that include: APROFAM, Fundación Sida e Societat, PASMO (Pan American Social Marketing Organization), Fundación Iturbide, Hospicio San José, Fundación Rozas Botrán and ASAZGUA (Asociación del Azúcar de Guatemala) [National Sugar Association]

Start Date: June 1, 2011

Expected Beneficiaries: 5,000 men

Geographic area: Escuintla (San Diego sugar cane mill)

HRHS seeks to influence the knowledge, attitude and practices to prevent STI and HIV, among workers of the San Diego/Trinidad sugar cane plantation and mill. The intervention model draws on the WINGS for Men program. It uses a combined prevention approach of information, education and communication activities and services. Activities include group education sessions, television and radio spots, informative posters and pamphlets. In addition, the project includes contraceptive counseling services, availability of condoms at a reduced price, and voluntary and confident HIV counseling and testing services. Main topics covered in all training events focus on responsible parenthood, SRH, and STI/HIV prevention, complemented with information about domestic violence and masculinity.

Main activities completed in this first quarter of implementation include:

- *Integration of Asociación GENTE to the consortium of partners.* They will be responsible for facilitating the training modules on domestic violence and masculinity.
- *Training of health team.* San Diego/Trinidad has two private health centers for its employees and their families. Six nurses and one doctor staff these, all of whom completed 17.5 training hours during quarter four. Project staff worked with this health team reviewing information related to reduction of stigma and discrimination towards people living with HIV, prevention of STI/HIV, FP methods and referral of positive cases to the national health system. The health team is now capable of conducting the HIV testing and counseling. They will be involved with project staff during testing days, starting next quarter.
- *Training of peers.* In collaboration with project staff, the human resource unit of San Diego/Trinidad identified 17 men for peer educator training who are permanent workers in different areas of the mill. These men will become group leaders when sugar cane cutters and other temporary personnel begin participating in this project. The group of peers completed 16 training hours on topics about

paradigms related to HIV, responsible parenthood, SRH/FP, decision making, HIV testing and peer-to-peer communication.

- *Group training of permanent staff.* Employees that work all year round in San Diego/Trinidad adds up to 518 people, of which 99.10% are men. These workers are responsible for the mill's main sugar production plant, vehicle maintenance, transportation of harvested cane, supervision of cane cutters and management. Of these, 392 completed a three-session workshop, totaling 4.5 hours. A team of experts from WINGS and *GENTE* facilitated the workshop, which covered masculinity and responsible parenthood, prevention of STIs/HIV, and communication among spouses and FP methods.
- *Communication campaign.* Besides the activities mentioned above, in quarter four WINGS also began working on developing a 12-minute video that includes the three topics mentioned in the previous bullet. When the first draft of the video is ready it will be reviewed by *Alianzas* and USAID.
- *HRHS* distributed 1,176 IEC materials among trainees.

In July, the *Alianzas* team (Health Manager and M&E staff), accompanied by two URC headquarter members, participated in one of the training events for peers, held in San Diego/Trinidad. Trainee engagement was high, demonstrated through active participation and discussions on the relevance of the topic in their life. All training events included pre- and post-tests and individual exit interviews. On average, participants increased their tests grades 73%.

Overall, activities planned for quarter four were successfully implemented. WINGS received great support from the mill's management team and there was a good participation of employees in all training events. During these events, WINGS staff clearly identified myths related to SRH/FP among participating men; strong religious beliefs were equally tangible, all of which influence the way in which men behave and react to the trainings. Next quarter will be an exciting time for this project, since the harvest season begins. All consortium members will be actively involved in completing the first set of group trainings for temporal sugar cane cutters, five educators will work full time in this trainings, together with four counselors. More importantly, HIV testing events will begin in the following months.

Coordination with PASCA. In quarter four PASCA has been working with *ASAZGUA* in an effort to develop the HIV-labor policy and guidelines for the Guatemalan sugar industry. PASCA has conducted two participatory workshops with 47 representatives of a group of 10 sugar mills involved in this initiative. Using the information they received on HIV/AIDS, this group will develop the policy and guidelines with technical assistance from PASCA and *Fundación Iturbide*. In August, *Alianzas* fostered a meeting between WINGS, *ASAZGUA* and *PASCA* to share information about both projects, exchange ideas to strengthen the results of the *HRHS* project and discuss plans. Both projects will

maintain communication in the upcoming months to design jointly an HIV/AIDS prevention model for replication in other mills and perhaps in other industries.

3.1 Key Results

- The health team has closely monitored ten projects with eight partners (WINGS, *FUNCAFE* SRH, *FUNCAFE* Food Security, *Tan Ux'il*, *FJBG*, *ISIS*, *FUNDAZUCAR*, *BANASA*, *FUNDAP*, and *HRHS*).
- Since quarter two of FY11, all funds available under the CA for both FP and MCH accounts, except those for nutrition/water projects, have been committed. In quarter four, *Alianzas* strived to identify strong and viable partners for alliances on nutrition/water projects. Project proposals are still under development.
- With support from the SRH/FP expert of the USAID/HCI project, the health manager completed the review and approval process of partner's training and informative written materials. Documents include those from WINGS, *FUNDAZUCAR*, *FUNCAFE* and *HRHS*. All revised materials have been approved and partners are now ready to print and distribute. Approval to print these documents is key to ensure on-time project implementation, as well as for accomplishing financial plans.

Altogether, activities implemented by *Alianzas* health partners during FY11 have generated the following key results:

- FP: more than 40,000 couple year's protection, more than 180,000 people reached by IEC activities, 41, 927 individuals receiving counseling on FP. In addition, 2,842 individuals received training on SRH/FP topics.
- All MCH projects reached more than 35,000 mothers and children under five, and trained 2,331 individuals.
- A total of 10,776 children were reached by nutrition projects
- A total of nine million liters of water have been disinfected, using 5,000 water filters.

3.2 Key Issues Faced

- During FY11, *Alianzas'* partners made substantial advances to achieve program goals; however, partners also faced challenges. Among the most important challenges faced was keeping participation levels in community based activities, in the midst of a pre-election period. Some people avoided gathering in groups to evade suspicions of active political participation, others were forced to attend the government's conditional cash transfer program activities instead of other events. Other partners that work with youth or teachers in school settings, like *FJBG*, had to make adjustments to program activities due to the teacher's strike that lasted over two months. Another situation that is always a challenge for private sector

partners is working with government authorities and programs. Coordinating with local and central authorities was especially challenging this year, given the electoral period. This was the case for *ISIS*, who needed to adjust the MIS training plan throughout the year, given delays in MOH's processes and staff turnover.

- As referred to in other sections of this report, quarter four was particularly difficult for the *Alianzas* technical teams due to the budget reductions faced. In coordination with USAID, all ten health projects were evaluated and graded. Out of the 10 projects, only one (*Tan Ux'il*) will be definitely closed out and the rest will need to be renegotiated, for the next fiscal year.
- In June, the URC health team assigned to *Alianzas* project was reduced to only one member, because of the resignation of the Health Coordinator. Consequently, the Health Manager's workload increased, especially regarding administrative and financial follow up of projects. Given the funding reduction facing *Alianzas*, the Health Coordinator position will no longer be filled. Under these circumstances, beginning in August, RTI assigned one of its team members to support the Health Manager with specific tasks related to the administrative and financial follow up of projects. We are positive that this arrangement will help maintain efficiency in the monitoring of health alliances.

3.3 Activities and Actions Planned for the First Quarter of FY12

- Maintain consistent involvement of URC headquarters and USAID/HCI Guatemala in project reviews and ensure technical assistance for the different project activities.
- Perform follow-up visits to grantees, in coordination with M&E team
- Support the RH Alliance and begin activities with the MCH alliance
- Continue negotiations to develop nutrition and HIV partnerships

A success story documenting the *HRHR* project can be found in *Annex E*

4. Post-Disaster Reconstruction Activities

In FY11 the reconstruction project began as a part of *Alianzas* programs. It was developed with the intention to reconstruct and refurbish schools and health care facilities nationwide, which suffered damages due to Agatha storm and/or Pacaya volcano eruption. During the first two quarters the focus of the program was set on developing alliances with organizations, institutions and companies interested in helping to reconstruct the damaged infrastructure and to plan the technical development of the project. Moreover, an environmental mitigation plan was submitted and approved, a

baseline study of 233 sites was conducted to determine the actual damaged suffered by the schools and health care facilities, and a supervision company was hired to verify the quality of construction process and materials, environmental mitigation plan compliance and budget and time constraints. During quarter three and four the reconstruction process began, with the following results:

- By the end of quarter four, 82 sites nationwide have been reconstructed (65 schools and 17 health centers).
- Reconstruction and supervision work on 12 schools in the department of Huehuetenango began last July and should finish by early October 2011.
- During quarter four, there was a lot of planning and supervision work needed for the 32 schools located in the departments of Huehuetenango, Quiché, Sololá and Escuintla. Work should begin in October and will finish by December 2011.
- Several meetings were held for planning the reconstruction and supervision work needed for five health care facilities located in the department Escuintla. Work should begin in October and will finish by December 2011.
- All *Alianzas* staff members participated in the recruitment of additional reconstruction partners and generation of leverage. An example of the effort is a series of concerts and the continuity of the project “*Vamos a la Escuela, Reconstrucción*” that so far has incorporated more than fifteen new potential partners to the project.
- *Alianzas* submitted a request to USAID to extend the Post Disaster Reconstruction project in Guatemala on June 15. RTI International requested a no-cost extension to complete the work by March 31, 2012. The request was approved on September 23, with modification number 10.

During quarter four two proposals were developed, presented and approved during TRC meetings in September:

Rotary Club Escuintla is planning to develop a reconstruction project in the municipality of Masagua, Escuintla in partnership with Jaguar Energy Guatemala, LLC. The project will reconstruct up to five health care facilities that are in great need of repairs and refurbishment, since the Agatha storm caused severe damage on their infrastructure. The final approval from TRC was received on September 23.

Rotary Club del Valle is planning to develop a reconstruction project nationwide in partnership with Chevron Guatemala, Inc. The project will reconstruct up to fifteen damaged schools. The concept paper was submitted to TRC and the final approval was received on September 28.

4.1 Summary of Events and Activities

Inauguration ceremonies. During FY11, the Directors of 34 facilities that were benefitted by the Reconstruction Project, organized inauguration ceremonies for their

schools and health facilities. In all of them, the Guatemalan communities have shown their gratitude towards the people of the U.S. and to the Guatemalan companies and organizations that donated the funds to reconstruct their schools and health care facilities. Staff from *Alianzas* attended all of the inaugurations. More events are scheduled for October and November, as other centers are finished and ready to inaugurate their renovated facilities.

Meetings with representatives from the MOE and MOH. *Alianzas* staff held several coordination meetings with representatives from MOE and MOH in quarter four. Jorge Recinos, *Alianzas* Reconstruction Supervisor, attended several meetings with Abraham Velasquez, MOE Infrastructure Planning Sub-Director, and Estuardo Estrada, MOE Regional Coordinator, to coordinate the reuse of salvaged materials from the schools. This procedure is a part of the Environmental Mitigation Plan submitted by *Alianzas* and approved by USAID on February 2011.

Other meetings were held in coordination with Luis Armando Ruiz of the *Unidad de Planificación Estratégica (UPE)* from MOH and with Carlos Mazariegos from the *Sistema Integral de Atención en Salud (SIAS)*. The objectives of these meetings were similar to the ones with the MOE; however, they also provided specific guidelines to the Health Care facilities' directors about the work planned for each site, including the steps needed to continue regular services during the reconstruction process.

Baseline study. During FY11, after a long selection process, *Alianzas* contracted the company Arkconsa to conduct the baseline study for the reconstruction project. The award included the elaboration of the baseline study for the centers reported as damaged by the Government of Guatemala. Once finished, the study included 233 locations nationwide. The information collected documented the damage at each site and mapped each location, and subsequently informed the quotes for work needed. The facilities included in the baseline study were certified by the *Coordinadora Nacional para la Reducción de Desastres (CONRED [National Coordinator for Disaster Mitigation])* or are in the process of obtaining the certificate.

The baseline study has been the basic tool to assess the actual infrastructure damages suffered per site. Several *Alianzas* partners have used information obtained from the baseline to support their projects, present them to their Board of Directors for approval, and even execute the reconstruction process based on the information.

Reconstruction subcontracts. During FY11, *Alianzas* conducted two bid processes for the reconstruction of 43 facilities. On March 30, 2011 the bids were awarded to *Sistemas y Servicios de Ingeniería S.A.* and to *Proyectos Modernos de Ingeniería*. The bid processes included reconstruction and refurbishment of 43 schools and health centers divided into two groups. Fifteen schools and six health centers are included in Group No. 1, and eleven schools and eleven health centers are included in Group No. 2. Both companies submitted all legal documentation including warranty bonds for the fulfillment of their contractual obligations and insurance policies covering risks of loss or damage

caused to third parties by the execution of the work by subcontractor. Work started on June 23. *Alianzas* Reconstruction team held meetings each week with the subcontractor's representatives to monitor closely each subcontract, placing special importance on the fulfillment of the contractual obligations regarding legal procedures, budget and time constraints.

By August 23, all of the 43 sites were finished and a final visit to each site verified all work done. By September 2, all sites were visited and all work included in the contracts was completed.

Supervision subcontract (external to *Alianzas*' M&E team). In quarter three, the firm *Gándara & Asociados* received a contract through a competitive bid process to supervise all work performed in the reconstruction component of *Alianzas*. The site visits began on July 6 to the schools and health care facilities that were already finished and the ones that were in process at that time. José Luis Gándara, project manager from *Gándara & Asociados*, participated in the weekly meetings with the direct subcontractors of *Alianzas* and partners of the Reconstruction project, to coordinate the site visits, review the progress and determine corrective actions when needed. The supervision subcontract includes the follow-up and final verification of 165 sites, which will finish by March 2012.

Environmental mitigation plan (EMP). The first EMP was submitted on February 9th and approved on February 28th. The EMP, developed by the Reconstruction team, followed the guidelines established by USAID for implementing partners and USAID's "Environmental Guidelines for Development of Activities in Latin America and the Caribbean". A negative determination with conditions classification was issued to *Alianzas* reconstruction activities involving school repairs and reconstruction, kitchen and latrine cleaning and construction, as well as rehabilitation of schools and health posts and water and sanitation systems.

A second EMP will be submitted during quarter one of FY12, with new sites identified by potential partners for reconstruction. It establishes seven mitigation measures that must be followed during the development of the Reconstruction project:

1. Carefully evaluate all plans and designs to select the best alternative that produce the least amount of waste,
2. Recover all reusable materials and provide a second use to the ones that are still capable of it; dispose of materials in areas where a small risk of contamination of surface and ground water is present,
3. An approved government landfill must be identified near each school and/or Healthcare facilities. It must be used to dispose of materials that are not subject to reuse,
4. Identify possible points of contamination and define procedures on how to protect them,

5. Place signs at the site to properly warn about danger and allow the circulation around the site,
6. Identify alternative ways for pedestrians, motorists or persons with disabilities if necessary,
7. Define the work hours based on surrounding activities to reduce uncomfortable periods for neighbors.

Millennium Schools Program from Fundación TIGO. *Fundación TIGO* will rebuild 90 schools. The reconstruction project started in May 2011. By the end of June, the first eight schools in the department of Huehuetenango were finished, and by September 2011, 22 more schools were finished in the following areas: 15 in Huehuetenango, five in Escuintla and two in Santa Rosa. Twelve more schools are in the process of reconstruction and should be finished during the month of October 2011. An additional 29 schools located in the departments of Huehuetenango and Quiché, are scheduled to begin the reconstruction process during quarter one of FY12. A second grant is under negotiation with *Fundación TIGO*, to continue the reconstruction efforts during the following years.

FUNDAZÚCAR. The sugar cane foundation prepared and submitted all necessary documentation for a grant during quarter four. The documentation was reviewed and approved and the grant was signed on July 15. Under this grant, five health care facilities in the department of Escuintla will be rebuilt and medical equipment and supplies will be provided in conjunction with the Urgent Relief and Equipment Commission (Project C.U.R.E.). *FUNDAZÚCAR* selected a subcontractor to perform the work, and USAID approved the subcontract on September 23. The project is expected to be completed in quarter one of FY12.

Fondo Unido Guatemala FUG prepared and submitted all necessary documentation for a Grant during quarter four. The documentation was reviewed and approved, and the grant was signed on July 11. The objective of this grant is to reconstruct and refurbish three schools in the department of Sololá with the help of *Fundación Pro Niño – Telefónica*. These schools suffered severe damage by tropical storm Agatha and are located in rural areas where assistance by the Guatemalan Government is limited. *FUG* has selected two subcontractors to perform the work, and USAID approved the subcontracts on September 23. The project is expected to be completed on quarter one of FY12.

