Multi-sector Alliances Program

Final Report

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Multi-sector Alliances Program

Final Report

Cooperative Agreement 520-A-00-10-00031-00

Prepared for
Julie Boccanera, Agreement Officer's Representative
United States Agency for International Development/Guatemala

Prepared by
RTI International
3040 Cornwallis Road
Post Office Box 12194
Research Triangle Park, NC 27709-2194

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List of Abbreviations

ACEBAR	*Asociación Centro Maya para la Educación, Bienestar y la Asistencia Rural* (Mayan Center Association for Education, Wellbeing, and Rural Assistance)
ADS	Automated Directives System
AIEPI-AINM-C	*Atención Integrada a las Enfermedades Prevalentes de la Infancia/ Atención Integrada a la Niñez y la Mujer en la Comunidad* (Integrated Management of Childhood Illness and the Integrated Care of Children and Maternal Health Care)
AGEXPORT	*Asociación Guatemalteca de Exportaciones* (Guatemalan Export Association)
ANACAFE	*Asociación Nacional del Café* (National Coffee Association)
AOR	Agreement Officer Representative
APIB	*Asociación de Productores Independientes de Banano* (Independent Banana Producer's Association)
APROFAM	*Asociación Pro-Bienestar de la Familia* (Pro-Family Wellness Association)
ASAZGUA	*Asociación de Azucareros de Guatemala* (Association of Sugar Producers of Guatemala)
ASOCUCH	*Asociación de Organizaciones de los Cuchumatanes (*Association of Organizations of Los Cuchumatanes*)*
ASODEP	*Asociación de Desarrollo Sostenible Permacultural* (Association of Sustainable Permaculture Development)
BANASA	*Bananera Nacional* (National Banana Producer)
BANRURAL	*Banco de Desarrollo Rural* (Bank of Rural Development)
BANTRAB	*Banco de los Trabajadores* (Workers' Bank)
CACIF	*Comité Coordinador de Asociaciones Agrícolas, Comerciales, Industriales y Financieras* (Coordinating Committee of Agricultural, Commercial, Industrial, and Financial Associations)
CADISOGUA	*Coordinadora de Asociaciones de Desarrollo Integral del Suroccidente de Guatemala* (Coordinator of Integrated Development Association of Southwest Guatemala)
CA	cooperative agreement
CAM	Central America and Mexico
CBA	curriculum-based assessment
CBO	community-based organization
CSO	civil society organization
CDCS	Country Development Cooperation Strategy
CEFI	*Consejo de Empresas, Fundaciones e Instituciones Privadas de Guatemala* (Guatemalan Council for Businesses, Foundations, and Private Institutions)
CentraRSE	*Centro para la Acción de la Responsabilidad Social Empresarial en Guatemala* (Guatemalan Center for Corporate Social Responsibility)
CETT	Centers of Excellence for Teacher Training
CGN	*Compañía Guatemalteca de Níquel* (Guatemalan Company for Níquel)
COED	*Cooperación para la Educación* (Cooperation for Education)
CONRED	*Coordinadora Nacional para la Reducción de Desastres* (National Coordinator for Disaster Reduction)
COP	Chief of Party
CORP	Culture of Reading Program
DCOP	Deputy Chief of Party
DO	Development Objective
DQA	data quality assessment

EOI	expression of interest
FAM	*Fundación Asturias Maldonado* (Asturias Maldonado Foundation)
FGPH	*Fundación Guatemalteca de Promoción Humana* (Guatemalan Foundation for Human Promotion)
FP	family planning
FJBG	*Fundación Juan Bautista Gutiérrez* (Juan Bautista Gutiérrez Foundation)
FUG	*Fondo Unido de Guatemala* (United Way Guatemala)
FUNCAFÉ	*Fundación del Café (*Coffee Foundation*)*
FUNDAP	*Fundación para el Desarrollo Integral de Programas Socioeconómicos* (Foundation for the Integrated Development of Socioeconomic Programs)
FUNDAZUCAR	*Fundación del Azúcar* (Sugar Foundation)
FUNDESA	*Fundación Para El Desarrollo de Guatemala* (Foundation for Guatemalan Development)
FUNSEPA	*Fundación Sergio Paiz Andrade* (Sergio Paiz Andrade Foundation)
FY	fiscal year
GOG	government of Guatemala
HCI	Health Care Improvement Project
HEPP	Health and Education Policy Project
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
IEC	information, education, communication
IP	implementing partner
IR	intermediate result
ISIS	*Instituto de Salud Incluyente* (Institute for Inclusive Health)
M&E	monitoring and evaluation
MCH	maternal and child health
MIS	*Modelo Incluyente de Salud* (inclusive health model)
MOH	ministry of health
MOE	ministry of education
NGO	nongovernmental organization
OMB	Office of Management and Budget
OSAR	*Observatorio de Salud Reproductiva* (Observatory for Reproductive Health)
PASCA	Program for Strengthening the Central American Response to HIV/AIDS
PASMO	Pan-American Social Marketing Organization
PEC	*Programa de Extensión de Cobertura* (extension of coverage program)
PMP	Performance Monitoring Plan
PSAG	Private Sector Advisory Group
PQP	Puerto Quetzal Power
RCN	*Radio Corporación Nacional*
RH	reproductive health
RTI	RTI International
SBCC	social and behavior change communication
SO	strategic objective
SRH	sexual and reproductive health
SSI	*Sistemas y Servicios de Ingeniería* (Engineering Systems and Services)
STI	sexually transmitted infections
TRC	Technical Review Committee
UNFPA	United Nations Population Fund
URC	University Research Corporation
URL	Universidad Rafael Landívar
USAID	U.S. Agency for International Development
USD	U.S. dollars

USG	U.S. Government
UVG	Universidad Del Valle de Guatemala
WHIP	Western Highlands Integrated Program
WINGS	Women's International Network for Guatemalan Solutions

Executive Summary

This final report describes the activities and accomplishments of the Multi-sector Alliances Program (*Alianzas*), awarded by the U.S. Agency for International Development (USAID) under Cooperative Agreement (CA) No. 520-A-00-10-00031-00 to RTI International (RTI) to support development objectives of USAID Missions in the Central America and Mexico (CAM) region. This CA, awarded in January 2010 and covering a period of performance through September 2014, outlined a second-generation, alliance-building program that followed the Strategic Alliances for Social Investment Project (CA No. 520-A-00-04-0204-00) implemented by RTI from 2005 to 2010 in Guatemala, El Salvador, and Nicaragua. The new program encompassed the original Guatemala award, a buy-in from Nicaragua, and additional components in Guatemala for Post-Disaster Reconstruction and Small Grants.

The overall purpose of the *Alianzas* program in Guatemala was to extend coverage and improve the quality of existing services and incorporate state-of-the-art and proven approaches for increased social sector investments. RTI built alliances that 1) maximized impact of health and education programs; 2) were aligned with USAID and Government of Guatemala priorities; 3) added value; 4) ensured sustainability; and 5) promoted innovation. RTI played a key role as a broker between entities interested in financing social sector interventions and local implementers or service delivery organizations, negotiating geographic location and interventions to maximize the health and education benefits to the poor and other beneficiaries at the community level.

DO 2: A More Equitable Society with Improved Levels of Economic Growth and Social Development in the Western Highlands

RTI served as the managing partner and prime grantee for *Alianzas* and had overall responsibility for building alliances that linked private sector funding partners with implementing organizations working in education and health. The program's technical activities were accomplished through grants to local implementing partners. Each alliance partner was committed to achieving the overall development objectives of the program and shared responsibility for project results. *Alianzas* incorporated partners of all types: universities, nongovernmental organizations (NGOs), religious organizations, corporations and private foundations, professional organizations, and units of the Guatemalan government. Partners contributed cash and in-kind resources for implementation of health, education, and reconstruction projects throughout Guatemala. Total life-of-program leverage equaled more than US$35.2 million.

IR 2: Access to and Use of Sustainable Quality Health Care and Nutrition Services Expanded

Alianzas supported improved, integrated maternal and child health (MCH), nutrition, and family planning (FP)/sexual reproductive health (SRH) activities that aimed to reduce maternal and child morbidity and mortality. Resources were directed to support the

public sector, NGOs/private voluntary organizations, and local groups providing FP, MCH, and nutrition services that were not covered by existing programs or where services required strengthening. Selected program results include the following:

- 2.48 million women and men saw or heard a specific U.S. Government-supported FP/SRH message
- 202,008 women and children obtained increased access to maternal and child health services
- 92,153 individuals were counseled on child health practices
- 172,494 women and children obtained increased access to projects that addressed growth monitoring and promotion of improved feeding and health and hygiene practices
- 18,228 high-risk individuals reached individual and/or small group-level preventive interventions for HIV
- 2,238 community health workers were trained to provide integrated management of childhood illnesses.

IR 3: Education Quality and Access Improved

Alianzas pursued public-private alliances to increase investment in the education sector, supporting organizations and programs that addressed quality, access, equity, and efficiency of basic education. *Alianzas* favored projects that worked on increasing reading performance and completion of primary education in priority municipalities and among excluded populations, especially in rural populations, among indigenous groups, and those performing below standard. Selected program results include the following:

- 332,379 children and youths obtained access to improved learning opportunities
- 1,585 girls completed sixth grade with assistance from scholarships
- 168,551 books or other learning materials were provided
- 10,711 teachers received training
- 4,340 boys and girls received lower secondary school and upper secondary school scholarships
- 2,198 education students received post-secondary and university scholarships
- 48 classrooms or technology rooms were equipped with computers.

Lessons Learned and Recommendations

The *Alianzas* program in Guatemala demonstrated that private sector alliances could be successfully built and could leverage significant funding for education and health. Now is an opportune time for USAID to evaluate the role of public-private partnerships in improving access to and quality of health and education services for the Guatemalan

people, and to identify best practices and new opportunities for the future. The following key recommendations, stemming from lessons learned under *Alianzas*, can be applied to future alliance-building programs, whatever the country or context.

- Integrate technical programs and implement comprehensive approaches to achieve greater impact.
- Ensure adequate staffing for managing and implementing partners.
- Implement high-quality monitoring and evaluation approaches and evaluation methods to improve strategic planning and project implementation.
- Provide clear expectations for scopes of work and evaluation criteria.
- Plan for long-term implementation with realistic results.

I. Introduction and Overview

This final report describes the activities and accomplishments of the Multi-sector Alliances Program (*Alianzas*), awarded by the U.S. Agency for International Development (USAID) under Cooperative Agreement (CA) No. 520-A-00-10-00031-00 to RTI International (RTI) to support development objectives of USAID Missions in the Central America and Mexico (CAM) region. This CA, awarded in January 2010 and covering a period of performance through September 2014, outlined a second-generation alliance-building program that followed the Strategic Alliances for Social Investment Project (CA No. 520-A-00-04-0204-00) implemented by RTI from 2005–2010 in Guatemala, El Salvador, and Nicaragua. The new program encompassed the original Guatemala award, a buy-in from Nicaragua, and additional components in Guatemala for Post-Disaster Reconstruction and Small Grants. This report focuses on core activities implemented in Guatemala only, with brief summaries of the Small Grants and Post-Disaster Reconstruction activities. The final report for the Nicaragua component and the complete final reports for the additional Guatemala components are available separately.

The final report is organized as follows: The remainder of ***Section I*** sets the stage in terms of program objectives, management and staffing, implementation strategies, and geographic scope. ***Section II*** elaborates the program results according to the overall development objective (DO) and the two relevant broad intermediate results (IRs) and their corresponding sub-IRs. This section also summarizes the add-on components of Small Grants and Reconstruction activities. ***Section III*** presents major challenges faced during implementation while ***Section IV*** offers recommendations that may be useful for future implementers. ***Section V*** includes all annexes.

A. Program Objectives

The initial CA which began January 31, 2010, forged multi-sector alliances to increase access to, and improve the quality, equity, efficiency, and use of health and education services in Guatemala by leveraging funds from the private sector at a 2:1 ratio on the total USAID investment. The technical objectives followed USAID's regional strategy at the time, which sought 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. The first 2.5 years of the program operated under this program description and scope of work.

In mid-2010, USAID requested incorporation of two additional components to the original scope of work: 1) an emergency reconstruction program, which was incorporated to refurbish schools and clinics that were damaged during Tropical Storm Agatha and the

eruption of the Pacaya Volcano during the spring of 2010; 2) a small grants component, which was incorporated to resolve specific, self-identified problems in underdeveloped communities. Both of these components closed in 2012.

In September 2012, USAID/Guatemala issued a modification to the Guatemala component to realign the program with the new Country Development Cooperation Strategy (CDCS) for 2012–2016 and to incorporate a reduction in the total estimated cost of the program. This shift in strategy encompassed a realignment of program objectives, as well as a geographic shift of all activities from national coverage into five departments in the Western Highlands. ***Exhibit 1*** shows the original program objectives in comparison with the new objectives incorporated in 2012.

Exhibit 1: Comparison between original and revised program objectives

Original CA Objectives	Objectives under Modification 15
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 national and local levels • LLR 3.1.3.1: Alliance building and fund-raising skills strengthened IR 3.2 Improved quality and equity of basic education • LLR 3.2.3: Increased, improved and more equitable educational opportunities for learning • LLR 3.2.3.1: Improved learning environment • LLR 3.2.4: Basic education and vocational training/life competencies/work force skills training program for youth at risk IR 3.3 Improved nutrition and reproductive and maternal child health care • LLR 3.3.2: Improved quality and expanded access to Family Planning/Reproductive (FP/RH) and Maternal Child Health (MCH) information, education, counseling and services • LLR 3.3.3: Improved nutrition, sanitation, and better dietary and hygienic information, education, counseling practices IR 3.4 Contained and mitigated impact of HIV/AIDS	D.O. 2: A More Equitable Society with Improved Levels of Economic Growth and Social Development in the Western Highlands • IR 2: Access to and use of sustainable quality health care and nutrition services expanded; - Sub-IR 2.2.1: Adoption of improved health practices expanded - Sub-IR 2.2.2: Availability of sustainable and culturally adapted health care and nutrition services increased • IR 3: Education quality and access improved, - Sub-IR 2.3.1: Reading skills improved - Sub-IR 2.3.2: Access to quality education programs increased

Under both strategies, the program extended the coverage and improved the quality of existing services and incorporated state-of-the-art and proven approaches for increased social sector investments. RTI built alliances that 1) maximized impact of health and

education programs; 2) were aligned with USAID and Government of Guatemala (GOG) priorities; 3) added value; 4) ensured sustainability; and 5) promoted innovation. RTI played a key role as a broker between entities interested in financing social sector interventions (funding partners) and local implementers or service delivery organizations (IPs), negotiating geographic location and interventions to maximize the health and education benefits to the poor and other beneficiaries at the community level. As intended in the CA, RTI aligned and coordinated with USAID flagship projects for health and education, as well as monitored implementation, measured results, and tracked all cash and in-kind resources leveraged.

B. Contract Organization and Staffing

RTI served as the managing partner and prime grantee for *Alianzas* and had overall responsibility for building alliances that linked private sector funding partners with implementing organizations working in education and health. RTI maintained primary responsibility for fiscal and administrative management, technical direction, resource mobilization, communications, and monitoring and evaluation (M&E) of activities. During the first two years of the program, University Research Corporation (URC) held a subcontract to provide technical management of the health, nutrition, and HIV activities, with complementary technical assistance provided by RTI. After the program strategy was revised in Modification 15, a change which incorporated a significant budget cut, the URC subcontract was terminated, and RTI assumed all health technical oversight.

RTI implemented a lean program management structure and was able to keep costs to a minimum yet remained capable of building, monitoring, and evaluating the results of alliances. Throughout the life of the program, the management team varied in size and structure. As there was no break between the completion of the first *Alianzas* program and the launch of the follow on, most of the proposed program team was in place when the follow-on CA was signed, which enabled rapid startup and implementation.

Throughout the life of the program, the team expanded and contracted due to the addition and completion of program subcomponents, as well as several budget- and operations-related restructures. In general, under the leadership of the Chief of Party (COP), the team was divided loosely into a Technical team (with health and education staff) and a Finance and Administration team, with a Reconstruction team and Small Grants Coordinator in place for the duration of those components. All staff played a role in grants management and administration, whether it was through technical or administrative/financial review and oversight of grantees. A Deputy COP (DCOP) was incorporated as key personnel during the 2012 strategic modification. The program team was supported from the beginning by a small number of technical experts and program administrative and support staff from RTI's headquarters and regional offices.

The program's technical activities were accomplished through grants to local IPs (listed and described in ***Annex A: Alianzas Partners List***), with technical oversight from *Alianzas* staff. Each partner provided the necessary technical and administrative

management support required to implement its project. In general, each project had a coordinator that served as the main point of contact with RTI for implementation. Additional subgrantee technical staff served as needed, providing full-time technical assistance at the central level, or field support for implementation of project activities.

C. Implementation Strategies

Alianzas' strategic approach drew on the experience and knowledge of the private and public sectors in Guatemala and Central America in addressing development challenges. The approach promoted synergies that transcended the capacity of any particular sector or partner alone; ensured an "additionality of resources" to address those problems; and supported a commitment to share solutions, as well as the responsibilities and rewards, of the partnership. Under *Alianzas*, partnerships increased social sector investments and extended the coverage and improved the quality of existing services by incorporating best practices. Funding was leveraged from a broad base of private sector partners, including international, regional, and local corporations and companies; nonprofit organizations and service clubs; trade and industry associations; nongovernmental organizations (NGOs); faith-based groups; foundations; and individual and group philanthropies. Throughout the life of the agreement, *Alianzas* consulted with USAID on the approval of partners through a Technical Review Committee (TRC—described in detail in ***Section II.A.***). *Alianzas* built on its successful and proven approaches to engage funding and IPs by involving private and public sector organizations to address new challenges and promote sustainability.

Private funding partners provided cash and in-kind contributions to leverage USAID funds for social investment to meet the CA's goals and objectives in health and education. Private social investments were complemented by cash and/or in-kind resources from IPs. *Alianzas* was expected to leverage funds from the private sector at a 2:1 ratio on the total USAID investment. In reality, *Alianzas* achieved a 1.72:1 ratio on the total investment (see ***Table 1*** below).

Table 1: Summary of Leveraging Performance (USD)

	Leverage Executed			USAID Funds Disbursed	Total Portfolio Value	Leverage Ratio
	Cash	In Kind	Total			
Health programs	12,767,634	8,884,524	21,652,158	11,061,642	32,713,800	1.96
Education programs	6,110,247	2,622,877	8,733,124	4,942,158	13,675,282	1.77
Reconstruction	2,131,868	834,204	2,966,072	4,378,509	7,344,581	0.68
Small grants	52,050	50,820	102,870	149,175	252,045	0.69
Management leverage	120,639	1,676,294	1,796,933	-	1,796,933	-
TOTAL	**$21,182,440**	**$14,068,718**	**$35,251,157**	**$20,531,484**	**$55,782,641**	**1.72**

In contrast to the previous program, where leverage was expected solely on grants funds, the second-generation *Alianzas* program required leveraging for the entire U.S. Government (USG) investment, including management costs. In practice, leverage was much easier to obtain on grants projects than on management expenses such as rent and salaries; private sector partners viewed grants funds as co-investments in their social priorities, whereas management costs did not receive the same level of interest. *Alianzas* achieved a leverage ratio of 2.55:1 on the alliances funds and a leverage ratio of 0.24:1 on the management funds. ***Table 2*** shows the leverage ratios on the grants funds versus management costs.

Table 2: Alliances vs. Management Leverage Performance (USD)

Source of Funds	Alliances	Management	Total
Private sector leverage	33,454,224	1,796,933	35,251,157
USAID funds	13,127,080	7,404,403	20,531,484
Total funds	46,581,304	9,201,336	55,782,641
Ratio	2.55	0.24	1.72

Alliances to allocate resources were implemented mainly through grants to IPs, but in-kind material support (e.g., equipment, school materials, facility refurbishments, and drugs) was also encouraged, particularly to support improved health and education services provided by public sector partners such as municipalities. ***Section II*** discusses in more detail the specific methodologies, strategies, and activities used under the CA to meet these leveraging targets.

Alianzas staff collaborated and coordinated with other USAID projects as well as with GOG ministries and offices in the implementation of the program. For health projects, we collaborated with the Ministry of Health (MOH), especially the *Programa de Extensión de Cobertura* (PEC, extension of coverage program), and divisions supporting the *Modelo de Salud Incluyente* (MIS, inclusive health model), which are both community health delivery programs coordinated with the MOH. We also coordinated with the MOH's office of human resources training to create and implement a community health provider program in FY 2013, and supported the 1,000 Day Window Campaign with multiple partners. For education projects, we coordinated frequently with the Minister of Education as well as with specific directorates such as the *Dirección de Planificación* (Directorate of Planning), *Dirección General de Coordinación* (General Directorate for Coordination), and *Dirección General de Calidad Educativa* (General Directorate for Education Quality), which are responsible for statistical data on students and provided information to focus activities in priority geographic areas.

Alianzas also worked in partnership with several other USAID-funded initiatives, participating in regular partner meetings and coordinating activities for health through the Western Highlands Integrated Program (WHIP). These programs included the

USAID|HEPP (Health and Education Policy Project), USAID|NUTRISALUD Program, and the USAID Title II Programs. The major counterpart project in education is the USAID|*Reforma en el Aula* (Reform in the Classroom) Project, which provided technical assistance for the implementation of the curriculum-based reading assessment (CBA).

D. Monitoring and Evaluation

The *Alianzas* Performance Monitoring Plan (PMP) was designed in accordance with the Life of Agreement Strategic Plan and USAID's Strategic Results Framework to track the program's progress, achievements, compliance, and outcomes. The PMP was designed to track results at the alliance project (i.e., grant) level and aggregate them at the programmatic (i.e., country) level through a continuous and systematic monitoring strategy, allowing *Alianzas* to demonstrate its contribution to achieving USAID/Guatemala's DOs and the related IRs.

Comprised of a set of output and outcome indicators adapted or developed for each IR, the PMP was used to monitor compliance with program-level and project-level objectives, gauge implementation progress, and offer timely technical support and guidance, as needed. The indicator set included USAID Operational Plan indicators, as well as indicators proposed in the main list of indicators offered by USAID|C-Change to measure social behavior change. The full list of indicators and results are attached in ***Annex B: PMP Summary Table of Indicators and Results***. The annex includes all indicators, including those which were eliminated or added as a result of Modification 15

Alianzas' M&E Team aligned alliance projects with the appropriate IR and helped IPs select applicable indicators from the PMP indicator list. The wide array of *Alianzas*–supported interventions required that the PMP include flexibility in the approach to performance monitoring and the evaluations planned for each thematic cluster or individual project.

Alianzas established a series of methodologies for measuring results to gauge progress toward established objectives. These measurements were based on various primary and secondary sources, including (but not limited to) site visits, direct interviews, spot checks, questionnaires, and IP quarterly reports.

- IP reports were the first data collection method for *Alianzas*. IPs gathered information on a quarterly basis, thus constantly updating the program progress and results. Periodic training and direct data verification by *Alianzas* staff guaranteed the quality and reliability of the information provided.
- Grantee site visits, including Data Quality Assessment (DQA) visits, were used as a method for verifying goals, compliance, results, and data quality *in situ*. Each grantee was visited at least twice over the life of the program, with longer projects receiving more visits. During site visits, a series of data collection techniques were used in the verification process. These techniques included the following:

- Key informant interviews. Qualitative information about the direct beneficiaries' perception was gathered using an interview guide.
- Focus groups. This method provided specific qualitative information by documenting focus group participants' perceptions about outcomes experienced by the community. Multiple participants were interviewed using a questionnaire designed to collect perceptions, effects, and impacts of the projects.
- Limited surveys. This method involved structured questionnaires that targeted a defined random sample of beneficiaries. When possible, this technique was used to measure the effects and outcomes of the thematic alliances and related indicators to determine results.
- Spot checks. This method incorporated quantitative tracking tools used for data verification.

In addition to the primary data and sources needed for measuring *Alianzas'* objectives and goals, the M&E Team used the following secondary sources for specific analyses and evaluations.

1) Official data that were systematized and reported by GOG institutions.
2) Reports published by international organizations and/or government agencies that have access to and process reliable statistical information.
3) USAID|HEPP Integrated Social Information Platform. *Alianzas* used the database to analyze and compare national health and education indicators relative to *Alianzas* projects.

The following M&E tools were used by *Alianzas:*

Table 3: Tools Used for Monitoring and Evaluation in *Alianzas*

Tool	Description
DQA	Quality evaluation of the data collected and the collection methodology
Training report	Report of training events, including costs, training hours, themes
Quarterly report	All the information of the activities performed in a quarter
Scholarships database	List of all children and youth who received an elementary, secondary and post-secondary scholarship
Educational materials	List of all training materials given to teachers, students, and schools
Infrastructure and equipment	Database of students benefit from computer labs
Field visit report	Field visit report of supervision
FP compliance tools	Monitoring fulfillment of FP regulations
Service and health coverage	Information on services provided in health, FP methods and permanent training of health providers
PMP table	Monitoring progress indicators

Evaluation Tools

The main purpose of *Alianzas'* evaluation activities was to measure the process and effects of projects to guide decision making during implementation and to improve future activities. The challenge with these evaluations was the attribution of the effects to specific *Alianzas* projects and the difficulty to ascertain that conclusively. To as great an extent as possible, other influences were recognized, observed, and measured during the evaluation process so that their effects could also be examined and controlled or acknowledged.

To carry out long-term evaluations for each *Alianzas* project, quantitative tools complemented the program's evaluation and impact measurement strategy. Baseline, middle, and final analyses were conducted for recipients using a selection of tailored tools with the technical assistance of *Alianzas* M&E Team. The information provided was used to compare different groups at a given point in time, compare changes over time in the same group, describe conditions in particular community groups, and provide key input for a formal evaluation.

There were three discrete levels of priority (described below in ***Table 4***), where a higher level implies that more resources were devoted to the evaluation strategy. Similarly, every effort was made to conduct the most thorough evaluation possible, but it should also be evident that available resources (e.g., personnel, logistics, funding, and time) determined *Alianzas*' capacity.

Table 4: Evaluation Priority Levels for *Alianzas* Projects

Priority Level (for evaluation)	Example Alliance Project	Illustrative Tools and Activities
High Level: Alliances that were measured for social behavior change	***Fundación del Azúcar* (FUNDAZUCAR, Sugar Foundation)** - *Mejores Familias (Better Families) Project* ***Instituto de Salud Incluyente (ISIS, Institute for Inclusive Health)*** - *MIS* ***Asociación de Productores Independientes de Banano (*APIB, Independent Banana Producer's Association)** – Hand in Hand in HIV Prevention ***Fundación Fernando Iturbide*** – HIV Prevention Project **ChildFund** – Supporting Healthy Maternity ***Fundación del Café (Funcafé,* Coffee Foundation)** - Café Alianzas Education Component ***Fundación para el Desarrollo Integral de Programas Socioeconómicos* (FUNDAP, Foundation for the Integrated Development of Socioeconomic Programs)** – Education Quality	Comparison groups before and after survey design with regression analysis Key informant interviews Baseline and endline surveys Focus groups Lot Quality Assurance Sampling (LQAS) monitoring
Medium Level: Alliances that were measured for outcomes	***Fundación Juan Bautista Gutiérrez (FJBG)*** – *My Health, My Responsibility* ***Fundación TIGO*** – *Millennium Schools* ***BANASA*** - *Mejores Familias Project* ***Funcafé*** - *Café Alianzas Health Component* ***Women's International Network for Guatemalan Solutions (WINGS) - FP***	Exit interviews Pre- and post-tests
Low Level: Alliances that were tracked through process indicators	***FUNDAP*** – *Auxiliary nurses and voluntary Health promoters Project* ***Camino Seguro***- *Scholarships*	Standard quarterly reporting formats Verification through site visits

II. Overall Program Results

The strategies and activities under each relevant IR are described in the following sections. Specific results under the DO and each IR are included in ***Annex B: PMP Summary Table of Indicators and Results*** annex, while specific descriptions of activities by grantee are included in ***Annex C: Project Fact Sheets***.

