Multi-sector Alliances Program

Annual Report:
October 1, 2012–September 30, 2013

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List of Acronyms

CBA	Curriculum Based Assessment
ACEBAR	*Asociación Centro Maya para la Educación, Bienestar y la Asistencia Rural*
AMCHAM	American Chamber of Commerce
AOR	Agreement Officer's Representative
APIB	*Asociación de Productores Independientes de Banano* (Independent Banana Producers Association)
ASAZGUA	*Asociación de Azucareros de Guatemala* (Sugar Producers Association of Guatemala)
BANASA	*Bananera Nacional, S.A.* (National Banana Group)
CAM	Central America and Mexico
CDCS	Country Development Cooperation Strategy
CentraRSE	*Centro para la Acción de la Responsabilidad Social Empresarial* (Center for Action on Corporate Social Responsibility)
COP	Chief of Party
CYP	couple years protection
DCOP	Deputy Chief of Party
ENADE	*Encuentro Nacionla de Empresarios* (National Businessmen Forum)
FAM	FundaciónAsturias Maldonado
FJBG	*Fundación Juan Bautista Gutiérrez* (Juan Bautista Gutiérrez Foundation)
FP	Family Planning
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 integral development of socio economic programs)
FUNDAZÚCAR	*Fundación del Azúcar* (Sugar Foundation)
FUNDESA	*Fundación para el Desarrollo* (Foundation for Development)
FUNSEPA	Fundación Sergio Paiz Andrade
FY	Fiscal Year
HIV	Human Immunodeficiency Virus
IADB	Inter-American Development Bank
IGER	*Instituto Guatemalteco de Educación Radiofónica* (Guatemalan Institute for Radiophonic Education)
ISIS	*Instituto de Salud Incluyente* (Institute for Inclusive Health)
M&E	Monitoring and evaluation
MAIS	*Modelo de Atención Integral de Salud* (Integrated health care model)
MCH	Maternal and child health
MIS	*Modelo Incluyente de Salud* (Health Inclusive Model)
MNH	Maternal and Neonatal Health

MOH	Ministry of Health
MOU	Memorandum of understanding
NGO	Nongovernmental organization
OSAR	*Observatorio de Salud Reproductiva* (Reproductive Health Observatory)
PASCA	*Programa para fortalecer la respuesta centroamericana al VIH* (Program to strengthen the Central American response to HIV)
PSAG	Private Sector Advisory Group
Q	Quarter
RCN	*Radio Corporación Nacional*
Reaula	*Reforma Educativa en el Aula* (Educational Reform in the Classroom)
RIG	Regional Inspector General
RH	Reproductive Health
RTI	Research Triangle Institute
SBCC	Social and Behavior Change Communication
SESAN	*Secretaría de Seguridad Alimentaria y Nutricional* (Secretariat for Food Security and Nutrition)
SRH	Sexual reproductive health
SURCI	Scaling Up Reading Comprehension Intervention in the Western Highlands
UNDP	United Nations Development Programme
US/ USA	United States, United States of America
USAID	The United States Agency for International Development
USG	United States Government
UVG	*Universidad del Valle de Guatemala*
VESTEX	Guatemalan Textile and Garment Manufacturing Association
WINGS	Women's International Network for Guatemalan Solutions

Resumen Ejecutivo

Logros

- Al finalizar el año fiscal, el total de contrapartida comprometida para la vida del proyecto es de 74%
- Las actividades implementadas por los socios de educación de *Alianzas* durante el año fiscal 2013 han generado los siguientes resultados clave:
  - Más de 39,000 estudiantes beneficiados por intervenciones en la escuela, como remozamiento, becas, capacitación a maestros y metodologías en clase
  - 921 maestros capacitados en áreas geográficas prioritarias de USAID
  - 3,000 padres de familia involucrados en capacitaciones sobre la importancia de su participación en la vida escolar
  - Dos socios con línea de base sobre el estatus de las habilidades de lectura de los niños, utilizando la Evaluación Basada en Currículo. En Diciembre 2014, se espera tener los resultados de los 6 socios que trabajan mejoramiento de lectura
  - Todos los proyectos de becas y de mejoramiento de lectura presentarán reportes finales al finalizar el año escolar
- En conjunto, las actividades implementadas por los socios de salud de *Alianzas* durante el año fiscal 2013 han generado los siguientes resultados clave:
  - Más de 7,000 Años Protección Pareja entregados y más de 50,000 personas recibieron consejería en salud sexual y reproductiva y planificación familiar
  - Más de 80,000 personas han estado expuestos a mensajes de salud sexual y reproductiva a través de una campaña de radio y televisión
  - Los proyectos de salud materno-infantil alcanzaron a más de 50,000 madres y niños menores de 5 años y capacitaron a más de 1,300 personas en salud materno-neonatal
  - 2,142 niños recibieron inmunización por proyectos de salud materno infantil

Retos

- Hubo varios cambios en el personal, particularmente en posiciones de gerencia. Se llevó a cabo el reclutamiento y selección de nuevos miembros del equipo, específicamente de posiciones clave requeridas por USAID: Sub Director, Analista Financiero y Gerente de Adjudicaciones, pero para finales del año fiscal habían renunciado la Sub Directora, Gerente de Grants y Oficial de Monitoreo
- Debido a los resultados de la visita del Inspector General Regional que se llevó a cabo en mayo, la contrapartida que se había reportado previamente debió ser modificada, especialmente en el Proyecto de Reconstrucción. Esto significa una reducción de $2.2 millones en contrapartida, así como una revisión de otros indicadores que de acuerdo al Inspector General Regional habían sido malinterpretados y calculados erróneamente durante la implementación del proyecto