Rotary Club Las Américas. The Rotary Club worked during the last seven months on a modified project that will allow the reconstruction and refurbishment of three schools and one health center in the department of Quiché. The Rotary Club *Las Américas* is serving as the implementation partner, and *Hidroeléctrica Hidro Xacbal S.A.* is serving as the funding partner. Both partners are currently working on the bid procedure to select a construction subcontractor and to determine the project budget. This project has a big obstacle due to the remote area and the difficult access to it. The Rotary Club will submit

all necessary documentation for the grant by early October 2011. The project should be completed by quarter two of FY12.

The Reconstruction Timeline can be found in *Annex F*.

4.2 Key Results

- *Arkconsa* has finished the baseline study contract. 233 studies have been performed and delivered to the *Alianzas* Reconstruction technical team during quarter three. All baseline studies were reviewed and approved.
- 65 schools and 17 health care facilities have been reconstructed during FY11 and 63 schools and five health care facilities are scheduled for reconstruction during quarter one and quarter two of FY2012. Among the sites already finished 26 of the schools and 17 of the health care facilities were reconstructed directly under subcontracts with *Alianzas*.
- *Gándara & Asociados* was awarded with the contract to supervise the reconstruction project. They have visited the sites and verified the quality of materials used and have verified that all work planned has been properly executed.
- During FY11 a total of 19,015 children benefitted from the *Alianzas* reconstruction program.
- During FY11, a total of 82 water and sanitation systems were restored and more than 20 water filters were distributed to provide access to safe water for consumption in schools and health centers.

A list of schools and health posts reconstructed can be found in *Annex G*.

4.3 Key Issues Faced

- In order to comply with USAID and RTI procurement regulations and standards for transparency, the reconstruction subcontracts need to be approved by USAID. The process for obtaining the required documentation and approval for the companies that won the bids, required the completion of several administrative steps and additional documentation, this process has delayed the schedule for the reconstruction project in general.
- The rainy season started in quarter three of FY11 with heavy rains all over the country, causing extensive damages to the roads and bridges all over the country and slowing down the reconstruction process, especially in some areas in the departments of Huehuetenango, Santa Rosa and Escuintla.
- The reconstruction of the health care facility located in the town of El Paso de las Jalapas, El Progreso Department, suffered considerable delays due to the interference of the some members of the community. They requested the remnants of the materials that were taken to the Municipality approved landfill for

disposal. The company in charge of the reconstruction decided not to give the remnants to them, based on the poor condition of the materials and the impossibility to reuse them. However, the community members insisted in obtaining them, thus occupied the center, canceling all works pending on the site. After the local police intervened, the normal reconstruction process was allowed to continue and the health care facility was finally finished.

4.4 Activities and Actions Planned for the First Quarter of FY12

- During FY12, the reconstruction team will support new implementing partners to complete their process and obtain the grants. We anticipate development of a new partnership with *Club Rotario del Valle* and Texaco as well as with *Club Rotario Escuintla* with PQP and Jaguar Energy.
- Supervise closely all reconstruction efforts made in schools and health centers.
- Support other planned fundraising activities including two concerts by the famous local Disc Jockey, Francis Dávila in which all profits will be donated for the reconstruction process.

5. Small Grants

The Small Grants component commenced implementation near the beginning of quarter two, FY11. While most of the internal processes and follow-through have remained consistent throughout, USAID has revised approval and authorization processes as recently as quarter four.

Three project proposals were presented during quarter four; a school construction proposal was rejected as it was determined that it did not meet program objectives. The USAID Small Grants Committee (SGC) approved four projects over the course of quarter four. For a summary of project proposal presentation, including date of submission, approval, program area and other relevant details see *Annex H* below.

A formal modification clarified the official proposal approval process during the last days of quarter four. The modification specifies the following:

- Proposals may only be considered if they have been received by the Embassy of the United States of America in Guatemala or USAID
- Proposals will also be evaluated by the SGC Coordinator, Leticia Teleguario, USAID Indigenous Affairs Advisor
- The committee will evaluate and approve or reject the proposal.

A total of 48 project proposals were received and processed over the course of FY11. Thirty were advanced to the document stage, while the remainder (18) did not include requisite elements to merit further review. Three proposals were approved during quarter

two: five during quarter three and three during quarter four. The following chart summarizes the proposals received during the year, by Strategic Objective (SO):

Proposals received SO 1 Governability	Proposals received SO 2 Economic development and Environment	Proposals received SO 3 Health	Proposals received O 3 Education
6	14	10	18

The timeline for Small Grants can be found in *Annex I*.

5.1 Summary of Events and Activities

Program Element A: Education

Projects under implementation:

Jóvenes Arriba. The proposal was received through the Embassy of the United States. The Director of the organization requested scholarships for 21 university students at the University of San Carlos (*USAC* for its initials in Spanish), Baja Verapaz Campus. The Project began in April and will end in November 2011.

Over quarter four, 45 students received supplemental and remedial tutoring in Cubulco and Rabinal to improve their chances of gaining admission the Faculty of Humanities. Two of them will receive scholarships, and as they have already passed their admission examinations, they only need to register before enrollment. In addition, scholarship beneficiaries raised funds through a raffle to support one student in 2012.

Number of students	Level
13	Second semester
5	Fourth semester
2	Sixth semester
1	Professional Supervised Exercise (<i>EPS</i> for its initials in Spanish) for Bachelors in Education

Public Pre-primary school No. 69. The project provided the school with 80 student desks (tables and chairs), two desks and chairs for teachers, two blackboards and two shelves. The *Alianzas* Education team facilitated the delivery of a mini-library. As part of the school's matching contribution, parents and teachers raised enough funds to buy a photocopier machine and metal roofing for the school corridor. The project concluded in July 2011.

Public School No. 850. This proposal was received through the Embassy of the United States in September 2010 and approved on March 10, 2011. The project included the purchase and delivery of desks for elementary school (grades 1 – 6). The major activity of the second phase of this project, over quarter four, was the installation of a computer lab with 16 computers and the appropriate furniture, facilitated under a separate *Alianzas* Education grant in partnership with *FUNSEPA*. The school committed itself to hiring of a computer instructor with the MOE. As part of the parents’ leverage contribution, an overhead projector, chairs and a computer for the audiovisual room were also purchased.

Public Pre-primary School annexed to EORM Aldea Santa Rosa, Puerto San José. The project provided essential classroom equipment appropriate for five year-old preschool students at Aldea Santa Rosa, Puerto San José, Department of Escuintla. The equipment purchased included 40 desks (tables and chairs), one teacher’s desk and chair, three blackboards and three shelves. The project was approved on August 17, 2011. The activity resulted in a plan to match the contribution through a negotiation to build a new classroom and school kitchen; parents’ contribution would be the roofing sheets.

Projects under Negotiation:

Public School in the Rural Community of Ceylan. This request was submitted on May 18 and consisted of classroom construction, renovation of the community room, and provision of school equipment. A verification visit was made during which it was determined that the request may be supported by Small Grants, but not in its entirety.

Based on the observations made, a revised project profile was developed, focused on seeking support for the community room renovation and properly furnishing the classrooms. Due to the September elections and the teacher strike ongoing since August, additional details regarding the budget and community commitment are still pending.

Escuela Oficial Urbana Mixta, Guatemala. The school submitted a request to the U.S. Embassy to equip the computer lab in August 2011. Complete documentation from the school is still pending.

Program Element B: Health

Projects under Implementation:

Pura Vida Environmental Movement. This project includes nutrition and environment components. Implementation commenced in April 2011. During quarter four, the “*Pura Vida Construction Systems*” manual was revised and updated in collaboration with *Defensores de la Naturaleza* (Technical content), *Editorial Chosamaj* (editing) and *Alianzas* (branding and marking). *EPS* Architecture students from *Universidad San Carlos* and *Universidad Rafael Landívar* also participated in the revision, in collaboration with community and municipal level groups in the department of Sololá.

Todos por el Lago Committee. The main objective of this proposal is to reduce gastrointestinal and respiratory illnesses in 100 families who live in conditions of poverty

and extreme poverty in San Lucas Tolimán, Sololá. It was submitted to the U.S. Embassy, and approved during quarter four. Assistance will consist of a water filter and an Onil stove.

As part of the implementation, a socio-economic study to select 25 benefitted families has been conducted, as well as a study to determine their environmental conditions in the area of the intervention. The studies should also help define activities that the beneficiaries will pursue as their matching contribution (a condition to receive the filters and stoves). Another project activity involved convening a contract between HELPS and *Todos por el Lago* Committee, to provide appropriate training. Three meetings have involved the *Todos por el Lago* Committee, HELPS International and the *Alianzas* Small Grants Coordinator.

At the present time, the project coverage area is expanding and the organization is making efforts to acquire supplies that can be used to plant orchards and treat gray water in the homes of these families.

It is expected that during quarter one of FY12, joint work with the *Todos por el Lago* Committee will be done to continue with the implementation of the project with groups of 25 families, until 100 families participate. Volunteer work is a permanent activity aimed at raising awareness among the population, informing them about the causes and consequences of deforestation, lake pollution and health problems at the family level.

Subject category C: Economic Development and Environment

Project under implementation:

CADISOGUA. The project aims to promote innovation and the marketing capacity of 30 craftsmen (28 women, two men) in the villages of Toj Chulub and Toj Chan, Concepción Chiquirichapa, department of Quetzaltenango, through technical assistance. Implementation commenced in May 2011 (quarter three).

The following activities have been implemented:

1. Two trainings for craftsmen on basic accounting practices.
2. A tour to exchange marketing ideas.
3. Participation in the Independence Day fair held in Quetzaltenango.
4. Implementation of six new bracelet, choker and bag designs.
5. A religious boutique in the United States made a purchase of the products being made.
6. Establishment of two quality control committees and training on the preparation of minutes.
7. Twenty women made handbags with recycled materials, to be sold in the United States.

8. Groups have the resources to manufacture handicrafts (needles, 131 pounds of beads and reels to make bracelets).
9. Two orders of bracelets, chokers and bags will be sent to Vermont and Florida.

Due to on-going training and supervision, better product quality was achieved, resulting in return-free production batches and orders. Over quarter one FY12, participants will be continually encouraged to continue with craft production, despite the time investment that seasonal agricultural activities require. Taking this into consideration, *CADISOGUA* has already adapted production schedule around agricultural activity schedules, so that it takes place on Sundays and during the week, late in the afternoon.

ASODEP. The project seeks to improve the production of 30 family orchards in the community of Guineales, Santa Catarina Ixtahuacán, Sololá, and it was approved in April 2011. Fieldwork began during the first week of June.

The following activities took place during the first quarter:

1. A report on the socio-economic conditions of the participating families.
2. Thirty agreements between the families and the implementing organization.
3. Training on the management of agro-ecological techniques.
4. An exchange tour with the Mesoamerican Institute of Permaculture (*IMAP Instituto Mesoamericano de Permacultura*)
5. Ceiba, which covers the trainings and Food Sovereignty Network of Guatemala (*REDSAG, Red Nacional por la Defensa de la Soberanía Alimentaria en Guatemala*) contributed with seeds for family production.

Casa Sito. The project consists of training businessmen and young people to improve their employability. This project was submitted to USAID and was approved on June 21, 2011. Implementation commenced in July. The following activities took place during quarter four:

1. Planning and execution of a selection process.
2. Two workshops with the student group.
3. Idea and experience exchange tour.
4. Two work meetings with the organization's technical team.
5. Establishment of financial processes and the corresponding budget, adapted to institutional needs and conditions.

Conservation Inc. This proposal aims to increase socio-economic development among the permanent communities in the cloud forest within the municipality of Uspantán, Quiché. Originally submitted by Mr. Phillip Tanimoto in September 2,010, it was approved in September 2,011. The project will provide training and agro-ecological supplies to participating communities in the intervention zone. Over quarter one, FY12, fieldwork will commence.

Projects under Negotiation

Women's Committee in Santa María. The project involves production of improved hen species. After two proposal submissions and review, the Small Grants Coordinator made a site visit to assist in the definition of the work plan. The project's production and business strategy will be finalized during quarter one FY12 for final presentation to the SGC.

Subject category D: Governability and Democracy

Association of Mayan Lawyers of Guatemala. The proposal consists of registering deeds to establish ownership and stewardship of the traditional communal lands surrounding their communities. The request for support was submitted to the Ambassador of the United States. The project was approved in late September 2011.

The project is currently at the administrative-technical review and organization vetting stage. Field activities are currently being organized.

Projects under Negotiation

Sexual Diversity Network. The proposal was received on June 1 of this year and on July 22, the USAID committee decided to pre-approve the project. The technical observations were transferred to the governance and democracy USAID team, there is still no reply from them.

Women's Municipal Commission of Cuilco. The proposal was submitted to USAID on August 19 of the present year, and has not been reviewed by the committee yet. The Small Grants Coordinator made a technical visit where the feasibility of the proposal was analyzed and the document's final version was reviewed.

Kastajibal Education Center. The original request was submitted to USAID in August 2011. The SGC requested additional information from the organization. The project focuses on adult education.

5.2 Results

- By quarter four FY11, all available funds in the education, health and economic development accounts had been allocated. All the concept papers received over FY11 had been submitted for review by the SGC.
- Currently eight out of eleven partnerships are being implemented: *Jóvenes Arriba*, *Pura Vida*, *Todos por el Lago* Committee, *CADISOGUA*, *ASODEP*, Conservation Inc., *Casa Sito*, and Association of Mayan Lawyers of Guatemala. Five requests are under negotiation as possible partnerships: Kastajibal Education Center, Cuilco Municipal Commission on Women's Affairs, Women's Committee of Santa María, Public School of the Agrarian Community of Ceylan, *Escuela Oficial Urbana Mixta, Guatemala*.

Key results for quarter four:

1. One graduate at the technical level in Educational Administration from *USAC*
 2. 120 desks delivered for preschools.
 3. Five classrooms have been fully equipped (teacher's desks, blackboards, shelves).
 4. Distribution of a thousand copies of the Eco-Building Manual.
 5. 25 filters and Onil stoves delivered.
 6. Two quality control committees established and functioning.
 7. Delivery of two crafts orders to US markets.
- The Small Grants Coordinator's technical assistance to improve and evidence proposal quality was crucial for the successful presentation and approval of concept papers.
 - Cooperation promoted between the communities, organizations and *Alianzas* as partners was fundamental for Small Grants projects.
 - The institutional coordination between projects was fundamental for the projects *Todos por el Lago* and *Pura Vida*, because it helped develop possible partnerships to assist environmental aspects and technical exchange.
 - Recommendations of the *Alianzas* M&E team have been taken into consideration to improve and review Small Grants project performance.
 - Participation of the Small Grants Coordinator in the USAID SGC meetings has allowed placing the proposals in context and defining general elements to increase understanding of the reasons why organizations propose different ways of work.

5.3 Key Issues Faced

- Some of the potential partners did not answer administrative and technical USAID requirements in a timely manner. This resulted in a slower than expected approval process of these projects, delaying project implementation and affecting pipeline projections.
- Most of the requests that are presented for Small Grants support are letters that request a donation that will allow the implementation of their ideas, thus requiring additional time investment to explain how the program works, how viability is evaluated, the documents needed to formulate the project and to establish an adequate budget.
- The modifications to the presentation and approval procedures by USAID's SGC resulted in a delay of more than two months in some cases such as Conservation Inc. and Association of Mayan Lawyers of Guatemala. The changes also resulted

in the cancellation of proposals that had previously been approved such as Escuintla Industrial School.

- The lack of permanent USAID SGC staff and membership adds delays in project approval because any new member of the committee has to be informed, updated and proposals have to be explained anew, when they had already been reviewed. To this we must add the fact that the SGC lacks a consistent timeline to review and process requests because of the diverging agendas and scarce time available.

5.4 Activities and Actions Planned for the First Quarter of FY12

- Provide technical and administrative support to Small Grants partners in the management, implementation and evaluation process to ensure the timely application of the corrective measures when the necessary.
- Plan technical and financial follow up visits, coordinating with the M&E team to carry them out.
- Support the partnerships that will allow coordination and meeting *Alianzas* strategic plan objectives.
- Follow-up on the proposals that come through the U.S. Embassy and USAID to shorten the technical assistance and proposal facilitation process for viable projects that will result in significant contributions to the participating communities.