A. DO 2: A More Equitable Society with Improved Levels of Economic Growth and Social Development in the Western Highlands

RTI's approach to establishing alliances fostered voluntary mergers of resources and competencies of both funding and IPs. Selected from a wide range of private and public sector entities in partnership with USAID, each alliance partner was committed to achieving the overall development objectives of the CA and shared responsibility for

project results. *Alianzas* identified mutual objectives, matched funding partners with IPs, leveraged funds and in-kind resources, and facilitated training and other actions to help achieve sustainability.

Although the pool of funding partners was varied, including the Guatemalan private sector; regional and international corporations; and international donors, many of the same approaches were used to engage them in alliances. The tools and methodologies used to engage partners and establish alliances included the following.

- **A process that identified intersections of interest in social investments** between each prospective corporate funding partner and USAID's health, education, and HIV/AIDS program goals and objectives.
- **A portfolio of potential health, education and HIV/AIDS alliances** that companies could choose to support, which were aligned with program and USAID priorities and incorporated best practices.
- **Guidance from prominent business leaders in the Private Sector Advisory Group (PSAG).** Meeting twice a year and comprising individuals representing companies and foundations, the PSAG was instrumental in communicating private sector priorities and concerns and helping to build important alliances with key industries, businesses, and IPs.

To raise funds to meet the ambitious leveraging targets set under the project, the following types of partnership-development and alliance-building activities were implemented:

- Formed partnerships with corporations through direct contact and the peer-to-peer approach
- Held special fundraising events and other activities to generate support for important social causes, target groups, and geographic areas
- Developed alliances with private corporate foundations.
- Fundraised with nonprofit organizations
- Supported expanding employer-based services into new areas
- Generated in-kind resources
- Reported on and communicated alliances with partners.

- **Access to well-established business associations and professional networks.** In addition to receiving guidance from the PSAG, we collaborated with a well-established network of private sector business associations and our extensive business and professional relationships to facilitate new contacts and establish credibility with prospective corporate funding partners.
- **A comprehensive communication strategy and public relations program** to promote corporate social responsibility, publicize the progress and success of corporate social investment initiatives, and give public recognition to corporate alliance partners for their contributions.
- **Materials that supported fundraising presentations and events,** including fact sheets, banners, and PowerPoint presentations.
- **M&E, management, and financial control systems** to establish alliances, ensure accountability, track progress, and assess impact for corporate alliance partners.

Gender Approach

An integrated, gender-sensitive approach is essential to improving access to health and education services in Guatemala. *Alianzas* recognized the central role of women in the development of families and communities and strove to make women equal partners and beneficiaries in all projects. A primary concern in the Guatemalan context was to ensure women's and girls' access to services and to include men in activities so that they would support their wives and children. The *Alianzas* gender approach addressed two levels: 1) the overall program level; and 2) the individual project level—and focused on the following strategic objectives:

- Target adolescent girls and young adult women in health and education programs (formal and non-formal);
- Address gender relations as a factor in the spread of HIV and the uptake of FP and reproductive health (RH) services; and
- Ensure that men are integrated into programming, particularly in FP/RH, pregnancy, and infant and child care, as well as FP.

As a part of the overall approach, *Alianzas* focused on providing training and tools to project staff, partners, and social service providers in health and education to address gender issues particular to Guatemala.

Establishment of Thematic Clusters

As a part of the CA, *Alianzas* was requested to develop thematic clusters in collaboration with USAID. The goal was to concentrate resources in a few larger technical areas, reflective of USAID and GOG priorities, despite the fact that the program was comprised of a wide range of grants and activities. The clusters helped the program team to select potential projects for funding, although all reporting continued at the larger IR level in accordance with the PMP.

Through a combination of research on relevant health and education data from Guatemala, analysis of lessons learned from the previous CA, and an evaluation of priorities from the GOG and USAID, the technical teams determined an initial set of thematic clusters. The initial group of thematic clusters developed in 2010 included three for education, one for at-risk youth, four for health, and one for HIV/AIDS. As a result of guidelines provided in Modification No. 15, a final list of nine thematic alliances for health and seven for education was developed to guide project selection (see ***Exhibit 2***).

Exhibit 2: Thematic Clusters

Health	Education
• FP/RH • Reproductive Health for Youth • Maternal and Neonatal Health • Maternal and Child Health (MCH) • Training of Community-Based Health Workers • MOH Strengthening • Nutrition and Food Security • Water, Sanitation, and Hygiene Practices • HIV/AIDS	• Elementary Scholarships • Secondary Scholarships • Post-secondary and Higher Education Scholarships • Teacher Training and Classroom Methodologies • School Infrastructure and Equipment • Educational Materials • Reading Improvement Programs

Process for Reviewing Potential Projects

Selection of projects for social investment. Potential health, education, and nutrition projects funded by *Alianzas* were identified using the following four main sources:

1) Projects designed by *Alianzas* staff based on technical priorities and best practices
2) Unsolicited proposals
3) Projects referred to *Alianzas* by USAID
4) Open calls for proposals published in local newspapers and on the Internet.

Alianzas team members screened project concepts, based on program priorities and thematic clusters; best practices; and appropriateness and made recommendations for presentation to the Technical Review Committee (TRC). Co-chaired by the program COP and USAID, the TRC was made up of management and technical staff, USAID representatives, and depending on need, select outside technical experts. Once the TRC gave initial approval of the concept, IPs were instructed to develop a full proposal using established guidelines.

Proposals deemed acceptable were then presented to the TRC for a second full review. The TRC evaluated proposals according to the criteria proposed in ***Exhibit 3***, taking into consideration the proposed timeline for implementation, budget, and IP's capabilities. Technical experts from RTI also provided support, as needed, to review concept papers and proposals. The TRC had the ultimate authority for accepting or rejecting proposals. Proposals not accepted could be permanently rejected or returned to the potential IP for revision.

Exhibit 3: Criteria for Acceptance of Concept Papers and Proposals

- ***Technically sound***: Proposed interventions followed established GOG technical protocols and guidelines, were in line with USAID and GOG priorities, demonstrated a gender-sensitive approach, and incorporated proven methodologies and best practices.
- ***Demonstrable results and impact***: Interventions targeted priority beneficiaries and/or geographic areas and could result in positive and measurable impact on USAID and GOG priorities.
- ***Cost-effective***: The highest levels of impact possible would be achieved per dollar invested.
- ***Financially feasible***: Funds were available from the project; objectives, goals, and results could be achieved with resources provided. The IP provided a portion of resources needed with in-kind or cash support.
- ***Sustainable***: The intervention was financially and programmatically sustainable, appropriate for the Guatemalan context, and could continue without further support from the project.

Geographic Focus

The program initially had a nationwide focus, allowing alliances to be developed and implemented in any region of the country. As a part of the strategic planning process, RTI developed selection criteria used to target individual activities to the most vulnerable geographic areas. The selection criteria for geographic focus of all interventions included the following:

- Level of need for the particular technical intervention, based on relevant indicators from sources such as national surveys or data from other large-scale projects
- Potential for impact as determined by best practices and lessons learned from activities under the previous CA
- Degree of community engagement and commitment and capacity to participate
- Presence of other interventions with which synergy could be developed
- History of USAID involvement
- Availability of partnership opportunities with significant leverage
- Level of priority for the GOG and USAID.

These criteria were evaluated for each intervention at the proposal stage in order to determine the appropriateness of the geographic focus in consultation with USAID.

When the program was modified in 2012 to align with the new CDCS, *Alianzas*'s geographic focus was significantly changed. Under this new strategy, all health, nutrition, FP, and education activities were focused in the Western Highlands of Guatemala—more specifically the departments of Huehuetenango, San Marcos, Totonicapán, Quetzaltenango, and Quiché—as the region of the country where the majority of rural, indigenous populations live. The geographic focus for HIV/AIDS activities became the

internal migrant population in high prevalence areas. During FY 2012, nearly all *Alianzas* partners transitioned their activities to these target geographic areas[1].

Alliance-Building and Fund-Raising Skills Strengthened

Program results:

- 85 NGOs trained in alliance-building skills and/or mentored to work with the private sector
- 1 corporate social responsibility and corporate giving organizations strengthened to continue *Alianzas* work in the future and certified to receive USAID funding directly

Throughout the life of the program, *Alianzas* engaged Guatemalan NGOs, private voluntary organizations, and community-based organizations (CBOs) interested in working with the private sector, particularly those that represent Guatemala's most vulnerable populations (e.g., women, girls, at-risk youth, and rural-based and indigenous people). Using the following four-pronged approach, *Alianzas* strengthened their capacity to build alliances, fundraise, and sustain their projects.

Provided program-supported training. *Alianzas* provided training in workshop settings to groups of local NGOs, private voluntary organizations, and civil society organizations (CSOs) to help them build alliances and attract funds from the private sector. Generally held once a year, these trainings took place for all grantees and covered topics such as follows:

- Strengthening the technical design of proposals so they incorporated best practices in health and education and followed GOG and USAID technical protocols and guidelines
- Conducting a gender analysis and integrating a gender-sensitive approach in project implementation
- Ensuring compliance with USAID rules and regulations (such as FP regulations, environmental compliance, procurement, and branding and marking)
- Developing clear, detailed budgets that adequately supported proposed technical designs
- Writing an effective proposal that would appeal to potential funding partners and meet their requirements, including identifying sources of in-kind and cash contributions to match outside funds
- Properly managing and reporting on a grant program and establishing a financial system that properly accounted for funds and leverage received and expended
- Establishing an effective M&E system, including selecting indicators, collecting baseline information, and tracking results so that IPs could report back and be accountable to their investors

[1] A waiver was granted by USAID on October 2011 for the *Vamos a la Escuela –FUG* project to allow the program to complete their activities outside USAID's geographic focus area, which permitted scholarship beneficiaries to complete the sixth grade.

- Providing partners with the theory and tools to apply Social and Behavior Change Communications (SBCC) methodologies within their projects.

Qualified IPs that received grants from the program also learned by doing. Once they completed the process of developing an approved proposal and supporting budget, IPs then developed and applied their management, financial, and M&E systems to effectively implement their program-supported intervention and report on progress and results. *Alianzas* staff provided technical assistance, monitoring support, continued periodic trainings, and updates as needed.

Established a database of potential implementing and funding partners. As a part of the five-year strategic plan submission in 2010, RTI established a database of potential Guatemalan IPs that provides detailed information on their projects, where they were working, their target beneficiaries, and areas needing support. We also integrated into this database information on funding partners, such as where they were located and their funding interests (see ***Annex A: Alianzas Partners List*** for the summary of this database).

Strengthen a CSR Organization

To support USAID/Forward's reform agenda of increasing direct procurement with local organizations, in FY 2012 and FY 2013 *Alianzas* implemented a plan to strengthen a local corporate social responsibility organization to carry forward alliance building and continue the work initiated and conducted by *Alianzas* in Guatemala. This capacity building and mentoring plan focused on both the skills needed for negotiation and alliance building and the financial management criteria needed for administering awards from the USG.

Selection process. We invited a select group of organizations already working with private sector members or partners to submit an expression of interest (EOI) for participation in the mentoring program, indicating how the mentoring program aligned with their organizational goals and how it could strengthen their own capacity in alliance building. Organizations were selected based on the following criteria:

1. Classification as a Guatemalan organization, organized under the laws of Guatemala and managed by a governing body, the majority of whom are citizens or lawful permanent residents of Guatemala
2. Existence of current capabilities in alliance building
3. Access to a wide range of private sector partners
4. Interest and experience in social investment in USAID priority technical and geographic areas
5. Demonstrated financial resources and management capability.

Organizations invited to submit EOIs included *Fundación para el Desarrollo de Guatemala* (FUNDESA, Foundation for Guatemalan Development), *Fondo Unido de*

Guatemala (FUG, United Way Guatemala*)*, and *Centro para la Acción de la Responsabilidad Social Empresarial en Guatemala* (CentraRSE, Guatemalan Center for Corporate Social Responsibility). The EOIs were evaluated in collaboration with the TRC. *FUG* and *CentraRSE* accepted participation in the mentoring program while *FUNDESA* declined.

Assessment and work plan. Once *FUG* and *CentraRSE* accepted the training opportunity, the *Alianzas* team conducted an assessment of the organization's capabilities and their developmental assistance needs in various areas, particularly in the areas of financial and grants management, M&E, and proposal development. This assessment provided the basis for a detailed work plan tied to milestones to measure progress. The assessment and work plan addressed the components and included the activities listed in ***Table 5***.

Initially, staff from both *CentraRSE* and *FUG* participated in the training sessions. *FUG*, however, underwent major restructuring in 2014, which led to an eventual joint decision between *Alianzas* and *FUG* to suspend their participation in the mentoring program. *FUG* was invited to attend the partners' annual training session held the first week of April 2014. *CentraRSE* staff participated in all of the capacity building sessions planned and outlined below.

Table 5: Work Plan for Strengthening a CSR Organization

Component	Activities Carried Out
Technical Capabilities	Information on the national context for health and education. Participation of organization staff in health and education partner meetings and other technical meetings; technical peer exchange with *Alianzas* technical managers; training in strategic planning processes, SBCC, and gender approaches. Share *Alianzas* portfolio and success stories. Identify issues like empowerment, management, and sustainability of programs.
Marketing and Communications	Training with communications staff on communications strategy development, including social marketing, web-based marketing, success story and case study development, USAID branding and marking strategies, and SBCC.
Finance and Administrative Management	Review of the organization's financial and management procedures. Training from finance and grants staff on elements of an adequate cost accounting system for management of USG funds in accordance with 22 CFR226, property management, procurement, budget development, management vs. alliances budgets, types of USAID awards, and common requirements for contractors/partners as outlined in the USAID Automated Directives System (ADS) 303; preparation for audits.
Negotiations and Alliance Building	Training with COP on negotiation techniques, common challenges in partner relationships, and how to identify and approach potential partners
Proposal Development Process and Program Design	Coaching from technical team and COP on initial steps like research and data collection, bid/no bid decision making, the proposal writing process, including components of a good proposal, review criteria and procedures, concept paper and budget development, and how USAID proposals and private sector proposals and approaches differ.

Component	Activities Carried Out
Grants Management	Training with grants team on the type of grants, USG regulations, responsibility assessment, audits, grantee monitoring, etc. as well as other requirements as outlined in Office of Management and Budget (OMB) Circular A-133. Reviewing the different roles as a grant managing organization; reporting and compliance.
Monitoring and Evaluation	Training with M&E staff on USAID indicators and reporting standards; advice on creation of M&E databases and systems (baselines, log frames, participatory methods, cost-benefit and cost-effectiveness analysis); field monitoring.

B. IR 2: Access to and Use of Sustainable Quality Health Care and Nutrition Services Expanded

Alianzas supported improved, integrated MCH, nutrition, and FP/RH activities that aimed to reduce maternal and child morbidity and mortality. Resources were directed to support public sector, NGOs/private voluntary organizations and local groups providing FP, MCH, and nutrition services that were not covered by existing programs or where services required strengthening. The following section summarizes the major types of activities that were funded under each sub-IR while descriptions of the projects funded under the program are included in ***Annex C: Project Fact Sheets***.

Sub-IR 2.2.1: Adoption of Improved Health Practices Expanded

FP/RH Funding

Program results:
- 2.48 million women and men saw or heard a specific USG-supported FP/RH message
- 4 mass media campaigns were conducted to create awareness and educate the population about women's health issues

Partnerships that received funding for FP/RH activities expanded access to, improved the quality of, and promoted the continuity of FP/RH health information and services, especially in rural areas and for disadvantaged populations. We focused our alliance-building efforts to create partnerships for the following types of activities:

- **Increase access to Information, Education, and Communication (IEC).** Under the guidelines of our SBCC Strategy, we directed private sector resources to improve access to quality FP/RH IEC programs. These programs were targeted especially to young adults and underserved populations in the target geographic areas, and included materials, talks, and campaigns. WINGS implemented several project components focused on increasing access to information on FP and sexual health, focused on men and youth in addition to women of reproductive age, through outreach from their network of facilitators. WINGS for Men implemented a series of six training sessions that addressed topics such as responsible parenting, reproduction anatomy, FP methods, STIs, and gender violence, among others; these messages were reinforced by a separate communication campaign.

- **Mass media campaigns.** Alliances were developed with key technical groups as well as mass media outlets such as television, radio, newspapers, and billboard companies to develop and disseminate campaigns with our SRH and FP messages. One example was the *Protégeme* campaign (Protect Me) to prevent adolescent pregnancy and sexual violence against girls, which was launched in collaboration with the Pan-American Social Marketing Organization (PASMO), as well as with *Observatorio de Salud Reproductiva* (OSAR, Observatory for Reproductive Health). Another successful initiative was the 1,000 Day Window campaign, which had nationwide coverage in Spanish and Mayan languages in newspapers, television, and radio. This campaign, which was co-sponsored by the *Alianza por la Nutrición* (Alliance for Nutrition), was successfully transferred to the NutriSalud project at the conclusion of the *Alianzas* program.
- **Training of institutional and community-based health providers.** In addition to institutional providers in formal health facilities, many communities in Guatemala have community-based health providers who are trusted by community members and serve as a potential link to the formal health care system. Alliances focused on training both institutional and community-based workers in different SRH and FP topics, especially on optimal inter-pregnancy intervals of three to five years, permanent and temporary FP methods, and appropriate counseling.
- **Youth outreach.** Activities encouraged partners to explore innovative and unconventional ways to communicate messages to youth on safe and healthy relationships, fertility awareness and FP, and HIV prevention. Innovative methods built upon the already existing and approved materials such as the WINGS for Teens manual, or Population Council's *Abriendo Oportunidades* (Opening Opportunities). In one example, *FJBG* reached more than 5,300 youth with messages on SRH education. Tan Ux'il trained 190 youth leaders to promote SRH and FP through peer-to-peer counseling and community-based advocacy activities. Through an awareness campaign, these promoters reached more than 1,000 adolescents with information on best practices to prevent teen pregnancies.
- **SRH education in schools.** *Alianzas* supported partners to implement the revised curriculum for SRH education in schools, approved by the Ministry of Education (MOE). Topics included information related to understanding and caring for the human body, human reproduction, right to life, pregnancy, and STIs. *Fundación Asturias Maldonado* held an orientation program on topics related to sexuality for youth in their program.

MCH Funding

Program results:

- 202,008 women and children with increased access to MCH services
- 18,684 children received an immunization service
- 3,753 newborns received essential newborn care
- 92,153 individuals counseled on child health practices

Partnerships that received funding for MCH activities supported organizations and projects that contributed to reducing maternal and child morbidity and mortality and that improved access to and use of quality maternal and neonatal health care and child survival interventions, and better nutrition and dietary and hygiene practices. In alignment with MOH and USAID priorities, *Alianzas* supported projects to improve community-level interventions, train auxiliary nurses and other providers, increase breastfeeding promotion and support, improve quality of newborn care, and scale up immunization coverage. We focused our alliance-building efforts to create partnerships for the following types of activities:

- **Promotion of breastfeeding.** Promotion of exclusive breastfeeding for up to two years is essential to improve nutritional outcomes of children. Mothers and families need to know about the nutritional benefits and growth outcomes of breastfeeding and receive support to adhere to breastfeeding practices. *Alianzas* promoted partnerships and groups that provided a supportive forum for mothers to practice exclusive breastfeeding, receive education on complementary feeding, and learn about the types of foods that are most appropriate. These messages were part of the *Mejores Familias* and *Familias Felices* (Happy Families) programs, implemented by *FUNDAZUCAR* and *BANASA*.
- **MCH educational campaign.** All educational campaigns for MCH that resulted from program alliances included messages on safe birth, timely referrals, skilled birth attendance, and recognition of complications during birth and in the postpartum period for both mothers and infants. During prenatal visits or community education sessions, pregnant women also received orientations to hospital or clinic births to dispel myths and demand culturally adapted services (i.e., the right to choose their delivery position, and have a friend or family member join them in the delivery room). The partners in this technical area, Child Fund, *Funcafé*, and Medical Teams International, led local campaigns to reinforce these messages.
- **Child health and survival strategies.** *Alianzas* promoted the implementation of the strategy for *Atención Integrada a las Enfermedades Prevalentes de la Infancia*/ *Atención Integrada a la Niñez y la Mujer en la Comunidad (AIEPI AINM-C*, Integrated Management of Childhood Illness and the Integrated Care of Children and Maternal Health Care) institutionalized by the MOH, expanding the strategy to include breastfeeding promotion and support, complementary feeding,

and newborn care. Medical Teams International and *Funcafé* implemented this strategy.

- **Support of local community groups for maternal and child emergency preparedness.** *Alianzas* supported ChildFund International and Medical Teams International to work with local health committees to establish functional emergency plans for assisting individuals, families, and the community with birth preparedness and obstetric emergency care plans for obstetric emergencies.

Nutrition Funding

Program results:

- 172,494 women and children with increased access to projects that address growth monitoring and promotion of improved feeding and health and hygiene practices
- 43 million liters of water disinfected

Partnerships that received funding for activities supporting nutrition under this CA supported projects that improve maternal and child nutritional status and dietary practices, especially among pregnant and lactating women and children under two years of age, as well as other interventions to improve food security. We focused on the seven essential nutrition actions, adapting messages to local language and cultural realities. Alliance-building activities focused on creating partnerships for the following types of activities:

- **Community and school nutrition programs.** *Alianzas* supported the integration of health and nutrition programming into schools and their surrounding communities. For example, *Fundación Asturias Maldonado* (FAM) trained community members and schools to start home gardens in order to supplement their diets with healthy food choices, leading to more than 200 home gardens started by the end of their project. FAM also provided healthy meals and snacks to children in their primary and secondary schools.
- ***AIEPI AINM-C.*** *Alianzas* strengthened and expanded *AIEPI AINM-C* interventions at the community level that included monthly weighing sessions, effective counseling of caregivers to improve breastfeeding, complementary feeding, hygiene practices, and referral of cases to clinical services if necessary.
- ***Mejores Familias*.** Designed by *FUNDAZUCAR*, the *Mejores Familias* project is aimed at improving food and nutritional safety at the community level. The project focuses on education and training of women in RH and care of children under the age of five. Specifically, the project strengthens women's capacities, among them self-esteem, community participation, and the contribution that one woman can have in her personal, family, and community surroundings. The *Mejores Familias* model was implemented both by *FUNDAZUCAR* as well as by *BANASA*, allowing the expansion of the project to new areas and new implementers.

- **Micronutrients.** Through work with MOH and other USAID partner programs, *Alianzas* supported micronutrient supplementation for children under age 5 to ensure the availability in community-based health services of periodic Vitamin A, iron, folic acid, and zinc.
- **Training of community-based Monitoring Mothers and other nutrition-related volunteers.** *Alianzas* sought private sector support for the MOH, local implementing NGOs and projects such as *Mejores Familias* to continue training Monitoring Mothers. These mothers worked at the community level to track the growth and development of babies and children under the age of 5, as well as serve as mentors to other mothers within their communities. Medical Teams International implemented this approach.

HIV Funding

Partnerships that received funding for HIV/AIDS activities contributed to preventing, containing, and mitigating the spread of HIV/AIDS and other sexually transmitted infections (STIs), working in coordination with other USAID projects. We focused our alliance-building efforts on creating partnerships for the following types of activities.

- **Communication and educational campaigns.** *Alianzas* supported education campaigns for the prevention of HIV and the reduction of stigma and discrimination, with messages appropriate for dissemination to the general public and to youth. Other more targeted strategies (such as peer-to-peer education) were used to educate migrant workers with prevention messages and encouragement to seek testing and treatment. Messages and materials were based on those that already approved by USAID for use with other programs. One campaign supported by *Alianzas* was the Eurocine HIV education program for youth: more than 11,000 youth watched episodes of the Nicaraguan soap opera *Sexto Sentido* (Sixth Sense) and held guided discussions which addressed themes of responsible sexuality, discrimination against people with HIV, and inequalities that make youth more vulnerable to HIV.

Program results:
- 18,228 high-risk individuals reached individual and/or small group-level preventive interventions based on evidence and/or that meet the minimum standards required
- 20% of high-risk individuals surveyed reported having used a condom in the last sexual intercourse

- **Workplace programming.** *Alianzas* also supported projects for workplace prevention of HIV/AIDS. In collaboration with *APIB*, *Alianzas* supported the implementation of their corporate HIV policy, which included training of health prevention facilitators, as well as standardization of a communications handbook to facilitate education of all employees of APIB member companies. The project also sponsored voluntary testing and counseling, allowing detection of 11 cases that had previously been undetected. Other key partners for the workplace project included other USAID projects, mainly PASMO and the Program for

Strengthening the Central American Response to HIV/AIDS (PASCA), and private sector partners such as *Asociación de Azucareros de Guatemala* (ASAZGUA, Association of Sugar Producers of Guatemala). These partnerships developed training programs on HIV prevention and stigma reduction for use in workplace settings by qualified IPs such as WINGS and *Fundación Fernando Iturbide*.

Sub-IR 2.2.2: Availability of Sustainable and Culturally Adapted Health Care and Nutrition Services Increased

FP/RH Funding

Partnerships and activities using FP/RH funding under this sub-IR supported increased access to FP/RH services and improved knowledge and skills of FP/RH issues in providers, aligning private sector providers with public sector policy, norms, and directives resulting in quality, voluntary, FP/RH care. We focused our alliance-building efforts to create partnerships for the following types of activities.

Program results:
- 108,935 couple-years of protection from *Alianzas* supported programs
- 202,091 counseling visits provided for FP/SRH

- **Expansion of the Reproductive Health Alliance.** Under the previous CA, *Alianzas* strengthened partners that work in RH (WINGS, Save the Children, *Funcafé*, Population Council, and Tan Ux'il) through the creation of the Reproductive Health Alliance, a forum where partners held regular meetings to share best practices and collaborate on technical initiatives. This mechanism reinforced, enhanced, and coordinated the individual work of partners and magnified impact. During *Alianzas*, partners collaborated with PASMO on the prevention of adolescent pregnancy.
- **Training of institutional and community-based health providers.** Alliances focused on training both institutional and community-based workers in different SRH and FP topics, especially on optimal inter-pregnancy intervals, permanent and temporary FP methods, and balanced counseling. With the support of mentoring partners and other USAID projects and the MOH, partnerships developed appropriate FP/RH job aids and other materials for community workers, particularly tailored for the local context and culture and reflecting the health literacy levels of target groups. ChildFund International's *Maternidad Saludable* project trained community-based health workers in MCH topics as well as FP. Other partners who trained health service providers in FP included *Funcafé* and ISIS.
- **Integration of services.** *Alianzas* created alliances to train health service providers to implement balanced counseling strategies that incorporate HIV prevention education with FP counseling sessions and MCH services. This paved

the way for more efficient service delivery, minimizing the number of visits required by clients and reducing provider workload, since the number of counseling sessions for each client is reduced, given that several related topics can be discussed in one session. WINGS implemented this approach in coordination with *FUNDAZUCAR*, ChildFund, and other local partners in the department of Alta Verapaz.

MCH Funding

Partnerships and activities using MCH funding under this sub-IR supported organizations and programs that contributed to reducing maternal and child morbidity and mortality and that improved access to and use of quality maternal and neonatal health care, child survival interventions, and better nutrition and dietary and hygiene practices. We focused our alliance-building efforts to create partnerships for the following types of activities.

Program results:
- 2,238 community health workers trained to provide integrated management of childhood illnesses
- 6,564 children received vitamin A in the previous 6 months
- 11,308 people received training in child health and nutrition

- **Capacity building and training of MCH providers.** *Alianzas* trained MCH providers at different levels on maternal-neonatal care. Training was conducted at three levels, starting with young adults in lower secondary school who showed interest in continuing studies to become auxiliary nurses. The second group included community workers, such as Monitoring Mothers, who work either with the MOH or with *Mejores Familias*, who were trained to become auxiliary nurses. The third and last level includes institutional level nurses who were certified in obstetric and maternal-neonatal care. Examples of projects that incorporated this approach are ChildFund International's *Maternidad Saludable* (Healthy Maternity) project or *FUNDAP's* Qualification of Rural Agents program.
- **Equip clinics and hospitals with supplies for emergency obstetric care.** Hospitals and clinics in the most marginalized areas lack the equipment and supplies needed to provide high-quality emergency obstetric care. *Alianzas* sought funding partners to give cash or in-kind donations of needed supplies and equipment, as well as training activities. Equipment was provided only where potential service providers had received appropriate technical training and support for quality service provision.