Oportunidades y actividades para el siguiente trimestre

- Varias acciones han sido consideradas para incrementar los fondos de contrapartida y se están llevando a cabo para minimizar el impacto negativo que esto ha tenido, estas incluyen reuniones con consorcios de sector privado para presentar el portafolio de proyectos de *Alianzas* y explorar posibilidades de nuevas *Alianzas* para incrementar la contrapartida
- Se dará asistencia técnica, financiera y administrativa a los socios de *Alianzas* para el proceso de cierre que se llevará a cabo en 2014
- Se llevará a cabo un proceso de construcción de capacidades con CentraRSE y Fondo Unido de Guatemala durante el año fiscal 2014 con el propósito de proveer todo el conocimiento técnico y de construcción de *Alianzas* , de manera que exista continuidad luego del cierre de *Alianzas* en septiembre 2014

Executive Summary

Accomplishments

- By the end of fiscal year (FY) 2013, the total committed leverage for the life of the project is 74%.
- Activities implemented by Multi-sector Alliances Program (*Alianzas)* education partners during FY 2013 generated the following key results:
  - More than 39,000 students benefited from school intervention activities such as scholarships, classroom methodologies, or teacher training.
  - 921 teachers that work in more than 297 schools received in-service training programs to improve classroom methodology.
  - Approximately 3,000 parents were involved in trainings regarding the importance of education and reading.
  - Two partners already established a baseline for their children's reading capabilities using the Curriculum-Based Assessment methodology. By December 2014, we expect to have results from all six partners working on the reading improvement projects.
  - All scholarship and reading improvement projects will submit final reports after the end of school year 2013.
- Activities implemented by *Alianzas* health partners in FY 2013 generated the following key results:
  - Over 7,000 couple years protection (CYP) were provided, and more than 50,000 persons received sexual reproductive health (SRH)/family planning (FP) counseling.
  - More than 80,000 people were exposed to an SRH message through radio and television campaigns.
  - Maternal child health (MCH) projects reached more than 50,000 mothers and children under five and trained over 1,300 individuals in maternal neonatal health.
  - 2,142 children received an immunization service by MCH projects.

Challenges

- The *Alianzas* team underwent many staff changes during the year, particularly in management positions. New team members were recruited and hired, specifically for key positions required by the U.S. Agency for International Development (USAID), such as Deputy Chief of Party (DCOP), Financial Analyst, and Grants Manager. However by the end of FY 2013, the DCOP, Grants Manager, and Monitoring and Evaluation Officer resigned. RTI conducted the recruitment process for the DCOP and Grants Manager positions in the second half of FY 2013; new personnel will start in early FY 2014.
- Based on the results from the USAID Regional Inspector General (RIG) audit, conducted in May 2013, the *Alianzas* team will potentially be required to modify leverage reported,

particularly from the Tigo Reconstruction Project. If requested by USAID, this modification would result in a reduction of US$2.2 million in leverage, as well as a revision of several other indicators, that according to the USAID RIG audit were misinterpreted and miscalculated throughout the implementation of the project.

Opportunities and Activities for Next Quarter

- To minimize the anticipated negative impact on the program's total leverage, the *Alianzas* team implemented several actions to increase leverage, such as holding meetings with private sector consortiums to present the *Alianzas* project portfolio and pursuing new alliances to increase the leverage.
- *Alianzas* will provide technical, financial, and administrative assistance to *Alianzas* grantees during the close-out process to take place in 2014.
- *Alianzas* has implemented a capacity-building process with *CentraRSE* and *Fondo Unido de Guatemala (FUG)* that will continue throughout the year. This initiative aims to build sustainable local expertise in technical knowledge and alliance-building following the *Alianzas* close-out in September 2014.

1. Technical Implementation

1.1 Increased Social Sector Investments

This annual report highlights activities and objectives achieved by the Multi-sector Alliances Program (*Alianzas*) from July 1 to September 30, 2013, as well as during fiscal year (FY) 2013, under the U.S. Agency for International Development (USAID) Cooperative Agreement (CA) No. 520-A-00-10-00031-00. This CA was awarded to RTI International in support of development objectives of USAID Missions in the Central America and Mexico Region (CAM). In September 2012, USAID and RTI signed a modification to the CA that realigns the program goals and objectives with the USAID/Guatemala Country Development Cooperation Strategy (CDCS). During FY 2013, all projects respond to this new strategy.

In FY 2013, the chief of party (COP) and *Alianzas* staff held regular meetings with existing and potential program partners and attended various conferences and events. In this section of the report, we focus mainly on updates for quarter four (Q4); meetings held earlier in FY 2013 that resulted in alliances are described in ***Summary of Events*** and ***Highlighted Activities*** of each technical section in this report.

The program timeline for this period can be found in ***Annex A: Implementation Timeline.***

Conferences

Inter-American Development Bank (IADB): In July 2013, *Alianzas* attended a national nutrition meeting, "*Del dicho al Hecho*," hosted by the IADB. The objective was to present successful case studies from other countries (e.g., Mexico, India) that demonstrated a significant reduction in chronic malnutrition. Attendees included government officials, including the Government of Guatemala (GOG) officials such as the Vice President, Minister of Health, Secretary of SESAN, and other representatives; members of cooperation agencies working in Guatemala; corporate sector representatives, and international and national nongovernmental organizations (NGOs). The Minister of Health presented conclusions and GOG commitments at the end of the session. As a result of this meeting, a working group was established to implement and operationalize some of the concepts disused.