6. Program Management

6.1 Program Staffing

During FY11, the project was comprised of 19 full-time staff, headed by the COP and divided into six small teams: 1) the Education Technical Team; 2) the Health Technical Team; 3) the Monitoring and Evaluation Team; and 4) the Operations and Finance Team: 4) Reconstruction Team: 5) Small Grants Team. Due to Modification No. 3 awarded on September 24, 2010, *Alianzas* hired three more positions during FY11: Reconstruction Coordinator, Reconstruction Supervisor and, the Small Grants Program Activity manager. During quarter four of FY11, the health technical coordinator resigned and the reconstruction supervisor's contract ended. These positions will no longer be filled.

6.2 Communications

The *Alianzas* website was redesigned and its hosting was changed to the company named Heller Palacios. With the conditions under this new contract, updates will be made in-house and on-demand, instead of being limited to a package of updates as per the previous contract. This new format includes an electronic newsletter that will be sent

every month to subscribers starting in quarter one of FY12. In addition, periodical updates to the accounts of Facebook and Twitter have been made, promoting *Alianzas* and partner activities.

The following activities were held by some of our partners to raise funds, increase awareness and support the reconstruction project during the fourth quarter of FY11:

- Rotary Club *Guatemala la Ermita*, *El Duende* Discotheque and Hotel Johnny's Place organized two concerts of the popular DJ Francis Dávila. The funds raised through these concerts helped refurbish one school in Guatemala City. The artist inaugurated the school and has committed to donate two more concerts to continue raising funds for the Reconstruction Project.
- *Empresarios por la Educación* organized a rock concert that included 13 of the most popular bands in Guatemala. The concert was carried out thanks to the sponsorship of *Banco de los Trabajadores (Bantrab)*, *Fundación Sergio Paiz Andrade*, *Fundacion Tigo*, *Fundación Paiz* and *Sistema de Orquestas de Guatemala*. Other companies also made in-kind contributions to make this concert possible.

A partners' recognition event was organized with the support of *ANACAFÉ*. During the event, *Alianzas* presented results and advances of the project for 2011 as well as the priorities and changes for 2012. *FUNCAFÉ* and *Fundación Raxché* had the opportunity to share with the other partners their experience on working with *Alianzas* and their beneficiaries also shared how their lives have changed since they joined the projects supported by *Alianzas*. Recently appointed U.S. Ambassador, Arnold Chacon, participated in the event and had the opportunity to get to know the *Alianzas* program and some partners.

6.3 Subcontractors

URC, a subcontractor to RTI under the direction of the COP, has provided during the first three trimesters of the second year of operations two full time staff positions (including one key and one non-key position), which took the lead on health, nutrition and HIV technical activities. In June the URC health team assigned to *Alianzas* project was reduced to only one member, because of the resignation of the Health Coordinator.

URC contributed to all program deliverables including: the FY12 Annual Work Plan, Performance Monitoring Plans, Quarterly, and Annual Performance Reports, in addition to technical reports required for health and nutrition activities.

6.4 Budget Information

A budget summary for FY11 can be found in *Annex J*.

6.5 Grants Management

During FY11, the *Alianzas* grants team revalidated all the documentation related to the grant application process as well as the tools for managing the grants program and tracking leverage funds. This allowed the team to be prepared and effectively process grant applications prior to calls for proposals and grant approvals.

Alianzas has been playing an important role developing strong alliances with implementing partners that meet the goals and objectives of the program. As part of its capacity building objective a grants training session took place March 23, 2011, this training provided partners with a guide on how to write a proposal, develop a budget, and reporting as well as understanding USAID's Standard Provisions. 26 organizations attended this training event.

As result of the grants training event, several organizations contacted *Alianzas* to inquire about the grants process. Some of the partners that attended this grants training event are *Agroamérica, Club Rotario Coatepeque, FUG, Fundación Raxché, ISIS, Tan Uxil, FUNDAZUCAR, WINGS, Fundación Tigo, UVG*. Working together with the partners gave *Alianzas* the opportunity to ensure the process and completion of several grants with the partners.

The Project Tracker in **Annex K** provides information on how many projects have been awarded as of the end of FY11.

6.6 USAID Compliance

- **Environmental Compliance.** For the reconstruction project, two environmental mitigation plans were prepared, but during FY11, only the first one was submitted to USAID. On February 28th, 2011 the first EMP was approved by USAID for the reconstruction program. The second EMP for the reconstruction program will be submitted to USAID for approval during quarter one of FY12.
- **FP compliance.** *Alianzas* recognizes that any FP activities that are implemented using U.S. foreign assistance funds must respect the laws and policies that govern the assistance, and must uphold the overarching principles of voluntarism and informed choice. *Alianzas* submitted a FP compliance plan with the Life-of-Agreement strategic plan, and the technical staff will ensure that all activities implemented under this CA by project staff or implementing partners comply with these requirements.

6.7 Other Operational Issues

During September of FY11, the *Alianzas* team moved to a smaller space in the same office location, the reduction in space will allow cost savings for the project.

Procurement of office equipment, furniture and vehicles was completed during FY11.

7. Monitoring and Evaluation

The M&E team settled into routines and activities during FY11 that will continue through the life of the program. Most significantly, M&E has been taking place in accordance to the Performance Monitoring Plan (PMP) approved during quarter one; except for some refinements made to the office visit schedule, purpose and objectives, the PMP has rolled out successfully as a mature strategy that is adaptable, flexible and well suited to the requirements of the *Alianzas* Program.

The M&E team is currently composed of three members who share duties, while also having complementary areas of expertise and responsibility. Site visit assignments are chosen accordingly, though the instruments developed by the team make it possible to gather in-depth information regardless of knowledge of project or technical area specifics.

Over the course of quarter four FY11, the *Alianzas* M&E Team made a total of 16 implementation monitoring field visits, in addition to eight office visits to provide technical assistance or monitor data quality.

The visits made included the following:

- *FUNDAZUCAR* - Mejores Familias – Quiché
- *COED Libros de Texto* – Sacatepéquez
- *FUG Scholarships* - Chimaltenango
- *Pueblo a Pueblo Scholarships* – Sololá
- *EORM San José Pinula* – Small Grants
- *FUNDAP Scholarships* – Quetzaltenango and San Marcos
- *COED CORP* – Sacatepéquez
- *VIH Cañeros* – Escuintla
- *Café Alianzas- Educación* – Esquipulas
- *ISIS* – Zacapa
- *WINGS HOMBRES* – Sacatepéquez
- *Estrella de Mar* – Sololá
- *Scholarships I and II* – Sololá
- *ASODEP* - Sololá
- *EORM Aldea Santa Rosa* - Escuintla
- *EORM Aldea San José Sigüilá* - Totonicapán

Quarter four was a particularly eventful one as it included the height of the electoral season, the concomitant suspension of the public academic year; a continuing educators strike that frequently closes access to various routes throughout the country, and the

height of the rainy season. Nevertheless, quarter four was one of the most successful in terms of visit frequency and objectives achieved.

Over quarters two and three, M&E team's main objective was to capitalize on USAID's guidance and the experience gained through the first generation alliances program to develop an effective, adaptable, and comprehensive approach to program monitoring and evaluation. This process resulted in significant contributions to the *Alianzas* PMP, and Annual Work Plans, all submitted during this Fiscal Year. The M&E team has also contributed to, presentations and workshops, including the *Encuesta Nacional de Salud Materno Infantil (ENSMI)* and Ministry of Health *Mesas de Salud*.

Over FY11, the M&E team participated in all potential project approval processes by providing comments, feedback and suggestions regarding each implementing partner's M&E plans, and technical approach when appropriate.

The M&E team has been integral in requesting, gathering and organizing Reconstruction Activities data that is reportable within the Program indicators, notwithstanding the modest goals established for the component in this regard. The role of the M&E team was clarified and amplified during quarter four, once full implementation of the Reconstruction component made it evident that some achievements were not being reported in full. Thus a complementary methodology was established, taking advantage of the information made available.

As an overall assessment of the program's performance and compliance, most objectives were reached, though some indicator targets were not met due to longer-than-expected implementation roll-out. Details regarding indicators can be found in *Annex L*, training in *Annex M*, and compliance in *Annex N*.

Alianzas – Plataforma Integrada de Información Social (PISI). The M&E team has been responsible for the integration of *Alianzas* data within the USAID|*Diálogo para la Inversión Social* platform, thus making it available to a wider audience, while also making it more easily understandable by optimizing the use of a Google Earth-based mapping platform.

Alianzas began to work in a process jointly with *Diálogo* to develop the capacity for *Alianzas* to manage components of the platform independently. In this sense, *Alianzas* indicators and projects were to be incorporated into the platform as one sole analysis unit. Negotiations commenced early during quarter two and continued through *Diálogo's* impasse resulting from the uncertainty and sale of Academy for Educational Development (AED) to Family Health International (FHI 360) over the following quarters. As of this writing, the *Alianzas* M&E team is awaiting scheduling availability from the *Diálogo* team to complete the last stage of the process. This tool will enable *Alianzas* to gather, store, organize and process data from the databases included in the Platform and also, use it for analysis and reporting. Moreover, to make the information useful to a wider audience, it will be integrated into the *Alianzas* web page when all features are finished and installed.

Mid-Term Evaluation *Mejores Familias* – FUNDAZUCAR. The M&E manager had an active position in the revision and presentation of the results of the Mid – Term Evaluation of the FUNDAZUCAR *Mejores Familias* program, conducted by the firm JMatute Consulting. The results obtained in this evaluation can now be requested from *Alianzas*. Moreover, the instruments used by the consulting firm, and approved by URC, FUNDAZUCAR and USAID were largely developed and refined by one of the M&E Coordinators so as to better meet the evaluation requirements, while maintaining thematic consistency with *Mejores Familias*' aims and the baseline evaluation instruments. This challenge required subtlety, technical depth and a degree of compromise, considering the deficiencies of the original baseline study conducted in 2008.

Annual Portfolio Assessment. As part of its yearly internal review, the relative performance of active alliances has been evaluated, utilizing *Alianzas*' charter and objectives as the standard against which each project is measured. The M&E team individually analyzed each project, utilizing commonly used formulas to track efficacy, relative efficiency, leverage, sustainability and longer term-impact. The methodology and results of this assessment are presented in *Annex O*. This activity will be conducted on a yearly basis to synthesize the overall program's success based on each project's performance, and have an additional source of information to use in decision-making.

Annex C: Project Timeline

FY11 Implementation Timeline

Component	Activity	Q4	DONE	NOT DONE	IN PROCESS
Project Management Activities	Submit Annual Work Plan		✓		
	Submit Accrual Reports		✓		
	Monitor USAID compliance		✓		
	Hold PSAG meetings		✓		
	Hold TRC meetings		✓		
	Recruit and hire remaining staff positions				
	Purchase of office vehicle				
	Complete registration process in Guatemalan fiscal, commercial and labor authorities				
	Prepare and submit quarterly reports (annual report during fourth quarter)		✓		
IR 3.1: Increased and improved social sector investments					
	Implement communication strategy		✓		
	Improve communications with current and potential partners through innovative strategies, such as <i>Alianzas</i> newsletter, Facebook, and Twitter		✓		
	Develop and update databases that map funding partner and IP interests and actions		✓		
	Meet with public and private sector partners in target municipalities to explore interests, needs, and programs		✓		
	Build alliances with a wide range of public and private sector partners		✓		
	Update list of networks of private sector business associations				
	Develop materials for fundraising activities		✓		
	Organize and carry out fund raising events		✓		
	Develop and sign MOUs		✓		
	Issue and monitor grants		✓		
	Hold implementing partner capacity building workshops (M&E, proposal writing, budgets, grants, USAID compliance, etc.)		✓		
	Develop and implement electoral strategy				
	Continue negotiations for Diaspora alliances			✓	
	Conduct program level gender analysis				
Develop and implement alliance partner public recognition/award program					
Component	Activity	Q4	DONE	NOT DONE	IN PROCESS

FY11 Implementation Timeline

Component	Activity	Q4	DONE	NOT DONE	IN PROCESS
IR 3.2 Improve quality and equity of basic and higher education	Implementation of scholarships projects		✓		
	Meetings to coordinate with USAID/Reform in the Classroom and USAID/ <i>Diálogo</i>		✓		
	Meetings with potential FPs and IPs		✓		
	Provide technical oversight to activity implementation		✓		
	Monitor on going activities		✓		
	Revision and analysis of IPs quarterly reports		✓		
IR 3.3 Improved nutrition and reproductive and maternal child health care					
	Analysis and approval of unsolicited proposals		✓		
	Follow up of implementation of health projects		✓		
	Conduct meetings with potential FPs and IPs		✓		
	Provide technical oversight of health projects implemented		✓		
	Monitor ongoing activities		✓		
	Revision and analysis of IPs quarterly reports		✓		
	Follow up of RH Alliance		✓		
	Carry out formative research on RH/FP for PMC radio drama project			✓	
	Hire and train local creative team to develop PMC radio drama			✓	
	Pre-test pilot episodes of PMC radio drama			✓	
	Train maternal-neonatal nurses and students		✓		
	Train traditional birth attendants		✓		
	Implement Mejores Familias model through partners		✓		
	Initiate food fortification projects			✓	
Implement WASH project			✓		
IR 3.4 Contained and mitigated impact of HIV/AIDS					
	Provide technical oversight to activity implementation in health		✓		
	Monitor ongoing activities		✓		
	Revision and analysis of IPs quarterly reports		✓		

Annex E: Success Stories



SUCCESS STORY

Roses from Guatemala to the world



Members of
Las Rosas de Concepción

"Roses from Guatemala to the world"

María Telma Juárez

Telling Our Story
U.S. Agency for International Development
Washington, DC 20523-1000
<http://stories.usaid.gov>

Two years ago they were a group of 30 women who made handicrafts only to sell locally and generate some income to support their families. Today, *Las Rosas de Concepción* has become an organization with exports to the U.S. and Europe.

María Telma Juárez Méndez, member of *Las Rosas de Concepción*, explains that two years ago a member of the Center for International Migration and Integration (CIMI) from Israel approached them and asked them if they would be willing to try to export their handicrafts.

At the beginning they were hesitant about the idea, because they were aware that to export their products they needed training to produce with higher quality. However they took the chance and started their exports to a boutique in Palm Beach, Florida.

"Roses are our signature", says María Telma. "We produce necklaces, bracelets, purses and scarves, most of them with roses' design. We are producing roses from Guatemala to the world".

The members of the organization have been trained by the designer and boutique owner Kristina Saltzman, owner of The Native Sun in Palm Beach. "She was the first one who believed in us and started selling our products in her boutique; but not only that, she knocked on more doors and thanks to her we are now exporting to a boutique in Vermont and recently started exporting to a boutique in Switzerland", explains María Telma.

The income generated through the production of these items goes directly to the group of women; 10% of the income is left to recapitalization and organizational strengthening.

The group is in constant training and is now a beneficiary of the USAID/Alanzas Small Grants project. They are being trained on how to improve quality and on market expansion strategies. They are currently exploring the possibility of exporting to Israel, Peru and Panama.

The Small Grants program funds initiatives that do not exceed a US\$20,000 budget and are within the democracy and governance, economic growth, environment, health and education areas.



SUCCESS STORY

Becoming a chef was only a dream



The Junior Chef 2011 team

“If you are pursuing a dream with determination and love and work hard to fulfill it, there will be nothing to stop you”

Geovanni Ruiz

Telling Our Story
U.S. Agency for International Development
Washington, DC 20523-1000
<http://stories.usaid.gov>

Geovanny Ruiz is only 17 years old, a very shy young boy but with abilities of an experienced chef. He is the team leader of a group of five, ages between 14 and 17. These young boys and girls are still in secondary school and attend an after-school program aimed at providing life skills for youth. This program is implemented in Izabal by *Fundación Raxché* and the *Instituto Técnico de Capacitación y Productividad (Intecap)*, thanks to an alliance with USAID|Alianzas.

“When I started the cooking classes at Intecap I did it just for fun and because I like to cook. Becoming a chef was only dream, but even the dream was little comparing to what we have achieved at the Junior Chef 2011 competition”, he says proudly showing his gold medal and trophy.

This group, has been attending classes for only one year and for two months they dedicated a two to three-hour session every evening to get ready for this prestigious competition and the effort was highly rewarded.

The Junior Chef competition is the event where chefs from five-star hotels and restaurants recruit their sous-chefs and assistants. Universities and the most prestigious chef academies in Guatemala participate in this competition and this year even academies from El Salvador and Honduras participated.

The Raxché team won the Junior Chef 2011 title and the first place of the Vjusa Central American Award for hygienic food handling. What makes this case interesting is that most competitors were between 18 and 26 years old and this was the first time that people this young participated as contestants and won the prize. They are also the first ones to represent a rural area of the country in the competition, as they come from the El Estor, Izabal.

“If you are pursuing a dream with determination and love, and work hard to fulfill it, there will be nothing to stop you”, says Geovanni.