C. IR 3: Education Quality and Access Improved

As part of *Alianzas*'s social investment approach, we pursued public-private alliances to increase investment in the education sector, supporting organizations and programs that addressed quality, access, equity, and efficiency of basic education, in

Program results:
- 332,379 children and youths with access to improved learning opportunities

alignment with MOE and USAID/Guatemala priorities. *Alianzas* favored projects that worked on increasing reading performance and completion of primary education in priority municipalities and among excluded populations, especially in rural populations, among indigenous groups, and for those performing below standard.

Sub-IR 2.3.1: Reading Skills Improved

Expected results:

- 1,585 girls completing sixth grade with scholarships
- 168,551 books or other learning materials provided with USG support
- 10,711 teachers received training

Partnerships that received funding for education initiatives increased opportunities for learning, encouraged school attendance and completion, and enhanced the quality of teaching and learning, especially for reading. Activities focused on increasing access to quality education for underserved groups and promoting use of new methodologies for teaching. For the final two years of *Alianzas*, all programs targeted improvement of reading outcomes through increasing instructional time for reading, reducing absenteeism of teachers and students, training teachers in modern methodologies and encouraging reading at home and other venues outside of the classroom. Throughout the program, we focused our alliance-building efforts to create partnerships for the following types of activities.

- **Scholarships for children and youth.** *Alianzas* implemented a scholarship program focused on two groups: 1) one category for children and youth; and 2) another for higher education and university youth. The higher education projects were largely phased out during the last two years of the project due to a change in focus at USAID under the new CDCS. The program supported the reduction of gender and ethnic gaps, as well as geographic disparities. Education provided development of basic skills as well as job-related skills, particularly at the secondary and post-secondary level. Individual projects included the following kinds of activities, with priority given to scholarship programs that fostered improved reading skills:
  - **Scholarships for girls in grades 4 to 6.** Scholarships for girls can ameliorate patterns of school desertion after 3rd grade in primary education. Some scholarship projects were directed to girls enrolled in third grade in order to guarantee financial support and ensure that girls could complete grades 4, 5, and 6, and thus complete primary education.
  - **Scholarships for boys and girls in lower secondary and upper secondary schools**. Individual scholarships for secondary school help students in poor families stay in the school system. This assistance usually included a stipend to substitute for the labor or earnings that older students are expected to contribute to their families; transportation to schools located far from the students' communities; books, supplies, and tutoring to strengthen learning and technical skills that do not meet standards.

Scholarship programs included those provided by *Asociación Centro Maya para la Educación, Bienestar y la Asistencia Rural* (ACEBAR, *Mayan Center Association for Education, Wellness, and Rural Assistance*), Camino Seguro (Safe Passage), FUG, and *HidroXacbal/Fundación Grupo Terra.*

- **Implementation of state-of-the-art models in specific areas.** *Alianzas* promoted USAID-supported educational models such as Centers of Excellence for Teacher Training (CETT) and the Culture of Reading Program (CORP), among others. Teacher training programs focused on teaching reading, utilizing appropriate language for reading instruction; establishing and enforcing reading standards and using reading diagnostic tools on a continuous basis; and addressing linguistic and cultural diversity in a pertinent and inclusive way. *Asociación COED (Cooperación para la Educación,* Cooperation for Education) implemented the CORP teacher training program in Sacatepéquez and Sololá, benefitting 70 teachers. World Vision's Scaling Up Reading Comprehension and Impact program focused on how to teach reading using bilingual (mother tongue) intercultural approaches and highly participatory methodologies. The project promoted integration of Mayan language materials in schools to help achieve reading outcomes. The use of attractive visuals, child-friendly layouts, and culturally relevant context and examples, resulted in both students and teachers becoming much more engaged.
- **Better equipment and learning materials for schools.** Partnerships sought to increase the availability and the breadth of materials and supplies in schools. This ranged from educational materials, books, and learning aids to physical materials like desks, blackboards, furniture, and mini-libraries**.** Many *Alianzas* partners who implemented scholarship programs provided books and materials for their students and schools, such as FAM. *Asociación COED* implemented a textbook program that "rented" books at low prices to students. Each student received a textbook in Spanish for each of the following main subjects: language arts, mathematics, natural sciences, and social studies. Parents signed an agreement on paying the "rent" for the books. The money collected from renting the books was placed into a revolving fund and used to replace worn-out and torn books, approximately every 5 years. Building on the success of their campaign during the first phase of *Alianzas*, *Funcafé* implemented the *Libros y Cuadernos con Corazón* program during two different campaigns – the first in October 2010 to collect books, and the second in January 2011 to collect school supplies. The donations were accepted at the *Banco de Desarrollo Rural* (*Banrural*, Bank for Rural Development), *Walmart México y Centroamérica*, *Cámara de Comercio* (Chamber of Commerce), and Rotary clubs.

Sub-IR 2.3.2: Access to Quality Education Programs Increased

Partnerships that received funding for education initiatives increased access to safe learning opportunities, focusing particularly on equity of access. Activities focused on increasing access to and the quality of pre-school, primary, and post-primary education, and improving the physical and educational environment to promote safe access. Examples of these alliances were the scholarships for girls project, implemented by *FUNDAP*, and the project for primary completion implemented by *FUG*. For the last two years of *Alianzas*, we focused our alliance-building efforts on partnerships for the following types of activities.

Expected results:

- 4,340 boys and girls receiving lower secondary school and upper secondary school scholarships
- 2,198 education students receiving post-secondary and university scholarships
- 5,814 students in non-traditional or flexible basic education or technical education or after-school enrichment programs
- 48 classrooms or technology rooms equipped with computers
- 827 classrooms repaired

- **Scholarships for boys and girls in lower secondary and upper secondary schools**. Individual scholarships for secondary school helped students in poor families stay in the school system. This assistance included a stipend to substitute for the labor or earnings that older students were expected to contribute to their families, transportation to schools located far from the students' communities, books and supplies and tutoring to strengthen learning and technical skills that do not meet required standards. Home visits, school accompaniment and tutoring played an important part to keep these youth in school. For example, the Coatepeque Rotary Club scholarship program funded rural female students to attend cooperative high schools in Quetzaltenango. The *Fundación Estrella de Mar* (Starfish Foundation) funded more than 200 indigenous girls from rural communities to attend secondary school, with support from female mentors on leadership skills.
- **Extra-curricular and vocational training and tutoring programs.** *Alianzas* supported several partnerships with the private sector that provided supplementary tutoring and education for students who were over-age for their grade level or ill prepared for upper primary or secondary education. These programs developed basic skills such as literacy and numeracy and used leveraged funds to provide training for job-related skills that enabled students to perform in technical, technological, and scientific fields. For example, as part of their leverage funds in their comprehensive program, *Camino Seguro* provided scholarships for children and youth, a literacy program for adults, entrepreneurship opportunities, and early childhood care centers. *Camino Seguro* also provided assistance to students on their homework and hands-on learning activities designed to reinforce basic primary school concepts through the educational reinforcement program. Participants could join arts, music, and English language classes; participate in sports and recreational activities; and

attend violence prevention counseling. In addition, participants could take typing and computer classes to improve their social and life skills. The *Asociación de Organizaciones de los Cuchumatanes* (ASOCUCH, Association of Organizations of Los Cuchumatanes) scholarship program also provided training for youth to prepare them for the workforce. The training areas included basic electricity, tailoring, dressmaking, haircutting, car mechanics, beautician, carpentry, maintenance and computer repair, and handcrafts. Under the *Alianzas*-sponsored scholarship program with *Fundación Guatemalteca de Promoción Humana* (FGPH, Guatemalan Foundation for Human Promotion), students in elementary, middle, and high school received personal monitoring and developed job-related skills such as English, computers, electronics, computer maintenance, and other skills as needed. Students in *Fundación Raxche'*s "Building my Future" project participated in technical courses such as baking, masonry, electricity, plumbing, tailoring, developing tourist guides, fruit growing, and others. The courses helped students prepare for employment in a broad range of fields.

- **Scholarships for post-secondary education**. *Alianzas* funded partnerships that supported post-secondary scholarship programs for teaching majors for indigenous and disadvantaged youths. The post-secondary scholarships program enriched academic programs, incorporating additional life competencies and job-related skills, such as leadership/entrepreneurship, information technology, and English language training. The *Fundación Juan Bautista Gutiérrez* (FJBG) higher education scholarship program facilitated access to quality advanced education for young men and women with leadership capacity and academic potential, but with financial limitations that prevented them from obtaining a university education. The scholarship included: university fees, enrollment, textbooks, English classes, room and board, and a stipend, as well as a comprehensive values and volunteer program.
- **Information technology for teachers and students.** Partnerships to support increased access to information technology included provision of computers and other technology, including projection and reproduction materials; construction and equipment of science labs; and teacher training. Partnerships to support an improved learning environment took into consideration and built in provision for maintenance of equipment and improvements made. FUNSEPA was a major partner for this activity. In partnership with *Alianzas*, *Asociación COED* provided computers, technical equipment and computer laboratory furniture and other materials for eight schools. *Asociación COED* also trained principals, teachers, students, and parents on how to properly use this equipment, and provided pedagogical supervision and coaching to teachers so they could use the technology as an effective teaching and learning tool. Student received training using a curriculum that consisted of 100 lessons covered over a 3-year period. When students completed the lessons, they took Microsoft's computer literacy standardized test to receive certification.

- **Refurbishment campaigns.** Under the Reconstruction component, partnerships focused on improving facilities to increase student safety and environmental hygiene. This included activities such as installation of water and sanitation infrastructure, improvement or construction of bathrooms and kitchens, construction of walls to increase students' safety, or installation of light fixtures. Alliances with key partners in the construction industry, including cement companies; building contractors; and painting companies, resulted in cash and in-kind donations of construction supplies and services. Other private sector donors with interests in specific geographic areas provided cash contributions. Municipalities, the community and mayors also contributed materials or services, such as rewiring of electrical systems. A major partner for this activity was TIGO as a part of their *Escuelas del Milenio* (Millennium Schools) program, for which *Alianzas* provided funding for technical assistance for teacher training while TIGO funding school refurbishments.

D. Small Grants Component

In November 2010, RTI was awarded Modification No. 4 to the *Alianzas* CA to manage the Small Grants Program, with the purpose of implementing an effective mechanism for supporting grassroots organizations in underserved areas to improve the lives of people in poor, remote communities. In Guatemala, the USG-sponsored Small Grants Program allowed the USAID Mission and the U.S. Embassy to use streamlined procedures to finance quick-impact development activities and provide an agile and effective response to community needs, in response to the dozens of unsolicited requests received monthly from different community-based groups. The program was demand-driven, responding to the short-term needs of communities with limited access to public, private, or donor funding. Unlike the core *Alianzas* program, the Small Grants Program did not incorporate any outreach campaign or call for proposals, and RTI did not generate grant proposals apart from those that USAID or the US Embassy identified for the program.

The overall goal of the Small-Grants Program was to support groups working to improve the lives of citizens in underserved communities throughout Guatemala. The purpose was to resolve specific, self-identified problems in underdeveloped communities through small grants. The objectives were to

1. Finance small development activities, to respond to immediate needs of poor Guatemalans in ways that contribute to improvements in the economic livelihoods, education, health, governance and stability of targeted communities.
2. Contribute to promoting better understanding of the USG and its development assistance through people-level impact activities.

The program supported all three of USAID/Guatemala's strategic objectives (SOs), SO 1: More Responsive, Transparent, Governance; SO 2: An Open, Diversified, Expanding

Economy; and SO 3: Healthier, Better Educated People. Grant projects contributed to improving beneficiary communities and to the specific goals assigned by each SO team.

Originally, the Small Grants Program was planned to be implemented over a two-year period, to fund approximately 25 small projects per year, ranging in size from US$2,000 to US$20,000. However, the program was closed after one year of implementation per USAID request, after funding 12 grants to improve economic livelihoods, education, health, governance and stability of communities.

The full final report for the Small Grants component is available in a separate document.

E. Reconstruction Component

On May 27, 2010, the Pacaya Volcano erupted, causing ash and debris to cover the departments of Guatemala, Escuintla, and Sacatepéquez, as well as areas in other departments, and forcing the closure of the Guatemala International Airport and the evacuation of more than 2,000 people. Two days later on May 29, 2010, tropical storm Agatha revealed the vulnerable conditions of Guatemala once again, especially in rural areas, which were the most affected by flooding and mudslides.

USAID supported the GOG's reconstruction efforts through the establishment of a basic infrastructure project incorporated into the *Alianzas* CA. The geographic focus of the new reconstruction component centered on the regions most affected by tropical storm Agatha and the Pacaya Volcano eruption (e.g., Sololá, Zacapa, and Sacatepéquez). The program implemented activities within municipalities identified by the GOG as high priority, including San Lucas Tolimán and Sololá. Based on a comprehensive health and education post-disaster assessment developed by the GOG, *Alianzas* rebuilt, furnished, and equipped primary healthcare facilities and schools, and also restored access to water and sanitation systems. USAID-supported efforts complemented the GOG's reconstruction plan; thus all activities were coordinated with the appropriate GOG institutions (*Coordinadora Nacional para la Reducción de Desastres* [CONRED, National Coordinator for Disaster Reduction], MOE, and MOH) to ensure that the government would have the resources to manage and operate health/education facilities rebuilt with USAID resources.

Program activities were implemented through the establishment of strategic alliances with other donors, private sector organizations and national and international organizations. By the end of the *Alianzas* project, 150 schools and 28 health care facilities were rebuilt, repaired, and fully furnished, with all services working properly. A total of 178 water systems were rebuilt or repaired, and 38,822 children obtained access to a safe and healthy school.

III. Challenges

Below we describe key challenges faced over the life of the *Alianzas* program.

Changes in technical and geographic scope and program budget. Modification 15, described previously which realigned the program with the new Mission CDCS, created significant challenges for the program team. Specifically, many of the previously approved grants, for which implementation was already underway, had to be renegotiated with partners so that they would move their activities to the Highlands or suspend their activities elsewhere. This process took several months, after which partners had to start over to re-launch their activities (such as *Funcafé* and WINGS). In addition, since all USAID health partners were making the same move, close coordination was needed to ensure that activities and investments were not duplicated and there was no double-counting of beneficiaries or leverage.

Staff turnover and management team size. As described in ***Section I.B***, the size of the team expanded and contracted over the life of the program in accordance with the number of components being managed and in response to budget reductions. The management team was intended to be lean, primarily to minimize management costs in accordance with the CA restriction on the percentage of funds that could be allocated to management. The team also experienced a high rate of turnover, with several staff leaving the program for other longer-term opportunities as the program drew closer to the end. USAID counterparts also changed during the life of the program—with three different Agreement Officer Representatives (AORs) overseeing the program in less than 5 years.

In contrast to the USAID investment of about $20.5 million, the entire *Alianzas* portfolio was worth about $55.8 million, given the leverage requirement. Thus, staff were managing a portfolio that was quite large with a technical team and grants management team that not only turned over completely but reduced in size over the life of the program. This arrangement limited the ability to provide consistent technical assistance and oversight to the many grantees, and it also restricted response times for review and approval of program documents and deliverables.

Leverage achievement. The 2:1 leverage requirement for *Alianzas* program (described in ***Section I.C*** above) proved difficult to reach, in comparison to the previous program. Under *Alianzas 1*, the Guatemala program raised nearly US$3 for every US$1 of US investment in grants, which was a significant accomplishment for the first program of its kind in the country. Due to the success of this first effort, USAID raised the bar for leverage for *Alianzas 2*. Although the 2:1 requirement still stood, now the team needed to leverage the entire award amount, not only the amount invested in grants. This proved significantly difficult, primarily because private sector partners preferred to invest in activities rather than in management costs like staff salaries.

Another challenge came from the geographic shift in 2012. When partners shifted their activities into the Western Highlands, some activities were ended early, which eliminated their related leverage. In addition, since all USAID health partners were moved to the

area as part of the Western Highlands Integrated Program (WHIP), the limited pool of private sector partners interested in investing in the region were thus courted by all USAID projects which have a leverage or cost share component.

A final challenge with leverage resulted from a decision made by USAID after the 2013 USAID Regional Inspector General RIG audit of the *Alianzas* program to remove approximately US$2 million in leverage obtained as a part of the Reconstruction component. This amount was previously reported as leverage for schools that were refurbished using only partner funds (no USAID investment), but were not included in the program's environmental monitoring plan. The audit determined that these sites should have been included in the plan in order to be considered as leverage, in accordance with 22 CFR 216. This reduction in overall program leverage at such a late stage of program implementation significantly reduced the leverage achievement, given the limited amount of funding and time available to issue new grants and secure new leverage commitments to make up for the loss.

Capacity of local partners for financial and technical management. The administration of the *Alianzas* program required partners to learn regulations and procedures of USAID and RTI. The process of supporting and monitoring subgrantees for financial and administrative compliance, as well as technical implementation and monitoring and evaluation support, was time consuming. From the outset, many partners required significant support for their proposal submission, especially in terms of submitting detailed line item budgets and demonstrating the additionality that their program provided. During implementation, partners needed close supervision and mentoring on report formats and submission (both technical and financial) and on M&E of their projects in accordance with USAID indicators and guidelines. Smaller grants required essentially the same amount of support as the larger grants. *Alianzas* provided this oversight and support, and conducted biannual partner training events as outlined in ***Section II.A***; however, the capacity building was considerably time-consuming in light of the staffing challenges outlined above.

M&E challenges. M&E of a private sector alliances program such as *Alianzas* poses some inherent challenges. As typical for USAID projects, the PMP was designed in the first quarter after award, with indicators and targets aligned with the overall goals set forth by USAID. All of this took place before any alliances were finalized, however, making it impossible to predict which kinds of project proposals would be received or what types of activities private sector partners were willing to fund. Thus, some indicator targets were significantly overachieved (such as number of children who received an immunization service: 18,684 were reached although the original target was only 2,300). Other indicators were difficult to accomplish, especially once the program's geographic target was shifted in 2012. For example, the number of couple years of projection (CYPs) distributed barely achieved 50% of the set target as a result of all USAID FP funding shifting to the Western Highlands. Specifically, this shift and the concentration of all FP

funds in the same zone made it difficult to count our partners' accomplishments without double counting work and impact achieved under other projects.

Management costs were kept minimal during the design and implementation of the project. In doing so, however, funds were not allocated to conduct any significant evaluations. Therefore, to monitor project effectiveness and impact, in some instances, evaluations of individual projects were covered by the grantee budgets and in-house staff. This demand on the project's M&E staff limited their availability to design and implement other studies. Additionally, in hindsight, depending on grantees to conduct their own evaluations limited the quality of the evaluations, evidenced by the reading assessments of 2013-2014.

Alianzas worked during 2013 with six partners that were members of the Reading Consortium, in which each partner strengthened teaching methodologies to improve reading outcomes in accordance with individual project descriptions approved by USAID. In response to USAID's request to measure reading skills, which was incorporated in Modification 15 of the *Alianzas* CA at the end of 2012, these partners agreed to assess their students reading performance in school years 2013 and 2014 using the CBA methodology. This methodology aimed to ascertain the percentage of students with reading skills that meet standards in accordance with their school grades, as defined by the MOE.

In March 2013, *Alianzas* partners and staff participated in a training program led by the USAID/*Reforma en el Aula* team regarding the application of the CBA as an assessment tool, including the sampling methodology needed. Partners then returned to their schools and applied the CBA as a pre-test to a sample of the students, providing results to the *Alianzas* team, which were then reviewed by an external local consultant.

Upon review of the results from the pre-test conducted by each partner, it was clear that the strategy of randomly sampling students for the CBA pre-test was not correctly implemented by four of the six partners. Thus, although the results do provide us with data for tested students, the results were not statistically representative of the partner's schools or generalizable to the larger *Alianzas* program. Therefore, *Alianzas* was not able to report any results for the indicator related to the number of children reading. Since it was so close to the end of the life of the program, USAID requested that in lieu of redoing the evaluation, resources should be redirected to train teachers in the correct use of the CBA tool and in ensuring its administration on a routine basis. In addition, *Alianzas* developed a set of videos that demonstrated application of the assessment for teachers to use in the classroom.

Budget uncertainty. The design of the *Alianzas* program, in conjunction with budget uncertainty and cuts, created some significant challenges over the life of the program. The CA set forth an expected percentage of funding that was to be spent on alliances (grants funding) over the life of the program, with the remainder allocated for management funds. At the outset, RTI created a management approach and staffing

structure that assumed all funding would be received. In the second year of the program, USAID initiated verbal discussions with RTI indicating that there would be a significant cuts to the program budget ceiling, in conjunction with the shift in geographic focus. Once the budget cut was communicated, RTI needed to make significant cuts to the staffing structure and management approach in order to ensure that we would finish the program with the appropriate percentage of funding allocated for alliances. While waiting for official communication on the final budget amounts, the team was constrained for several months in the ability to negotiate new projects or make progress toward indicator targets given that team was unsure of how much funding was available and from which funding stream. Once the new CDCS was in place and the CA was modified, RTI was able to submit an updated PMP with some revised indicator targets. Nevertheless, the budget uncertainties put the project behind and it was left in a state of "catch up" for the duration.

Challenges with receiving USAID guidance and approval in a timely fashion. Use of the TRC (as described in ***Section II.A***) ensured that *Alianzas* projects were approved by USAID and in accordance with program priorities. However, this mechanism sometimes led to delays in getting projects approved and launched. The multiple funding streams (e.g., health, education, HIV, governance, etc.) sometimes required review from multiple offices within USAID, which delayed review and approval of project concept papers and proposals. In some instances, guidance on the kinds of projects that were eligible was unclear due to changing priorities within the Mission (such as with HIV funding or with university scholarships), which delayed approval while proposals were modified and resubmitted. In other instances, staff turnover within the Mission or general workload led to delays that significantly impacted implementation, such as when education projects were not able to launch before the beginning of the 2013 academic year. Integration was key to *Alianzas*' design and successful implementation but to prevent delays future projects could benefit from a more streamlined and efficient USAID inter-office process for approval of grants.

Social protests and natural disasters. Beyond the control of either USAID or *Alianzas,* social issues and protests and natural disasters disrupted implementation multiple times over the life of the program. For example, MOE budget constraints delayed the launch of the academic year in 2011. Protests and roadblocks in the main highways and in the city due to mining rights and exploitation, hydroelectric construction, stolen electricity, and violence and insecurity issues caused reprogramming of activities and onsite visits. In other instances, labor strikes in the MOH, caused by the cancelation of contracts with NGOs that implement the PEC, led to the cancellation and postponement of some activities among partners that work at the community level since our partners coordinate the workshops, counseling sessions, and service provision with these NGOs. Training and monitoring activities were affected by teacher strikes and various non-academic activities held in schools (such as elections, where schools were closed for two weeks to serve as polling stations). Participation levels in community-based activities dipped during

elections, as some people avoided gathering in groups to evade suspicions of active political participation, and others were obliged to attend the government's conditional cash transfer program activities instead of other events. Turnover in local authorities after elections restarted some of the alliance negotiation processes.

Natural disasters took a toll on the program implementation as well. The most significant events were the Tropical Storm Agatha and Pacaya Volcano eruption in 2010, which significantly damaged many homes, schools, and health facilities. Heavy rainy seasons in some areas caused land and mudslides that destroyed roads and made some places inaccessible. An earthquake that impacted 3 out of the 5 targeted departments in 2014 damaged several schools and caused classes to be suspended. A prolonged drought in 2014 caused food insecurity in many *Alianzas* areas. Many students were affected and had to attend classes on an empty stomach thus potentially impacting their concentration and academic performance.

IV. Lessons Learned and Recommendations

As of this writing, the status of education and health programming in Guatemala is in flux as an election year draws near (in 2015). USAID funding for health and education in Latin America is decreasing, and overall development budgets are being squeezed in the global economic climate. Thus, it is an opportune time for USAID to evaluate the role of public-private partnerships in improving the access and quality of health and education services for the Guatemalan people and to identify best practices and new opportunities for the future. This should include leveraging local partners' reputations and standing among beneficiary communities and within each key strategic sector. Considering the uncertainty of the current environment, a program is more likely to be successful if it strategically utilizes alliances that include long-standing, neutral, trustworthy, and efficient partners as integral and visible members.

The two phases and nearly 10 consecutive years of *Alianzas* programs in Guatemala demonstrated that private sector alliances could be successfully built and could leverage significant funding for education and health. By collaborating with corporate foundations and NGOs, and involving respected companies as funding and IPs, *Alianzas* continued to move the private sector from focusing on periodic philanthropic activities mainly in education, to longer-term, social investments in integrated education and health projects as well as in HIV/AIDS and reconstruction. For many corporate funding and IPs, this was their first experience working with USAID, and *Alianzas* served an important role in forming this working relationship and bringing the private and public sectors together.

Key lessons learned under *Alianzas* can be applied to future alliance-building programs, whatever the country or context. These lessons are described below.

Integrate technical projects and implement comprehensive approaches to achieve greater impact. Developing alliance projects that integrated several different education and health activities gave beneficiaries a more accessible and broader spectrum of services. It also promoted private sector investments in new or less traditional areas, including those that require longer involvement before improvement and change are noticeable. Besides encouraging private sector partners to invest in new areas, integrated activities supported by *Alianzas* stimulated knowledge transfer among IPs and cross-fertilized innovations in their projects.

Within each technical sector, *Alianzas* partners recognized the increased impact that can be achieved by comprehensive projects—such as education projects that couple donation of materials and supplies with pedagogical support and capacity building, or HIV/AIDS projects that use the combination prevention approach to address HIV prevention within the workplace setting. Partners noted that this complementary approach can enhance the quality of their corporate social responsibility programs and enrich the results they achieve with their beneficiaries.

Ensure adequate staffing for managing and IPs. Some IPs are much more mature and experienced than others in alliance building and project development and implementation. Those that lack experience require much more capacity building and hands-on assistance during all stages of alliance building and project implementation, from the technical as well as from the financial and administrative perspective. This factor has staffing implications for the managing partner in future alliance-development programs, especially those that aim to involve a wider range of IPs, such as CBOs or CSOs. Sufficient staff (and the corresponding budget) should be allocated to support technical assistance needs—as well as M&E, and financial management capacity building and support. IPs should also consider the additional staffing needs required to provide technical oversight to comprehensive, integrated programming.

Implement high-quality M&E approaches and evaluation methods to improve strategic planning and project implementation. A lesson learned from the first *Alianzas* program was the importance of having dedicated M&E staff on the core team (rather than M&E consultants) to provide technical assistance to IPs and ensure quality of data collection systems and reporting. In *Alianzas 2*, RTI integrated an M&E team to provide this technical assistance and oversight. However, the program fell short of having adequate funding for evaluations and studies, as a critical factor for program success is the integration of evaluation tools such as CBAs, KAP studies, and other tools that produce relevant data for partners to inform their technical strategies and aid them in targeting the most vulnerable beneficiaries. In some cases, baseline studies provided a starting point for developing plans and approaches to address weaknesses and to strategize a response. Sufficient funding to integrate this successful approach into all alliances will demonstrate that private sector partners can evolve beyond simply tracking outputs and dollars spent, and can begin implementing projects based on evidence that they themselves can generate.

Provide clear expectations for scopes of work and evaluation criteria. Each potential alliance partner—in addition to USAID—had its own social responsibility agenda, set of objectives, and timeline. To build successful alliances, it is important to carefully identify what motivates and interests each partner, and take that into account. To elaborate: Critical steps in establishing an alliance are (1) to clearly outline each partner's expected contributions and scope of work, and (2) to define and plan evaluation criteria from the start. Once these expectations and criteria are in place, necessary adaptations and changes should be transparently communicated so that partners can adjust together. Each partner has its own mode of operations and the alliance, within reason, should be flexible and adapt as much as possible to the operating needs of each partner. Forcing adaptation without clear communication can be risky for alliance sustainability. Trust and relationships in alliance building begins with individuals and is most effective when supported from the top down.

Planning for long-term implementation with realistic results. Alliances should be established so that partners can maintain or even build their commitment over the long term, allowing them to invest and participate in Guatemala's development as good corporate citizens alongside government, donors, NGOs, traditional authorities, and other stakeholders. This requires development of technical objectives and plans with a long-term development focus, with expected results that are in alignment with the plan. As the private sector moves beyond one-off donations to comprehensive development approaches, their strategic plans may not coincide with the standard USAID project cycle. Partners with disparate funding cycles should plan their alliances carefully so that expected results are realistic within the confines of the partnership. Shorter time frames do not lend themselves to impact measurement, while projects with a longer time horizon may conflict with funding and reporting cycles. Keeping these aspects in mind during alliance building will allow for more transparency among partners and clearer expectations.