CentraRSE and Nestlé: In August 2013, these two organizations held a meeting similar to the one held by the IADB (see above) to discuss potential alliances and collaborations. *Alianzas* participated in the working group scheduled after the meeting to define priorities and possible solutions.

FUNDESA: In preparation for the *Encuentro Nacional de Empresarios* (*ENADE* [National Businessmen Meeting]), to be held in October 2013, *FUNDESA* coordinated two working meetings—one for nutrition and health and another for education—to discuss priorities, agreements, and actions that need multi-sector collaboration. *Alianzas* attended both sessions

with other corporate sector and NGO representatives, as well as government officials. *FUNDESA* will present the conclusions at the event on October 10, 2013.

Private Sector Advisory Group (PSAG) Meetings: One PSAG meeting was held during FY 2013, on February 28, 2013. *Alianzas* presented results from the previous year, activities planned, and challenges in 2013 and 2014. Members of PSAG suggested that *Alianzas* present its project portfolio to the different companies and consortiums they represent in order to increase the possibilities of building new alliances to support existing projects. As a result, meetings were held with CentraRSE and AmCham. The minutes from the CentraRSE meeting are included in ***Annex B***. *Alianzas* also presented an initiative for establishing a plan for institutional strengthening with a local organization or consortium.

Project-supported Training: In March 2013, all *Alianzas* health partners participated in the Tiahrt/FP regulations training sessions organized by the program. In addition to FP, all *Alianzas* partners received trained in grants administration, technical and financial reports, M&E, social and behavior change communication (SBCC), and branding.

In Q2, a total of seven *Alianzas '* partners were trained by the *ReAula* in the use of a state-of-the art evaluation methodology—the Curriculum-Based Assessment (CBA)—to measure specific school achievements such as reading fluency and comprehension. A total of 20 technical staff consisting of partners and potential partners—such as Fundación del Café (*FUNCAFÉ K* [Coffee Foundation]), The Giving Project, *Universidad del Valle de Guatemala (UVG), Fundación Asturias Maldonado(FAM), Fundación para el desarrollo integral de programas socioeconómicos* (*FUNDAP* [Foundation for the integral development of socio economic programs]) *FUNDAP,* and World Vision—received a two-day training to review the CBA tools, as well as the method for conducting the CBA in the field. As a result of this training, partners will be able to conduct assessments to gather baseline data. This data will be used to measure progress of their education projects during the 2013 academic year.

In Q3, *Alianzas* trained 80 of *FUNDAP's* teachers in a two-day session in San Marcos. The training entailed reviewing the CBA tools, as well as the methodology for conducting the CBA in the field.

USAID Partners' Meeting: In Q4, USAID and *Alianzas* suspended general partners' meetings; only topic-specific meetings were held, such as regional coordination meetings per department, primarily to discuss health projects (education has just been recently been incorporated); HIV portfolio meetings to review regional results and next year's plans; an RH meeting to discuss teenage pregnancy; and an education portfolio review meeting, during which all USAID projects shared results.

Corporate Partners' Meetings: The most relevant meetings and negotiations during Q4 were as follows:

Rotary Zinc Project: In Q4 an alliance was signed with Rotary International to provide zinc to children under five in order to treat diarrhea. Rotary International President Gary Huang visited Guatemala and signed an MOU during a public event; all 28 Guatemalan Rotary Clubs and the Secretary of *SESAN* attended this event. This project coordinates with *Nutrisalud*, and we are

currently researching potential implementers since the Micronutrient Initiative will no longer serve as a partner on this initiative.

VESTEX: *PASCA* and *Alianzas* met with a board member of the Guatemalan Textile and Garment Manufacturing Association (VESTEX) to discuss the possibility of implementing an HIV prevention project. VESTEX signed an agreement and presented its policy on HIV prevention in the work place, but they have not yet confirmed whether we can carry out the project.

ISIS: *Alianzas* presented the *Modelo de Salud Incluyente* (*MIS* [Inclusive Health Model]) project to the members of *Alianza por la Nutrición* as an option to conduct actual field work under this consortium. *FUNDAZÚCAR* expressed the most interest in supporting the project and requested a financial proposal from *ISIS* to train auxiliary nurses. They are currently evaluating the proposal.

Alianza por la Nutrición. In continuing efforts to support this alliance, we began broadcasting a national mass-media campaign centered on the 1,000 Days Window. Television channels 3 and 7 are providing a 5:1 leverage, which we expect to continue in FY 2014. We have been unable to support *Alianza por la Nutrición* in conducting field work since they have not yet agreed on implementing a specific intervention, but we continue to provide them options and expect progress in the following year.

IGER. *Alianzas* invited education partners in technology to learn about this distance learning project through the radio for secondary students. We hope that some of these partners can support *IGER* next year.

United Nations Development Programme (UNDP). We were invited to meet with the country representative and provide feedback on their new five-year strategy. A number of *Alianzas* corporate partners attended the meeting. The discussion centered around ways to collaborate and achieve better results on the new strategy.

Government Meetings

MOH. *Alianzas* held two meetings in Q4 with the MOH to present program results and to identify areas in which we could potentially collaborate and support their priorities, specifically Hunger Zero Pact. At the second meeting, *Alianzas* presented its HIV portfolio.

Ministry of Education (MOE). These meetings focused on engaging private sector partners in reading and math projects. We met with the McDonald's and *Pollo Campero* marketing departments; both corporations are willing to use their resources (e.g., cardboard meal boxes, placemats) to promote reading and math exercises. We will monitor progress in FY 2014.