The team that participated in the contest was integrated by the scholarship grantees Morelia Barrientos, Kristel Milla, Karen Tiulteni, Geovany Ruiz and Kenia Jacinto. USAID|Alianzas has worked with *Fundación Raxché* since 2009 and to date 1,460 youths have received a job-related skills scholarship.



SUCCESS STORY

30 years later the school looked the same



Student performance during the school inauguration

"It is good to finally have a place for learning and not a deteriorated building"

Shaaron Duarte

Telling Our Story
U.S. Agency for International Development
Washington, DC 20523-1000
<http://stories.usaid.gov>

"I came to this school when I was only 5 years old and saw it again almost 30 years later and could not believe the facilities were the same, the painting was the same, everything was the same but completely deteriorated", says Shaaron Duarte de Morales, school Principal of the *Escuela Oficial de Párvulos* in Puerto Barrios, Izabal.

For Duarte, the reconstruction of this school has had a domino effect and has inspired much more than what was originally planned. She was referring to the additional renovations which the parents of the school have engaged in after seeing how well the school is looking after USAID|Alianzas and its partners replaced the roof and refurbished it.

Shaaron studied at this school when she was little and was thrilled to finally see her school look like a place of learning and not a deteriorated building. "When I first became a teacher at this school I was shocked to find it exactly the same as when I was little, so long ago".

She remembers how there were no tables, no desks, no proper roof and a clean floor was something they could only dream of. "Now -she says- children are enthusiastic about coming to school. They love being here and some are even reluctant to go home after the day is over! They beg their parents to let them stay here, where everything is so nice."

The school, located in Puerto Barrios, Izabal, is the only of its type in the region, as it is only for preschool. Its official name is *Escuela Oficial de Párvulos Natalia Boris Viuda de Morales*, and currently has a student population of 144 boys and 118 girls. The reconstruction project consisted of replacing the existing roof and painting. This effort was part of a larger reconstruction project which aims to renovate and refurbish schools after the damage caused by Tropical Storm Agatha in 2010.

USAID|Alianzas worked with Texaco-Chevron and Del Valle Rotary Club supporting this project. Nine schools were refurbished in the departments of Guatemala, Chimaltenango, Escuintla and Izabal. As part of this intervention 37 classrooms, 47 bathrooms and 5 kitchens have been refurbished benefitting 2,188 boys and 1,791 girls. Texaco has recently launched a second edition of its "*Energía para Aprender*" campaign to raise more funds for the reconstruction.



SUCCESS STORY

Healthy men, responsible men



HIV testing

“This is a big step towards creating awareness of the need to having sexual and reproductive health education and prevent HIV”

Roberto Samayoa

Telling Our Story
U.S. Agency for International Development
Washington, DC 20523-1000
<http://stories.usaid.gov>

“Many of my friends don’t believe HIV/AIDS is contagious through sexual intercourse. Though I have told them it is true, they still don’t believe me. I wish other workers, people from the sugar cane fields, even from the surrounding communities had the chance we have here to learn about these interesting aspects of health”, says a worker of the sugar mill in the south coast of Guatemala after voluntarily being tested for Human Immunodeficiency Virus (HIV).

This man is a beneficiary of the Healthy Men, Responsible Men project, which is implemented thanks to an alliance between USAID|Alianzas and Women’s International Network for Guatemalan Solutions (WINGS), *Asociación Pro-Bienestar de la Familia (APROFAM)*, *Fundación Sida y Sociedad*, Pan American Social Marketing Organization (PASMO), *Fundación Fernando Iturbide*, *Hospicio San José*, *Fundación Rozas Botrán*, and *Asociación del Azúcar de Guatemala (ASAZGUA)*.

Roberto Samayoa, project coordinator, explains that Healthy Men, Responsible Men seeks to impact the knowledge, attitude and practices to prevent sexually transmitted infections and HIV, among approximately 500 workers of the San Diego/Trinidad sugar cane plantation and mill. The intervention model is based on the WINGS for Men program. It uses a combined prevention approach that integrates information, education and communication activities and services. Activities include group education sessions, television and radio spots, informative posters and pamphlets. It also includes contraceptive counseling services, availability of condoms at a reduced price, and voluntary and confidential HIV testing and counseling services.

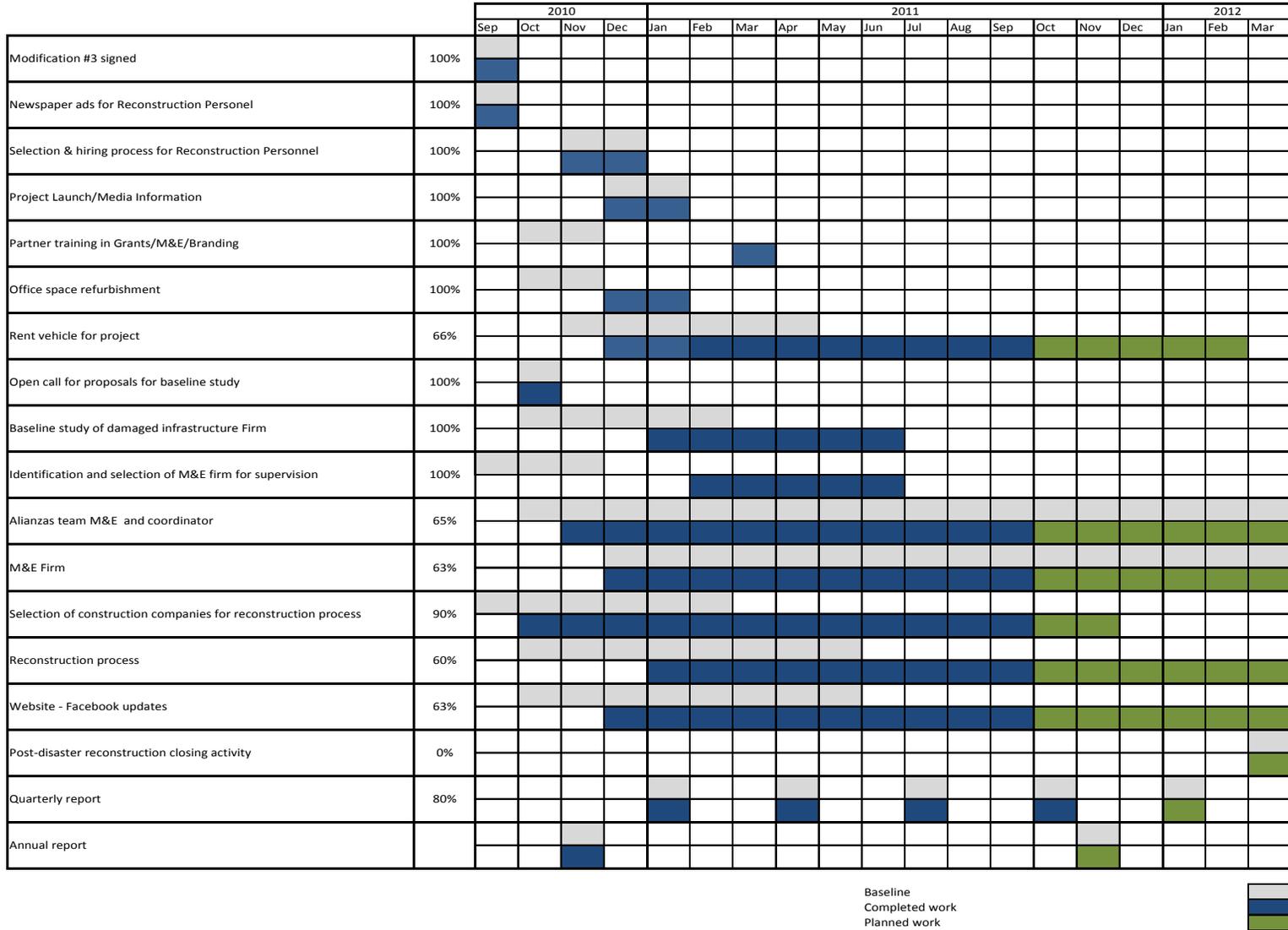
Over 100 workers of the mill voluntarily participated in the HIV testing activity carried out by the project. Some of them expressed that after the training sessions they have had, they do want to take the HIV test and protect themselves and their families.

For Roberto Samayoa, this is a big step toward creating awareness of the need for sexual and reproductive health and preventing HIV in the country, especially in most-at-risk populations.

Annex F: Reconstruction Timeline

Reconstruction Timeline

Alianzas Post-Disaster Reconstruction Implementation Timeline



Annex I: Small Grants Activities Timeline

Small Grants Implementation Timeline

Activity	Quarter 4, Fiscal Year 2011		
	DONE	NOT DONE	IN PROCESS
Technical analysis of projects submitted to <i>Alianzas</i> by USAID or U.S. Embassy	✓		
Proposed project follow up- completion of documents prior to submission of concept paper to USAID	✓		
Review and submit projects to the USAID committee	✓		
Once approved by USAID Committee- completion of documents needed for grant or purchase order	✓		
Project implementation and follow up.	✓		
Evaluation of project's impact			✓
Systematization of experience			✓

Annex L: M&E Indicators

Table 1. IR 3.1: Increased and improved social sector investments at the national and local levels

Indicators	Q 1 Results	Q 2 Results	Q 3 Results	Q 4 Results	Total FY 11	FY 11 target	Relation to FY 11 target
IR 3.1: Increased and improved social sector investments at the national and local levels							
LLR. 3.1.3: Private sector alliances developed and civil society engagement in quality health and education at the national and local levels							
3.1.3. A: Number of thematic alliances established with the private sector.	4	1	0	0	5	5	100%
LLR. 3.1.3.1: Alliance building and fundraising skills strengthened							
3.1.3.1. A Number of NGOs trained in alliance building skills and/or mentored to work with the private sector.	0	14	0	0	14	5	280%
Comments							
During the 2nd quarter of FY11, a partner's training was held. Because the possibility of establish new alliances, new partners were invited to participate in this training.							
LLR 3.1.5: Amount of non-federal funds leveraged from the private sector							
3.1.5.A: Amount of cash contributions leveraged from the partners (Committed)	\$6,984,138	\$5,443,203	\$2,728,544	\$194,677	\$15,350,562	\$10,000,000	153%
Amount of cash contributions leveraged from the partners (Executed)	\$467,526	\$232,031	\$1,861,744	\$3,634,678	\$6,195,979	\$10,000,000	62%

Indicators	Q 1 Results	Q 2 Results	Q 3 Results	Q 4 Results	Total FY 11	FY 11 target	Relation to FY 11 target
<p>Comments</p> <p>Although committed cash exceeded the FY11 target, the budget reductions Alianzas will be subject to over FY12 and beyond will logically result in lower results for that period. Thus, a target viability assessment is due, and will likely require an adjustment for all program targets.</p>							
3.1.5.B: Amount of in-kind contributions leveraged from the partners (Committed)	\$4,535,651	\$1,069,070	\$1,091,360	\$100,000	\$6,796,081	\$10,000,000	68%
Amount of in-kind contributions leveraged from the partners (Executed)	\$515,188	\$0.00	\$595,533	\$2,029,899	\$3,140,620	\$10,000,000	31%
<p>Comments</p> <p>In-kind contributions have not been given the same level of priority as cash, since the overall measure for program success is a portfolio-wide 2:1 ratio with at least half of that leverage coming from cash contributions. However, the budget reductions Alianzas will be subject to over FY12 and beyond will logically result in lower results for that period. Thus, a target viability assessment is due, and will likely require an adjustment for all program targets.</p>							

Table 2. IR 3.2: Improved quality and equity of basic education

Indicators	Q 1 Results	Q 2 Results	Q 3 Results	Q 4 Results	Total FY 11	FY 11 target	Relation to FY 11 target
IR 3.2: Improved quality and equity of basic education							
3.2. A. Number of children and youth with access to improved learning opportunities.	5,054	82,267	137,022	18,415	242,758	28,000	867%
Male	2,667	44,246	75,070	9,252	131,235		
Female	2,387	38,021	61,952	9,163	111,523		
Comments The significant increase of this indicator during each FY 11 quarter is due to Reconstruction results. When the original PMP targets were established, these activities were not included in the projection.							
3.2. B. Number of learners enrolled in USG-supported pre-primary schools or equivalent non-school based settings.	0	11,915	47,402	1,671	60,988	3,000	2033%
Male	0	6,530	26,069	818	33,417		
Female	0	5,385	21,333	853	27,571		
Comments The significant increase of this indicator during each FY 11 quarter is due to Reconstruction results. When the original PMP targets were established, these activities were not included in the projection.							
3.2. C. Number of learners enrolled in USG-supported primary schools or equivalent non-school based settings.	2,000	68,773	88,913	15,929	175,615	15,000	1171%
Male	1,042	36,878	48,710	7,965	94,595		
Female	958	31,895	40,203	7,964	81,020		
Comments							

Indicators	Q 1 Results	Q 2 Results	Q 3 Results	Q 4 Results	Total FY 11	FY 11 target	Relation to FY 11 target
Reconstruction activities results were not considered when the original FY11 targets for this indicator were established in the PMP. Thus, the significant overachievement is not due to poor planning, but rather, the fact that the reconstruction component was not part of the original agreement.							
3.2. D. Number of learners enrolled in USG-supported secondary schools or equivalent non-school based settings.	3,054	1,116	541	3	4,714	10,000	47%
Male	1,625	570	186	1	2,382		
Female	1,429	546	355	2	2,332		
Comments This result is predicated upon the fact that, despite numerous applications and expressions of interest by potential partners, USAID funds will not be forthcoming for additional secondary school interventions.							
3.2. E. Number of teachers/educators trained with USG support.	382	1,739	25	217	2,363	2,000	118%
Male	185	644	9	88	926		
Female	197	1,095	16	129	1,437		
LLR.3.2.3: Increased, improved and more equitable educational opportunities for learning							
3.2.3. A: Number of girls completing academic year through 6th grade with scholarships.	0	0	0	0	0	500	0%
Comments There are currently 169 girls enrolled in sixth grade; approximately 95% (161) are expected to graduate. The reports of school completion will be submitted by partners during the following quarter, as the official close of the academic cycle takes place after date of submission for this report.							
3.2.3. B: Number of boys and girls receiving lower secondary school and upper secondary school scholarships.	0	863	334	1	1,198	5,000	24%
Male	0	409	72	1	482		
Female	0	454	262	0	716		
Comments							

Indicators	Q 1 Results	Q 2 Results	Q 3 Results	Q 4 Results	Total FY 11	FY 11 target	Relation to FY 11 target
This result is dependent on the fact that, despite numerous applications and expressions of interest by potential partners, USAID funds will not be forthcoming for secondary school interventions.							
3.2.3. C: Number of students receiving post-secondary and university scholarships.	495	0	296	3	794	900	88%
Male	171	0	186	1	358		
Female	324	0	110	2	436		
Comments							
The result for this indicator depends on funds made available for interventions that would produce additional results.							
3.2.3. D: Number of host-country individuals receiving USG-funded scholarships to attend higher education institutions for basic education strengthening.	200	0	114	0	314	100	314%
Male	64	0	60	0	124		
Female	136	0	54	0	190		
Comments							
21 Small Grants beneficiaries are included in the quarterly total. Moreover, as additional education funds will be limited, FY11 results will most likely be maintained throughout the LOP.							
3.2.3. E: Number of students enrolled in after-school enrichment programs.	0	2,519	0	1,119	3,638	1,500	243%
Male	0	1299	0	606	1905		
Female	0	1220	0	513	1733		
Comments							
A revision of the definition of this indicator allowed the addition of students that are not benefited with a scholarship, but are enrolled in other basic education projects.							
LLR. 3.2.3.1: Improved learning environment							
3.2.3.1. A: Number of classrooms repaired with USG assistance.	19	24	62	37	142	120	118%

Indicators	Q 1 Results	Q 2 Results	Q 3 Results	Q 4 Results	Total FY 11	FY 11 target	Relation to FY 11 target
3.2.3.1. B: Number of school bathrooms or kitchens repaired with USG assistance.	17	0	104	29	150	100	150%
Comments Reconstruction activities added 66 bathrooms and kitchens during Q4.							
3.2.3.1. C: Number of classrooms and/or technology rooms equipped with computers and media equipment.	8	0	0	9	17	30	57%
Comments As expected, the implementation of the FUNSEPA project resulted in an increase the final figures for this indicator. Nevertheless, negotiations for the alliance took longer than expected and full implementation only commenced during Q4. Thus, the target was not met before the <i>Alianzas</i> reporting deadline on Sept 1 st .							
3.2.3.1. D: Number of textbooks and other teaching and learning materials provided with USG assistance.	15,000	29,135	6,866	368	51,369	4,000	1284%
Comments When the original PMP targets were established, the magnitude of the <i>Cuadernos con Corazón 2</i> strategy was not foreseeable, thus the excessive overachievement of the target.							