The private sector in Guatemala is highly engaged and motivated to invest in social development programs, demonstrated through two cycles of USAID funding in which the leverage achievements vastly exceeded expectations. USAID and the private sector, with clear communication, planning, and cooperation, can have an impact on development in Guatemala by pooling resources and working hand in hand.

V. Annexes

Annex A: Alianzas Partners List

No.	Partner Name	Type of partner	Intervention Focus
	Businesses		
1	Asociación de Azucareros de Guatemala-ASAZGUA	Funding/PSAG	Maternal Child Health
2	Asociación Guatemalteca de Exportaciones -AGEXPORT	PSAG	Private Sector Strengthening
3	Asociación Nacional del Café- ANACAFE	Funding/PSAG	Reproductive Health/ Nutrition/Teacher Training
4	Bananera Nacional - BANASA	Funding/Implementing	Maternal and Child Health Program
5	Banco de Desarrollo Rural -BANRURAL	Funding	Teacher Training
6	Banco de los Trabajadores -BANTRAB	Funding	School and Health Infrastructure Refurbishment
7	Cámara de Comercio	PSAG	Private Sector Strengthening
8	Cámara de Construcción	PSAG	Private Sector Strengthening
9	Cámara de Finanzas	PSAG	Private Sector Strengthening
10	Cámara de la Industria	PSAG	Private Sector Strengthening
11	Cámara de Turismo	PSAG	Private Sector Strengthening
12	Cámara del Agro	PSAG	Private Sector Strengthening
13	Cámara Empresarial de Comercios y Servicios	PSAG	Private Sector Strengthening
14	Cargo Expreso	Funding	Teacher Training
15	Cemaco	PSAG	Private Sector Strengthening
16	Centro para la Acción de la Responsabilidad Social en Guatemala - CENTRARSE	PSAG	Private Sector Strengthening
17	Chevron Guatemala, Inc.	Funding	School and Health Infrastructure Refurbishment
18	Comité Coordinador de Asociaciones Agrícolas, Comerciales, Industriales y Financieras -CACIF	PSAG	Private Sector Strengthening
19	Compañía Guatemalteca de Níquel - CGN	Funding	Job Related Skills Scholarships
20	Consejo de Fundaciones, Empresas e Institutos de Guatemala -CEFI	PSAG	Private Sector Strengthening
21	Corporación Multi Inversiones - Fundación Juan Bautista Gutiérrez	Funding	Higher Education Scholarships
22	CPS Logistics	Funding/Implementing	Textbook Delivery
23	Distribuidora Mariscal	Funding	Health Posts Equipment
24	Editorial Piedra Santa	Implementing	School Intervention
25	Emisoras Unidas	Funding	School Intervention

No.	Partner Name	Type of partner	Intervention Focus
26	En Vivo Producciones	Funding	School and Health Infrastructure Refurbishment
27	Federación de la Pequeña y Mediana Empresa -FEPYME	PSAG	Private Sector Strengthening
28	FedEx	Funding/Implementing	Textbook Delivery
29	Finca San Diego	Funding	HIV/AIDS Prevention
30	Francis Dávila D.J.	Funding	School and Health Infrastructure Refurbishment
31	Grupo Almo	Funding	Textbook Delivery
32	Grupo Diveco / Camas Olympia	Implementing	School and Health Infrastructure Refurbishment
33	Grupo TIGO	Funding/PSAG	School Refurbishment and Teacher Training
34	Grupos Gestores	PSAG	Private Sector Strengthening
35	GUATEVISION	Funding	Sexual and Reproductive Health
36	Gustavo Molina y Cia.Lta	Funding	Textbook Delivery
37	HidroXacbal/Grupo Terra	Funding	School and Health Infrastructure Refurbishment
38	School the World	Funding	Teacher Training/ school infrastructure/ educational materials
39	Hotel Casa Santo Domingo	Funding	School Refurbishment/Computer labs
40	Hotel Princess Reforma	Funding	Health Posts Equipment
41	Jaguar Energy	Funding	School and Health Infrastructure Refurbishment
42	Kimberly Clark	Funding	Teacher Training
43	Proyectos Modernos de Ingeniería PREMISA	Funding/Implementing	School and Health Infrastructure Refurbishment
44	Puerto Quetzal Power – PQP/AEI Guatemala, Ltda.	Funding	School and Health Infrastructure Refurbishment
45	Radio Corporación Nacional -RCN	Funding	School Intervention
46	Sistemas y Servicios de Ingeniería SSI	Funding/Implementing	School and Health Infrastructure Refurbishment
47	Telefónica	Funding	Basic Education Scholarships
48	TEXACO Guatemala	Funding	School Refurbishment
49	Gandara & Asociados	Implementing	School and Health Infrastructure Refurbishment
50	Vital Voices	Funding	Reproductive Health
51	Asociación de Colegios Privados	Funding/Implementing	Textbook Delivery
52	Canales 3 y 7	Funding	Reproductive Health Campaign

No.	Partner Name	Type of partner	Intervention Focus
53	Uni Super	Funding	School Refurbishment
54	Unopetrol Guatemala	Funding	School and Health Refurbishment
55	Walmart de Centroamérica	Funding	Teacher Training
	Corporate Foundations		
56	Asociación Camino Seguro	Funding/Implementing	Basic Education Scholarships
57	Asociación de Abogados Mayas	Implementing	Mayan Land Legal Registration
58	Asociación de Desarrollo Sostenible Permacultural -ASODEP	Implementing	Food Security
59	Asociación de los Cuchumatanes ASOCUCH	Funding/Implementing	Basic Education Scholarships
60	Asociación Estrella de Mar	Funding/Implementing	Basic Education Scholarships
61	Asociación de Productores Independientes de Banano APIB	Funding/Implementing	HIV/AIDS Prevention
62	Asociación Ixmucane	Funding/Implementing	Basic and Secondary Education Scholarships
63	Asociación Eurocine	Funding/Implementing	HIV/AIDS Prevention
64	Asociación Pro Bienestar de la Familia - APROFAM	Implementing	Reproductive Health
65	Casa Sito Association	Implementing	Job Related Skills Training
66	Club Rotario Coatepeque	Funding/Implementing	Basic Education Scholarships
67	Club Rotario de Escuintla	Funding/Implementing	School and Health Infrastructure Refurbishment
68	Club Rotario Guatemala de la Ermita	Funding	School and Health Infrastructure Refurbishment
69	Club Rotario Guatemala del Este	Funding	Basic Education Scholarships
70	Club Rotario Guatemala del Valle	Funding/Implementing	School Refurbishment
71	Club Rotario Las Américas	Funding	Textbooks Delivery
72	Club Rotario NordEste	Funding	Basic Education Scholarships
73	Fundación Azteca	Funding	School Refurbishment/Computer labs
74	Fundación Asturias Maldonado	Funding/Implementing	Basic Education Scholarships/ Educational Materials
75	Fundación BK Becas	Implementing	Basic Education Scholarships
76	Fundación Carlos F. Novella	PSAG	Private Sector Strengthening
77	Fundación del Azúcar - FUNDAZUCAR	Funding/Implementing	Maternal Child Health Program
78	Fundación del Café - FUNCAFE	Funding/Implementing	Reproductive Health/Teacher Training/Nutrition
79	Fundación Juan Bautista Gutiérrez	Funding/Implementing	Higher Education Scholarships

No.	Partner Name	Type of partner	Intervention Focus
80	Fundación Sergio Paiz Andrade-FUNSEPA	Funding/Implementing	School Refurbishment/Computer labs
81	Fundación TIGO	Funding/Implementing	School Refurbishment/Teacher Training/Disaster Relief Activities/Textbooks Delivery
	National and International NGOs		
82	Conservation Imaging Inc.	Implementing	Environmental Preservation
83	Cooperación para la Educación - COED	Funding/Implementing	Textbooks Delivery/Computer Labs/Teacher Training
84	Coordinadora de Asociaciones de Desarrollo Integral del Suroccidente de Guatemala -CADISOGUA	Funding/Implementing	Entrepreneurship Training
85	Empresarios por la Educación	Implementing	Textbooks Delivery
86	Fondo Unido de Guatemala - FUG	Funding/Implementing	School Refurbishment/Computer Labs/Scholarships
87	Fundación para el Desarrollo - FUNDAP	Funding/Implementing	Scholarships for girls, community health workers trainings, MCH and nutrition services
88	Fundación Raxché	Funding/Implementing	Job Related Skills Scholarships
89	Child Fund	Funding/Implementing	Family Planning/ Reproductive Health/ MNH
90	Medical Teams International	Funding/Implementing	MNH/ MCH
91	Population Council	Funding/Implementing	Reproductive Health
92	Fundación Fernando Iturbide	Funding	HIV/AIDS Prevention
93	Fundación Rozas Botrán	Funding	HIV/AIDS Prevention
94	Fundación Rose –Comité Todos por el Lago	Funding/Implementing	Stoves/Water Filters
95	Hearts and Hands	Funding	School Refurbishment/Textbooks Delivery
96	World Vision	Funding/Implementing	Teachers Training/ Educational Materials
97	Hospicio San José	Funding	HIV/AIDS Prevention
98	Iglesia de Jesucristo de los Santos de los Últimos Días	Funding	School Intervention
99	Helps International	Funding/Implementing	Nutrition and Food Security
100	Interdem	Implementing	Family Planning/ Reproductive Health
101	Instituto de Salud Incluyente - ISIS	Funding/Implementing	Maternal and Child Health Program
102	Jóvenes Arriba	Implementing	Higher Education Scholarships
103	Asociación Centro Maya para la Educación, Bienestar y la Asistencia Rural - ACEBAR	Implementing	Basic Education Scholarships

No.	Partner Name	Type of partner	Intervention Focus
104	Project C.U.R.E.	Funding	School and Health Infrastructure Refurbishment
105	Planned Parenthood	Funding	Reproductive Health
106	Pueblo a Pueblo	Funding/Implementing	Basic Education Scholarships
107	TAN UXIL	Funding/Implementing	Reproductive Health
108	Women's International Network for Guatemalan Solutions- WINGS	Funding/Implementing	Reproductive Health
	Basic Education Centers		
109	Escuela Oficial de Párvulos Anexa a EORM No. 49	Implementing	School Equipment
110	Escuela Oficial de Párvulos No. 69	Implementing	School Equipment
111	Escuela Oficial Urbana Mixta No.850	Implementing	School Equipment
112	Fundación Guatemalteca de Promoción Humana San Judas Tadeo	Funding/Implementing	Basic Education Scholarships
113	Instituto Privado Guatemala de la Asunción Villa Nueva	Funding/Implementing	Basic Education Scholarships
	Universities		
114	Universidad Rafael Landívar - URL	Funding/Implementing	Higher Education Scholarships
115	Universidad Del Valle de Guatemala - UVG	Funding/Implementing	Higher Education Scholarships
	Government Partners		
116	Consejo Nacional de Ciencia y Tecnología -CONCYT	PSAG	Private Sector Strengthening
117	Ministerio de Educación	PSAG	School intervention
118	Ministerio de Gobernación	PSAG	Private Sector Strengthening
119	Ministerio de Salud y Asistencia Pública Social	PSAG	Health
120	Secretaría de Seguridad Alimentaria y Nutricional	PSAG	Nutrition and Food Security
121	Ministerio de Desarrollo	PSAG	Social Development
	International Community		
122	Kingdom of the Netherlands Embassy	Funding	Basic Education Scholarships
123	United Nations Population Fund UNFPA	Funding	Reproductive Health/Family Planning

No.	Partner Name	Type of partner	Intervention Focus
	USAID Partners		
124	PASMO	Reproductive Health Alliance	Reproductive Health/Family Planning
125	URC - USAID/Nutri Salud	Reproductive Health Alliance	Reproductive Health/Family Planning
126	USAID HEPP	Reproductive Health Alliance	Reproductive Health/Family Planning
127	USAID/HCI	PSAG	Private Sector Strengthening

Annex B: PMP Summary Table of Indicators and Results

Indicators	LOP Target	Results						% LOP Execution
		Fiscal Year 2010 Results	Fiscal Year 2011 Result	Fiscal Year 2012 Result	Fiscal Year 2013 Results	Fiscal Year 2014 Results	Total	
DO.2: A More Equitable Society with Improved Levels of Economic Growth and Social Development in the Western Highlands								
LLR. 3.1.3: Private sector alliances developed and civil society engagement in quality health and education at the national and local levels								
2.A Number of thematic alliances established with the private sector for increase social sector investments in the Western Highlands.	16	4	5	0	7	2	18	113%
2.B Number of NGOs trained in alliance-building skills and/or mentored to work with the private sector.	80	61	14	2	6	2	85	106%
2.C Amount of cash contributions leveraged from partners.	$ 20,635,235	$ 781,838	$ 4,360,414	$ 6,661,294	$ 3,987,596	$ 5,391,298	$ 21,182,440	103%
2.D Amount of in-kind contributions leveraged from partners.	$ 20,635,235	$ 663,083	$ 1,964,606	$ 2,373,251	$ 5,255,603	$ 3,812,175	$ 14,068,718	68%
Health								
IR 2: Access to and Use of Sustainable Quality Health Care and Nutrition Services Expanded								
SUB IR 2.2.1: Adoption of improved health practices expanded								
2.2.1.A Number of people who have seen or heard a specific USG-supported FP/RH message.	1,353,383	0	242,489	850,894	76,475	1,308,393	2,478,251	183%
2.2.1.B Number of mass-media campaigns designed to create awareness and educate the population about topics such as FP, RH, MCH and MNH.	2			1	1	2	4	200%
2.2.1.C Number of women of reproductive health (14-49) and children ages (0-23 months and 24-59 months) reported to be using an MCH service.	200,000	0	38,384	71,083	47,507	45,034	202,008	101%
* 2.2.1.D Number of children who received an immunization service.	2,300	0	0	800	7,855	10,029	18,684	812%
2.2.1.E Number of newborns receiving essential newborn care through USG-supported programs.	1,270	0	29	587	1,168	1,969	3,753	279%
* 2.2.1.F Number of individuals counseled and educated on child health prevention.	50,000	0	0	25,686	34,648	31,819	92,153	184%
* 2.2.1.G Number of women and children reported to be using program services that address growth monitoring, promotion of improved feeding, clean water, and hygiene and sanitation practices.	200,000	0	917	71,083	49,983	50,511	172,494	86%
2.2.1.H Liters of drinking water disinfected with USG-supported point-of-use treatment products.	40,000,000	0	9,000,000	24,152,740	7,899,120	2,160,000	43,211,860	108%
2.2.1.I Number of MARPs reached with individual and/or small group-level preventive interventions based on evidence and/or that meet the minimum standards required.	15,000				2,066	14,960	18,228	122%
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.		0	0	1,202				

Indicators	LOP Target	Results						% LOP Execution
		Fiscal Year 2010 Results	Fiscal Year 2011 Result	Fiscal Year 2012 Result	Fiscal Year 2013 Results	Fiscal Year 2014 Results	Total	
2.2.1.J Percentage of MARPs who reported having used a condom in the last sexual intercourse.	10% increased over the baseline	0%	0%	0%	0%	20%	20%	200%
SUB IR 2.2.2: Availability of sustainable and culturally adapted health care and nutrition services expanded								
2.2.2.A Couple years of protection (CYP) in USG-supported programs.	200,000	0	45,791	42,709	7,096	13,338	108,935	54%
2.2.2. B Number of counseling visits for FP/RH as a result of USG assistance.	155,000	0	44,072	81,014	46,447	30,558	202,091	130%
2.2.2. C Number of community health workers trained to provide C-IMCI.	1,500	0	0	0	1,629	609	2,238	149%
LLR. 3.3.2 Improved quality and expanded access to family planning/reproductive and maternal child health information, education, counseling and services								
Number of people trained in FP/RH with USG funds.	30,000	0	3,251	12,911			16,162	54%
Number of deliveries with skilled birth attendant (SBA) in USG-assisted programs.	1,200	0	29	73			102	9%
Number of people trained in maternal/newborn health through USG-supported programs.	3,000	2	1,723	1,850			3,575	119%
LLR. 3.3.3 Improved nutrition, sanitation and better dietary and hygienic information, education, counseling practices								
Number of children reached by USG-supported nutrition programs.	100,000	0	11,021	15,329			26,350	26%
Number of people trained in child health and nutrition through USG-supported health area programs.	3,200	0	1,121	7,716			8,837	276%
IR 3.4.: Contained and mitigated impact of HIV/AIDS								
Number of partnerships developed to increase private sector support for HIV/AIDS prevention.	5	1	1	0			2	40%
3.1.7.1-3 Percent of USG-assisted service delivery site providing family planning (FP) counseling and/or services	75					90	90	120%
3.1.7.1-4 Number of additional USG-assisted community health workers (CHWs) providing family planning (FP) information and/or services during the year	415					565	565	136%
3.1.9.2-3 Number of children under five who received Vitamin A from USG-supported programs in the last six months	600					6,564	6,564	1094%
3.1.9-1 Number of people trained in child health and nutrition through USG-supported programs	1,000					11,308	11,308	1131%
3.1.9-15 Number of children under five reached by USG-supported nutrition programs	5,400					28,852	28,852	534%
Number and percentage of each priority population who completed a standardized HIV prevention intervention including the specified minimum components during the reporting period	2500					2,262	2,262	90%

Indicators	LOP Target	Results						% LOP Execution
		Fiscal Year 2010 Results	Fiscal Year 2011 Result	Fiscal Year 2012 Result	Fiscal Year 2013 Results	Fiscal Year 2014 Results	Total	
Education								
IR. 3: Education Quality and Access Improved								
3.A Number of children and youth with access to improved learning opportunities.	400,000	7,559	242,758	27,300	17,195	37,567	332,379	**83%**
Male		3,830	131,235	13,499	8,621	18,990	176,175	
Female		3,729	111,523	13,801	8,574	18,577	156,204	
3.B Number of learners enrolled in USG-supported pre-primary schools or equivalent non-school based settings.	71,460	508	60,988	3,379	1,978	2,255	69,108	**97%**
Male		257	33,417	1,683	986	1,108	37,451	
Female		251	27,571	1,696	992	1,147	31,657	
3.C Number of learners enrolled in USG-supported primary schools or equivalent non-school based settings.	317,600	7,051	175,615	26,357	16,184	35,141	260,348	**82%**
Male		3,573	94,595	12,436	7,868	17,311	135,783	
Female		3,478	81,020	13,921	8,316	17,830	124,565	
3.2.D. Number of learners enrolled in USG-supported secondary schools or equivalent non-school based settings.	7,940	0	4,714	1,385	794	2,002	8,895	**112%**
Male		0	2,382	539	172	719	3,812	
Female		0	2,332	846	622	1,283	5,083	
3.E Number of girls completing academic year through sixth grade with scholarships.	1,600	0	0	153	224	1,208	1,585	**99%**
Number of host-country individuals receiving USG-funded scholarships to attend higher education institutions for basic education strengthening.	400	200	114	297			611	**153%**
Sub IR 2.3.1: Reading skills improved								
2.3.1.A Number of teachers/educators trained with USG support.	9,367	5,529	2,363	1,025	444	1,350	10,711	**114%**
Male		833	926	343	178	545	2,825	
Female		4,696	1,437	682	266	805	7,886	
2.3.1.B Number of textbooks and other teaching and learning materials provided with USG assistance.	100,000	0	51,369	17,710	12,367	87,105	168,551	**169%**
2.3.1.C Proportion of students benefited from *Alianzas'* reading projects, who by the end of the primary cycle are able to read and demonstrate understanding as defined by national standards.	5% increased over the baseline	0%	0%	0%	0%	0%	0%	**0%**

Indicators	LOP Target	Results						% LOP Execution
		Fiscal Year 2010 Results	Fiscal Year 2011 Result	Fiscal Year 2012 Result	Fiscal Year 2013 Results	Fiscal Year 2014 Results	Total	
Sub IR 2.3.2: Access to quality education programs increased								
2.3.2.A Number of classrooms repaired with USG assistance.	835	83	142	510	19	73	827	99%
2.3.2.B Number of school bathrooms or kitchens repaired with USG assistance	960	154	150	504	0	34	842	88%
2.3.2 C Number of classrooms and/or technology rooms equipped with computers and media equipment.	25	0	17	0	8	23	48	192%
2.3.2.D Number of boys and girls receiving lower secondary school and upper secondary school scholarships.	2,899	0	1,196	1,203	891	1,050	4,340	150%
2.3.2.E Number of students receiving post-secondary and university scholarships.	2,374	495	299	790	599	15	2,198	93%
2.3.2.F Number of students enrolled in after-school enrichment programs.	2,500	0	2,519	2,700	277	318	5,814	233%
Reconstruction								
LLR. Schools and education public facilities rebuilt, furnished and equipped								
Number of schools rebuilt, repaired, fully furnished and with all needed services working properly.	120		65	85			150	125%
Number of children and youth with access to a safe and healthy school.	26,000		18,954	19,868			38,822	149%
LLR Healthcare facilities rebuilt, furnished and equipped								
Healthcare facilities rebuilt, repaired, fully furnished and with all needed services working properly.	100		17	11			28	28%
LLR Water and sanitations systems restoration								
Number of water systems restored.	50		65	113			178	356%
Number of sanitation systems restored.	50		65	113			178	356%
Small Grants								
Number of small grants to improve the economic livelihoods, education, health, governance and stability of communities.	25		11	1			12	48%

Key

	Indicators that were dropped during the 2012 Modification No. 15
	Years that data were not collected on indicators (because they were newly incorporated, represented a limited-term program component, etc.)

Annex C: Project Fact Sheets

Asociación Centro Maya para la Educación, Bienestar y la Asistencia Rural (ACEBAR, Mayan Center Association for Education, Wellness, and Rural Assistance)
Tejiendo la Educación de la Niñez y la Juventud (Weaving the Education of Children and Youth) Scholarship Project
April 2013 – July 2014

IR: 3.2: Improved quality and equity of basic education

LLRs: 3.2.3: Increased, improved, and more equitable educational opportunities for learning

3.2.3.1: Improved learning environment

3.2.4: Basic education and vocational training, life competencies, work force skills training program for youth at risk

Partners
Guatemalan Funding Partners
Asociación Centro Maya para la Educación, Bienestar y la Asistencia Rural (ACEBAR), Puerto Quetzal Power (PQP)
Guatemalan Implementing Partners
ACEBAR

Goals and Objectives

The goal was to provide children and youth with access to education through scholarships for basic primary and secondary levels, to eliminate their exclusion from the educational system.

The objectives were to

- Provide scholarships for girls and boys at the primary level and provide them with all school materials and supplies for 1 year
- Provide scholarships to youth in the basic and secondary levels to cover school fees, educational materials, and transportation to and from school to help ease the burden on a family's income
- For recipients of scholarships, increase their basic knowledge on themes such as education, leadership, and environment.

Project Description

The *Asociación Centro Maya para la Educación, Bienestar y la Asistencia Rural* (ACEBAR, Mayan Center for Education, Wellness, and Rural Assistance Association) focuses on the development, design, implementation, and support for rural education and health, especially in the municipality of Chichicastenango, El Quiché (see map on next page). There are three components of ACEBAR's educational work: scholarship, training, and strengthening of early grade schooling. ACEBAR staff also provided food and conducted medical campaigns for the general public.

ACEBAR offers scholarships to male and female students of primary, secondary, technical or vocational, and university studies for tuition fees and school supplies, as well as social support through school and home visits. In particular, ACEBAR hopes that by providing the scholarships, it will reduce the number of girls who drop out of basic education and provide

opportunities for young ladies who want to continue their studies in secondary education and technical or vocational schools.

This scholarship project titled *Weaving the Education of Children and Youth* took boys and girls through primary school as a first step, and then helped them complete all cycles in school until they reached high school or graduated from a technical or vocational school. ACEBAR also provided financial support with higher education when funding is available. *Alianzas* provided support for basic education scholarships from April 2013 through July 2014 for students in El Quiché (see map).

Key Success Factors

School and home visits provided students with a sense of support, accompaniment, and belonging that they needed for their academic success. The school visits helped students strive for good grades, which subsequently boosted school completion and significantly reduced drop-out rates for beneficiary students. School principals and teachers were also involved and helped students improve in their studies so they would continue to receive their scholarships. Individual home visits provided individual and collective family support. Graduation rates also improved because students received a stipend for their transportation and uniforms.

Funding

Private-sector cash funds: $51,511
USAID funds: $19,073

Results

345 students received scholarships
(USAID-funded beneficiaries: 115 students)

Asociación de Productores Independientes del Banano (Independent Banana Producers' Association [APIB]) *Mano a Mano Contra el VIH* (Hand-in-Hand against HIV) Prevention Project July 2013 – July 2014

IR: **2** Access to and use of sustainable quality health care and nutrition services expanded

Sub IR: ***2.2.1***: Adoption of improved health practices expanded

Partners
Guatemalan Funding Partners
APIB
Guatemalan Implementing Partners
APIB

Goals and Objectives

The goal of the project was to inform, educate, and create HIV awareness among 10,000 workers from *Asociación de Productores Independientes de Banano* (Independent Banana Producers' Association [APIB]) companies regarding HIV infection risks and prevention.

Objectives*:*

- To increase knowledge of HIV/AIDS among banana plantation workers to promote responsible and safe sexual behaviors.
- To create and implement a standardized communications handbook for messages delivered by the special commissions to the workers.
- To strengthen capacity and knowledge of health prevention facilitators working for APIB companies regarding HIV and related topics, providing them the tools required for appropriate replication of the messages.
- To facilitate voluntary and confidential HIV testing in all APIB member companies.

Project Description

In November 2010, APIB launched its HIV Prevention in the Workplace Policy to reduce HIV infection in the regions where APIB members operate (see map below), as well as to eradicate discrimination against HIV-infected people. The policy is in force in all APIB member companies, and is implemented through a volunteer network organized by the *Comisión para el Seguimiento de la Implementación de la Política* (Policy Implementation Commission).

In 2013, the *Mano a Mano Contra el VIH* (Hand in Hand against HIV) Prevention Project was created to inform, educate, and create HIV awareness among APIB workers by increasing knowledge and capacity of the volunteers, the Health Prevention Facilitators. The project relied on a replication strategy to reach the 10,000 workers. Facilitators were trained in technical aspects of HIV (prevention, infection, myths, and testing campaigns) to carry out workshops for coworkers, using the policy handbook, the teaching materials developed, and other tools the project

provided. As part of the prevention strategy, the project carries out rapid HIV testing in farms and neighbor communities, with the support of *Fundación Fernando Iturbide* (Fernando Iturbide Foundation). A total of 4,843 HIV tests (1,768 for women and 3,045 for men) were performed in APIB member farms, allowing the detection of 11 positive cases.

Key Success Factors

Among the main success factors in this project was the commitment of the banana companies, who have made it possible for workers to participate in the different activities. Another important factor has been the role of the commission responsible for the follow-up and implementation of the policy, and that APIB companies have committed teams whose members are responsible for the training and prevention actions designed for the working population.

Funding

Private sector funds: $204,289
USAID funds: $73,704

Results

The project reached 10,672 people through HIV prevention information, awareness, and education. The competencies and knowledge of 95 facilitators (37 women and 58 men) were strengthened regarding HIV technical knowledge and adult teaching methodologies.

Asociación de Organizaciones de los Cuchumatanes (ASOCUCH, Association of Organizations of Los Cuchumatanes)
Con Derecho a un Futuro (The Right to a Future) Scholarship Program
February 2011 – October 2012

IR: 3.2: Improved quality and equity of basic education

LLRs: 3.2.3: Increased, improved, and more equitable educational opportunities for learning

3.2.4: Basic education and vocational training, life competencies, and work force skills training program for youth at risk

Partners
Guatemalan Funding Partners
Asociación de Organizaciones de los Cuchumatanes (ASOCUCH, Association of Organizations of Los Cuchumatanes)
Guatemalan Implementing Partners
ASOCUCH

Goals and Objectives

The goal was to provide increased learning opportunities for rural youth.