SESAN. We continue to support *SESAN* in their efforts under the Hunger Zero Pact. *SESAN* coordinated a few follow-up meetings for *Tengo Algo que Dar,* as related to the IADB and Nestlé conferences. *Alianzas* ' contribution to this project involves assisting in coordination with *Nutrisalud* and other partners who work in reduction of malnutrition.

1.2 Status of Alliances

During FY 2013, the following new alliances and grant modifications were signed:

Education

A. <u>New Alliances</u>

1. *HidroXacbal* and *Grupo Terra*—Provide primary education scholarships
2. *Fundación Sergio Paiz Andrade (FUNSEPA)*—Strengthen the quality of education through technology
3. *Fundación Asturias Maldonado* (*FAM*) Scholarships—Integrated support to children in the municipality of La Reforma, San Marcos
4. *Asociación Centro Maya para la Educación, Bienestar y la Asistencia Rural* (*ACEBAR)*—Provide primary and secondary school scholarships
5. *Camino Seguro* and *Radio Corporación Nacional* (*RCN*)—Provide scholarships, perform academic monitoring, and provide support in computer and English language areas and other school programs
6. World Vision—Improve the quality of children's reading skills
7. Publinews—Implement national campaign for the first reading contest for students from fourth grade to secondary school
8. *Asociación Huehueteca Ixmucané*—Provide scholarships and training for women in Huehuetenango

B. <u>Grants Modifications</u>

1. *FUNDAP*—Add teacher training component to improve the quality of education in 20 schools of the department of San Marcos
2. *Fundación Tigo*—Add teacher training component to improve the quality of education in 17 schools in the department of Totonicapán

Health

C. <u>New Alliances</u>

1. Women International Network for Guatemalan Solutions (WINGS) and *Asociación de Azucareros de Guatemala* (*ASAZGUA* [Sugar Association of Guatemala])—Raise awareness of sugar mill workers about HIV prevention and responsible parenthood
2. *FAM*—Provide nutrition and integrated health support to children in the municipality of La Reforma, San Marcos
3. *Asociación de Productores Independientes de Banano* (*APIB* [Independent Banana Producers Association])—*Mano a Mano con la Prevención del VIH* (Hand in Hand for HIV Prevention)—Raise the awareness of banana plantation workers about HIV prevention and responsible parenthood
4. Child Fund—Conduct MCH activities in 37 communities through proven, successful interventions to improve neonatal surveillance and quality of life for women.

Interventions include training to traditional birth attendants, information and education to community leaders and training to local health workers.

5. Medical Teams—Reduce the mortality among reproductive aged women and children under five years of age in the community of Chicaman, El Quiché
6. Population Council—In partnership with Vital Voices and the *Observatorio de Salud Reproductiva* (*OSAR* [Reproductive Health Observatory]), strengthen public and private sector linkages and partnerships to improve rural health by establishing and strengthening groups for girls and boys to empower them on SRH rights
7. *FUNDESA* (Rapid Response Fund)—*Encuentro Nacional de Empresarios (ENADE* [Businessmen National Summit])—Hold national event for business representatives, governmental authorities, and politicians to promote social investment in health and education

D. <u>Modifications to Health Grants</u>

1. WINGS Family Planning component—Realign budget and change geographic area of work
2. *Instituto de Salud Incluyente* (*ISIS* [Inclusive Health Institute])—Realign budget and reprogram leverage contribution
3. *Fundación del Café (FUNCAFÉ* [Coffee Foundation])—Realign budget
4. *Bananera Nacional, S.A.* (*BANASA* [National Banana Group])—Grant no-cost extension and reprogram leverage contribution

1.3 Compliance with Meeting Leverage Resources

1.4 Implementing Issues

As a result of the USAID RIG audit, there is a possibility that *Alianzas* will have to modify the leverage already reported, particularly from the Tigo Reconstruction Project. This would result in a reduction of [redacted] in leverage, as well as a revision of several other indicators, that according to the USAID RIG audit, were misinterpreted and miscalculated throughout the implementation of the project. Several actions were considered and are being implemented—such as meetings with private sector consortiums to present the *Alianzas* project portfolio to pursue new alliances to increase the leverage—to try to minimize the negative impact on the program's leverage. This quarter, the COP presented the *Alianzas* portfolio to *CentraRSE*, AMCHAM, and Hill & Knowlton. These consortiums invited their clients and members to these meetings and have held three follow-up meetings. We will continue to pursue new opportunities to increase corporate engagement in existing projects, to mitigate the effect of the leverage reduction and to increase the number of persons benefitted.

During FY 2013, a main issue that detracted from the program's achievement was the late approval of projects selected from the November 2012 call for proposals. As a result, in the education area, implementation could not commence at the beginning of the Guatemalan school year.

Another issue was staff reductions, particularly in management positions such as the Deputy Chief of Party (DCOP), Grants Manager, and M&E Officer (see ***Section 4.1***).

2. Education

2.1 Summary of Events and Highlighted Activities

This report includes a summary of key events, as well as highlights from the implementation of various education projects. Details on each education grant can be found in ***Annex D: Education Projects Description,*** and the education charts are in ***Annex E: Education Charts***. The training report is included in ***Annex F: Training Report***.