Table 3. IR 3.3: Improved nutrition, reproductive and maternal child health care

Indicators	Q 1 Results	Q 2 Results	Q 3 Results	Q 4 Results	Total FY 11	FY 11 target	Relation to FY 11 target
IR 3.3: Improved nutrition, reproductive and maternal child health care							
LLR. 3.3.2: Improved quality and expanded access to family planning/reproductive and maternal child health information, education, counseling and services							
3.3.2. A: Couple years of protection (CYP) in USG-supported programs.	6,267	8,142	14,582	16,800	45,791	100,000	46%
<p>Comments The low level of accomplishment relative to target during FY11 was due to the decision of FUNCAFE to rescind the MOH extension coverage program contract as the Government of Guatemala failed to honor the agreement under contract. During Q4, FUNCAFE negotiated with APROFAM and Health Centers, in order to continue the family planning services delivery. The result of these negotiations allowed the significant increase of this indicator during Q4.</p>							
3.3.2. B: Number of counseling visits for FP/RH as a result of USG assistance.	443	565	4,454	38,610	44,072	40,000	110%
3.3.2. C: Number of people that have seen or heard a specific USG-supported FP/RH message.	73,228	8,017	58,595	102,649	242,489	220,000	110%
Male	70,078	3,810	24,718	66,463	165,069		
Female	3,150	4,207	33,877	36,186	77,420		
3.3.2. D: Number of people trained in FP/RH with USG funds.	598	110	1,301	1,242	3,251	3,000	108%
Male	95	58	559	314	1026		
Female	503	52	742	928	2225		

Indicators	Q 1 Results	Q 2 Results	Q 3 Results	Q 4 Results	Total FY 11	FY 11 target	Relation to FY 11 target
3.3.2. E: Number of women in reproductive age (14-49) and children ages (0-23 months and 24-59 months) reached by USG-supported MCH programs.	0	545	26,101	11,738	38,384	60,000	64%
Comments Service provision projects, such as <i>Mejores Familias –FUNDAZUCAR</i> and <i>BANASA</i> and <i>ISIS</i> , only started delivering services during Q3. This is reflected in the low level of accomplishment relative to FY 11 target. However, at the current rate, targets established (annual and LOP) will be reached in a timely manner.							
3.3.2. F: Number of deliveries with skilled birth attendant (SBA) in USG-assisted programs.	0	0	29	0	29	150	19%
Comments Once FUNDAP and ISIS nursing students start their practice internships, this indicator will show an increase matching the original targets.							
3.3.2. G: Number of newborns receiving essential newborn care through USG-supported programs.	0	0	29	0	29	1,500	2%
Comments Once FUNDAP and ISIS nursing students start their practice internships in FY12, this indicator will show an increase matching the original targets.							
3.3.2. H: Number of people trained in maternal/newborn health through USG-supported programs.	0	117	1,589	17	1,723	500	345%
Male	0	54	528	0	582		
Female	0	63	1061	17	1141		
Comments All of FUNDAP and ISIS assistant nursing students were included in the results. However, as the programs will be implemented over three years, the total will not change very much through FY2014, thus matching the original LOP target.							
LLR. 3.3.3: Improved nutrition, sanitation and better dietary and hygienic information, education, counseling practices							

Indicators	Q 1 Results	Q 2 Results	Q 3 Results	Q 4 Results	Total FY 11	FY 11 target	Relation to FY 11 target
3.3.3. A: Number of children reached by USG-supported nutrition programs.	0	0	10,602	419	11,021	20,000	55%
Comments							
3.3.3. B: Number of people trained in child health and nutrition through USG-supported health area programs.	0	18	72	1,031	1,121	700	160%
Male	0	2	36	220	258		
Female	0	16	36	811	863		
Comments							
The FUNDAF training curricula also include modules on nutrition and child health. Because of this, the auxiliary nurses and voluntary health students are taken into account in this indicator.							
3.3.3. C: Liters of drinking water disinfected with USG-supported point-of-use treatment products.	0	0	4,500,000	4,500,000	9,000,000	10,000,000	90%
IR 3.4: Contained and mitigated impact of HIV/AIDS							
3.4. A: Number of partnerships developed to increase private sector support for HIV/AIDS prevention.	0	0	0	1	1	1	100%
3.4. B: Number of target population reached with individual and/or small group level preventive level interventions that are based on evidence and/or meet the minimum standards required.	11,451	0	0	414	11,865	10,500	109%
Male	5,611	0	0	409	6,020		
Female	5,840	0	0	5	5,845		

Post – Disaster Reconstruction Indicators and Targets

Indicators	Q 1 Results	Q 2 Results	Q 3 Results	Q 4 Results	Total FY 11	FY 11 target	Relation to FY 11 target
LLR. Schools and education public facilities rebuilt, furnished and equipped							
Number of schools rebuilt, repaired, fully furnished and with all needed services working properly.	0	9	8	48	65	120	54%
<p>Comments The TIGO-Reconstruction Project coupled with an additional 26 rebuilt and refurbished schools completed are included in this indicator for Q4. Because Reconstruction Activities have been granted a modification extending its implementation period (Modification 10), the final results for the component will be reported during FY 12.</p>							
Number of children and youth with access to a safe and healthy school.	0	3,979	2,858	12,117	18,954	26,000	73%
<p>Comments The TIGO-Reconstruction Project coupled with an additional 26 rebuilt and refurbished schools completed are included in this indicator for Q4. Because Reconstruction Activities have been granted a modification extending its implementation period (Modification 10), the final results for the component will be reported during FY 12.</p>							
LLR. Healthcare facilities rebuilt, furnished and equipped							
Healthcare facilities rebuilt, repaired, fully furnished and with all needed services working properly.	0	0	0	17	0	100	17%
<p>Comments The process of negotiation with different partners evidence the relatively low interest to invest in health care facilities reconstruction and equipment. It is expected that although school reconstruction and refurbishment will exceed the established targets, health center reconstruction may not meet them.</p>							
LLR. Water and sanitations systems restoration							

Indicators	Q 1 Results	Q 2 Results	Q 3 Results	Q 4 Results	Total FY 11	FY 11 target	Relation to FY 11 target
Number of water systems restored.	0	9	8	65	82	50	164%
Comments							
Partner leverage was not foreseeable when the targets were established. Today, all reconstruction interventions (in schools and health posts) include the restoration of water and sanitary systems.							
Number of sanitation systems restored.	0	9	8	65	82	50	164%
Comments							
Partner leverage was not foreseeable when the targets were established. Today, all reconstruction interventions (in schools and health posts) include the restoration of water and sanitary systems.							

Small Grants Indicator and Target

Indicators	Q 1 Results	Q 2 Results	Q 3 Results	Q 4 Results	Total FY 11	FY 11 target	Relation to FY11 target
Number of small grants to improve the economic livelihoods, education, health, governance and stability of communities.	0	3	5	3	11	25	44%
<p>Comments</p> <p>A total of 48 SGA project proposals were received and processed over the course of FY11. Thirty were advanced to the document stage, while the remainder (18) did not include requisite elements to merit further review. Considering the variability of funding levels, community and local needs and the request approval process, the established target may not reflect achievements that appropriately represent what could be interpreted as successful completion of this component. Full review of all results for SGA would be a better way to gauge success.</p>							

Annex N: Activity Compliance

FP Compliance Activities

Alianzas recognizes that any FP activities that are implemented using US foreign assistance funds must respect the laws and policies that govern the assistance, and must uphold the overarching principles of **voluntarism** and **informed choice**. *Alianzas* compliance principles and objectives are extensively discussed in the Program's Five-year Strategic Plan.

The compliance visits monitored the group of relevant FP laws and policies among them:

- The Tiahrt Amendment
- The DeConcini Amendment
- The Livingston Amendment
- The Kemp-Kasten Amendment
- The Helms Amendment
- The Leahy Amendment
- The Biden Amendment
- The Siljander Amendment
- Policy Determination 3: USAID Policy Guidelines on Voluntary Sterilization (PD-3)

During Q 4 of FY11, a total of two FP Compliance field visits were held. Among this visits are:

1. WINGS PF

WINGS PF is the stronger service provider project of *Alianzas*. During this quarter field visits were made to monitor counseling service delivery. Compliance consisted of verifying prohibition on targets and quotas for service providers or referral agents; prohibition of payment of incentives and financial rewards to clients or program personnel; prohibition of denial of rights or benefits to persons who choose not to use and FP methods and the requirement to provide comprehensive information on the method chosen and all available methods. During the spot checks conducted, the project guaranteed the compliance of the principles of voluntarism and informed choice.

2. WINGS –Hombres Responsables

WINGS –*Hombres Responsables* project implements during this quarter their first voluntary and confident HIV counseling and testing service for sugar cane workers. A compliance visit took place in order to verify the principles of voluntarism, informed choice and anonymity during the VCT process.

***Annex O: Alianzas Portfolio Formative
Evaluation***

I. Introduction

As part of an ongoing effort to continuously assess the performance of Alianzas during FY11, the M&E team conducted a formative evaluation to measure each alliance value, outcomes and progress toward longer-term impact. This formative may serve as a baseline to periodically monitor change along established dimensions throughout the Life of the Program (LOP). Moreover, the approved PMP includes methods utilized in this evaluation, representing the same dimensions along which *Alianzas* projects will be evaluated for the Final Report.

Thirty one alliances that had implemented longer than two quarters were included; 22 education projects and 9 health projects. Each alliance was evaluated along 5 discrete dimensions: efficiency, efficacy, sustainability, leverage and projected impact, representing objectives for the program as whole. Projected impact is a best-effort compromise measure, included as such because the length of implementation of the current Cooperative Agreement does not encompass enough time or provide the resources necessary to assess the impact of each intervention.

For each dimension, a value will be assigned, relative to the following five-point scale:

Indicator	Maximum Grade
Relative efficiency	5
Efficacy	3
Sustainability	N/A
Committed Leverage	5
Executed Leverage	5
Projected impact	5
Maximum Total	23

Thus, a value of 13 points (three points for each of four categories, one point for Efficacy) is the average expected, relative to which comparisons will be made.

The objective of the evaluation is to identify the value of the partnerships and ensure that the investments contribute to meeting Alianzas' objectives through data generated to measure success of implemented activities. All the analysis relies on validated and commonly used formulae to measure efficacy, efficiency, sustainability, leverage and projected impact. The same methods are included as part of the Program's PMP. On the other hand, this evaluation is not intended to be a stand-alone activity; the outcome of this assessment should be an action plan to strengthen partner's implementation, provide a baseline for future comparisons and a gauge to evaluate LOP achievements when coupled with Quarterly and site visit reports and any additional evaluation activities completed by third parties.

Moreover, while it is clear that no single method resulting in numerical values will fully capture the totality of a partner project, a balanced, appropriate and fair application of numerical indicators allow for comparable snapshots, highlighting aspects that may not be as visible using other comparative methods.

II. Methodology

Despite the varied approaches and diverse strategies each partner project implements to meet objectives, the alliances have been analyzed in two clusters, education or health, notwithstanding the fact that a number of projects under grant cover different program components, within and beyond each area. What follows is a summary description of the methodology for evaluating 31 alliances fitting within 8 of the program's established thematic clusters.

1. Relative Efficiency

The relative efficiency in the use of resources is approached by using the following formula:

$$r = \frac{\text{Total investment}}{\text{results}}$$

In order to make sure that projects are subject to a fair comparison, the mean of the quotients (\bar{r}) and their standard deviation will be estimated within a group of alliances that have the same goals. Once the data is obtained, each project's relation of $r = \text{total investment}/\text{results}$ with the group's mean and deviation will be compared according to the following table:

Condition	Grade
$r > \bar{r} + 2\sigma$	1
$\bar{r} + \sigma < r < \bar{r} + 2\sigma$	2
$\bar{r} - \sigma < r < \bar{r} + \sigma$	3
$\bar{r} - 2\sigma < r < \bar{r} - \sigma$	4
$r < \bar{r} - 2\sigma$	5

2. Efficacy

The efficacy rate is obtained from the quotient between the goal units and the time programmed for their production, and the performed goal units and the real performed time. The result indicates the contrast between the execution of the program and its implementation plan and whether the schedule or execution was adequate or not.

The efficacy formula is $E = \frac{Pg \cdot Pt}{Pg \cdot PT}$, where Pg is the performed goals; Pt, the programmed time; Pg, the programmed goals; and PT, the actual performance time. Grades are assigned as follows: If $E > 1$, the program was more efficacious than expected; if $E = 1$, the program is as efficacious as it was expected to be; and if $E < 1$, the project is inefficacious. Considering the fact that some projects significantly exceeded original plans, an additional category was added for those projects that achieved E values in excess of 3.

Condition	Grade
$E < 1$	0
$E = 1$	1
$E > 1$	2
$E > 3$	3

3. Sustainability

In order to gauge the sustainability of each *Alianzas'* project, each implementing organization received a grade based on their technical and funding capacity to continue with the interventions without *Alianzas* support. Considering the short period of implementation for both *Alianzas* and each individual project, it is deemed less-than-appropriate to use this dimension at this time, not just because of the fact that with very few exceptions all projects are still active, but because enough time has not transpired to more fairly assess each partner.

Thus, this measure is not included in this evaluation, but will be included in the Final Report, or, in the case that there may be enough information to make its presentation worthwhile. Sustainability Grade Table is found below:

Condition	Grade
The institution that carried out the project no longer exists.	1

The institution still exists, but doesn't carry out the project any more.	2
The institution exists, it continues with the project, but it has a low coverage.	3
The institution exists, it continues with the project, and it has the same coverage.	4
The institution exists, it continues with the project, and it has a high coverage.	5

4. Committed Leverage

Leverage is an essential performance dimension for all Alianzas projects. Whether it be the level of commitment, the ratio of cash and in-kind contributions to USAID funds, percentage of execution or the magnitude of the investment, relative leverage represents an important way in which Alianzas measures program and alliance success.

Although the prescribed leverage ratio for the overall program is 2:1 (two thirds of the funding comes from partners, and the remaining third being constituted with USAID monies), the pace of partner and USAID fund implementation for each individual project is depends on negotiation, contributions and need.

$$l = \left\{ \frac{\text{Partner contribution in cash or in kind}}{\text{USAID's contribution}} \right\} * \text{Multiplying Factor}$$

The *l* ratio was estimated for each project. The projects were graded depending on their values and based on the following table:

Condition	Grade
$l < 1$	1
$1 > l \leq 2$	2
$2 \leq l < 3$	3
$3 \leq l < 4$	4
$l \geq 4$	5

While the neutral condition (expected 2:1 leverage, Grade 3) is in itself a robust indicator corresponding to one of the program's targets, this evaluation also rewards increasing orders of magnitude of leverage concomitant with the fact that larger projects decrease the relative administrative cost for each grant and Alianzas overall programmatic monetary targets and their scale are only reachable with sizable, appropriately leveraged grants. As such, all partner leverage exceeding US\$10,000 but less than US\$100,000 will points multiplied by 1.1; leverage exceeding US\$100,000 but less than US\$1,000,000 will have assessed points multiplied by a factor of 1.25 and all leverage exceeding US\$1,000,000 will have assessed points multiplied by factor of 1.3.

Leverage Magnitude Factor Table

Leverage Magnitude	Multiplying Factor
0 – \$10,000	1
> \$10,000 – \$100,000	1.1
>\$100,000 – \$1,000,000	1.25

>\$1,000,000	1.3
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5. Executed Leverage

Fairly evaluating executed leverage, as reported by partners poses a distinct challenge. While some of the projects will spend most of the obligated USAID funds over the first third of the grant period, and some will do it at the same rate, yet others will do it depending on procurement and implementation program. These variations are measured with the executed leverage rate, but this dimension will show less uniformity than the others as it sometimes relates to overall performance only in peripheral terms until the end of the project, when the actual leveraging performance may be gauged.

Executed Leverage Table

Condition	Grade
I = 25% reported	1
I = 50% reported	2
I = 75% reported	3
I = 100% reported	4
I = more than 100% reported	5

Nevertheless, the expected ratio relative to which all performance is compared is 2:1, rewarding projects that exceed the neutral condition with additional value, grouped by level category, while deducting value from those that do not reach within 5% of 2:1 in a similarly progressive manner.

6. Projected impact

This is an index composed of 5 indicators, with condition 1 or 0, adding one point for the positive condition (1). Each alliance score has been assessed relative to their performance monitoring plan and their ability to measure and demonstrate impact. The component is intended to measure outcomes, based on each alliance's proposed targets and M&E plan, in order to measure the magnitude of their impact.