The objectives were to

- Increase access to formal education for youth
- Promote school retention
- Provide skills to youth to prepare them to enter the workforce

Project Description

The *Asociación de Organizaciones de los Cuchumatanes* (ASOCUCH, Association of Organizations of Los Cuchumatanes) is a group of nongovernmental organizations that work in the Cuchumatanes area in the departments of Huehuetenango and Quetzaltenango (see map below). ASOCUCH has worked in the area since 2008 and has supported the development of 35 youth associations and a network of rural youth that includes 1,000 people. ASOCUCH consists of the following organizations: ASOCUCH in Huehutenango, *Coordinadora Campesina Kab' awil* (Coordinator Camesina Kab' awil) in Quetzaltenango, and *Fundación para la Innovación Tecnológica Agropecuaria y Forestal* (FUNDIT, the Foundation for Technological Innovation Farming and Forestry). ASOCUCH implemented the *Con Derecho a Un Futuro* (CDF, *The Right to a Future*) scholarship program in Guatemala with funds from the Norwegian Fund for Development. The purpose of the CDF scholarship program was to empower rural youth to actively participate in the sustainable development of their communities. CDF also sought to increase learning and education, employment, and entrepreneurial opportunities for the students. *Alianzas* sponsored scholarships in the CDF program for academic years 2011-2012.

The CDF scholarship program was implemented with an equal ratio of girls and boys. The scholarship included funding for registration, school supplies, tuition, transportation, and room and board because the students travel from their homes to the centers. In most cases, the students had to live in the center. Youth also received training to prepare them for the workforce. The training areas included basic electricity, tailoring, dressmaking, haircutting, car mechanics, beautician, carpentry, maintenance and computer repair, and handcrafts.

The CDF had a follow-up component that provided tutors to assist with academic aspects of the program and for following up with the students.

Key Success Factors

The commitment shown by ASOCUCH staff was remarkable. The students sensed the staff's commitment, which attributed to the youth putting forth their best efforts and completing their studies. Only 2% of scholarship recipients withdrew from the project.

Providing education on technical and vocational areas was very useful because it gave the students a sense of entrepreneurship.

Students who graduated serve as volunteers who perform many fundraising activities to contribute to these scholarships and share their experiences with other youth benefitting from this program.

Funding

Private-sector cash funds: $111,695
USAID funds: $27,562

Results

149 secondary education students received scholarships
(USAID beneficiaries: 50 secondary education students)

Bananera Nacional S.A. (National Banana Company [BANASA])
Familias Felices (Happy Families) Program
June 2013 – July 2014

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

LLRs: 3.3.2: Improved quality and expanded access to family planning/reproductive, maternal, and child health information, education, counseling, and services

3.3.3 Improved nutrition and sanitation, and better dietary and hygienic information, education, counseling practices

Partners
Guatemalan Funding Partners
BANASA–AGROAMERICA
Guatemalan Implementing Partners
BANASA

Goals and Objectives

The goal of the project was to improve nutrition and sanitation and to provide updated information on dietary and hygiene habits, as well as education and counseling, to women of reproductive age and children under 5 and their families in the communities of Ocós and Coatepeque.

Objectives:

- To give women adequate skills to select, prepare, and provide appropriate, nutritious meals for their families.
- To strengthen women's skills to implement sustainable actions to improve their living conditions and those of their communities.
- To strengthen community organization.

Project Description

BANASA, a national leader in the production and marketing of bananas for over 35 years, is continuously investing in social development projects that benefit both its employees and the people living in the communities where *BANASA* works. The main projects that *BANASA* has implemented include the establishment of a cooperative for the creation of other income-generating jobs and projects for the families of the employees, continuous training to employees in non-work related topics, and local clinics near *BANASA* operations to provide medical care to employees and their families.

In 2009, *BANASA* began implementing the program *Mejores Familias* (Better Families) with technical assistance from *Fundazúcar*. *Mejores Familias* is a community self-management program aimed at women of reproductive age and children under 5 years of age. It aims to impact food security (availability, access, consumption, and adequate use) by organizing, training, and educating women. The program was implemented over 39 months, with three main components:

1. Training of women
2. Nutritional surveillance of children
3. Promotion of community self-management

The target population consisted of women who participated directly or indirectly in the program, relatives of *BANASA* employees, and all rural populations living in communities of La Blanca, Ocós, and Coatepeque (municipalities from the departments of San Marcos and Quetzaltenango – see map below). A total of 280 women were involved, meeting in different community groups. They organized to plan, manage, and carry out program activities to benefit their own health and education and that of their families.

During the second phase, starting at the end of 2013, BANASA added two health care activities for people and dubbed the program *Familias Felices*: one activity was to install and equip a clinic that serves the target population, run by University of Colorado staff, with whom BANASA created an alliance in order to strengthen the model. The other activity was to provide outpatient medical services that offer home visits to pregnant and post-partum women and to their children during their first two years. Medical home visits were comprehensive and provided by teams made up of nursing auxiliaries and a rural health technician. Pregnant women were monitored bi-monthly to check their weight and blood pressure, to conduct fetus Doppler auscultation, to perform urine lab tests, and to provide micro-nutrients in addition to counseling. Counseling for mothers encouraged them to use the health center for delivery. Check-ups for healthy children included growth monitoring and education for mothers regarding complementary feeding, exclusive breastfeeding, and the importance of vaccines and hygiene practices, depending on the nature of the visit and tailored to the age of the child.

Key Success Factors

Implementation of two integrated strategies, healthy growth and healthy motherhood, improved women's knowledge, and attitudes and practices and contributed to reduced morbidity and mortality in the region.

Inter-institutional alliances allowed the extension of intervention areas of the *Familias Felices* (Happy Families) program to reduce existing morbidity, mortality, and inequality gaps.

Funding

Private sector funds: $994,696
USAID funds: $146,976

Results

280 mothers participated in the program (91% of the goal), and 90% of children under 5 years of age received prevention medical care.
70% of participating mothers showed increased knowledge regarding care and nutrition of children under 2 years of age and the importance of antenatal control.

Camino Seguro (Safe Passage)
Programa de Becas (Scholarship Program)
January 2011 – October 2013
June 2013 – July 2014

IR: 3.2: Improved quality and equity of basic education

LLRs: 3.2.3: Increased, improved, and more equitable educational opportunities for learning

Partners
Guatemalan Funding Partners
Asociación Camino Seguro
Guatemalan Implementing Partners
Asociación Camino Seguro

Goals and Objectives

The goal of the program was to improve access to quality education for children and youth enrolled in primary and secondary schools and living near the municipal dump and to improve the literacy of mothers.

The objectives were to

- Create opportunities for members of the community for development
- Open spaces where children and youth can learn and break the poverty cycle through education
- Offer scholarships to children, youth, and parents to reach their academic and professional goals
- Regularly provide programs to members of the community to improve their quality of learning, which reduces their vulnerability to social and economic discrimination.

Project Description

Camino Seguro (Safe Passage) was established in 1999 and works with the poorest at-risk children of families working in the Guatemala City municipal dump (see map at right). Formal education is far beyond the reach for many of the children living near the Guatemala City municipal dump. Offered in a safe environment, *Camino Seguro* provides a comprehensive and integrated program that fostered hope, good health, educational achievement, self-sufficiency, self-esteem, and confidence.

Children are unable to afford the school uniforms, shoes, enrollment fees, and school supplies and books required by the Guatemalan public schools. With financial support from *Camino Seguro*, each child could attend a local public school or private school for the half-day term. Then, the children could go to the *Camino Seguro* center for educational reinforcement and supervision for the other half day, during which they were tutored, counseled, and fed.

The scholarship project at *Camino Seguro*, provided educational opportunities to all program participants (children, youth, mothers and fathers). The project included scholarships for children and youth, a literacy program for adults, entrepreneurship opportunities, and early childhood care centers. *Camino Seguro* also provided assistance to students on their homework and hands-on learning activities designed to reinforce basic primary school concepts through the educational reinforcement program. Participants could join arts, music, and English language classes; participate in sports and recreational activities; and attend violence prevention counseling. In addition, participants could take typing and computer classes to improve their social and life skills. *Camino Seguro* was committed to providing each participant with nutritional and psychological support, including a healthy meal and snack each day, medical attention from an on-site clinic, vocational training programs, and weekend clubs for girls, boys, and mothers.

Funding

Private-sector cash funds: $219,023
USAID funds: US$65,925

Results

1,113 students receiving scholarships
(USAID beneficiaries: 371 students)

Key Success Factors

Camino Seguro is a sustainable intervention that expands its reach by adding relevant components to its program. In doing so, it protects the existing elements, such as scholarships, health clinic, and women's education; and adds beneficiaries by increasing services such as education for fathers, vocational training and weekend clubs. This has allowed the organization to grow without putting itself at risk.

ChildFund International (ChildFund)
Apoyando la Maternidad Saludable (Supporting Healthy Maternity)
June 2013 – July 2014

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

LLRs: 3.3.2: Improved quality and expanded access to Family Planning/Reproductive (FP/RH) and Maternal Child Health (MCH) information, education, counseling and services

3.3.3 Improved nutrition, sanitation, and better dietary and hygienic information, education, counseling practices

Partners
Guatemalan Funding Partners
Child Fund *Banrural Quiche*
Guatemalan Implementing Partners
Child Fund

Goals and Objectives

The goal of the project was to guarantee safe motherhood in 37 communities of 2 municipalities by implementing evidence-based and cost-effective interventions to improve neonatal survival and the quality of life of women.

Objectives:

- Educate families to identify danger signs during pregnancy, birth, and post-partum and to visit a health post for institutional care.
- Increase the number of deliveries carried out by qualified personnel, and increase the number of obstetrical and neonatal complications that are stabilized or resolved.
- Provide pregnant women with culturally relevant institutional care.
- Increase the knowledge and interest of men and women in 37 communities in sexual and reproductive health and the use of family planning methods.

Project Description

The *Maternidad Saludable* (Healthy Maternity) Project was implemented through a series of evidence-based, cost-effective interventions to improve neonatal survival and maternal health. The project focused on systems for identification, stabilization, and referral of pregnant women, as well as on improving health personnel capacity. The project also included activities with youth and traditional birth attendants and activities designed to improve the quality of care in primary care facilities.

The project aimed to guarantee the quality of health care for mothers and newborns and to decrease maternal and child mortality through the following actions:

- *Safe maternity and care of the newborn*: through the detection and attention to danger signs during pregnancy, birth, and post-partum. Community health personnel such as traditional birth attendants and health promoters were trained and included in support networks.

- *Institutional birth*: through training in health care facilities (doctors and nurses) with manuals and protocols for obstetric emergencies, and through delivery of materials for health services.
- *Family Planning*: through training of men and women, as well as local authorities and leaders, on topics related to sexual and reproductive health and family planning. Childfund coordinated with the *Asociación Pro Bienestar de La Familia* (Association for the Well-Being of the Family, APROFAM) and health posts for Family Planning Health Days to provide long-term and permanent FP methods.

The project was implemented in 37 communities in the municipalities of Patzité and San Bartolomé Jocotenango, in the department of El Quiché (see map above).

Key Success Factors

A major factor in the project's success was the involvement of local leaders and authorities as well as public health services personnel from the beginning of the project, which facilitated implementation. In addition, community personnel were recruited based on their commitment and availability, as well as their knowledge of sexual and reproductive health and family planning, which demonstrated their motivation and enhanced their participation over a longer term.

Funding

Private sector funds: $115,523
USAID funds: $226,673

Results

4,098 people in reproductive health received information on danger signs during pregnancy, birth, and post-partum, as well as on family planning methods that can be used after a pregnancy.
100 traditional birth attendants were trained to identify, support, and refer women to a health service when they present danger signs in pregnancy.
An increase of 50% in institutional births compared to the year prior to project start-up was achieved.
722 youth participated in sexual and reproductive health education activities.
4,824 family planning methods were delivered to women and men, including long-term (implant devices) and permanent methods.

Asociación COED (Cooperación para la Educación, Cooperation for Education)
Proyecto de Libros de Texto (Textbooks Project)
October 2010 – September 2011

IR: 3.2: Improved quality and equity of basic education

LLRs: 3.2.3: Increased, improved, and more equitable educational opportunities for learning

3.2.3.1: Improved learning environment

Partners
Guatemalan Funding Partners
Asociación COED (Cooperación para la Educación, Cooperation for Education)
Guatemalan Implementing Partners
Asociación COED

Goals and Objectives

The objectives of this project were to

- Create a textbook program for secondary schools that is sustainable and keeps students in school
- Support teachers in using new teaching methodologies
- Influence enrollment and retention indexes in the schools where the program will be implemented.

Project Description

Asociación COED (Cooperación para la Educación, Cooperation for Education*)* designs and implements long-term sustainable projects that contribute to improve the quality of education to benefit vulnerable students of rural areas in Guatemala's highlands. By improving their quality of education, the students can overcome poverty, and they will have better opportunities in their communities and a better quality of life for themselves and their families.

Asociación COED implemented *Proyecto de Libros de Texto (the Textbooks Project)* for students in 14 secondary schools in some areas of the western highlands (departments of San Marcos, Sololá, Chimaltenango, and Quetzaltenango [see the map below]). In the rural portions of these areas, students were at risk of dropping out of school because of economic constraints.

Proyecto de Libros de Texto "rented" books at low prices to students. Each student received a textbook in Spanish for each of the following main subjects: language arts, mathematics, natural sciences, and social studies. Parents signed an agreement on paying the "rent" for the books. The money collected from renting the books is placed into a revolving fund that is used to replace worn-out and torn books and covers operation expenses for this process. This process helps to ensure that *Proyecto de Libros de Texto* is sustainable over the years. With this fund, all of the books are replaced approximately every 5 years.

The project also includes a teacher-training component that teaches them how to apply different learning strategies in the classroom and how to use the textbooks as a pedagogical tool to foster positive outcomes. Both the textbooks and training sessions follow the guidelines established in the National Base Curriculum designed by the Ministry of Education.

The project also involved the development of monitoring tools to support teacher activities and provide periodic supervision to all schools participating in the program.

Key Success Factors

All the textbooks that were rented to the students were specifically chosen because they fulfill all of the requirements of the national curriculum, which reinforced the subsequent support that was received by Ministry of Education officials.

Teachers realized that the textbooks are there to help. Specifically, the textbooks are not a “must-have” in the classroom; instead, they are a tool or a means to achieve an objective.

Critical to the success of *Proyecto de Libros de Texto* was the community’s involvement. Transparency in project administration empowered members of the community because they could see where the money was going; therefore, they were willing to continue “renting” the books.

Funding

Private-sector funds: $99,645
USAID funds: $31,995

Results

57 teachers trained on new teaching and learning methodologies
1,547 students received textbooks
9,176 books delivered
(USAID beneficiaries: 405 children, 11 teachers, 2,160 textbooks)

After the training sessions, teachers had different tools to make their classes more interesting; subsequently, students’ attendance and retention rates improved and the learning environment improved significantly.

The revolving fund, community involvement, and the follow up that *Asociación COED* provides, all contribute to the long-term sustainability of the program.

Asociación COED (Cooperación para la Educación, Cooperation for Education) *Programa de Laboratorios de Computación* (Program of Computer Laboratories) October 2010 – September 2011

IR: 3.2: Improved quality and equity of basic education

LLRs: 3.2.3: Increased, improved, and more equitable educational opportunities for learning

3.2.3.1: Improved learning environment

Partners
Guatemalan Funding Partners
Asociación COED (Cooperación para la Educación, Cooperation for Education)
Guatemalan Implementing Partners
Asociación COED

Goals and Objectives

The objectives were to

- Increase enrollment and retention rates by using computers and developing technology skills
- Provide job-related skills to support secondary education
- Support teachers in using new methodologies employing technology in the classroom as a learning tool.

Project Description

Since 1996, *Asociación* COED has been providing computer laboratories to public secondary schools to strengthen formal education and improve the quality of education by developing technology skills of students, in addition to supporting teacher training programs. In partnership with *Alianzas*, *Asociación COED* supported eight secondary schools in El Quiché, Alta Verapaz, San Marcos, Quetzaltenango, and Chimaltenango (see the map to the right) through the *Programa de Laboratorios de Computación (Program of Computer Laboratories)* with provision of computers, technical equipment and computer laboratory furniture and other materials. *Asociación COED* also trained principals, teachers, students, and parents on how to properly use this equipment. Through *Programa de Laboratorios de Computación, Asociación COED* also provided pedagogical supervision and coaching to teachers so they could use the technology as an effective teaching and learning tool.

All computer laboratories used a standard, proven curriculum developed by *Asociación* COED in conjunction with FutureKids Guatemala, which is an internationally recognized leader in computer education and training. The curriculum consisted of 100 lessons covered over a 3-year period. When students completed the lessons, they took Microsoft's computer literacy standardized test. If they passed the test, then they were certified as being computer literate.

Programa de Laboratorios de Computación was coordinated with local Ministry of Education authorities and with officials from the Ministry's central offices.

Asociación COED projects have a built-in sustainability component due to the integration of a revolving fund, which is administered by a community member under *Asociación COED's* supervision. Students pay a small fee to use the computer laboratory. The money collected is placed into the fund, which covers the electricity bills, equipment maintenance, and computer updates and licenses. With the fund, the equipment is replaced after approximately 5 years.

The program also involved the development of monitoring tools to support teacher activities and provide periodic on-site supervision to all schools participating in the program.

Key Success Factors

Through *Programa de Laboratorios de Computación,* principals, teachers, and parents received individual support and instruction, which created an environment where they felt comfortable and motivated.

Students were motivated by the computer science course and the ability to use computers to complete their school work.

All *Asociación COED* schools work with a revolving fund, which makes its programs sustainable. Community involvement and empowerment were critical components to the success of *Programa de Laboratorios de Computación* because the community members could see where the money was going; therefore, they were willing to pay the small fee.

Funding

Private-sector funds (cash): $111,666
Private-sector funds (in kind): $48,187
USAID funds: $50,807

Results

8 schools received support
9 teachers received training
1,788 children benefitted from educational interventions
(USAID beneficiaries: 2 computer laboratories, 3 teachers, 596 students)

After the training sessions, teachers had different tools to make their classes more interesting; subsequently, students' attendance and retention rates improved and the learning environment improved significantly.

Asociación COED (Cooperación para la Educación, Cooperation for Education) *Programa de Cultura por la Lectura* (Culture of Reading Program [CORP]) Teacher Training Project October 2010 – September 2011

IR: 3.2: Improved quality and equity of basic education

LLRs: 3.2.3: Increased, improved, and more equitable educational opportunities for learning

3.2.3.1: Improved learning environment

Partners
Guatemalan Funding Partners
Asociación COED (Cooperación para la Educación, Cooperation for Education)
Guatemalan Implementing Partners
Asociación COED

Goals and Objectives

The objectives of this project were to

- Improve the reading and writing abilities of children in primary schools to positively influence learning outcomes
- Influence enrollment and retention rates in the schools where the program was implemented
- Generate an active interest among students to read so they can develop positive reading habits that will last a lifetime
- Support teachers in using new reading and writing teaching methodologies.

Project Description

Asociación COED (*Cooperación para la Educación*, Cooperation for Education) is an organization that promotes the educational development of students. Because of *Asociación COED's* successes in their textbook and computer laboratories projects in high school and their awareness of the deficiencies of Guatemalan students in elementary schools, *Asociación COED* decided to implement *Programa de Cultura por la Lectura* (Culture of Reading Program [CORP]) with support from *Alianzas.* CORP was implemented in 18 primary schools in the departments of Sacatepéquez and Sololá (see the map to the right) in coordination with local authorities and with the Ministry of Education authorities in high levels.

CORP delivered training to primary-school teachers on the Concentrated Language Encounter methodology in effective reading and writing instruction. CORP's simple and straightforward methodology rapidly builds vocabularies and strengthens reading comprehension. Better trained teachers can help transform their students into more active, competent, enthusiastic, and effective learners. CORP's methodology also builds students' confidence and competence in working with the written language and makes the learning process more meaningful. With increased reading and

writing abilities, children achieve more in school, complete more years of schooling, and overcome the challenges and struggles caused by low literacy. With this methodology, students role play different stories, retell them, draw them, and write their own original stories on topics or themes that are important to them.

CORP also provided children's books to the teachers to foster a reading environment and a love for reading in the classroom. The project also involved the development of monitoring tools to support teacher activities and provide periodic follow up to all schools participating in the program. Independent external evaluators measured teachers' and students' outcomes and provided impartial unbiased information on the results of the program.

Key Success Factors

All the textbooks that were given to teachers were chosen specifically because they fulfilled all of the requirements of the national curriculum. The provision of these books to each classroom facilitates all types of reading activities.

Teachers received individual support and instruction, which created an environment where teachers felt comfortable and motivated.

After the training sessions, teachers had different tools to make their classes more interesting; subsequently, students' attendance and retention rates improved and the learning environment improved significantly.

Funding

Private-sector funds (cash): $83,075
Private-sector funds (in kind): $5,525
USAID funds: $47,227

Results

18 schools received support
70 teachers received training
2,066 children benefitted from the program
63 mini-libraries were delivered
(USAID beneficiaries: 24 teachers, 718 children, 22 mini-libraries)

Fundación Estrella de Mar (Starfish Foundation)
Building Bridges Towards Positive Futures Scholarship Program
January 2011 – December 2012

IR: 3.2: Improved quality and equity of basic education

LLRs: 3.2.3: Increased, improved, and more equitable educational opportunities for learning

3.2.4: Basic education and vocational training, life competencies, and work force skills training program for youth at risk

Partners
Guatemalan Funding Partners
Fundación Estrella de Mar (Starfish Foundation)
Guatemalan Implementing Partners
Fundación Estrella de Mar

Goals and Objectives

The program goal was to ensure access to secondary school education for indigenous young women from rural communities.

The objectives were to

- Ensure the adequate academic performance of each young woman
- Equip each young woman with skills to access community resources
- Encourage the spirit of leadership and community service.

Project Description

Since 2008, *Fundación Estrella de Mar* (Starfish Foundation) has supported young women in Sololá to help guarantee their graduation from high school (see map below). As a part of the project, students discuss their professional ambitions with mentors, who then provide guidance on how to achieve them. In 2009, *Fundación Estrella de Mar* increased the scope of its program by adding four new groups, expanding its program to Santiago, Atitlan. The results of the 2009 school year continued to demonstrate the value of the scholarship program. Of the 75 students participating in the scholarship program in 2009, 95% of which experienced academic success and continued with their education.

Fundación Estrella de Mar increased the beneficiary population of its scholarship program by 20%, creating two new 15-member peer support groups that benefited 60 indigenous adolescent girls aged 12–18 years living in communities around Sololá. Also, *Fundación Estrella de Mar* conducted a pilot program called the "Building Bridges Towards Positive Futures" Program or *Bridge Program* for indigenous young women approaching high school graduation. Female staff members (called Guides) served as role models to the young women participating in the *Bridge Program*.

The *Bridge Program* had an integrated focus, which was implemented as follows:

Step 1 (for Grades 7–12): Partial academic scholarships covered approximately 75% of school-related costs (e.g., fees, transportation, materials), and families were responsible for providing the remaining 25%. These scholarships were distributed monthly, and the amounts depended on the grade level of the young women. This financial support alleviated much of the "double burden" that education represents to a young woman's family. Recipients of these scholarships were required to volunteer 1 hour per week in a community initiative of their choice.

Step 2 Básico Level (for Grades 7–9): The *PODER (POWER) Program* empowered young women and ensured that they had the capacity to overcome the powerful social and family pressures that constantly blocked their educational progress. This objective was accomplished through a unique mentorship and peer-support program that equipped participants with the powerful information they needed to become leaders in their community.

Step 3 (for Grades 10–12): The *PUENTE (BRIDGE) Program* ensured that upon graduation from high school, each young woman was prepared to confront the challenges ahead to continue her personal and professional development. Graduates of the *PODER Program* gradually transitioned into the *PUENTE Program*. In 2011, the pilot *PUENTE Program* was implemented, with 30 young women that entered high school after completing the *PODER Program*.

Key Success Factors

Mentoring and after-school reinforcement provided students with tools they needed to achieve academic success. School visits helped to secure students' commitments toward striving for good grades. Individual home visits also provided individual and collective support to families.

Funding
Private-sector funds (cash): US$66,043
USAID funds: US$8,509

Results
203 young women received scholarships
(USAID beneficiaries: 58 young women)

An important component of the program was parental involvement in the process. *Estrella de Mar* worked with the parents, organized workshops, and provided training on different topics to help them understand the importance of their girls' education.

Through the program, the female students were involved in many different types of activities that kept them interested in participating and striving to attain the education and skills needed to become leaders in their community. For example, the students completed internships at various organizations, which provided feedback to *Estrella de Mar* so Guides could redirect their efforts regarding what was needed in the local workforce. The students also participated in vocational counseling activities. In addition, all of the girls participated in a reproductive health diploma course.

Asociación para la difusión y desarrollo del cine y arte europeo en Guatemala (Association for the Diffusion and Development of European Art and Cinema in Guatemala [Asociación Eurocine]) HIV Education Project for Youth September – December 2010

IR: 3.4 Contain and mitigate the impact of HIV/AIDS

Partners
Guatemalan Funding Partners
Asociación Puntos de Encuentro
Guatemalan Implementing Partners
Asociación Eurocine *Asociación Puntos de Encuentro*

Goals and Objectives

The project's goal was to educate Guatemalan youth about HIV/AIDS transmission and prevention through use of a television drama.

Specific objectives included:

- Generate debate and discussion around a topic that is not commonly discussed with youth and adolescents at schools or households, to inform and generate behavior change.
- Provide youth and adolescents with basic knowledge about how to prevent the transmission of HIV/AIDS and provide them with information to make informed decisions about their sexual behavior.

Project Description

Asociación Eurocine is an association formed by a delegation of the European Union in Guatemala and seven embassies, including Finland, France, Germany, Italy, the Netherlands, Spain, and Sweden. *Asociación Eurocine* has more than eight years of experience conducting cinema festivals in Guatemala, with the objective of providing the population with an opportunity to watch European movies with a social perspective.

With the slogan "When faced with HIV, you make the difference," USAID|Alianzas, *Asociación Eurocine*, and the cast of the Nicaraguan soap opera broadcast by Guatevisión, *Sexto Sentido*, sponsored a cinema festival on HIV prevention. *Sexto Sentido* is an initiative of the organization *Puntos de Encuentro*, which promotes social behavior change communications and youth's rights, in alliance with other organizations in Guatemala.

As part of the educational activities, cinema forums were held with youth aged 12 to 17 years in Huehuetenango, Quetzaltenango, and Guatemala City. The soap opera cast shared information on responsible sexuality, discrimination toward people living with HIV, and inequalities that make youth more vulnerable to HIV.

A total of 11,247 youth participated in these activities and discussed a projection of a special edition of the soap opera with the cast. For the festival, the Nicaraguan actor and actresses came to Guatemala for two weeks and shared their experiences with the Guatemalan youth in departments throughout the country (see map to right).

The festival had media coverage from Prensa Libre, Guatevisión, Telediario, and Huehuevisión.

Key Success Factors

- Participation and coordination of several entities related to education and HIV, including the *Comité de Educación para la Prevención del SIDA* (Education Committee for the Prevention of HIV [COEPSIDA]) and the Ministry of Education

Funding

Private sector funds: $35,198
USAID funds: $35,824

Results

Over 11,200 youth and adolescents participated in a film festival focused on HIV and discussed related themes.

- Collaboration of different mass media outlets to carry the message (Guatevisión, radio media at national and local levels)

Fundación Asturias Maldonado (FAM)
Apoyo Integral a la Niñez del Municipio de La Reforma, San Marcos
(Support to Youth of La Reforma Municipality, San Marcos)
Scholarship and Nutrition Program
March 2013 – July 2014

IR: 3 Education quality and access improved

Sub IR: 2.3.1: Reading skills improved

Partners
Guatemalan Funding Partners
FAM *Green Mountain Coffee Roasters* *Overview Business Holdings (OBH)*
Guatemalan Implementing Partners
FAM

Goals and Objectives

Education

The goal of the program was to provide comprehensive education for children and youth in La Reforma, San Marcos, through support that would strengthen their development. The program had the following objectives:

- To widen the reading program coverage for the elementary level and strengthen the current reading program for middle and high schools, creating a library and providing teacher training.
- To finance 25 percent of the scholarship program for elementary, middle, and high school students to support its continuity.
- To support the provision of educational supplies for compliance with the National Base Curriculum and to increase the educational level in the area.
- To train elementary school teachers, specifically language arts teachers, regarding educational strategies to improve students' reading skills.
- To strengthen academic training in technology management through the provision of equipment for middle and high schools, as well as audio-visual equipment for elementary schools.