Summary of Key Events

Education projects fall within the following seven thematic clusters, according to USAID Country Development Cooperation Strategy goals:

- Thematic Cluster A: Elementary Scholarships
- Thematic Cluster B: Secondary Scholarships
- Thematic Cluster C: Post-secondary and Higher Education Scholarships
- Thematic Cluster D: Teacher Training and Classroom Methodologies
- Thematic Cluster E: School Infrastructure and Equipment
- Thematic Cluster F: Educational Materials
- Thematic Cluster G: Reading Improvement Programs

Over the course of FY 2013, education efforts focused on the following strategies:

- Follow-up on all ongoing projects
- Perform field visits to all implementing partners
- Perform informational visits to collect technical data
- Provide technical support to existing partners to improve performance and to new partners to strengthen their technical areas
- Provide financial support to new and potential partners to better account for transparency in financial execution and leverage
- Implement new projects with new partners
- Maintain and strengthen communication and coordination with all partners

Ongoing academic year 2013. Since the Guatemalan academic school year begins in January and ends in October, implementation and follow-up of education projects was delayed due to late submission and approval of new education projects. The following projects were affected:

- *FUNDAP*, Quality in Education Component—Provide teacher training and student reading
- Millennium Schools—Expand scope to work with teachers in Totonicapán, teacher training and student reading
- *Camino Seguro*—Award scholarships
- *FUNSEPA*—Provide school equipment, computer laboratories, teacher training, and delivery of educational materials
- *FAM*—Award scholarships and support student reading
- *ACEBAR*—Award scholarships
- *Hidroxacbal*—Award scholarships
- World Vision, Scaling Up Reading Comprehension Intervention in the Western Highlands (SURCI) San Marcos and Huehuetenango—Provide teacher training and support student reading
- *Asociación Huehueteca Ixmucané, Huehuetenango*—Award scholarships
- Publinews Guatemala—Hold regional reading contest in support to the MOE's "*Leamos Juntos*" initiative (which will be fully implemented in FY 2014)

Curriculum-Based Assessment (CBA). In Q4, two of the six *Alianzas* ' partners, *Funcafé* and School the World, trained by USAID/*Reforma en el Aula (Reaula)* in the use of the CBA, tested their first through fourth-grade students in reading fluency and comprehension. These partners are processing data to establish a baseline. It is expected that by the end of Q1 in 2014 all partners working under this cluster will have processed and analyzed their data.

Field and Monitoring Visits. The *Alianzas* Education Manager and the M&E Coordinator visited all the partners during FY 2013 and Q4 2013. During these visits, *Alianzas* staff verified

progress in project implementation, indicators and budget execution. During some of the visits, the staff interviews project beneficiaries.

- *ACEBAR*, *Tejiendo la Educación de la Niñez y Juventud* (Weaving Education for Children and Youth): Scholarship project—Spoke with scholarship recipients, as well as their parents and school principals, to verify that students received their scholarships. *Alianzas* also verified attendance and grades against school records.
- *Tigo II, Millennium Schools*—Teacher component, Quetzaltenango: Interviewed preschool and elementary teachers and school principals regarding the in-service teacher training program; revised financial internal controls in the offices of *Universidad del Valle de Guatemala* (*UVG*), as it is the implementing partner in the teacher training component
- *Tigo I, Millennium Schools* Verified that all personnel in Tigo I and Tigo II schools were included in the teacher training component
- *FUNDAP,* Quality in Education component: Provided support for the training of San Marcos' teachers in the CBA approach and worked together with the technical team in charge of project implementation; held coordination meetings with all technical staff
- *Fondo Unido de Guatemala (FUG* [United Way]): Scholarship project. Corroborated that the lists presented by FUG corresponded with the children that attended the schools visited. *Alianzas* also performed interviews with the parents to corroborate that students were received FUG scholarship for the period reported.
- *FAM:* Corroborated that all the children and youth, according to their study schedule, were fed breakfast and lunch; mothers were collaborating in the cooking duties; transportation services were provided for the students' different school schedules; teachers were supervised to ensure they provided education in accordance with the national base curriculum
- *FUNSEPA*: Determined that communities are being very responsive in caring for the computer laboratories implemented under this alliance and that the teacher training component has been critical to the success of the use of the equipment, as well as the materials delivered on CDs
- World Vision: Interviewed teachers in the schools in which World Vision is working. World Vision expressed that it has been important that all students have their reading materials so that teachers can carry out different activities with the same reading material for all. The distribution of this reading material is important to *Alianzas* to be able to truly determine reading progress starting from zero intervention, to a full reading improvement intervention.
- School the World: Corroborated that teachers feel motivated by these small incentives. According to the school principals with whom *Alianzas* staff visited, "Educational community involvement and incentives for teachers have played a major role in the success of this approach."

- *Fundación Juan Bautista Gutiérrez (FJBG):* Through interviews with scholarship recipients, concluded that students are fully dedicated to their careers and have the foundation's support to study other academic courses that will help them, such as English courses.

Highlights from *Alianzas* ' Partner Activities

Below we present highlights from selected project activities implemented during FY 2013. Full details on all education projects' activities are included in ***Annex D.***

FUNDAP. USAID approved a modification in July 2013 to start working with teachers and principals from 20 schools in San Marcos. All teachers that are responsible for first- to fourth-grade students attended the CBA teacher training workshop that lasted two days, totaling 16 hours of training. They will now be able to assess the students reading comprehension capabilities. These assessments have already been performed.

CAFÉ-Alianzas —FUNCAFÉ. A large number of students participated in the final round of the reading contest in San Rafael Pie de la Cuesta, San Marcos. Participants had the opportunity to test their reading skills in August 2013. This grant will close in Q1 FY2014.

School the World. They are distributing more than 4,000 books to school mini-libraries in communities covered by the project. This grant will close in Q1 FY 2014.