The following table describes the index:

Condition
The indicators selected to monitor and evaluate the alliances are derived from the <i>Alianzas</i> PMP
Each project-level indicator has one target for each year of the project
Data is available to monitor quality of trainings, quality of services and client satisfaction with services delivered by the project
Baseline values are available for all project-level indicators
Survey results are available to evaluate longer-term impact toward the end of the project

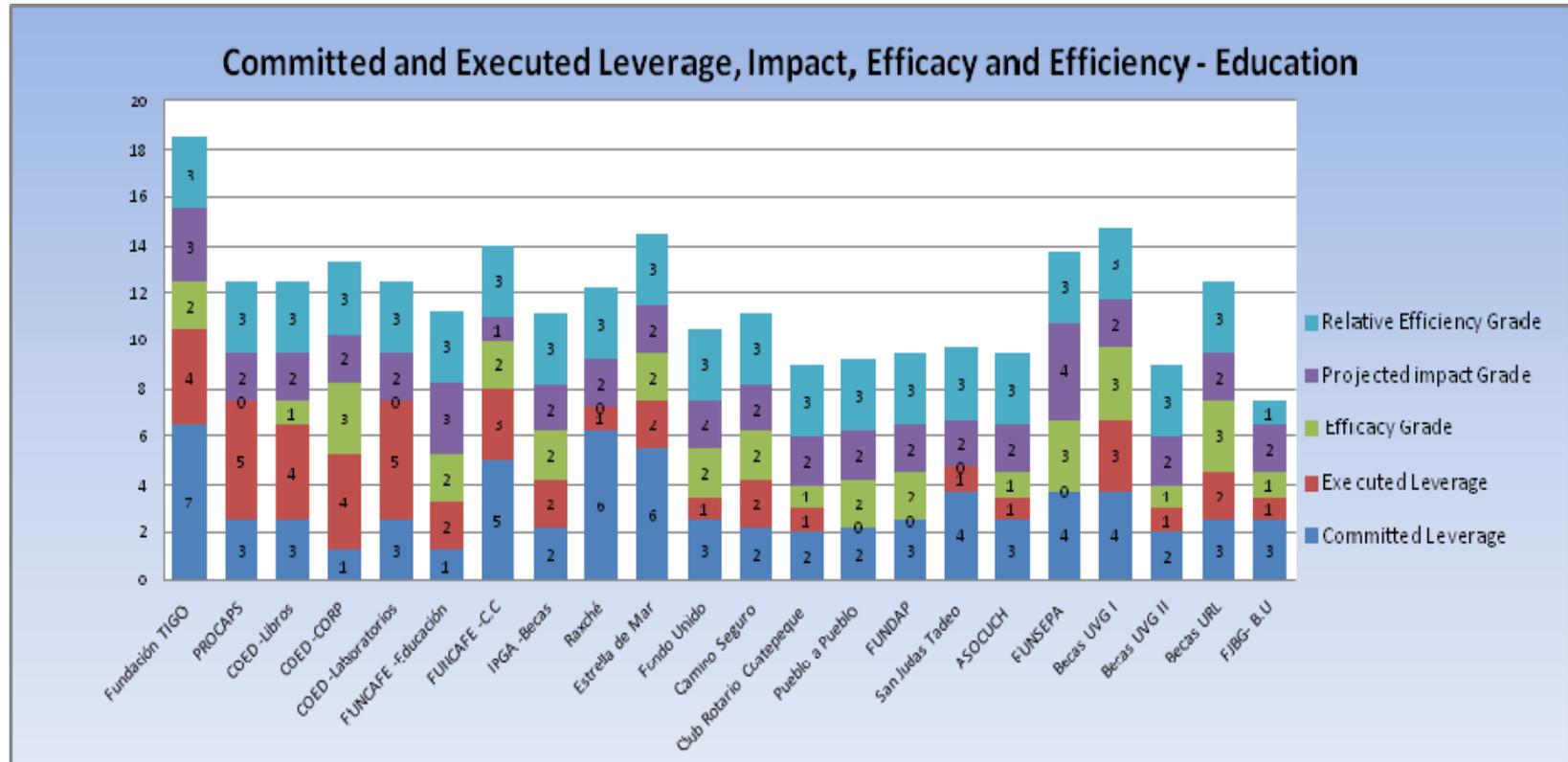
III. Results

While this evaluation may be used as stand-alone document indicating discrete achievements along the chosen dimensions, it is most effective when coupled with the documentation reported over the life of each project in the appropriate technical area of the corresponding Quarterly Reports.

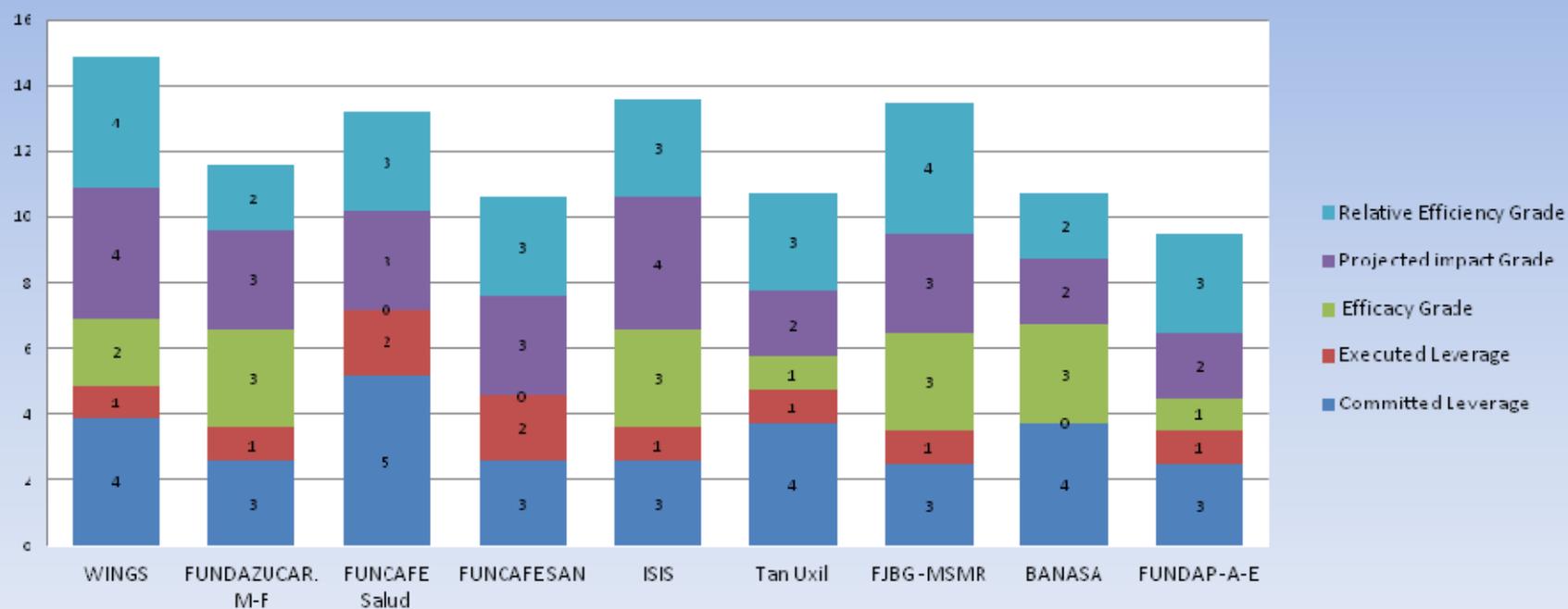
Considering the amount of data utilized, summary graphic representations have been deemed to be the most readily accessible way of presenting the results. Similarly, the table including the grade achieved in each category may be found at the end of the document.

Summary Graphics

The graphs below represent the efficiency, effectiveness sustainability, impact and leverage projected by each partner. The cumulative bar graphs below show the total score for each partner project, as well as the individual dimension scores accumulated.



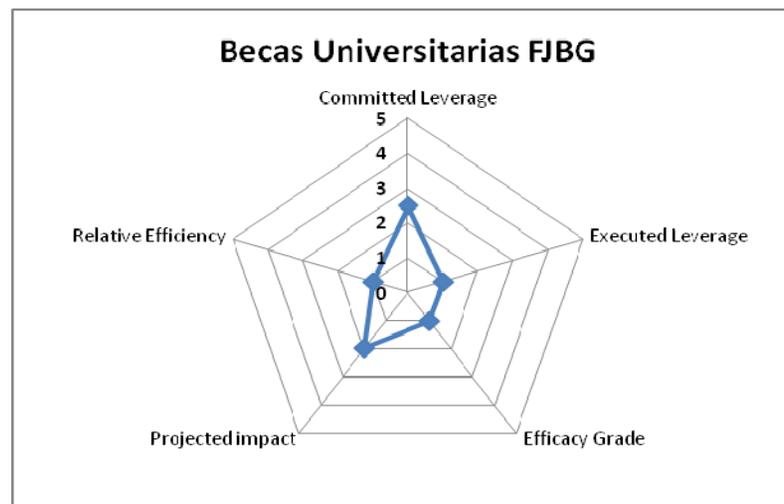
Committed and Executed Leverage, Impact, Efficacy and Efficiency - Health



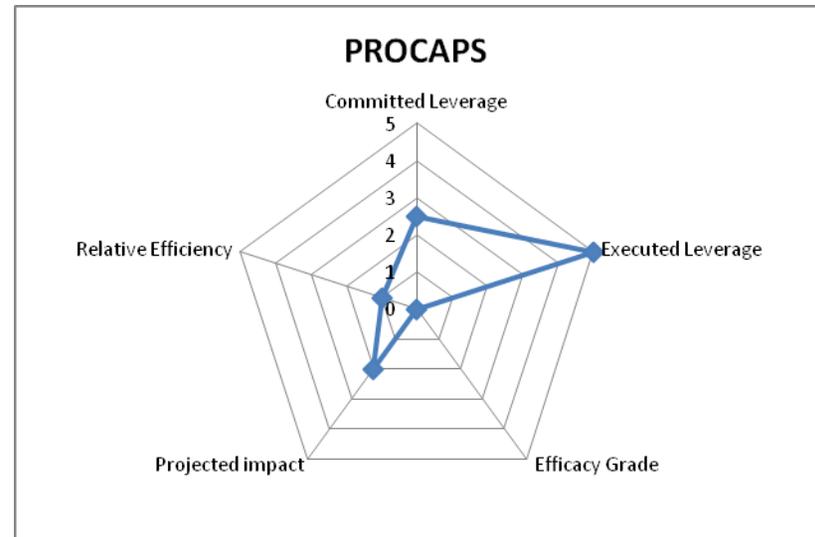
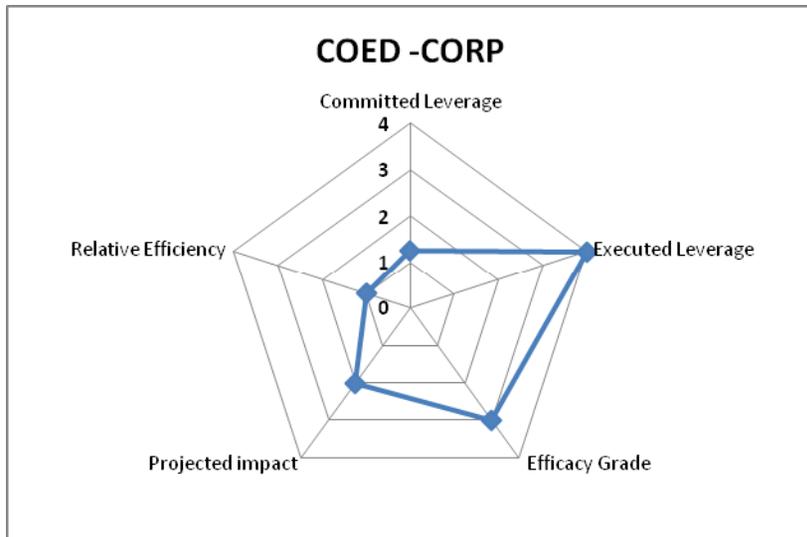
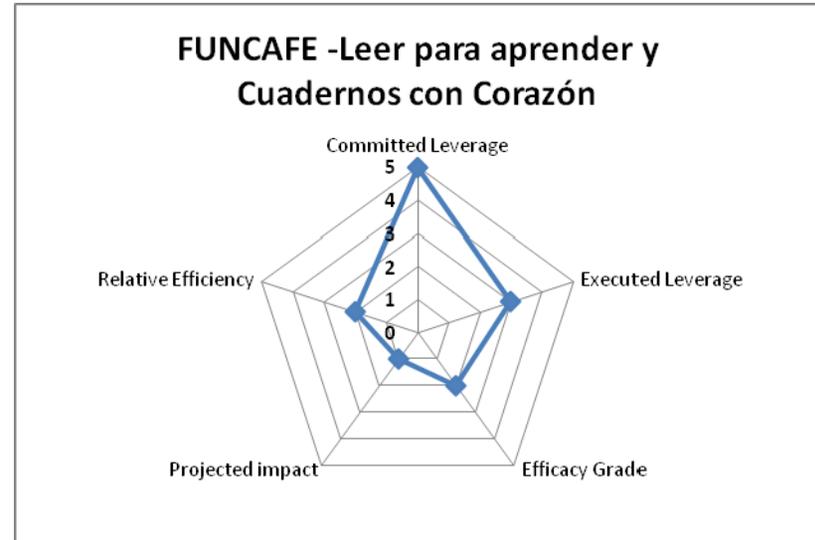
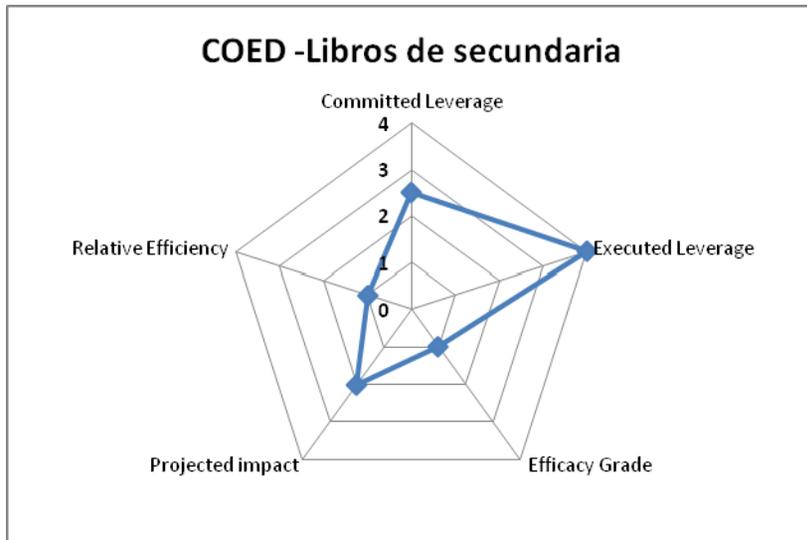
Below are a set of graphics that represent each alliance project's overall score, indicating individual dimension scores on points at the end of radii that are, in turn, connected to cover an area. Thus, higher scores cover larger areas and vice versa. The particular shapes that result also represent project strengths with each shape being particular to it. Please note that due to the difficulty in manipulating some graphing parameters, the area covered in each graph is determined by its peak value along the dimension where the grade assessed is highest.