Health

- To develop programs with the different communities of the area in accordance with food security strategies already established by FAM to benefit such communities.
- To implement a program of hygienic and dietary practices to benefit the physical and emotional development of different members of the families of the community.

Project Description

FAM is the social organization of the Dos Marías coffee plantation in La Reforma, San Marcos (see map below). Even though the foundation was only recently registered in 2011, the owners of this coffee plantation have always developed social support programs for their workers and nearby communities.

FAM provides direct support to its rural, private elementary school and secondary school through the following:

Scholarships: All children and youngsters benefitted through a full scholarship program that provided them with all the school books, materials, supplies, and uniforms they need. It also subsidized tuition and enrollment fees. All the students also received daily transportation to and from school.

Teacher training: For preprimary and primary school teachers, the teacher training focused on methodologies to improve reading skills in the first years of school as well as in activities to reinforce literacy. For secondary school teachers, it focused on comprehensive reading, but with a change of attitude towards reading as well.

Reading component: FAM is one of the partners of the Reading Consortium and in 2013 piloted a curriculum-based assessment (CBA) in reading with all students from first through fourth grade. All the teachers were trained to this tool to assess their students' reading status and progress. Teachers used the assessment as a formative reading tool and will continue to do so after program end. FAM not only had all its teachers trained, it also was a pioneer in implementing this methodology in all the elementary schools of the area, with the local support of Ministry of Education authorities.

Nutrition: All students were provided with a snack and a healthy meal daily. For elementary school children, it was breakfast and a snack at mid-morning; secondary school students were provided with lunch and an afternoon snack. All this was done with the support of parental committees. The school program also promoted planting gardens, in school and at home. FAM trained children and parents to plant crops or produce that could be consumed in school and at home. At the end of the program, 200 families had home gardens.

Reproductive health: Reproductive health activities consisted of an orientation program on topics related to youth and youth and sexuality, aimed at young people aged 12 to 18 years. The program also ran a series of campaigns for women of reproductive age from 15 communities of La Reforma and El Quetzal. The campaigns were implemented with assistance from 2 institutions: *Fundación para el Desarrollo Integral de Programas Socioeconómicos* (FUNDAP, Foundation for the Integral Development of Socioeconomic Programs) and the National League against Cancer. In total, about 125 youth and 400 women benefitted from the program.

Key Success Factors

After school tutoring and reinforcement provided students with tools for their academic success. The schools frequently called parents to meetings so they could discuss ways to help their children keep up with their academics. The provision of transportation and the school meals, above all, were the predominant factors keeping children and youngsters coming to school. All children and youth received books that could be taken home so they had the opportunity to read not only in school but also at home. Teachers worked full time, so they were always available to all the students if counseling or tutoring was required.

Funding

Private sector funds cash: $149,132
Private sector funds in kind: $136,340
USAID funds: $125,387

Results

169 teachers trained
203 students received scholarships
4,164 children benefitted from teacher training and delivery of educational materials
453 books delivered
200 families with home gardens
400 women of reproductive age counseled

(USAID beneficiaries: 56 teachers, 68 students with scholarships, 1,388 children)

Fundación Guatemalteca de Promoción Humana (FGPH, Guatemalan Foundation for Human Promotion)
Becas Primaria, Básicos y Diversificado con Destrezas para el Trabajo (Scholarship Program for Primary, Middle, and High School with Work Skills)
February 2011 – October 2012

IR: 3.2: Improved quality and equity of basic education

LLRs: 3.2.3: Increased, improved, and more equitable educational opportunities for learning

3.2.4: Basic education and vocational training, life competencies, and work force skills training program for youth at risk

Partners
Guatemalan Funding Partners
Fundación Guatemalteca de Promoción Humana (FGPH, Guatemalan Foundation for Human Promotion*)*
Guatemalan Implementing Partners
FGPH

Goals and Objectives

The goal of the scholarship program was to provide comprehensive education opportunities to pre-primary, primary, and secondary school students living in poverty, so they could satisfactorily complete the 2012 school year.

The objectives were to

- Provide formal education, develop job-related skills, and promote values in youth
- Improve the quality of education by providing teacher training on new learning methodologies on various topics such as nutrition, hygiene, and self-esteem
- Provide English training to students to help increase their workforce skills.

Project Description

Fundación Guatemalteca de Promoción Humana (FGPH, Guatemalan Foundation for Human Promotion) began operations in 1991 in the peri-urban area of La Libertad. FGPH conducted research in the area and found out that the community's main problems were that youth had limited educational and job opportunities. Because of the lack of opportunities, children and youth were joining gangs. To provide more opportunities to youth and help them hone job-related skills, FGPH implemented a scholarship program titled *Becas Primaria, Básicos y Diversificado con Destrezas para el Trabajo (Scholarships for Primary, Middle, and High School with Work Skills).*

FPGH began by providing a nursery to parents needing care for their children. Then, they decided to offer formal education to children and youth by developing an educational center that could offer opportunities to them. In 2001, and with support from the community of San Judas Tadeo Catholic Parish, the *Centro Educativo San Judas Tadeo* (Educational Center San Judas Tadeo) was built in Zone 13, Colonia La Libertad, on property provided by the municipality.

The main objective of the educational center is to provide a comprehensive education program to children and youth in urban and peri-urban areas of Guatemala City (see map at right). These areas were Colonia Santa Fe, La Libertad I and II, Los Eucaliptos, La Esperanza, La Isla, Boca del Monte, Villa Canales, and San Miguel Petapa. The educational center focuses its intervention on children and youth, girls in particular, who are deprived of opportunities to learn.

In 2001, the educational center was officially inaugurated, with the capacity for 640 students from nursery, to primary, to high school. In 2003, the first group of students graduated from high school with a specialization in computers.

Under the *Alianzas*-sponsored scholarship program, students in elementary, middle, and high school received personal monitoring and developed job-related skills such as English, computers, electronics, computer maintenance, and other skills as needed. All activities were also based on values. When the scholarship recipients graduated from high school, the FGPH used its job placement office to help them get jobs.

Key Success Factors

This scholarship program had a low dropout rate of 0.4%, which was attributed to several factors. First, teachers received training on how to teach participatory, constructivist, and game-based activities that encouraged the students to actively participate and kept them interested in attending school.

Funding
Private-sector funds (cash): US$482,548
USAID funds: US$79,978

Results
475 students received scholarships
(USAID beneficiaries: 158 students)

Second, the scholarship program provided lectures, workshops, and conferences to parents so they could learn about better practices regarding health, hygiene, and nutrition that would directly benefit their children. This activity helped to improve student attendance rates because the students did not get sick as often as they did previously.

Lastly, the students reported that they liked the improvement in proficiency standards for English classes and had a sense of accomplishment when they finished a course with a job-related skill orientation.

Fundación Juan Bautista Gutiérrez
Becas Universitarias
(University Scholarship Program)
January 2011 – July 2014

IR: 3.2 Improved quality and equity of basic education

LLRs: 3.2.3: Increased, improved, and more equitable educational opportunities for learning

Partners
Guatemalan Funding Partners
Fundación Juan Bautista Gutiérrez
Guatemalan Implementing Partners
Fundación Juan Bautista Gutiérrez

Goals and Objectives

The goal of the program was to give eleventh- and twelfth-year high school and/or technical–vocational school students the opportunity to get a higher education. The students were high achievers but had limited economic resources. The program had the following objectives:

- To contribute to the development of human resources in the country
- To facilitate access to higher education for young men and women from rural areas
- To provide education and internship opportunities to future leaders in private sector companies, where they could apply their acquired knowledge
- To provide a comprehensive education through the different extracurricular activities and courses provided by the foundation.

Project Description

Fundación Juan Bautista Gutiérrez (FJBG) created the higher education scholarship program in 2000 with the goal of benefiting young people who were very talented high achievers but with very limited income. The idea was to facilitate access to quality advanced education for young men and women with leadership capacity and academic potential, but with financial limitations that prevented them from obtaining a university education. FJBG established the mechanism and procedures to select scholarship recipients through its online application system, based on a socioeconomic study and past academic performance reports. The scholarship includes: university fees, enrollment, textbooks, English classes, room and board, and a stipend. They were also involved in a comprehensive values and volunteer program.

Key Success Factors

Funding
Private sector funds cash: $236,593
USAID funds: $107,825

Results
15 students received scholarships
(USAID beneficiaries: 5 students)

Students made monthly visits to FJBG where they received personalized attention, not only in academic issues but also for any psychological or spiritual assistance needed. Students formed a very integrated group. They also received monthly visits at home and where they studied. Every three months, the whole group met, including past students who had already graduated. This helped reinforce the value of the scholarship. The program also helped students cope with being away from their families.

Fundación Juan Bautista Gutiérrez
Mi Salud—Mi Responsabilidad (My Health—Responsibility)
March 2011 – December 2012

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

LLR: 3.3.2: Improved quality and expanded access to family planning/reproductive, maternal, and child health care information, education, counseling, and services

Funding and Implementing Partner
Fundación Juan Bautista Gutiérrez

Goals and Objectives

The program's goal was to foster health education among youth across many departments of Guatemala. Objectives included the following:

- To provide youth with the skills and knowledge to improve their sexual and reproductive health, through information that allows them to make wise and responsible decisions
- To help youth understand and know how to prevent sexually transmitted diseases, including HIV
- To foster awareness and understanding with youth on the importance of family planning and the different birth control methods available
- To expand the number of trained youths and of peer-to-peer outreach
- To train community leaders and teachers on related information

Project Description

Mi Salud, Mi Responsabilidad was a sexual and reproductive health program including youth aged 14 to 24 years, in the departments of: Escuintla, Mazatenango, Retalhuleu, Sololá, Baja Verapaz, Izabal, Petén, Totonicapán, Quetzaltenango, and Jalapa (see map to right). *Fundación Juan Bautista Gutiérrez* works with youth between the ages of 15 and 24 to reduce unwanted pregnancies, sexually transmitted infections, and HIV/AIDS. Through its education initiatives, *Fundación Juan Bautista Gutiérrez* has worked closely with the Ministry of Education, at both central and local levels, in the same departments. The foundation surpassed the program's goal of reaching 5,000 youth with a three-session workshop that included key sexual and reproductive health and family planning information. These trainings are a follow-up of previous sessions youth received during the first phase of the program, which *Fundación Juan Bautista Gutiérrez* implemented before 2010.

In addition to sexual and reproductive health and family planning, the workshop curriculum also included topics such as self-esteem, appropriate communication with peers, decision making, and the prevention of HIV and sexually transmitted infections.

Key Success Factors

- Fathers and mothers participated in trainings at “parents’ school”
- Municipalities participated in school activities focusing on sexual and reproductive health

Funding
Private sector funds: $217,630
USAID funds: $52,448

Results
More than 5,300 youth and adolescents trained and informed in SRH through information, education, and communication activities

In an example of program sustainability, *Fundación Juan Bautista Gutiérrez* implemented the second phase of the program with its own funds in 2013. In addition, the foundation made a new alliance with *Hidroelectrica Renace* to bring the project to Alta Verapaz, extending its coverage.

Fondo Unido de Guatemala (FUG); BK-Becas
Programa de Becas BK Becas: Vamos a la Escuela
(Let's Go to School Scholarship Program)
January 2011 – December 2013

IR: 3.2 Improved quality and equity of basic education

LLRs: 3.2.3: Increased, improved, and more equitable educational opportunities for learning

Partners
Guatemalan Funding Partners
Fondo Unido de Guatemala *BK Becas*
Guatemalan Implementing Partners
Fundación Educativa Fe y Alegría, Asociación Sueño Infantil, Escuela Bilingüe Don Bosco, Asociación de Padres de Familia Tunecos, Asociación Renacimiento, Asociación Corazón de los Niños, Asociación Cooperación para el Desarrollo Rural de Occidente, CDRO, and Asociación de Padres de Familia Peñafort

Goals and Objectives

The overall goal of the program was to improve access to education for school-aged children who come from impoverished and vulnerable rural and marginal-urban groups. The program had the following objectives:

- To increase access to school
- To ensure primary school completion
- To support poor families to help their children stay in school and finish sixth grade, especially girls.

Project Description

Fondo Unido de Guatemala (FUG) is an affiliate of United Way, which is a nonprofit organization based in Virginia. Together with BK Becas and other implementing partners, they managed a three-year scholarship project in various rural and peri-urban locations in several departments. This project funded primary school-level completion scholarships, mainly, but not exclusively, for girls.

Alianzas contributed to support students for three years; FUG and its partners will support students until they complete the elementary level. Students were selected through a socioeconomic study. The program included materials and supplies for children, teacher training, didactic materials, reading books and textbooks, and shoes and clothing depending upon specific needs. The implementing institutions provided tutoring, monitoring, and constant evaluation to support students. These institutions met regularly with parents and teachers to follow up on students' performance.

Key Success Factors

The program was successful in meeting with parents to change the perception they have of how important education is for the future. This was a determining factor in keeping children in school, especially girls.

Supervision and accompaniment visits to the different schools also contributed to making students feel a sense of belonging and more committed to achieving good grades.

Funding

Private sector funds cash: $139,634
USAID funds: $67,740

Results

1,611 students reached

(USAID beneficiaries: 537 students)

After report cards were received every couple of months, tutoring sessions to reinforce weak areas were organized; this enabled students to strengthen and reinforce academic success.

Integration of several organizations to achieve a common goal and work in the different territories that were targeted was also a positive factor.

Fundación de la Caficultura para el Desarrollo Rural (*Funcafé*, Coffee Foundation for Rural Development)
Libros y Cuadernos con Corazón (Books and Notebooks with Heart) Project
February 2011 – December 2011

IR: 3.2: Improved quality and equity of basic education

LLRs: 3.2.3: Increased, improved, and more equitable educational opportunities for learning

3.2.3.1: Improved learning environment

Partners
Guatemalan Funding Partners
Asociación de Colegios Privados, Banrural, Cámara de Comercio, Cargo Expreso, Emisoras Unidas, Funcafé, Grupo Almo, Gremial de Editores, Gare de Creación S.A., Iglesia de Jesucristo de los Santos de los Últimos Días, Importadora Laper, Kimberly-Clark, Walmart México y Centroamérica
Guatemalan Implementing Partners
Funcafé

Goals and Objectives

The objectives were to

- Support activities that promote better quality of education and increase coverage
- Provide school supplies and teacher training to primary and pre-primary schools in rural areas to contribute to student enrollment and retention
- Supply at least 200 schools with mini-libraries.

Project Description

Early in 2009, *Iglesia de Jesucristo de los Santos de los Últimos Día* (Church of Jesus Christ of Latter-day Saints [LDS Church]), *Emisoras Unidas* (United Radio Broadcasters), and *Cámara de Comercio* (Chamber of Commerce) carried out the first *Cuadernos con Corazón* (Notebooks with Heart) program, which provided school kits to more than 20,000 children from public elementary schools. A second portion of the program was organized for the 2010 school year and *Banrural, Cargo Expreso* (Express Cargo)*, Grupo Almo* (Almo Group)*,* and *Walmart México y Centroamérica* (Walmart of Mexico and Central America) joined the effort.

Because of the success of the program, in 2011, the *Alianzas* program proposed to enrich *Cuadernos con Corazón* by including a reading component with books and school libraries. The *Alianzas* and *Reforma en el Aula* (Classroom Education Reform) programs convinced the following partners to participate: *Asociación de Colegios Privados* (Private Schools Association), *Cámara de Comercio*, *Cargo Expreso*, and *Emisoras Unidas*. Additional partners were *Banrural*, *Grupo Almo,* Kimberly-Clark, LDS Church, *Walmart México y Centroamérica*, and members of the *Gremial de Editores* (Editors' Guild) such as *Editorial y Librerías Piedra Santa* (Editorial Piedra Santa Bookstores).

The purpose of the intervention was to improve students' reading comprehension and writing skills; develop critical thinking skills, and increase vocabularies. The intervention also included the use of assessment tools so teachers could track the performance of their students.

The strategy for the expanded *Libros y Cuadernos con Corazón* program included two different campaigns. The first campaign to collect books began in October 2010 and was coordinated with partners *Asociación de Colegios Privados* and *Banrural*, which were in charge of receiving books and classifying them by grade level. The second campaign to promote donations of

school supplies began January 2011. The donations were accepted at *Banrural*, *Walmart México y Centroamérica*, *Cámara de Comercio,* and Rotary clubs. All materials, school kits, and books were delivered during February and March 2011. This program benefitted children in 16 out of the 22 departments of the country (see map at right).

The *Alianzas* program was responsible for the collection of reading books. The program also bought kits for 10,000 students in pre-primary schools, participated in the delivery of the school kits and mini-libraries, and selected *Funcafé* to implement the teacher training activity.

For the teacher training component, Funcafé distributed the language and communication book of the series *Comunicación para la Vida* (*Communication for Life*) to primary school teachers. Funcafé also trained teachers on how to use the textbook as a teaching tool, with a focus on cooperative, participative, and active methodologies with a constructivist approach.

Key Success Factors

The support and empowerment from Ministry of Education (MOE) officials were crucial in reaching teachers and students.

Teachers realized that using textbooks will help them enrich the strategies they employ with their students—that books are a tool, a means to achieve an objective, and not an obstacle, but a friend.

Involving the media in the campaigns was critical in gathering as many school supplies as possible. Participation and involvement of stakeholders from various sectors were fundamental and proved that anything is possible when people come together to achieve a common objective. That was how all the supplies reached the target population.

Funding

Private-sector funds: $603,114
USAID funds: $66,611

Results

1,348 teachers trained in new teaching-learning methodologies
19,400 students received textbooks
72,458 students with school kits
911 schools benefitted from the intervention
231 mini-libraries were supplies
33 MOE and nongovernmental organization technical staff received training
(USAID beneficiaries: 450 teachers; 6,466 students; 24,153 school kits; 303 schools; 77 mini-libraries; training of all technical staff)

Fundación de la Caficultura Para el Desarrollo Rural (Funcafé)
Café-Alianzas Program
Health, Nutrition, Education
November 2010 – July 2014

Health Component

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

LLRs: 3.3.2: Improved quality and expanded access to family planning/reproductive, maternal, and child health information, education, counseling, and services

3.3.3 Improved nutrition, sanitation, and better dietary and hygienic information, education, counseling

Partners
Guatemalan Funding Partners
Funcafé
Guatemalan Implementing Partners
Funcafé

Goals and Objectives

The general goal of the program was to contribute to the improvement of sexual and reproductive, as well as nutritional, health of 5,000 families in 10 at-risk municipalities of the Western Highlands of Guatemala.

Specific objectives:

- To provide integrated prevention health services to coffee planting communities, with special emphasis on sexual and reproductive health (SRH).
- To improve the competencies of sexual, reproductive, and nutritional health educators and service providers from the populations in the target area, as well as to provide them with SRH and nutritional monitoring tools.
- To increase men's knowledge of SRH and allow them access to family planning methods and protection from sexually transmitted diseases.

Project Description, Health

The program was implemented during 2010 and 2011 in communities of the Dry Corridor in eastern departments of the country (Chiquimula, Jalapa, Jutiapa, and Zacapa – see light blue areas on map to right). In 2012, following the new USAID strategy Feed the Future, the program was moved to the Western Highlands of the country, in response to existing poverty and chronic malnutrition conditons that affect the indigenous population in that part of Guatemala. Activities were implemented in 133 communities of 10 municipalities, located in the departments of Huehuetenango, Quiché, and San Marcos (dark blue areas on map). Training was addressed to male and female adolescents, youth, and adults, including auxiliary nurses, midwives, and

health promoters. The topics adressed in the training workshops included SRH, food and nutritional security, environmental conservation, and hygiene practices.

Funcafé implemented nutrition and SRH activities in four health centers that carry out nutritional monitoring of the population they serve, medical care to pregnant women, and distribution of family planning methods. The health centers did not provide the mentioned services before program implementation, and by the closing of the program, all four kept patient records and monitored patients' nutritional behavior.

By the end of the project, for those activities in which goals were not met (nutritional monitoring), Funcafé committed to making larger efforts to improve current indicators and to extend these efforts to all 16 medical centers. The program defined 12 indicators to track continuous improvement in the medical center network, especially in the following areas: a) an environment conducive to providing quality medical services to users; b) a nutritional monitoring system; and c) increased knowledge among the population who use the services regarding SRH, food and nutritional security, and mother and child health.

Additionally, Funcafé strengthened its monitoring and evaluation systems, having updated the Funcafé Information System.

Key Success Factors

Selecting the right people is key to the success of field interventions. Local technical staff were hired, as they are familiar with social and cultural conditions of each region and know the best way to approach service to their community. This gave us a better understanding of existing conditions and problems, as well as openness towards the community and more dedication to the programmed activities.

There was close coordination with Ministry of Health local authorities, which helped add resources and ensure success of implemented actions.

Training for adults followed an approach that respects cultural elements of each region.

Funding

Private sector funds: $3,056,834
USAID funds: $1,515,249

Results

43,604 people were trained (89% of the goal)
Increased coverage of nutritional care and care for diseases among children aged 2 years and younger, from 49% to 89%
All four medical centers participating in the program increased the quality of health services in 11/12 corresponding indicators
7,936 students reached in 51 primary schools
319 trained teachers
21,469 books delivered

(USAID beneficiaries: 2,645 students; 106 teachers)

Education Component

IR: 3.2 Improved quality and equity of basic education

LLRs: 3.2.3: Increased, improved and more equitable educational opportunities for learning

3.2.3.1 Improved learning environment

Goals and Objectives

The general goal of the education component was to improve education services through teacher training, provision of didactic materials and application of an adequate methodology to achieve a quality and pertinent education.

- To implement of active methodologies in the schools, tailored to meet their specific local educational needs.
- To provide teachers and students with materials and conditions appropriate for learning and quality education in the schools.
- To provide follow-up and technical assistance related to the curriculum, in a systematic and continuous manner, in order to strengthen educational processes and ensure their sustainability.

Project Description, Education

The education component is based in an active rural school model (*Escuela Rural Activa –ERA*) that has proven to be effective at improving learning outcomes and has been implemented for more than 15 years in Guatemala and in other countries in Latin America. It is centered in the child and his or her social and natural environment. The model includes four activities: 1) teacher training in innovative methodologies, 2) provision of didactic materials, 3) development and validation of pedagogical materials, 4) monitoring and evaluation. The intervention began in the Eastern dry part of the country in 2010 and moved to San Marcos in 2012 when USAID shifted its attention to the Westerns Highlands (see map to right: light blue indicates coverage in phase 1 where they started the project in 2010; dark blue indicates coverage in phase 2 where USAID prioritized the area in 2012).

Key success factors

Close and frequent follow-up provided to the schools with the support of the Ministry of Education (MOE) local officials was important; teachers felt they were being helped and accompanied. A continuous yearly supply of teachers' editions and materials for the students was also very important because 100% of teachers and students had all the material they needed for success in the classroom.

Fundación para el Desarrollo Integral de Programas Socioeconómicos
(Foundation for the Integral Development of Socioeconomic Programs [FUNDAP])
Comprehensive Support to Achieve Girls' Permanence in School and Completion of Grade 6 Primary School Scholarship Program
(Equity and Quality of Education for Indigenous Children of the Western Highlands in Guatemala, Teacher Training Component)
March 2011 – July 2014

IR: 3 Education quality and access improved

Sub IR: 2.3.1: Reading skills improved

Partners
Guatemalan Funding Partners
FUNDAP
Guatemalan Implementing Partners
FUNDAP

Goals and Objectives

The goal of the program was to contribute to the improvement of the education system in rural areas as a means to foster comprehensive development in the Western Highlands at the local level.

The objectives of the program were the following:

- To promote equity and quality of education for indigenous boys and girls in rural areas.
- To strengthen and develop teachers' and principals' teaching competencies and strategies, especially in public rural schools, focusing on those that will help students improve their reading skills.
- To provide mini-libraries to all the schools involved in the program.
- To motivate students to stay in school, particularly girls.
- To promote primary school completion.

Project Description – Education Component

FUNDAP started operations in 1982 and has directed its efforts toward reducing cultural and gender gaps, particularly for girls' education in rural areas. It reinforces a strategy for school retention and primary school completion. Its main objective is to provide learning opportunities to girls and their families through formal education and training sessions for parents. FUNDAP's objective is based on the idea that "educating a girl is educating a family."

For this program, FUNDAP implemented the following components:

Girls' access to education: FUNDAP provided scholarships, mainly for girls aged 10 to14 years old. The scholarship included a stipend for the girl, which served to teach her how to open a bank account and learn to save. FUNDAP trained girls in topics such as self-esteem, entrepreneurship, and values; students and parents participated in educational field trips to emphasize the importance of attending school.

Strengthening of local organizations: Parents received training to involve them in their children's education and to enhance perception of how important it is for their children to attend school. The training also emphasized empowerment and accountability when it comes to their responsibility and the role they should play in their children's education. They received orientation on how to join the school's parents associations, boards, or committees.

Teacher training for quality of education improvement: Teachers participated in a progressive training program that focused on topics such as students' school retention strategies, teaching reading, sharing best practices and lessons learned, assessment of students' progress, and other similar issues.

Provision of school supplies and materials: The program provided classroom mini-libraries, learning corners, educational games, learning materials made from recycled materials, reference books for teachers, audiovisual equipment, and school supplies for teachers and principals.

Reading component: Because one of the main teacher training issues is reading strategies, FUNDAP is one of the partners of the Reading Consortium and in 2013 piloted a curriculum-based assessment in reading with students from first through fourth grade. As teachers are the people who use this tool to assess their students' reading status and progress, all the teachers were trained in the use of this methodology as a formative reading tool and will continue to use it after the program's end.

Funding

Private sector funds cash: $616,722
In kind funds: $8,851
USAID funds: $272,065

Results

Education

1,440 girls received scholarships
217 teachers trained
4,812 children received educational materials
6,340 books delivered
(USAID beneficiaries: 480 girls with scholarships, 72 teachers trained, 1,604 children with educational materials)

Health

247 auxiliary nurses received training
1,944 community health volunteers received training

Key Success Factors

Support from the school principal in conjunction with the teacher training component was key in changing the attitudes and willingness of school personnel help them make learning fun for students and foster a stimulating learning environment. School visits and the educational field trips helped scholarship students feel more committed to working for good grades. Home visits also provided individual and collective family support.

An important component was parent involvement in the process. FUNDAP worked not only through workshops and training on different topics that helped parents understand the importance of their children's education, but also on how they could organize to hold the school and teachers accountable for their children's' education.

Qualification of Rural Health Agents – Nursing Assistants and Volunteer Health Promoters

(February 2011 – July 2014)

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

LLR: 3.3.2: Improved quality and expanded access to family planning/ reproductive, maternal, and child health care information, education, counseling, and services

Goals and Objectives

The program's goal was to contribute to implementing medical care strategies that reduce mother–child mortality.

Objectives:

- To strengthen systematic and continuous education to promote maternal and child health care in communities of the Western Highlands, by training nurses and health volunteers to better meet the care needs of mothers and children in the region.

Project Description – Health Component

The Qualification of Rural Health Agents program lasted for three years and five months.

During its implementation, the program focused on training male and female health volunteers in Quetzaltenango, San Marcos, Suchitepéquez, and Totonicapán (see map to the right). During this period, a total of 1,944 female health volunteers were certified, 850 additional people received training to update their skills, 247 nursing assistants were certified, and an additional 206 received training to update their certifications.

One of the most important activities involving volunteers was to link them to Ministry of Health local units (health centers), through direct coordination with regional directors which gave official approval to train volunteers.

Nurse assistants worked closely with health centers and national hospitals during their training, for example, in Totonicapán, Sololá, and Hospital Robles in Quetzaltenango, where they carried out internships.

Key Success Factors

Training and certifying staff and nursing assistants at the community level through a renowned and solid institution such as FUNDAP made it possible for the program to be accredited by the Ministry of Public Health, and ensured sustainability of activities beyond the life of the program.