FJBG. They started an alliance with Ruth de Rayo from the Center for Etiquette and Protocol, which donated this course for the entire group of students. The course was conducted over five Saturdays, with a total of 15 hours of training. Some students also participated in Enactus UVG 2013, which is an initiative in which environmentally social programs are presented. Six Guatemalan universities participated. Three students earned scholarships to study in the United States and Europe.

Fundación Asturias Maldonado (FAM). Students from seventh to ninth grade of the *FAM* school participated in the departmental science fair in San Marcos and won first and second place. The *FAM* elementary school was damaged by both the November 2012 earthquake and the September 2013 earthquake; it was rebuilt last year and now must be refurbished before the 2014 school year.

Millenium Schools, Tigo II, Huehuetenango-Totonicapán. A total of 884 reading tests were administered to first- through fourth-grade students in Totonicapán by the teachers using the CBA. *UVG* is processing and analyzing the data in order to make them available during Q1 of FY 2014. In addition, Millennium Schools will continue working with school and refurbishment in FY 2014.

2.2 Key Results

Activities implemented by *Alianzas* education partners during FY 2013 generated the following key results:

- More than 39,000 students were benefited by school intervention activities such as scholarships, classroom methodologies, or teacher training
- 921 teachers across more than 297 schools received in-service training programs to improve classroom methodology
- Approximately 3,000 parents were involved in trainings regarding the importance of education and reading
- Two of our partners already established a baseline of their children's reading capabilities using the CBA methodology. By December 2014, we expect to have the results from all six partners working on the reading improvement projects.
- All scholarship and reading improvement projects will submit final reports after the end of school year 2013.

2.3 Activities and Actions Planned for the First Quarter of FY 2014

- During Q1 of FY 2014, projects focused on reading improvement methodologies. We expect that partners will have established a baseline for children's reading performance in areas where implementing partners have worked with the teachers on the CBA methodology. With technical assistance from *Alianzas* and *ReAula,* they also will complete a final report.
- *Alianzas* technical and M&E staff will support the close-out process for projects that will end during FY 2014, as well as ongoing implementation and execution of all the projects that will continue through FY 2014.
- The M&E Coordinator will analyze and compare reading results.
- The *Alianzas* Education Manager will continue to provide technical assistance to ongoing projects, as needed, to support partners and to review and strengthen implementation to foster positive outcomes.
- *Alianzas* will follow up on the possible approval of a mass-media campaign to sensitize the population on the importance of reading.
- Publinews will distribute 100,000 copies of different types of reading materials every month from February to July 2014 to promote reading among secondary school students.

3. Health

3.1 Summary of Events and Activities

This section includes a summary of key events, as well as highlights from the implementation of various approved health projects. Details on each health grant can be found in ***Annex G: Health Projects Description***.

Summary of Key Events

During FY 2013, the health team issued an open call process to establish new public-private alliances with implementing partners in the new USAID priority geographic areas. During Q1, an open call was published to invite companies and organizations to participate. *Alianzas* received total of 23 proposals on health topics and preselected seven that met the requirements for the following criteria: project objectives, prioritized geographic areas, and required leverage. Six new projects will be implemented in FY 2014, and one is pending approval. The thematic clusters in health are as follows:

- Thematic Cluster A: Family Planning/ Reproductive Health
- Thematic Cluster B: Reproductive Health for Youth
- Thematic Cluster C: Maternal and Neonatal Health
- Thematic Cluster D: Maternal and Child Health
- Thematic Cluster E: Training of Community-Based Health Workers
- Thematic Cluster F: Ministry of Health (MoH) Strengthening
- Thematic Cluster G: Nutrition and Food Security
- Thematic Cluster H: Water, Sanitation, and Hygiene Practices
- Thematic Cluster I: HIV/AIDS

These thematic clusters reflect the new CDCS and new project objectives and intermediate results.

Monitoring field visits. The M&E Coordinator and Health Manager visited different projects during FY 2013 to monitor projects and assess their implementation. Among the site visits conducted during FY 2013 were the following:

- *FUNCAFÉ* FP, Huehuetenango, San Marcos: Supervised clinics, ensured Tiahrt compliance, and monitored community activities
- *BANASA—Familias Felices,* Quetzaltenango: Supervised activities carried out with monitoring mothers and growth monitoring activities with children
- *ChildFund,* El Quiché: Monitored activities focusing on traditional birth attendants and training for women in communities on SRH/FP
- *FAM*, San Marcos: Visited schools, specifically to verify nutrition interventions in schools covered by this project
- *ISIS—Modelo Incluyente de Salud (MIS* [Inclusive Health Model]), Huehuetenango: Ensured Tiahrt compliance
- *FUNDAP,* Quetzaltenango and Totonicapán: Monitored capacity-building activities conducted by health providers
- *WINGS,* Alta Verapaz: Conducted monitoring visit to supervise activities in the new geographic area

Coordination Meetings with Other USAID Partners

- **Ventana de los 1,000 días Campaign.** The 1,000 Days Window Campaign is being aired on national television in coordination with a consortium of private sector partners, *Alianza por la Nutrición,* to support the MOH. *Alianzas* expects that the television spots will continue to be aired during FY 2014. This activity is also being coordinated with the project USAID|NutriSalud.
- Feed the Future (FtF) partners group and other organizations working in nutrition in El Quiché and Huehuetenango met this quarter to share project activities, identify points of coordination, and sign an MOU with USAID. *Alianzas* participated in the Huehuetenango meeting along with implementing partners, *FUNCAFÉ* and *ISIS*.
- During Q3, *Alianzas held* meetings with staff from USAID's Local Governance Project to explore the possibility of developing a water project with municipalities and communities supported by *Bananera Nacional S.A.* (*BANASA,* National Banana Company). *Alianzas* held these meetings in May 2013 in San Marcos with several mayors in attendance.
- *Alianzas* coordinated with USAID|PlanFam for the delivery of FP materials for *FUNCAFÉ*, whose field promoters will use their flipcharts and brochures, instead of producing new materials. The resources saved from producing the printed materials will be used to produce radio spots supporting the same FP interventions
- Zinc project and 1,000 Days Window Campaign were negotiated with USAID|NutriSalud

Highlights from *Alianzas* ' Partner Activities

Highlights from selected project activities for FY 2013 are presented below. Full details for all health project activities are included in ***Annex G: Health Projects Description***.