Education Partner Graphs

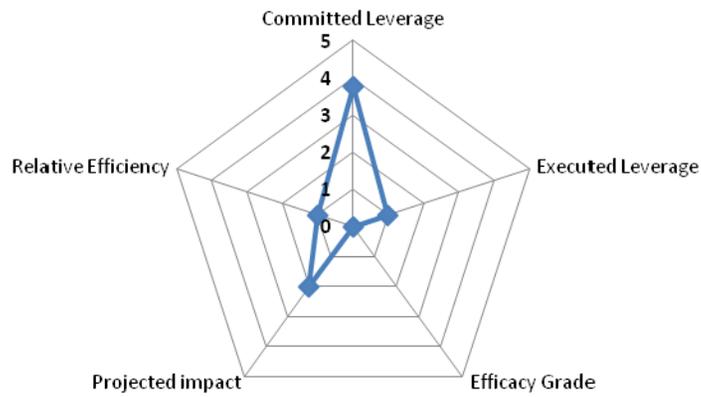
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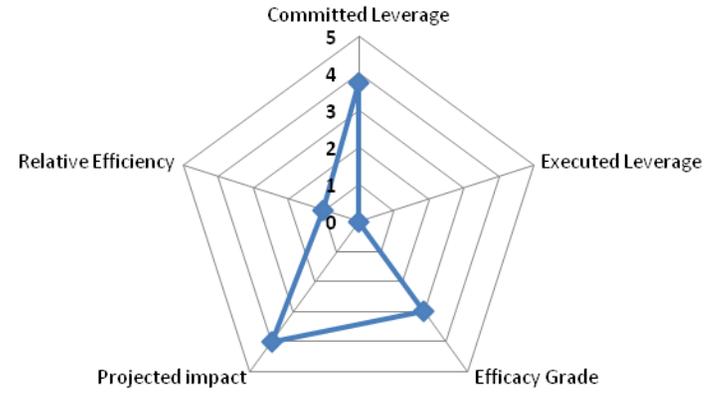
Expected Performance



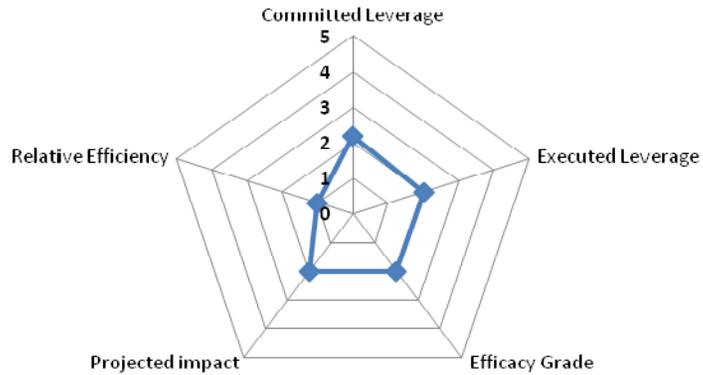
San Judas Tadeo



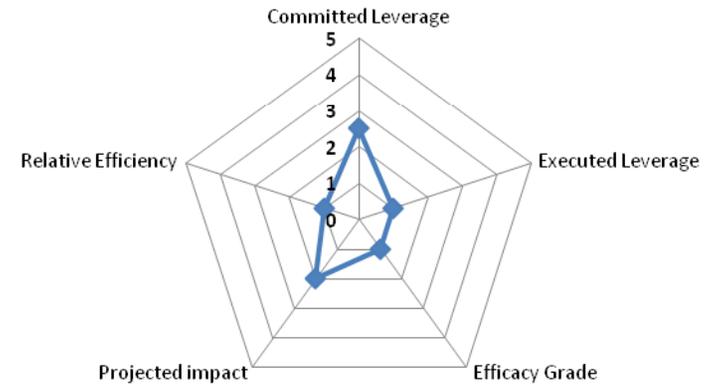
FUNSEPA -Tecnología en la Educación



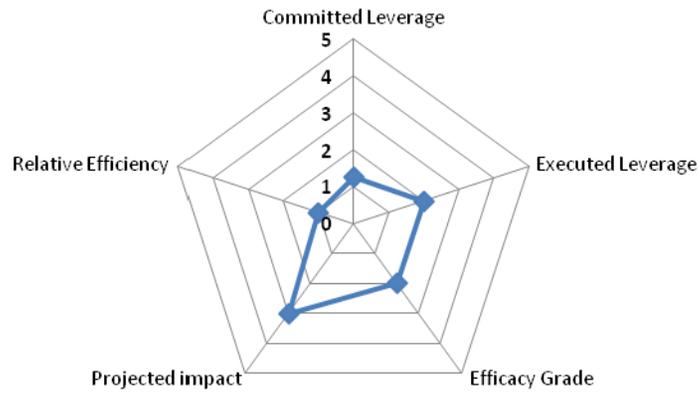
IPGA -Becas



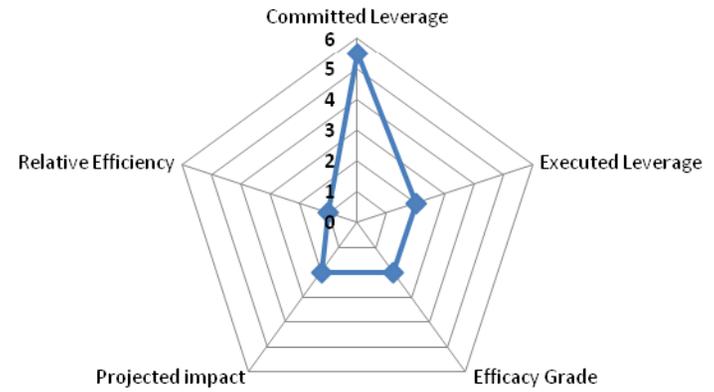
ASOCUCH -Con derecho a un futuro



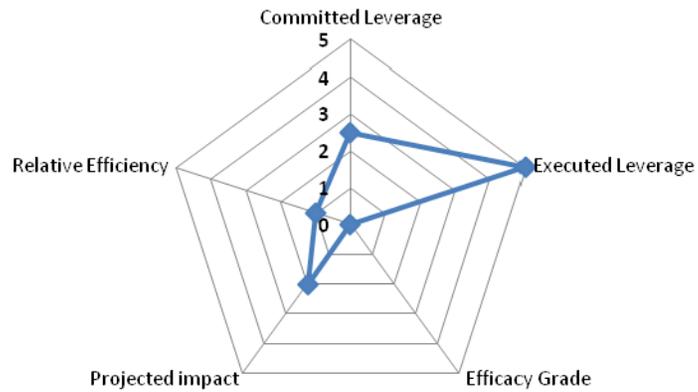
FUNCAFE -Educación



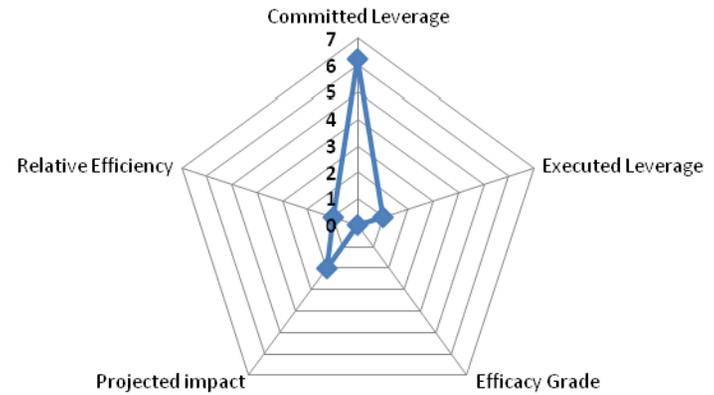
Estrella de Mar -Construyendo Puentes



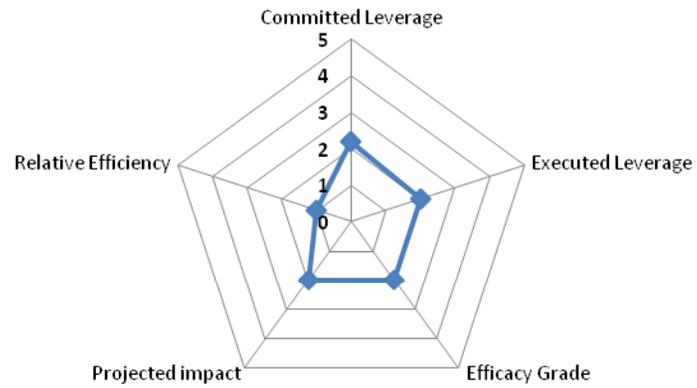
COED -Laboratorios de computación



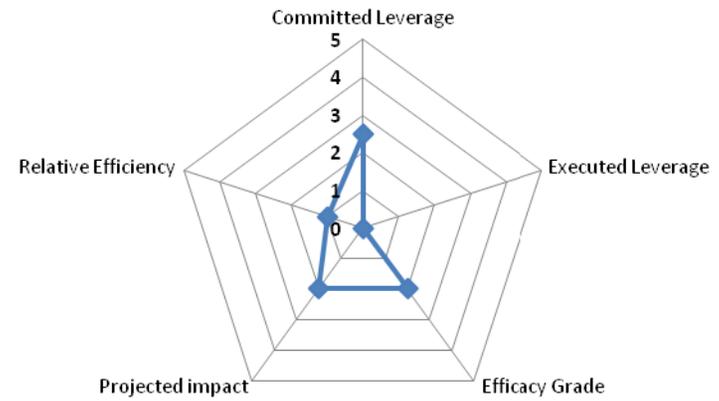
Raxché -Construyendo mi futuro



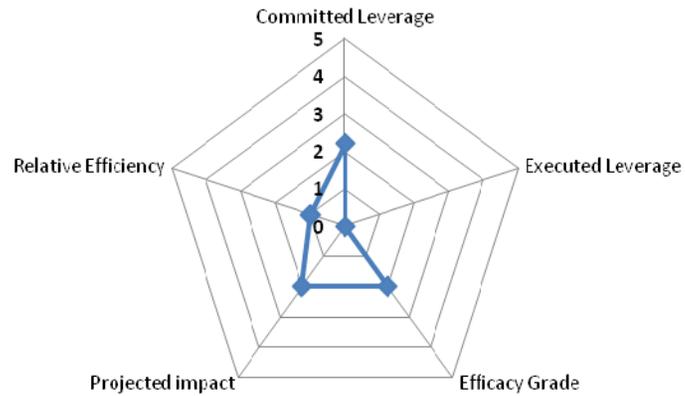
Camino Seguro -Becas



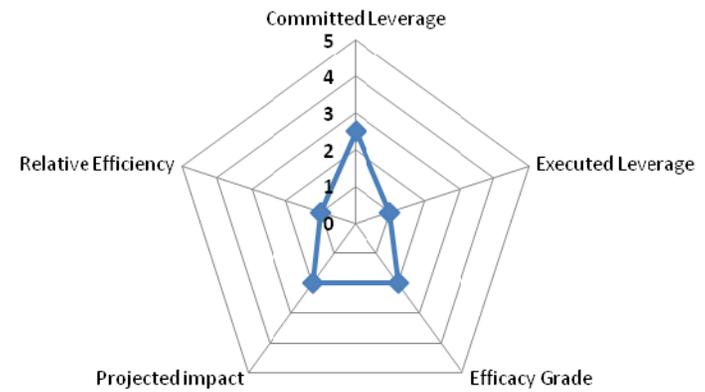
FUNDAP -Becas escolares

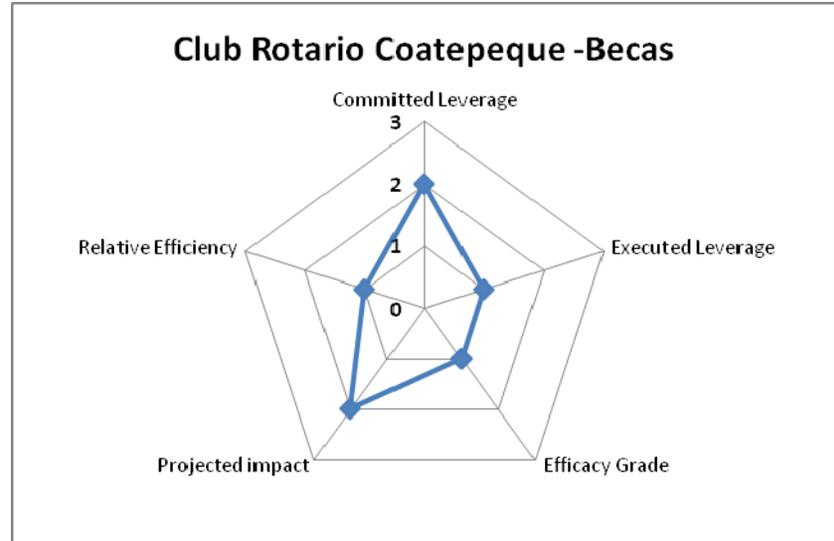
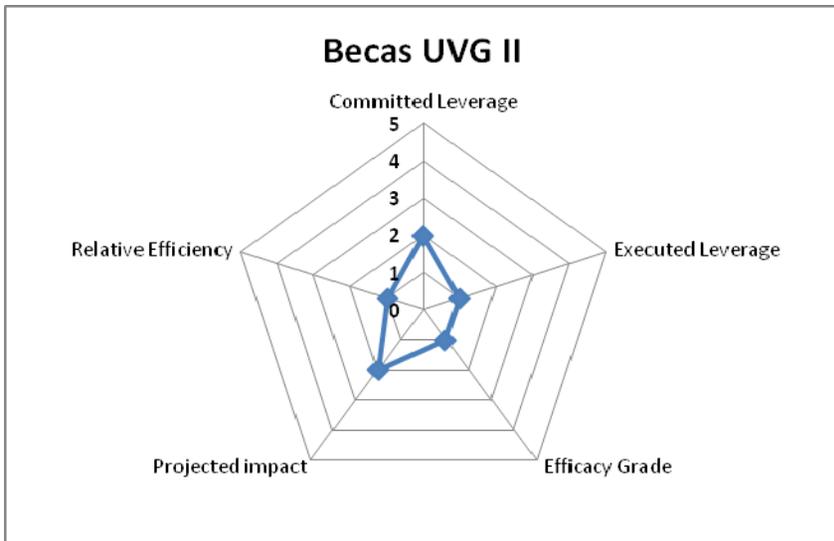
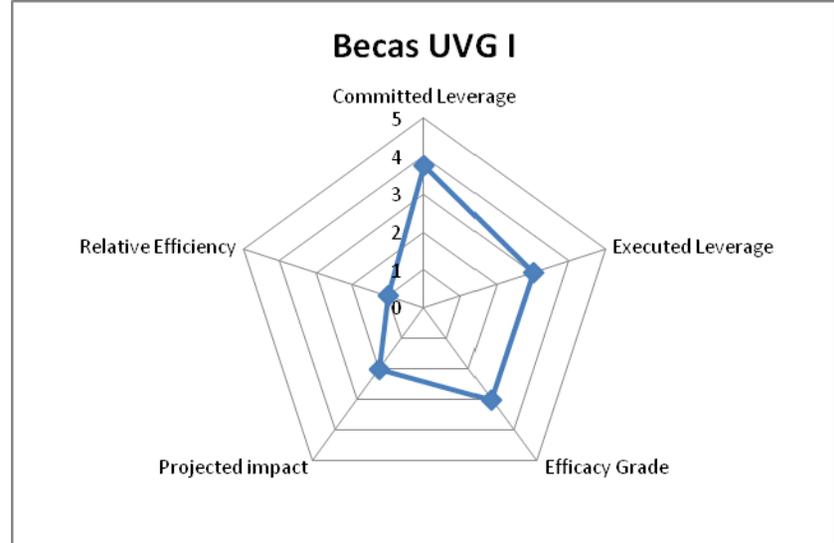
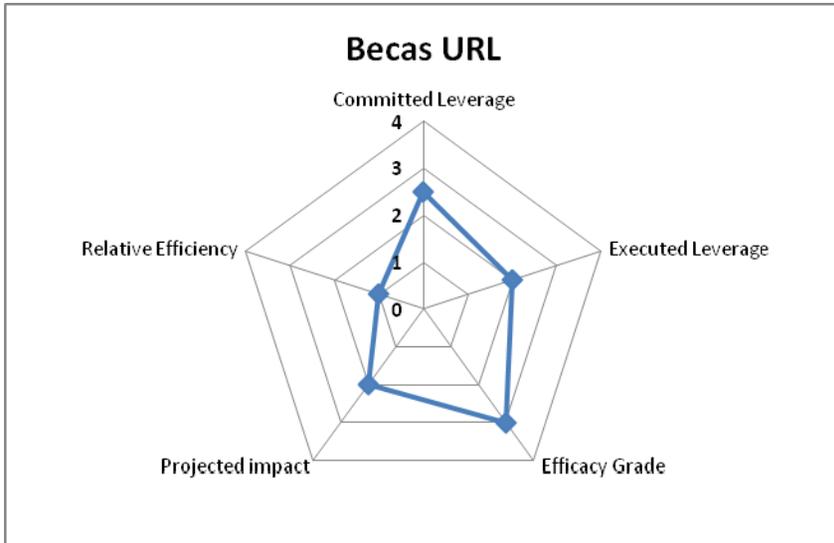