FUNDAZÚCAR
Mejores Familias (Better Families)
March 2011 – July 2014

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

LLRs: 3.3.2: Improved quality and expanded access to family planning/ reproductive, maternal, and child health care information, education, counseling, and services

3.3.3 Improved nutrition, sanitation, and better dietary and hygienic information, education, counseling

Partners
Guatemalan Funding Partners
FUNDAZÚCAR
Guatemalan Implementing Partners
FUNDAZÚCAR

Goals and Objectives

The program aimed to improve the health of Guatemalan families through the following objectives:

- To improve food and nutritional safety at the community level.
- To empower mothers of reproductive age by educating and training them in topics such as self-esteem, sexual and reproductive health, and community participation.
- To provide growth monitoring for children under 5.

Project Description

In 1990, Guatemala's agro-industrial sugar sector created *FUNDAZÚCAR*, a foundation for social development, with the objective of promoting men's and women's advancement. Under this vision, *FUNDAZÚCAR* decided to promote and support programs that contributed to community development, promoting modernization and decentralization efforts.

In 1998, *FUNDAZÚCAR* initiated the *Mejores Familias* program*. Mejores Familias* is focused on improving nutrition and food safety at the community level, with three basic pillars: 1) availability, 2) access, and 3) consumption. The program targeted women of reproductive age and children under the age of 5. Women were particularly important to this program since they are considered change agents and promoters of social change. *Mejores Familias* aimed to help women develop skills based on knowledge of and experience with nutrition and food safety. This strategy was among the most ambitious ever implemented in the southern coast of Guatemala, in the departments of Escuintla, Retalhuleu, Santa Rosa, and Suchitepéquez.

The relationship between *FUNDAZÚCAR* and *Alianzas*/Guatemala started in 2005, after Hurricane Stan severely affected the beneficiary communities. After the hurricane, *FUNDAZÚCAR, in* partnership with *Alianzas*/Guatemala and other private sector companies, such as *BANEX*, Rotary Club, and *Industrias Licoreras,* carried out a 90-day emergency alliance program to mitigate the negative effects of the storm. After this initial partnership, *FUNDAZÚCAR* furthered the partnership with *Alianzas*, expanding its initial coverage to 139 communities in 34 municipalities.

In March 2011, *FUNDAZÚCAR* and *Alianzas* began a second program, implemented through July 2014. Activities implemented during this program were divided into two different cohorts of women, in response to USAID's mandate to focus *Alianzas* efforts in priority areas:

- Actions with the first cohort were implemented between March 2011 and March 2012, in four departments of the South Coast and two of the Western Highlands.
- Actions with the second cohort were implemented between April 2012 and July 2014, in a different intervention area, the department of Quiché.

The program provided training and home visits to 17,728 women and monitored the growth of 15,317 children under the age of 5. To do so, it implemented 487 nutritional monitoring units, *Unidades de Vigilancia Nutricional*, that also provided powdered micronutrients and de-worming medication to children. The program promoted the involvement of 1,092 trained monitors in growth monitoring, as well as counseling and follow-up to mothers of children with health or nutritional problems. Community involvement was also encouraged, and a total of 2,616 community assemblies were held during this period.

Key Success Factors

- The anthropological approach of the program impacted women's behavior at individual, family, and community levels, since educating women is key to bringing about changes in health prevention and dietary habits.
- Participant training positively impacts the demand for health services and actions to improve basic sanitation at the community level.
- Systematization of monitoring and supervision allowed reliance on indicators that demonstrate learning progress and incorporation of improved practices among participants. For the cohort of the second period, the exit profile index for women in 2014 was 69%, which represents an increase in 44 points in comparison to the baseline.
- The involvement of community leaders, beginning at the diagnostic stage of the program, through constant communication during the implementation phase, as well as training and *in situ* support to monitors, resulted in active participation in promoting food and nutrition security oriented projects, and a shared responsibility to ensure sustainability of actions promoted by the program.
- Different initiatives of the program proved the role of women as change agents in their communities.

Funding
Private sector funds: $3,134,780
USAID funds: $1,474,830

Results
Beneficiaries: 17,728 mothers and 15,317 children under the age of 5

Fundación Sergio Paiz Andrade (FUNSEPA)
Tecnología en Educación **(Technology in Education)**
July 2011 – December 2011
March 2013 – June 2014

IR: 3.2 Improved quality and equity of basic education

LLRs: 3.2.3: Increased, improved, and more equitable educational opportunities for learning

3.2.3.1 Improved learning environment

Partners
Guatemalan Funding Partners
FUNSEPA
Guatemalan Implementing Partners
FUNSEPA

Goals and Objectives

The goal of the program was to provide educational opportunities for children and youth by increasing access to school and promoting school retention. The program had the following objectives:

- To provide access to technology in elementary schools through a computer laboratory
- To increase access to and improve quality of education in prioritized rural areas
- To promote the use of technology as a pedagogical tool that could enhance the teaching–learning process among teachers and principals through training and constant support.

Project Description

FUNSEPA is a nonprofit organization that provides computers to schools and teachers; its mission is to contribute to Guatemala's social and economic development using technology as a tool for education. It aims to create a sustainable continuous supply of used, new, or reconstructed computer equipment to improve the quality of education and children's global competitiveness. FUNSEPA has a reconditioning center for preparing both hardware and software to be given at no cost to public schools and at a very low cost to public sector teachers.

This program held training sessions on computer literacy for teachers. Teachers also learned how to use computers as tools for instruction. Teachers had constant support in the training process through special software that allowed them to follow a self-instruction program, supplemented by a virtual learning platform (www.funsepa.net). Teachers also had online forums where they could request assistance. While program equipment had a six-month guarantee, FUNSEPA trained at least one of the school teachers in prevention maintenance to extend the life of the equipment.

Key Success Factors

Funding
Private sector funds cash: $110,882
Private sector funds in kind: $107,240
USAID funds: $83,116
Results
940 teachers trained
12,914 student beneficiaries
35 schools equipped
(USAID beneficiaries: 313 teachers; 4,305 students, 11 schools)

Student attendance and retention rates improved as teachers planned more participative, fun, and different types of classes. Students felt motivated to go to school to learn through fun activities.

Parents and community authorities felt involved from the beginning; in some communities, they took turns guarding the equipment. They also held fundraising activities to gather funds to pay a specific computer science teacher and help pay the electricity bills so their children could continue to enjoy their classes using computers.

Not only the teachers in schools that received equipment became computer literate; also teachers in neighboring schools were invited to the trainings and improved their computer skills.

Hidroxacbal S. A., Fundación Grupo Terra
Programa de Becas–Tutoría (Tutor Scholarship Program)
April 2013 – December 2013

IR: 3.2 Improved quality and equity of basic education

LLRs: 3.2.3: Increased, improved, and more equitable educational opportunities for learning

3.2.3.1: Improved learning environment

Partners
Guatemalan Funding Partners
Hidroxacbal S. A. *Grupo Terra*
Guatemalan Implementing Partners
Hidroxacbal S.A., *Grupo Terra*

Goals and Objectives

The goal of the program was to contribute to a reduction in dropout and repetition rates by having outstanding upper grade students tutor students in early grades in reading and math in Ixil areas in the municipality of San Gaspar Chajul, El Quiché. The program had the following objectives:

- To reduce repetition, failure, and dropout rates of students in the first three grades of primary education through tutoring in areas of language arts and numeracy.
- To promote academic excellence in children tutors.
- To foster the formation of values like tenacity, solidarity, respect, reliability and commitment.

Project Description

Becas–Tutoría Hidroxacbal was a program implemented through *Fundación Grupo Terra*, the social foundation of the hydroelectric company Uno Petrol S.A. Through this program and under the guidance of trained teachers, a group of 103 students enrolled in 5th and 6th grade provided mentorship and tutoring to 309 students in earlier grades. The student tutors were awarded scholarships in the form of monthly stipends in recognition of their efforts. All student tutors had an after-school schedule during which they assisted their fellow students at an approximate ratio of 3 students per tutor.

Tutoring scholarships were awarded at a total of 12 schools located in the municipality of San Gaspar Chajul. Hidroxacbal was able to involve the volunteer teachers as well as parents and school principals in this collective effort to reduce repetition and dropout rates in early grades. Mentee students were recommended by their teachers.

Volunteer teachers from each school involved received special training from *Grupo Terra* personnel on mentoring and tutoring techniques. They provided student tutors with support throughout the whole process as needed.

Schools of the following communities were the ones involved in this program:

	Aldea Chel	Aldea Sotzil
Aldea Ilom	Aldea Jala las Flores	Aldea Jua
Aldea San Joaquín Chel	Aldea Xaxmoxan	Aldea Visich
Aldea Estrella Polar	Aldea Cajchixla	Aldea Xesai
Aldea Bisiquichum		

Uno Petrol S.A. received recognition during 2012 by the Organization of American States for implementing this program, which was deemed the best corporate social responsibility initiative implemented in education in Honduras and Nicaragua.

Key Success Factors

Parents were involved in the program from the beginning; they signed a document stating they would provide time and support to their children so the children could study and do their homework.

Hidroxacbal provided school supplies to the children so they would not invest the stipend money on things they needed for school.

Even though repetition and promotion rates did not improve as much as expected at the end of the year, retention rates did improve, and none of the student tutors/mentors dropped out of school during the school year.

Funding

Private sector funds cash: $35,644
USAID funds: $12,562

Results

412 students benefitted from the program

(USAID beneficiaries: 138 students)

Instituto Privado Guatemala de la Asunción (Guatemala Private Institute of the Assumption), Villa Nueva
Programa de Becas para Estudiantes de Nivel Básico y Diversificado (Scholarship Program for Middle and High School Students)
January 2011 – October 2012

IR: 3.2: Improved quality and equity of basic education

LLRs: 3.2.3: Increased, improved, and more equitable educational opportunities for learning

3.2.4: Basic education and vocational training, life competencies, and work force skills training program for youth at risk

Partners
Guatemalan Funding Partner
Instituto Privado Guatemala de la Asunción (Guatemala Private Institute of the Assumption)
Guatemalan Implementing Partner
Instituto Privado Guatemala de la Asunción

Goals and Objectives

The goal of this project was to provide educational opportunities for children and youth.

The objectives were to

- Increase access for children and youth
- Contribute to improve socioeconomic conditions for families in Villa Nueva
- Provide citizenship development education
- Decrease social discrimination and exclusion rates in the area
- Develop job-related skills in youth
- Contribute to develop critical thinking and values in students.

Project Description

The *Instituto Privado Guatemala de la Asunción's* (IPGA's), scholarship program for middle and high school students began in 1991 in Villa Nueva, a community south of Guatemala City. Since 2004, IPGA has funded pre-primary-, primary-, and secondary-level school scholarships.

IPGA's objective was to promote social service and basic education to students based on moral and religious principles. It targets poor, needy, and vulnerable children and youth whose parents were challenged with economic difficulties in enrolling them in public or private schools. It focuses on low-income, at-risk youth, especially girls aged 12–20 years, who lived in crime-filled areas in Villa Nueva. IPGA served as an educational center, providing vocational orientations for students so they could pursue job-related positions (e.g., a bilingual [Spanish and English] secretary) in different disciplines (e.g., computer sciences, accounting, management).

With Alianzas support which began in 2011, IPGA expanded their impact by awarding additional scholarships to children and youth in the area of Villa Nueva. Students received partial or full scholarships to pre-primary-, primary-, and secondary-level schools. The scholarships were awarded based on the results of a socioeconomic study.

In addition to the financial support, the scholarship recipients benefitted from activities related to leadership, self-esteem, values, and job-related skills, as well as courses in cooking, tailoring, handcrafts, entrepreneurship, carpentry, electricity, and other topics. *IPGA* partnered with local organizations to also provide orientations on specific topics such as human rights, peer pressure, emergency responses, and reproductive health education.

Key Success Factors (Highlights)

An important success factor was the school principal's inter-institutional coordination with local police, churches of different denominations, other U.S. Agency for International Development (USAID) programs, the Guatemalan Attorney General's Office for Human Rights, and the project titled *Jóvenes sin Violencia* (Young People Without Violence). These partnerships strengthened the school's program by providing students with knowledge to enhance their leadership skills, and by supporting a crime prevention analysis to identify possible solutions to the community's social problems.

Funding

Private-sector funds (cash): $68,906
USAID funds: $22,850

Results

249 students received scholarships
(USAID beneficiaries: 83 students)

An important factor in the project's success was the Villa Nueva community's involvement. Parents and members of the community supported the activities and participated whenever possible. If families had limited resources, then they contributed their own work or time to the project.

Instituto de Salud Incluyente (Institute for Inclusive Health [ISIS])
Inclusive Health Model Project
November 2010 – July 2014

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

LLR: 3.3.2: Improved quality and expanded access to family planning/ reproductive, maternal, and child health care information, education, counseling, and services

Partners
Guatemalan Funding Partners
ISIS *Medicus Mundi Navarra*
Guatemalan Implementing Partners
ISIS

Goals and Objectives

The goal of the project was to strengthen public health policy and Ministry of Health (MOH) institutions, through the gradual implementation of the Inclusive Health Model (MIS in Spanish) in municipal health districts (DMS).

Objectives:

- To implement the MIS in seven municipalities in Baja Verapaz, Huehuetenango, Quiché, and Zacapa, strengthening health rights, gender, and inter-cultural approaches, as well as environmental sanitation, in the primary care level of the MOH.
- To fully train and educate all staff levels (technical and management) within the MOH, the local health areas (Baja Verapaz and Zacapa), and the municipal health districts in Cubulco, Rabinal, Purulhá, and La Unión. A second phase, after 2012, worked in Huehuetenango and Quiché.
- To train and certify community nursing assistants, teams supporting basic care, and continuous on-the-job medical training of nursing assistants in order to have fully trained and competent staff that can effectively implement the MIS.
- Provide technical assistance on a permanent basis to the district and municipal health areas in order to guarantee effective implementation of the MIS.

Project Description

The MIS is a first level health care model that integrates norms and priorities of the MOH into three health programs (individual, family, and community); six sub-programs organized by age and gender; and a health vigilance information system. It is based on four perspectives (rights to health for all, gender, intercultural, and environment), all of which cross-cut each of the programs. The health teams, composed of a mix of bilingual professionals from different backgrounds, are thoroughly trained in the theoretical and practical basis of this model.

The MIS model began activities in Baja Verapaz and Zacapa (areas appearing in dark blue on the map on the previous page) and beginning 2012; with the shift in USAID priority areas, actions focused in Huehuetenango and Quiché (appearing in light blue on the map). Activities implemented during the project include the following:

1. Regular coordination with and lobbying before the MOH, at local and central levels, as well as with other public institutions such as the Ministry of Development (MIDES) and the SESAN (Secretariat for Food and Nutritional Security)
2. Provision of training: ISIS designed community nursing assistant courses, certificates, and seminars for MOH staff to meet the needs of staff, whether from the health areas or municipal areas, with special attention to the places where MIS was implemented.
3. Transfer of technology: health services staff were trained to implement and manage health programs, to conduct sociocultural monitoring of health, and to use of *sistema de información de salud* (SIMIS; health information system).
4. Monitoring and evaluation of the model, through systematic and frequent site visits, as well as through studies to assess progress, benefits, and effectiveness of the MIS in comparison with other health interventions existing in the country.
5. Technical assistance to ensure the incorporation of gender and cultural relevance approaches into the care model, based on the different stages of the MIS, as well as to monitor and assist staff performance related to gender and intercultural competencies.
6. Integration of the MIS to the MOH information system (SIGSA) by installing an interface between both systems (SIGSA and SIMIS).
7. Promotion of the MIS and its contributions to public health policy before national stakeholders and international cooperation agencies, during technical, political, and academic debate on health policies, programs, and services.
8. Organization and community promotion: encourage support of the MIS by communities and civil society organizations, as well as by local, municipal, departmental, and national authorities where it is implemented.

Funding
Private sector funds: $6,040,044
USAID funds: $1,420,679

Results
50,919 people heard or saw a family planning or reproductive health message
91,529 women of reproductive age and children under age 5 use mother–child health services
16,830 were reached by immunization services
2,402 newborns received basic medical care
352 nursing assistants trained

Key Success Factors

Strengthening local management competencies significantly improves progress and quality of health interventions. From its design, MIS strengthens MOH leadership and public health services, through various processes that promote sustainability, such as first level service zoning to ensure uniform and inclusive medical care, strengthening of health services staff, and involvement of community actors in all implementation phases of the model, among others.

Asociación Huehueteca Ixmucané
***Educación Integral Trabajando por y para las Mujeres* (Integrated Education Working for and by Women) Scholarship Program**
September 2013 – July 2014

IR: 3.2 Improved quality and equity of basic education

LLRs: 3.2.3: Increased, improved, and more equitable educational opportunities for learning

3.2.3:1 Improved learning environment

3.2.4: Basic education and vocational training/life competencies/work force skills training program for youth at risk

Partners
Guatemalan Funding Partners
Asociación Huehueteca Ixmucané, Unisuper Club Rotario Nordeste
Guatemalan Implementing Partners
Asociación Huehueteca Ixmucané

Goals and Objectives

The goal of the program was to increase comprehensive educational opportunities for women in vulnerable situations. The program aimed to aid women's personal, social, political, and economic development. The program had the following objectives:

- To provide a formal education received in schools with complementary activities that enrich education
- To support the school with school supplies
- To support training processes with the different actors involved in education
- To develop alternative methodologies that facilitate the teaching–learning process
- To complete the school curriculum with updated themes
- To encourage community work

Project Description

Ixmucané Association was created to work with women. Since its inception in 2000 the association has supported the development of vulnerable women in rural areas of Quiché and Huehuetenango (see map to right), contributing to their personal, social, and economic development.

Its main objective was to offer training support to women who for various reasons had not started or completed their academic studies. The scholarship program financially assisted these women so they could remain in the formal education system until they graduated from high school or technical vocational school.

At the same time, Ixmucané developed a program of education and training in social issues and personal growth, aimed not only at women with scholarships, but also open to other groups in the department of Huehuetenango as well as to schools, public or private, willing to participate. Ixmucané supported several schools and colleges in teacher training and pedagogical orientation, planning, and fundraising.

The Association has a Training Center with a boarding school for women, which provides a family atmosphere. The center offers study that combines formal education (attending different schools) with nonformal training processes (workshops, field trips, etc.).

Key Success Factors

Mentoring and after-school reinforcement provided students with tools for their academic success. School visits helped students feel more committed to working for good grades because they felt they had the teachers' and principals' support. Individual home visits also provided individual and collective family support and made families and students feel more committed to achieving academic success.

Funding
Private sector funds cash: $84,214
USAID funds: $38,464

Results
166 female students
(USAID beneficiaries: 55 female students)

The girls and young women were involved in many different types of activities that kept them engaged, especially at the boarding school, such as: vocational counseling activities, after-school reinforcement, mentoring and tutoring in different subjects, reading and library programs, movie forums, and participation in everyday activities in the boarding house. All these activities made them feel they were part of a big, caring family.

Medical Teams International
Maternal and Child Health Program in Chicamán
June 2013 – July 2014

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

LLRs: 3.3.2: Improved quality and expanded access to family planning/reproductive, maternal, and child health care information, education, counseling, and services

3.3.3 Improved nutrition, sanitation, and better dietary and hygienic information, education, counseling

Partners
Guatemalan Funding Partners
Medical Teams International *Silicone Forest*
Guatemalan Implementing Partners
Medical Teams International

Goals and Objectives

The goal of the program was to reduce morbidity and mortality among women of reproductive age and children under 5 years old in the municipality of Chicamán, El Quiche, Guatemala.

Objectives:

- Improved capacity of communities to address health needs. Teachers, principals, and Ministry of Education supervisors trained in innovative methodologies.
- Improved child health through increased access to community-level health services and improved household practices.
- Improved quality of child health in facilities through strengthened integrated management of childhood illness services.
- Improved child nutrition through community growth monitoring and promotion, improved infant and young child feeding practices, and access to micronutrients.

Project Description

The project used a two-pronged strategy to improve the health and nutrition status of women and children under age 5: 1) promoting social and behavior change and community mobilization to build community capacity to take appropriate responsibility for health; and 2) building Ministry of Health capacity to provide sustainable, quality service delivery at the facility and community levels. The Maternal and Child Health Program Chicamán was implemented in 16 communities of the municipality of Chicamán, El Quiché, for 13 months (see map to right). The project worked through a network of *Madres Consejeras* [Monitor Mothers], each providing counseling to 10 pregnant women or with women with children under 5 years old. Also, the project had weight and growth monitoring teams. Community and religious leaders were identified and trained in

maternal–child health related topics. A total of 181 Monitor Mothers were trained and reached 1,324 mothers in the 16 communities.

Key Success Factors

Funding
Private sector funds: $1,123,719
USAID funds: $229,453

Results
1,324 mothers of children under 5 covered by the project
Increase in coverage of care in nutrition and prevention of disease in children under 2 (49% to 89%)

There are three key success factors in this program. First, Medical Teams was able to implement their model in the USAID priority area working with the local health authorities and the community.

Second, Medical Teams was able to support the community health structure through their established network, especially by improving services and availability of supplies, which had been detrimentally affected after the Government of Guatemala (GOG) cancelled the extension of coverage program.

And finally, they achieved continuity and sustainability of the program through other alliances created with US businesses through a fundraiser held in Seattle in early 2014. These alliances will further the health services provided in Chicamán.

Population Council
***Proyecto Abriendo Oportunidades* (Opening Opportunities Project)**
July 2013 – July 2014

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

LLRs: 3.3.2: Improved quality and expanded access to family planning/ reproductive, maternal, and child health care information, education, counseling, and services

3.3.3 Improved nutrition, sanitation, and better dietary and hygienic information, education, counseling

Partners
Guatemalan Funding Partners
Vital Voices *Population Council*
Guatemalan Implementing Partners
Population Council *Vital Voices* *OSAR*

Goals and Objectives

The project aimed to develop opportunities for youth to learn about general health and nutrition issues, with the following objectives:

- To sustain community-based rural girls' clubs in communities; establish new girls' clubs in an additional 3 communities; link clubs in rural girls' network and connect network to members of local Reproductive Health Observatories (OSARs).
- Incorporate boys' clubs in 5 communities, piloting the adaptation of the girls' curriculum to boys' needs.
- Strengthen the health sector linkages between girls' clubs and existing services in the public and private sectors by partnering up with OSAR associates in the project's region of intervention.
- Provide technical support for girl-centered programming to Vital Voices Guatemala, in order to facilitate scale-up through private sector partners.

Project Description

The project was based on: a) the 10-year experience of the Population Council's *Abriendo Oportunidades* Project in Guatemala; b) the experience of Vital Voices in Guatemala supporting women's participation in politics, economic growth activities, and local networks with private sector; c) the experience of the OSAR in monitoring and documenting indicators on sexual and reproductive health and women's rights. These three organizations share the objective of improving the health conditions of girls and youth in the areas where they lack public health services of this kind.

The goal of the project was strengthening of partnerships with private and public sectors, to improve rural health and contribute toward community development through building social capital with girls and youth in rural areas. The activities carried out by the project were:

- Expansion of the *Abriendo Oportunidades* model to 300 girls and adolescents, through 16 safe spaces in 8 communities. A safe/friendly space for girls is a public place in the community, such as a school or health center. The expansion of the model was carried out in Alta Verapaz, El Quiché, Quetzaltenango, and Totonicapán (see map on previous page).
- Strengthening of the links between these safe/friendly spaces and the existent services in the local and regional levels, to ensure participants' access to information on those health services and use of them.
- Agreement with the local leaders for the maintenance of these safe/friendly spaces for girls. Private sector partners also contributed funds for the activities of girls and adolescents clubs.
- Development of participatory activities for mapping the communities.
- Recruitment and training of mentors for the girls and adolescents clubs.
- Training of mentors on leadership skills, as well as sexual and reproductive health, girls and women's rights, gender, etc.

Key Success Factors

The project received support from different governmental agencies, including the Ministry of Development and the Youth Council, for the implementation of the project.

Constant communication with local authorities was necessary throughout the execution of the project, which facilitated the implementation of the clubs and safe/friendly spaces.

Funding

Private sector funds: $290,757
USAID funds: $100,000

Results

300 girls aged 13-18 years, were new members of the program
Six new friendly spaces were created in four municipalities
One alliance with private sector through Vital Voices

Pueblo a Pueblo, Inc.
***Programa de Becas* (Scholarship4Learning Program)**
March 2011 – October 2012

IR: 3.2 Improved quality and equity of basic education

LLRs: 3.2.3: Increased, improved, and more equitable educational opportunities for learning

Partners
Guatemalan Funding Partners
Pueblo a Pueblo local chapter
Guatemalan Implementing Partners
Pueblo a Pueblo local chapter

Goals and Objectives

The goal of the program was to provide integrated educational opportunities for youth through the following objectives:

- To combat poverty and inequality by promoting preventive healthcare, good nutrition, and learning opportunities for children in this region
- To provide access to education for marginalized indigenous Mayan children, with special emphasis on girls, who traditionally are excluded from education
- To create learning opportunities in the public school system for children who would otherwise not be able to attend by providing physical benefits as well as monitoring, counseling, and health care services.

Project Description

Pueblo a Pueblo is a US-based 501(c)3 organization that has been working since 2001 to support the health and education of indigenous T'zutujil children in the Santiago Atitlan region of Guatemala. It was founded on the belief that meaningful and sustainable change requires the commitment and active involvement of the individual, community, or organization that will benefit from that change. In this approach, the beneficiaries help determine their needs and potential solutions, resulting in more culturally appropriate, effective, and sustainable interventions.

Pueblo a Pueblo links local and international communities and individuals to collaborate on, build capacity for, and implement locally generated projects. The organization works in close partnership with community leaders to identify and respond effectively to the community's needs. Their initiatives help build the community's capacity to thrive, giving families the chance to escape decades of poverty and direct their own futures.

Pueblo a Pueblo established the Child Health and Education Sponsorship Program in 2006 to ensure that all students in these rural indigenous schools—Escuela Rural Mixta Panabaj and Escuela Rural Mixta Chukumuk—are able to complete primary education. However, demand for primary education in the communities where Pueblo a Pueblo operates grew rapidly since the program was introduced, outpacing the organization's ability to help every child in the community. In 2009, Pueblo a Pueblo introduced a scholarship program with the support of the Mayan Educational Foundation. This program complements the Child Health and Education program by providing 20 committed sixth grade students with the support they need to complete

their educational program and continue on to secondary school. This program was comprised of the following components:

- Child health and education sponsorship
- Chukumuk Community Library
- Organic school gardens
- School nutrition
- Maternal/Infant sponsorship, which provides medical care and education to expectant mothers and healthcare for their newborns through the age of 5.

Some benefits for scholarship recipients included the following:

Backpacks and school supplies, physical education uniform, sports shoes and socks, school nutrition, individualized monitoring for students and their families, free medical assistance through an ID card system, Pediatric Check-Up Day, Dental Check-Up Day, gifts for special occasions, and others.

Key Success Factors

Through home visits, Pueblo a Pueblo personnel enhanced awareness of the importance of education, and through the school nutrition and child health programs, children grew healthier. This improved student attendance rates because they did not get sick as often; the students also did not have empty stomachs and could concentrate on their daily classes.

Funding
Private sector funds cash: $54,530
USAID funds: $22,273

Results
183 students received scholarships
(USAID beneficiaries: 61 students)

All USAID scholarship recipients were in one school, which helped the organization follow-up every individual case.

Because beneficiaries participated in providing culturally appropriate ideas and solutions to local problems, there is more ownership of the program as time goes by.

Fundación Raxche'
***Proyecto Construyendo Mi Futuro* – (Building My Future Project)**
Scholarship Project
January 2011 – September 2011

IR: 3.2 Improved quality and equity of basic education

LLRs: 3.2.3: Increased, improved, and more equitable educational opportunities for learning

3.2.4. Basic education and vocational training/life competencies/work force skills training program for youth at risk

Partners
Guatemalan Funding Partners
Fundación Raxche' *Compañía Guatemalteca de Níquel, CGN*
Guatemalan Implementing Partners
Fundación Raxche'

Goals and Objectives

The overall goal of the project was to promote educational opportunities for youth of El Estor, Department of Izbal, through the following objectives:

- To provide comprehensive training to young students from El Estor between the ages of 11 and 20 years to facilitate opportunities for career development and income-generating capacity, which will help improve students' quality of life as well as that of their families.
- To implement a training program for education for job skills in coordination with the schools in the municipality.
- Implement a comprehensive training program based on principles and values that encourages the proper use of natural resources.
- Develop skills and capacities in youth to give them greater opportunities to enter the labor market with higher earning potential.