WINGS FP for men, women, and youth. In January 2012, the WINGS FP project transitioned its activities to the department of Alta Verapaz. The men and youth projects were not moved, so *Alianzas* closed them out. Start-up of activities in the highlands was a smooth process, and WINGS identified potential new FP users. During FY 2013, WINGS created a network of 34 trained and certified volunteer promoters who are currently providing FP services in the communities. WINGS also trained 2,500 youth (10 to 18 years old) on SRH and FP. During Q3 and Q4, WINGS carried out 21 FP medical campaigns to insert intrauterine devices, deliver other FP methods, and perform cervical cancer early detection tests, reaching 1,128 women.

ISIS, MIS. *MIS* continued implementing activities in El Quiché and Huehuetenango. They made considerable progress in El Quiché, with the MOH's launch of the *Modelo de Atención Integral de Salud* (*MAIS* [Integrated Health Care Model]), which integrates *MIS* principles. In Huehuetenango, *ISIS* completed the auxiliary nurses' training with a cohort of 63 students who received scholarships to complete their degrees. At the end of the course, all students continued in the program. Eventually, these graduates will be incorporated into the basic health teams that implement *MIS* in the *ISIS* target areas. Also, during FY 2013, ISIS carried out another auxiliary nurses' training in El Quiché, financed by MOH.

FUNCAFÉ, SRH/FP. During FY 2013, the project continued field implementation in Huehuetenango, El Quiché, and San Marcos, with the objective of strengthening the provision of SRH services to adult men and women and adolescents. During FY 2013, a total of 4,455 persons received health services—3,901 women of reproductive age and 554 children under five. *FUNCAE* provided 108 Vitamin A doses to children under one year of age.

FUNDAZUCAR, Mejores Familias. During FY 2013***,*** *Mejores Familias* continued implementing actives in El Quiché*,* reaching over 13,000 women and 10,000 children under five. In these areas, *FUNDAZUCAR* trained over 200 monitor mothers, who now are important leaders in their communities. *Mejores Familias* carried out 14,929 home visits during FY 2013 to mothers following trainings. The project worked with 114 groups of women in four priority municipalities in the department of El Quiché. *Mejores Familias* issued a subgrant to *Q'anil*, a local NGO, to implement these activities.

WINGS, *Hombres Responsables, Hombres Saludables* (Healthy Men, Responsible Men). During FY 2013, *Alianzas* approved a second phase for this project in response to USAID's request to develop a profile of the sugar cane workers. In this phase, the project was implemented in three sugar cane mills, reaching more than 1,700 migrant workers. In addition, 414 HIV tests were carried out.

Fundación Asturias Maldonado FAM. This group made progress by enrolling 129 children and youth in the healthy school component. During Q4, they created school gardens and 108 family gardens. They provided a total of 98 counseling sessions for mothers on nutrition best practices. A total of 51 women of reproductive age, 70 youth, and 55 children of school age are currently covered.

RH Alliance Meetings. RH Alliance members actively participated in the Pregnancy Prevention Campaign in 2012 and 2013. They are currently negotiating the possibility of airing television spots for the "Protégeme del Embarazo" campaign.

3.2 Key Results

Activities implemented by *Alianzas* health partners during Q3 of FY 2013 generated the following key results:

- Over 7,000 CYP were provided, and more than 50,000 persons received SRH/FP counseling;
- More than 80,000 persons were exposed to an SRH message through radio and television campaigns;
- MCH projects reached more than 50,000 mothers and children under five, which resulted in training over 1,300 individuals in MNH; and
- 2,142 children received an immunization service through MCH projects.

3.3 Activities and Actions Planned for the First Quarter of FY 2014

- We will continue to identify opportunities for cross-collaboration between *Alianzas* partners in the highland area, as well as with other USAID projects.
- *ASAZGUA* and WINGS will sign to implement a third phase of the HIV prevention project with sugar cane mills, which will complete the HIV prevention activities in five sugar mills.

4. Program Management

4.1 Program Staffing

DCOP [redacted] and Grants and Administration Manager [redacted] resigned due to personal reasons after nearly a year of employment. In August 2013, M&E Officer [redacted] submitted her resignation, because she accepted another employment opportunity.

Due to the vacant positions, the launch of new alliances for this last year of the program's execution, and the several simultaneous close-out actions that will take place during FY 2014, *Alianzas* is in the process of hiring staff for the DCOP, Grants Manager, Finance Assistant for Grants, and Receptionist positions. [redacted], who currently acts as Administrative Assistant, is being promoted to the position of Administrative Assistant for Grants and Human Resources as a result of her experience and very good performance over the past two years.

[redacted], former DCOP at the USAID Local Governance Project, was recruited for the *Alianzas* DCOP position. She will start on October 7, 2013. [redacted] was recruited for the Grants Manager position. Although this is not a key position, his candidacy was proposed to USAID since he is an American citizen. He was approved on October 1, 2013 and will start on November 4, 2013.