Pueblo a Pueblo -Becas

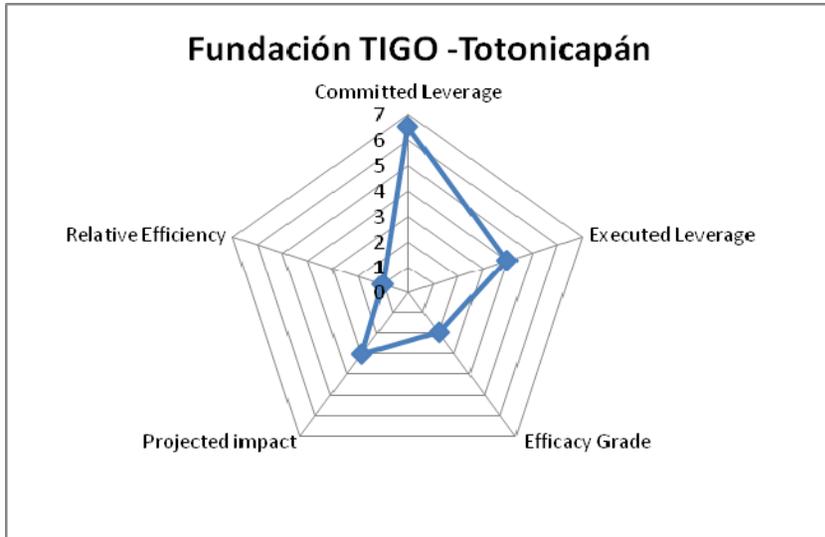


FUG -Vamos a la Escuela



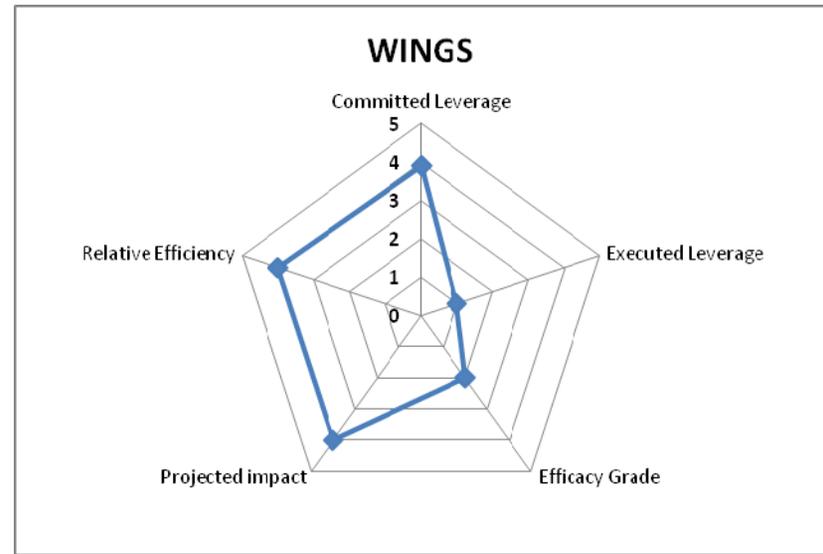
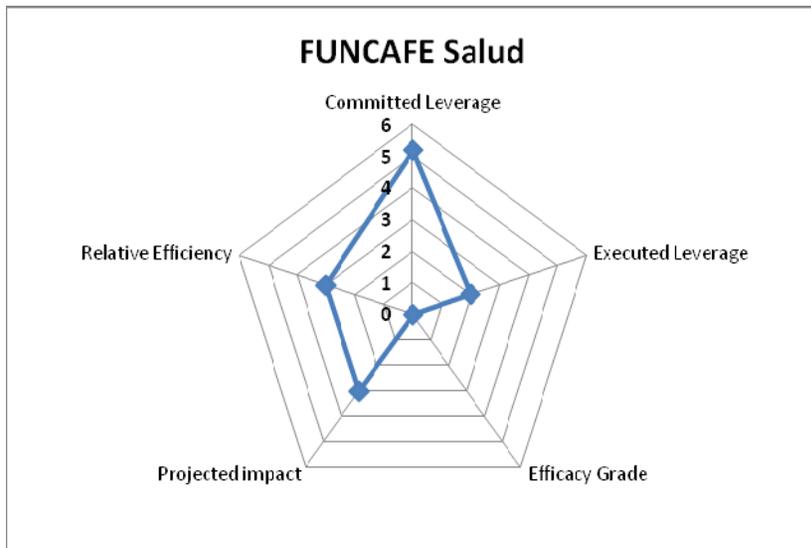
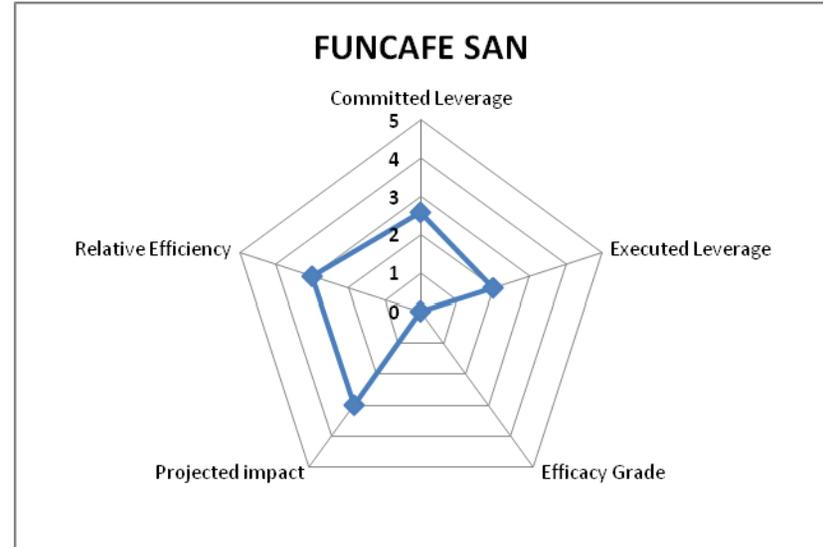
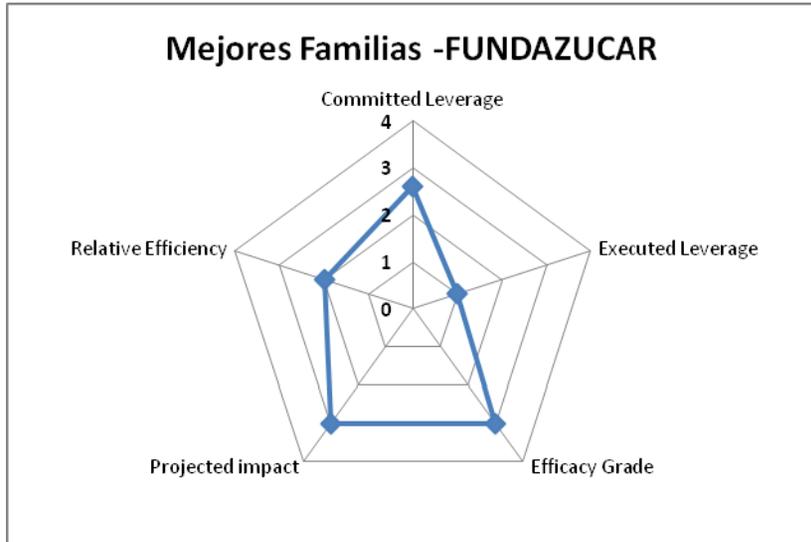


Exceeded Performance

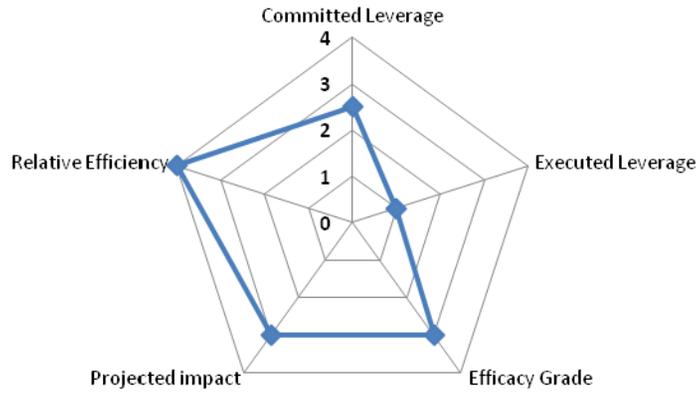


Health Partner Graphics

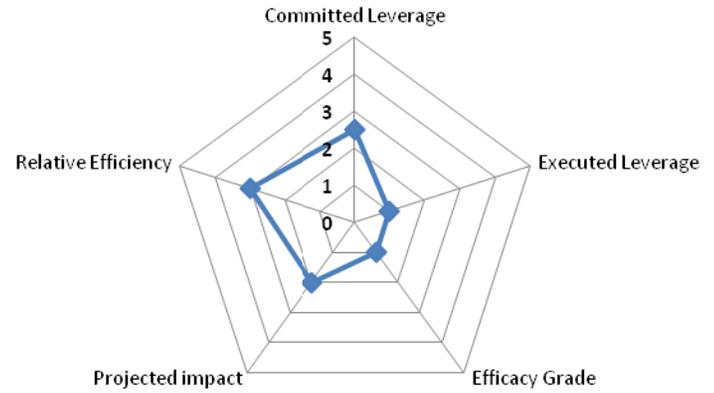
Expected Performance



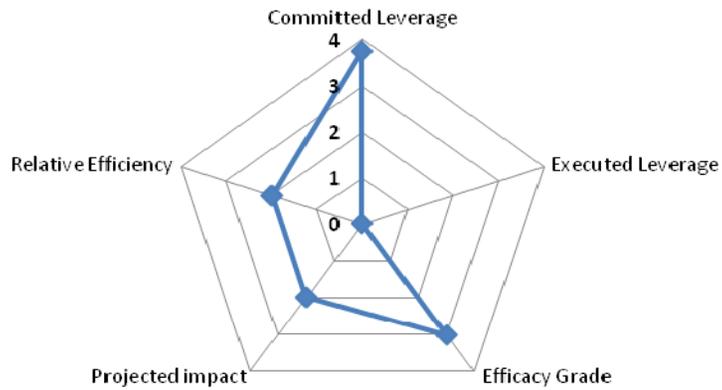
FJBG -MSMR



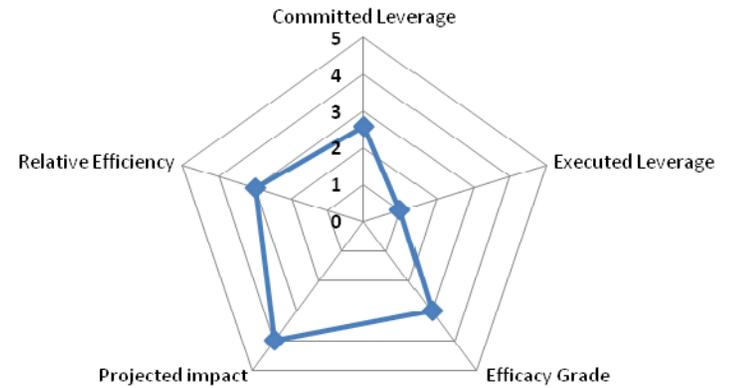
FUNDAP -Auxiliares de enfermería

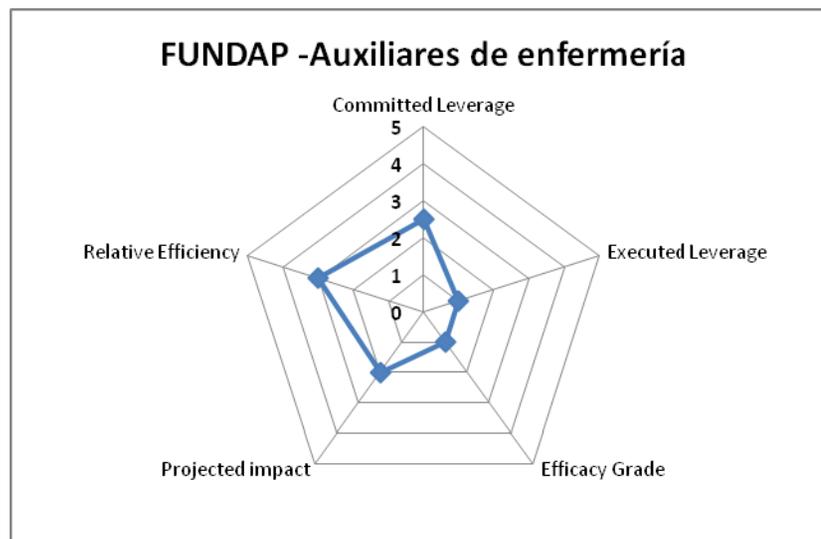


Mejores Familias -BANASA



ISIS





Conclusion - Performance Categories

The performance rating is based on 3 categories low, expected and exceeded, making the evaluation of the sum of all areas measured by each partner. As may be evident from the graphics and tables presented, although the different levels of performance along the five dimensions evaluated result in different configurations, numerical values and relative proportions, the vast majority of alliances (29 of 31) fall within the expected performance range. Each project is peculiar in its strengths and areas of potential improvement, which indicates that the evaluation methods work well as an overall index for each partner alliance. Moreover, when projects are subdivided by LLR, similarities are more readily apparent. This also implies that alliance partners have been effectively screened using similar parameters, and that technical performance and capacity is appropriate relative to the project objectives and the Alianzas expectations overall.

One alliance has been characterized as Low Performance, and it may not be a coincidence that they provide university level scholarships as relative cost per person is much higher than for all other education interventions. Nevertheless, if this were an artifact of the methods and grade point value assessment in a systematic manner, there should be similarly low ratings for other higher education scholarships, which is not the case. Additional attention and analysis is required in order to better understand the causes of the performance grade and find ways to improve performance over the next Fiscal Year.

One alliance was characterized as exceeding expected performance. Both the leverage magnitude and ratio contributed in great part of the result, though performance and efficacy were also high.

Over the next Fiscal Year a number of projects will have concluded. This will facilitate further clarity with regards to the results of this first iteration of the portfolio evaluation. Moreover, it is expected that additional portfolio components (Reconstruction, Small Grants) may be included in the FY12 evaluation and that, further resolution may be possible when comparing multi-year projects with 12-month interventions.

As has been implied and mentioned, this evaluation should not be seen as definitive or stand-alone. It is a formative evaluation using dimensions deemed essential to the success and objectives of Alianzas and it can best be seen as a complementary perspective to quarterly reports, site visits and other evaluations that may take place. Moreover, the results can also be seen as an entry point into deeper analysis of each alliance.

Condition	
If Total < 8	Low Performance
If 16 < Total ≤ 8	Expected Performance
If Total ≥ 16	Exceeded Performance

Low Performance
Becas Universitarias FJBG

Exceeded Performance
Fundación TIGO -Totonicapán

Expected Performance	
Pueblo a Pueblo -Becas	COED -Libros de secundaria
ASOCUCH -Con derecho a un futuro	PROCAPS
FUNDAP -Auxiliares de enfermería	FUNCAFE Salud
FUNDAP -Becas escolares	COED -CORP
San Judas Tadeo	FJBG -MSMR
FUG -Vamos a la Escuela	ISIS
FUNCAFE SAN	FUNSEPA -Tecnología en la Educación
BANASA	FUNCAFE - Cuadernos con Corazón
Tan Ux'il	Estrella de Mar -Construyendo Puentes
Camino Seguro -Becas	Becas UVG I
IPGA -Becas	WINGS
FUNCAFE -Educación	Mejores Familias -FUNDAZUCAR
COED -Laboratorios de computación	Raxché -Construyendo mi futuro
Becas URL	Becas UVG II
Club Rotario Coatepeque -Becas	

General results of the partner project evaluations

Education Partners

	Committed Leverage	Executed Leverage	Efficacy Grade	Projected Impact Grade	Relative Efficiency Grade	Total
Fundación TIGO	7	4	2	3	3	19
PROCAPS	3	5	0	2	3	13
COED -Libros	3	4	1	2	3	13
COED -CORP	1	4	3	2	3	13
COED -Laboratorios	3	5	0	2	3	13
FUNCAFE -Educación	1	2	2	3	3	11
FUNCAFE -C.C	5	3	2	1	3	14
IPGA -Becas	2	2	2	2	3	11
Raxché	6	1	0	2	3	12
Estrella de Mar	6	2	2	2	3	15
Fondo Unido	3	1	2	2	3	11
Camino Seguro	2	2	2	2	3	11
Club Rotario Coatepeque	2	1	1	2	3	9
Pueblo a Pueblo	2	0	2	2	3	9
FUNDAP	3	0	2	2	3	10
San Judas Tadeo	4	1	0	2	3	10
ASOCUCH	3	1	1	2	3	10
FUNSEPA	4	0	3	4	3	14
Becas UVG I	4	3	3	2	3	15
Becas UVG II	2	1	1	2	3	9
Becas URL	3	2	3	2	3	13
FJBG	3	1	1	2	1	8

Health Partners

	Committed Leverage	Executed Leverage	Efficacy Grade	Projected Impact Grade	Relative Efficiency Grade	Total
WINGS	4	1	2	4	4	15
FUNDAZUCAR. M-F	3	1	3	3	2	12
FUNCAFE Salud	5	2	0	3	3	13
FUNCAFE SAN	3	2	0	3	3	11
ISIS	3	1	3	4	3	14
Tan Uxil	4	1	1	2	3	11
FJBG -MSMR	3	1	3	3	4	14
BANASA	4	0	3	2	2	11
FUNDAP -A-E	3	1	1	2	3	10