Project Description

Fundacion Raxche' is an organization that promotes educational development of students aged 11 to 20 years in the municipality of El Estor, Department of Izabal (see map on next page). The project provided training in technical areas such as baking, electricity, national and international cuisine, English, art, guitar, computer maintenance, computer sciences, tailoring, and motorcycle repair. The foundation also established an alliance with the *Instituto Técnico de Capacitación* (*INTECAP*) for the development of courses that would prepare the students to enter the labor market.

Besides completing school, the students had to complete a technical course and education on topics such as values, leadership, effective communication, taking care of the environmental conservation, among others. *INTECAP* provided qualified instructors as requested based on the needs.

Four areas were developed in parallel to students' formal education, as described below.

Training/education for work: Students participated in technical courses such as baking, masonry, electricity, plumbing, tailoring, developing tourist guides, fruit growing, and others. The courses helped students prepare for employment in a broad range of fields.

Principles and values: The project promoted the values of good citizenship; students accomplished personal goals to improve their standing in the community, and the community was enhanced by the students' striving for improvement.

Foundations for a happy and healthy lifestyle: The program provided tools and advice for students to take care of their health, to improve the quality of their lives, to value life, and to work to ensure a healthy environment for their community.

Good use and care of natural resources: The project included topics such as waste management, proper water usage, and good care and use of forests, land, and resources to create awareness of the importance of the environment.

Key Success Factors

All courses were offered to both male and female students; consequently, there were female students in the motorcycle mechanics course.

Strategic alliances were formed between Raxche' and all the secondary schools that had students in the project. The principals of the schools agreed to give participating students bonus points in the subjects of home economics, computer sciences, and English. This fact greatly motivated student participation in the program. Every student and every instructor also had all the materials needed for the different courses. This ensured a participatory and learning-by-doing methodology.

Funding

Private sector funds cash: $45,383

Private sector funds in kind: $98,493

USAID funds: $18,185

Results

1678 students were trained

87 courses were given

58 formative lectures

Club Rotario Coatepeque–Colomba (Rotary Club Coatepeque–Colomba) Scholarship Program
January 2011 – October 2012

IR: 3.2: Increased access and improved quality of education

LLRs: 3.2.3: Increased, improved, and more equitable educational opportunities for learning

Partners
Guatemalan Funding Partners
Club Rotario Coatepeque–Colomba (*Rotary Club Coatepeque–Colomba), Quetzaltenango*
Guatemalan Implementing Partners
Club Rotario Coatepeque–Colomba, Quetzaltenango

Goals and Objectives

The goal of this program was to promote the development of low-income sectors of Coatepeque and Colomba in Quetzaltenango. The program is specifically directed toward youth in rural areas.

The objectives were to

- Contribute to provide quality education to youth
- Provide youth with opportunities for learning to help them become professionals so they can make a difference in their communities
- Support youth so they can reach their goals and contribute to the development of their communities.

Project Description

Club Rotario Coatepeque was established in 1988 and has worked mainly on health and education projects in the Coatepeque area. In the area of education, *Club Rotario Coatepeque* has supported the construction of two *Institutos por Cooperativa* (Cooperative institutes [high schools managed by parents, the Ministry of Education (MOE), and municipality union]) and the reconstruction of various elementary schools in the area. *Club Rotario Coatepeque* has also supported students with scholarships.

The *Alianzas*-supported scholarship program was created to offer educational opportunities to youth and to use education to contribute to rural development in Coatepeque and Colomba in Quetzaltenango (see map). The program was divided into three groups: lower secondary education, higher secondary education, and higher education. The scholarship included registration, tuition, and supplies. The program supported girls in rural areas.

Key Success Factors

Because the educational institution is of a cooperative type, it is run by a committee, integrated by parents and members from the local municipality with the support of MOE local officials. The community empowerment was evident and helpful in supporting students with the scholarship program.

Funding

Private-sector funds: $26,822
USAID funds: US$8,212

Results

215 students with scholarships
(USAID beneficiaries: 59 students)

Asociación Tan U´xil
***Proyecto de Salud Sexual y Reproductiva para Jóvenes en Petén* (Sexual and Reproductive Health Project for Youth of Petén Project)**
January 2011 – June 2012

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

LLR: 3.3.2: Improved quality and expanded access to family planning/reproductive, maternal, and child health care information, education, counseling, and services

Partners
Guatemalan Funding Partners
Asociación Tan Ux´il
Guatemalan Implementing Partners
Asociación Tan Ux´il

Goals and Objectives

The project aimed to improve the sexual and reproductive health (SRH) of Petén youth through three objectives:

- To increase knowledge and improve responsible practices and attitudes about sexuality, rights, and use of barrier methods and other contraceptive methods in teenagers of both sexes.
- Ensure that teenagers are capable of making responsible and assertive decisions and assuming the care of their own SRH.
- Reduce the incidence of unwanted pregnancies, HIV, and sexually transmitted infections (STIs) among this group.

Project Description

The components for this intervention were the following:

1. Peer-to-peer model and certification of community youth leaders through the Yeny Mendoza Leadership Academy. This component of the project involved four main activities: 1) trainings to increase and improve the level of knowledge and abilities of peer educators to better promote issues related to SRH; 2) campaign to promote better practices (consistent use of condoms) to reduce unwanted pregnancies; 3) design and distribution of a quarterly newsletter; and 4) annual youth camp for exchange among peer educators of lessons learned and successful experiences within their communities.

During the course of the project, 190 youth were trained as leaders to promote SRH and family planning (FP) in the area through peer-to-peer counseling and community-based advocacy activities. Through an awareness campaign, these promoters reached more than 1,000 adolescents with information on best practices to prevent teen pregnancies.

2. Adolescent clinic at the National Hospital in San Benito, Petén: The project's experience was the basis for the development of a revised model to provide integrated clinical services to adolescents. A manual is available for other hospitals and clinics in the area to adapt the program. This manual includes patient registry and reference forms and a validated methodology to train leaders and their teachers on SRH and FP topics. Lastly, *Tan Ux'il* also strengthened its methodology on issues related to SRH and FP leadership and advocacy for youth. *Tan Ux'il* trained 130 youth, who graduated from the leadership academy.

3. Gender strategy. This component included four main activities: 1) creation and validation of an institutional strategic plan that includes gender as a cross-cutting axis; 2) implementation of this gender strategy; 3) socialization of this strategy with other local nongovernmental organizations; and 4) implementation of at least three activities with local women's groups to promote reduction of unwanted pregnancies, and promotion of responsible sexual and reproductive health.

Funding

Private sector funds: $164,895
USAID funds: $60,995

Results

More than 5,000 youth and adolescents trained and informed in SRH through information, education, and communication activities
More than 30,000 through SRH/FP services at the adolescent clinic
130 youth graduated from the leadership academy

Key Success Factors

Tan Ux'il worked in cooperation with the local health authorities and invested in training local health providers and members of the community, this has allowed them to grow and be sustainable throughout the years because they are recognized as a key partner for the local health district.

Fundación Tigo (Tigo Foundation)
Escuelas del Milenio (Millennium Schools)
Phase 1: August 2010 – December 2012
Phase 2: April 2011 – July 2014

IR: 3 Education quality and access improved

Sub IR: 2.3.1: Reading skills improved

2.3.2: Access to quality education program increased

Partners
Guatemalan Funding Partners
Fundación Tigo (Tigo Foundation)
Guatemalan Implementing Partners
Fundación Tigo

Goals and Objectives

The goal of the *Escuelas del Milenio* (Millennium Schools) project was to achieve universal primary education and ensure environmental stability in project schools.

The objectives were to

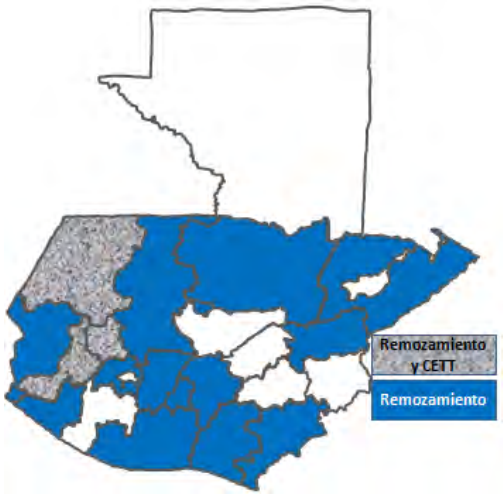
- Increase access to children in elementary school
- Contribute to enhance education by providing the appropriate conditions for the learning process
- Provide adequate physical and learning conditions to students in 40 schools
- Train teachers about better learning methodologies.

Project Description

Early in 2010, the United Nations Development Programme (UNDP) and *Fundación Tigo* (Tigo Foundation) approached the Chief of Party of the *Alianzas* program to discuss a potential partnership in a program that was part of UNDP's Strategy 2010–2014. The *Escuelas del Milenio* (Millennium Schools) program sought to achieve the Millennium Development Goals (MDGs) in selected communities in Totonicapán, particularly the eradication of extreme hunger and poverty, the promotion of gender equality, empowerment of women, the reduction of child mortality, and the improvement of maternal health. For the education component of the program, *Fundación Tigo* and UNDP contacted *Alianzas* for technical assistance. The organizations worked together to achieve universal primary education and ensure environmental stability. The education component of the program improved the conditions in the classroom by providing teachers with innovative methodologies, updated materials and resources, and close supervision. The program provided teachers with tools to assess their students' needs in reading and mathematics and with methodologies to develop more comprehensive lessons plans. It involved children, their parents, and community members in the teaching process to change the classroom dynamic to a place where oral traditions and creativity are valued. Students were motivated to write about their communities and its surroundings and about the world.

During Phase 1, *Fundación Tigo* refurbished 40 schools, and *Alianzas* provided funding for the qualitative intervention in schools, which was implemented by *Universidad del Valle* (University of Valle) with their Centers for Excellence in ***Teacher Training*** (CETT) component in teacher training.

Because Phase 1 had such good results, *Fundación Tigo* requested additional funding to continue with the teacher training component for Huehuetenango, Quetzaltenango, and other schools in Totonicapán (grey locations in map at right). During Phase 2, the teacher training component was completed. However, the refurbishment component was expanded to other areas because natural disasters, in particular the Agatha storm and the Pacaya volcano eruption, occurred, thereby requiring reconstruction and refurbishment in many more locations throughout the country (blue locations in map).



Because one of the main teacher training issues focused on reading strategies, *Fundación Tigo* was one of the partners of the "Reading Consortium." In 2013, *Fundación Tigo* piloted the Curriculum-Based Assessment (CBA) methodology in reading for almost all of its students in Grades 1 through 4. Because teachers use the CBA to assess their students' reading status and progress, *Universidad del Valle* trained all of the teachers in Totonicapán and Quetzaltenango on how to use this methodology as a formative reading tool and will continue to provide this training.

Key Success Factors

Fundación Tigo provided all of the funding needed to refurbish the schools and worked with *Aulas, Baños, Cocinas* (classrooms, bathrooms, kitchens); therefore, the teachers were open to accept the teacher training program.

On-site accompaniment proved to be the key element to be able to change the classroom dynamics and teachers' perspectives on how to diversify methodology to make learning a more active and student-centered process. Another determining factor was the provision of mini-libraries for all the schools that were involved in the teacher training program. In addition, teachers received a bag of school supplies every time they attended the workshops.

Funding
Private sector cash funds: $5,227,601
Private sector In-kind funds: $2,118,723
USAID funds: $1,646,070

Results
Refurbishment
226 schools refurbished nationwide
46 classrooms
34 bathrooms and kitchens

Education
504 Teachers trained
11,825 Students benefited
4,435 Books delivered
(USAID beneficiaries: 168 teachers; 3,942 students; 1,478 books)

Universidad Rafael Landívar (URL)
Programa de Becas
(Scholarship Program)
July 2010 – February 2013

IR: 3.2: Improved quality and equity of basic education

LLRs: 3.2.3: Increased, improved, and more equitable educational opportunities for learning

3.2.3.1: Improved learning environment

Partners
Guatemalan Funding Partners
Universidad Rafael Landívar
Guatemalan Implementing Partners
Universidad Rafael Landívar

Goals and Objectives

The goal of the program was to improve higher educational opportunities for rural youth, especially young women, to promote just, comprehensive, and inclusive development in Guatemala. The program worked through the following objectives:

- To establish a scholarship program targeted at economically disadvantaged youth in different rural geographic areas of the country
- To contribute to local and national development by schooling professionals in education and health
- To provide access to higher education to students who have completed secondary education in rural areas.

Project Description

URL is the oldest private university in Guatemala. URL provides scholarships to all of its campuses, with priority given to students in rural areas.

URL implemented this two-year scholarship program in the geographic areas where the university has a presence (11 centers in the country: the Central Campus in Guatemala City and 10 centers: Alta Verapaz, Zacapa, Quetzaltenango, Huehuetenango, Quiché, Antigua Guatemala, Escuintla, Retalhuleu, Jutiapa, and Coatepeque [see map below]).

The scholarship program was directed primarily to women and indigenous youth; it included enrollment, tuition, food, transportation, and materials. URL selected beneficiaries according to its established criteria, and the recipients were enrolled in health- and education-oriented careers according to their own interests.

Scholarship beneficiaries were tracked individually, and student performance was reported on a quarterly basis. Other activities in which students were involved included leadership training, English, technology, community service, and more.

Key Success Factors

The criteria and selection process of URL favored women, which was one of the main objectives of the scholarship program.

Students could count on their tutors for any academic assistance that they needed. This was a crucial factor that enabled the majority of the students to finish their university tenure and that reduced dropout rates to lower than expected levels.

The program fostered regular meetings where all the scholarship recipients could get to know one another. This promoted a sense of belonging was also a positive factor in the program's success.

Funding

Private sector funds cash: $198,936
USAID funds: $66,834

Results

290 students received scholarships
(USAID beneficiaries: 50 students)

Universidad del Valle de Guatemala (UVG)
***Programa de Becas – (*Scholarship Program)**
July 2010 – July 2012
January 2011 – December 2013

IR 3.2 Improved quality and equity of basic education

LLRS 3.2.3: Increased, improved, and more equitable educational opportunities for learning

3.2.3.1: Improved learning environment

Partners
Guatemalan Funding Partners
Universidad del Valle de Guatemala
Guatemalan Implementing Partners
Universidad del Valle de Guatemala

Goals and Objectives

The overall goal of the program was to provide increased educational opportunities, through the following objectives:

- To provide students with state-of-the-art methodologies and tools in the education faculty
- To offer educational opportunities for youth in the area
- To provide opportunities to indigenous women.

Project Description

UVG provides education at three campuses: the Central campus located in Guatemala City, Proesur in the south coast department of Escuintla, and UVG-Altiplano in the Western Highlands department of Sololá (see map below). UVG offers comprehensive education as well as development of leadership skills in young people, especially women, of rural areas. The objective is to offer a high-quality education program that enables students to continue their studies and to participate in the development and improvement of their communities and the country. More than 80 percent of UVG's rural students and 49 percent of its main campus students receive financial aid or scholarships.

The scholarships were focused in education areas such as primary education, targeting literacy and numeracy, and secondary education; intercultural bilingual education; and teaching of computer science. UVG's scholarship program provided opportunities for highly qualified but economically disadvantaged students and was directed to target populations of rural, indigenous men and women. It provided students the opportunity to graduate from a variety of programs that are most important for meeting Guatemala's human resource capacity development needs, to aid in the development of a new generation of leaders. It was especially designed to improve teachers' development and teaching methodologies in order to improve the quality of the teaching–learning process for future generations to come.

Key Success Factors

Careers and subjects were tailored to the needs of each geographical area where UVG has its campuses so the course offerings were locally relevant. Academic support and counseling also played an important part; students felt supported, and dropout rates were lower than expected.

Funding

Private sector funds cash: $1,789,482
USAID funds: $368,730

Results

862 students received scholarships
(USAID beneficiaries: 338 students)

Universidad del Valle de Guatemala (UVG)
***Proyecto de Capacitación de Docentes* (*PROCAPS;* Teacher Training Project)**
July 2010 – October 2010

IR: 3.2 Improved quality and equity of basic education

LLRs: 3.2.1: Improve access, quality, and efficiency of basic education

3.2.2: Apply innovative methodologies to increase and improve learning opportunities

Partners
Guatemalan Funding Partners
Fundación del Azúcar (FUNDAZUCAR)
Guatemalan Implementing Partners
Universidad del Valle de Guatemala

Goals and Objectives

The overall goal of the program was to promote teacher training and improve teachers' skills. The program had the following objectives:

- To improve the quality of the learning process through teacher training.
- To update trainers, teachers, principals, and Ministry of Education supervisors in innovative methodologies
- To update teachers on teaching tools and strategies applicable to numeracy and literacy
- To produce educational material to support the teaching–learning process
- To reinforce the application of methodologies in the classroom through supervision.

Background

FUNDAZÚCAR is a social organization of sugar cane producers in Guatemala and has worked in coordination with *Universidad del Valle (UVG) Proesur* in teacher training in the south coast since 1997 implementing *PROCAPS*. The project is designed to positively impact the quality of the learning process in schools. In a study called *Análisis de las Experiencias Educativas Exitosas Generadas en las Escuelas Guatemaltecas* (Analysis of Successful Educative Experiences in Guatemalan Schools) performed by *Universidad Rafael Landivar, PROCAPS* was rated Successful because of the results the project obtained. *PROCAPS´* reports have established that the performances of the students in schools where teachers received training were better than those of students in schools where teachers didn't receive the training. In 2008 the national average score for reading was 48 percent, and students under *PROCAPS* scored 66 percent. In math the national average score was 27.5 percent, and students under *PROCAPS* scored 31.2 percent. The Educational Research Center at UVG evaluated the performance of PROCAPS students and found a positive difference in performance compared to students of the area in schools that didn't participate in the training sessions.

Project Description

This project was implemented by UVG and took place in Escuintla, Suchitepéquez, Retalhuleu, and Santa Rosa, (see map below) training 5,842 elementary school teachers. The teachers participated in sessions that included training in active methodology and improving numeracy and literacy skills for teachers working with first, second, and third grades. Teachers also

received training in the use of didactic materials that can be used to enhance the national curriculum. The methodology used participatory workshops, teachers' experiences, and the technical assistance of the facilitators in combination to promote a constructive process and discussions to enrich teachers' knowledge. Teachers learned by doing in the workshops and later in their own classrooms. The facilitators visited each teacher in order to monitor, evaluate, and support the application of the new knowledge and methodologies in the classrooms.

Key Success Factors

FUNDAZÚCAR has been working since 1991 and has established a partnership with UVG. UVG is responsible for the teacher training component because of its expertise in the field. All trainers were trained in standardized methods for training the teachers.

Education authorities at the national, departmental, and local levels were involved and played an important role in the project. Consequently, these authorities felt ownership of the project.

Teacher booklets were designed according to Ministry of Education requirements, based on assessments carried out in the target area. As a result, these materials were focused on particular needs.

Funding

Private sector funds: $204,406
USAID funds: $97,059

Results

5,842 elementary teachers trained out of 6,400, equivalent to 91% execution on interventions to improve the learning process in the first three grades of elementary school.
(USAID beneficiaries: 2,046)

Distribution of 15,000 teacher booklets designed to support the learning process in the elementary school classrooms

Women's International Network for Guatemalan Solutions
(WINGS – Alas in Spanish) Project
October 2010 – July 2014

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

LLRs: 3.3.2: Improved quality and expanded access to family planning/reproductive, maternal, and child health care information, education, counseling, and services

3.3.3 Improved nutrition, sanitation, and better dietary and hygienic information, education, counseling

Partners
Guatemalan Funding Partners
WINGS
Guatemalan Implementing Partners
WINGS

Goals and Objectives

Wings implemented the ALAS program under three different components, which had various goals for different activities, as noted below:

ALAS Family Planning (FP): to reduce the unmet need for contraceptive methods of adult men and women. It aimed to provide Guatemalans information to make decisions regarding contraception and counseling services, as well as to provide access to methods.

ALAS para Hombres (for Men): to improve and increase access to FP/reproductive health (RH) information and services to men aged 18 years and older, with the purpose of promoting their positive and active participation in these issues. Activities for men were implemented in three departments: Chimaltenango, Escuintla, and Sacatepéquez.

ALAS para Jóvenes (for Youth): to increase the level of FP/RH knowledge among adolescents between the ages of 13 and 19, and the available information and services specific to them; to promote responsible sexual behavior, as well as to reduce sexually transmitted infections (STIs) and unwanted pregnancies.

Project Description

Asociación ALAS and *Alianzas* began their partnership in 2006 when United Way Guatemala and ALAS submitted a project proposal, which later was approved for funding. ALAS received funding, during the past *Alianzas* project, to carry out other FP interventions with men and youth, reaching the goals proposed and demonstrating a high level of performance.

Under this grant ALAS implemented a four-year project that included three strategies aimed at increasing access to FP/RH information and services. Each strategy was designed to reach specific target populations, explained as follows: a) ALAS FP would work with women of reproductive age and the general adult population; b) ALAS para Hombres (for Men) worked with adult men, 18 years of age and above; and c) ALAS para Jóvenes (for Youth) worked with youth between the ages of 13 and 19.

The ALAS Project began in Chimaltenango, Escuintla, and Sacatepéquez (dark blue departments on the map below). However, upon USAID mandate to focus all projects in priority areas, it was moved to Alta Verapaz (light blue on map).

The FP program provided education on sexual and reproductive health (SRH); it developed a network of volunteer promoters to distribute short-term contraceptives and subsidized the cost of long-term and permanent contraceptive methods to satisfy the existing unmet need in Chimaltenango, El Quiché, Escuintla, Petén, Sacatepéquez, Sololá, and Totonicapán. FP facilitators, mainly indigenous, organized workshops on RH, conducted home visits, and provided counseling to men and women of reproductive age. Individuals or couples interested in short-term contraception were referred by facilitators to a volunteer promoter who distributed contraceptives at no cost. ALAS identified, trained, and supervised these promoters in the same communities the users came from, thus becoming a trusted and key family planning resource.

Additionally, the FP program initiated the training in FP of local organizations to increase the impact of interventions in geographic areas not covered by the program and with no access to FP services. This model of training health technicians, midwives, and women leaders was helpful in developing local capacity and increasing general knowledge of SRH issues.

ALAS for Men implemented four main activities, including a series of six training sessions that addressed topics such as responsible parenting, reproduction anatomy, FP methods, STIs, and gender violence, among others. ALAS for Men also implemented a communication campaign using posters and post cards, radio and TV spots, and health fairs to reinforce information communicated during training sessions and to create a social context conducive to men using FP methods and talking to their families about SRH. The program also distributed condoms through different actors and organizations and trained health organizations and male program replicators.

The ALAS for Youth program trained adolescents between 13 and 19 years old as young replicators who shared their knowledge of SRH with peers. The program also strengthened the capacity of local organizations to incorporate SRH for youth as part of their approach. ALAS for Youth held conferences for students between 13 and 15 years old in schools, addressing various topics which included anatomy, FP methods, STIs, self-esteem, and leadership. Lastly, the program also implemented communication campaigns on the radio and through outdoor plays.

When ALAS was moved to Alta Verapaz, it adjusted the model and proposed two strategies or components it would continue to implement in the following years in the new region: 1) training and development, and 2) services.

The interventions of the training and development component focused on creating knowledge, sharing experiences, and developing capacities and skills among the population and interested organizations, promoting SRH practices and care. First, the services component coordinated and carried out medical campaigns through its mobile unit, providing long-term contraception methods and cervical monitoring using acetic acid, and cryotherapy to treat cervical injuries. Second, it distributed short-term methods at the community level through a network of volunteer promoters. As were the network promoters in the initial FP stage, the Alta Verapaz promoters, as a result of the training and monitoring conducted by ALAS technical staff, were trained to look after every day needs in their communities, provided support to ALAS to promote and implement campaigns, and contributed to bringing about relevant changes in their communities.

Key Success Factors

During the last four years, ALAS learned the importance of developing local capacity so that actors from communities can build on existing knowledge of SRH and improve access to quality services.

Also, it demonstrated that the involvement of men in SRH is critical to bringing about important changes at a national level, empowering individuals to decide on their rights and access to both information and services required to improve the quality of their lives.

Funding

Private sector funds: $1,610,038
USAID funds: $671,525

Results

24,287 people reached by FP conferences, counseling, and home visits
30,834 FP methods distributed (injections, oral, and condoms) through the volunteer promoters network
9,982 long-term and permanent methods provided (Jadell implants, IUDs, and male and female surgery) through WINGS mobile units

World Vision Guatemala (WVG)
Scaling Up Reading Comprehension and Impact (SURCI)
July 2013 – July 2014

IR: 3 Education quality and access improved

Sub IR: 2.3.1: Reading skills improved

Partners
Guatemalan Funding Partners
World Vision, Fedex
Guatemalan Implementing Partners
World Vision

Goals and Objectives

The goal of the program was to improve the quality and equity of education, especially literacy, through improved teaching methodologies and learning environments in the departments of San Marcos and Huehuetenango. The program had the following objectives:

- To enrich learning environments through provision of learning materials, especially reading materials in the Mam language
- To enhance teachers' capacity to teach reading and parental and community engagement in activities to improve reading.

Project Description

Since its inception in 1975, WVG has directly served more than 4 million children through its development programs and partnered with more than 50 organizations nationwide. Over these 37 years, WVG has gained extensive experience in technical program implementation in child protection, education, water and sanitation, food and agriculture, and humanitarian emergency response sectors. In Guatemala, it works with 34 municipalities in 6 different departments, focusing on the protection and welfare of the most vulnerable children. It is a Christian humanitarian organization.

SURCI operated in the Guatemalan Western Highlands, specifically in the departments of San Marcos and Huehuetenango (see map below), and was able to improve reading comprehension from 5 to 10 percent compared to a baseline in a pilot program that took place in 2011 and 2012. The project worked initially with preschoolers, in both the mother tongue and Spanish as a second language, from first through third grade, and in Spanish from fourth through sixth grade. The project had a strong teacher training program for literacy strategies and a monitoring structure that helped teachers stay on target.

WV used the following approaches to improve reading comprehension:

Use of mother tongue texts in early grades: The project promoted integration of Mayan language materials in schools to help achieve reading outcomes. The use of attractive visuals, child-friendly layouts, and culturally relevant context and examples, resulted in both students and teachers becoming much more engaged.

Promotion of school readiness and pre-literacy for pre-primary children: The project implemented center-based activities to prepare students for school and introduced the world of letters and sounds by reading to pre-primary children.

Teacher training: The project focused on how to teach reading using bilingual (mother tongue) intercultural approaches and highly participatory methodologies. Training was conducted through workshops to sustain the methodology and build capacity. It focused on five components: gender equity, multiculturalism, logical thinking, human rights, and the culture of peace as well as other values to foster attitudes favorable to the development of interpersonal and social skills.

Supervision and mentorship of teachers to teach reading: The project was implemented not only through head teachers, but also with the participation of Ministry of Education officials, so the head teachers felt support for continuing their professional development.

Assessment of children's reading skills and comprehension: The project used local nongovernmental organization *Proyecto de Desarrollo Santiago* (PRODESSA)'s reading assessment tool for primary grades in Mam and a curriculum-based assessment for Spanish.

Funding
Private sector funds cash: $953,317
USAID funds: $215,022

Results
101 schools participated
499 teachers trained
605 teachers received materials
21,590 students benefitted from the program
72,988 books delivered
(USAID beneficiaries: 34 schools, 166 teachers, 720 students)

Key Success Factors

The project instituted a training period to create awareness in teachers, school principals, and parents of the importance of reading. It changed community attitudes so residents were very open to receiving the materials, monitoring, and trainings. The fact that all participating schools were in places where WVG already had a presence facilitated implementation. Activities to foster parental and community involvement in children's learning, such as reading festivals and in-class reading by elders or community leaders, were also instrumental in getting children interested in reading and empowering teachers and school principals.