Throughout this year of staffing transitions, RTI provided intensive oversight and support to the team to ensure that there was no interruption in project activities and that compliance with RTI, USAID, and Guatemala regulations, standards, and best practices for financial management were maintained. RTI Home Office staff will continue to provide support as we transition new staff to the team.

4.2 Communications

Activities carried out in communications during Q4 include field visits to collect information on success stories both for RTI and USAID. Currently, USAID is leading the Communications Group, made up of USAID project Communication Specialists, which will finalize the new USAID Communications Strategy, and *Alianzas* is participating in this process.

Campaigns. As mentioned in the Health section of this report, through coordination with the RH Alliance members, *Alianzas* participated in the Teen Pregnancy Prevention Campaign, *Protégeme del Embarazo*. *Alianzas* is also participating in the 1,000 Days Window Campaign.

Social media. The *Alianzas* Web site, Facebook, and Twitter profiles were updated periodically, promoting *Alianzas* and partners' activities.

Publications. *Alianzas* published success stories about its projects throughout the year. These can be found on the *Alianzas* Web site and also were submitted to USAID with each quarterly report.

Success stories from FY 2013 can be found in ***Annex H: Success Stories***.

4.3 Budget Information

[redacted]

4.4 Grants Management

The Project Tracker in ***Annex I*** provides a cumulative detail of the alliances established during the life of project by area of work and USAID funding account.

In May 2013, *Alianzas* was audited by the USAID RIG. The *Alianzas* team invested several hours in preparing documents requested by the auditors in advance of their visit, as well during their time in Guatemala. During June 2013, the *Alianzas* team responded to several post-visit questions.

In FY 2013, *Alianzas* conducted a total of eight site visits to review grantee financial management systems, accounting procedures, and internal controls to ensure that compliance with USAID and RTI regulations. During these visits, the *Alianzas* team reviewed supporting documentation for leverage, as well as USAID funds, in accordance to the terms and conditions established in their grants.

As required annually, *FUNDAP*, *FUNDAZUCAR*, and *FUNCAFÉ* are undergoing an external audit.

4.5 Compliance

FP compliance. *Alianzas* recognizes that any FP activities that are implemented using U.S. foreign assistance funds must respect the laws and policies that govern the assistance and must uphold the overarching principles of voluntarism and informed choice. *Alianzas* submitted a FP compliance plan with the Life-of-Agreement strategic plan. Technical staff will ensure that all activities implemented under this CA by project staff or implementing partners comply with these requirements.

Environmental compliance For the *Fundación Tigo* School Refurbishment Project, *Alianzas* prepared an environmental mitigation plan that will be presented to USAID for approval during Q1 of FY 2014.

DEC submissions. RTI has submitted all project annual reports to the Development Experience Clearinghouse (DEC).

Project Inventory. The Project Inventory Report is included in ***Annex J: Project Inventory***.

4.6 Other Operational Issues

RTI Home Office staff visited the *Alianzas* team several times this year to meet with USAID, discuss staffing issues, and conduct a financial review. These staff members also provided technical support to the field office in grants management and financial activities. RTI covered the costs of the visits, which ***Table 2*** summarizes.

Table 2. Visits to *Alianzas* Project by RTI Home Office Staff

Staff Name	Role	Dates
[redacted] International Accounting Manager	QuickBooks training and refreshment of financial and management procedures	November 26–30, 2012
[redacted] Director of Global Payments	QuickBooks training and refreshment of financial and management procedures	November 26–30, 2012 August 19–23, 2013
[redacted] Home Office Technical Manager	Program support	January 20–27, 2013 August 5–9, 2013
[redacted] Project Administrative Specialist	Financial administration	January 21–26, 2013
[redacted] Organizational Development & Learning Partner	Training	January 21–26, 2013
[redacted] Global Health Business Development, Marketing and Communications	Business development	January 29–31, 2013
[redacted], Senior Grants Specialist	Grants management	June 17–21, 2013

CA Modifications

- [redacted]
- [redacted]

- [redacted]
- [redacted]
- [redacted]
- [redacted]

4.7 Evaluation

As one of the M&E strategies proposed in the *Alianzas* PMP, partners must conduct two types of program evaluations: (1) performance monitoring (reported every quarter to *Alianzas*); and (2) (depending on the magnitude of the program) an impact assessment.

The PMP Summary Table of Indicators and Targets for FY 2013 is included in ***Annex K: Alianzas Project Tracker***. Many of the targets planned in FY 2013 will be not achieved this year, because most of the new alliances did not begin implementation until Q4. *Alianzas* will aggregate these unmet targets to the goals for FY 2014 in order to achieve results expected by the end of project.

MEASURE Evaluation. In September 2013, USAID presented the results of the Secondary Analysis Reports for the studies carried out by USAID HIV partners using the data from the National Survey on Maternal Child Health. Measure Evaluation Project led this process and *Alianzas* participated with a study on associated factors of risky sexual behaviors. The full report on *Alianzas* study can be found in ***Annex L***.

CBA Assessment. As mentioned in the Education section, during Q4, School the World and FUNCAFÉ conducted CBA in 67 schools in the Western Highlands. Teachers trained to evaluate their students' reading skills conducted the assessment. At the end of this quarter, School of the World and FUNCAFE will have completed the data-entry process. During Q1 of FY 2014, the *Alianzas* will conduct the analysis to present the results to USAID. Fundación Asturias Maldonado, Millennium Schools III, and FUNDAP will conduct teacher training and field data collection in Q2 of FY 2014.

Annex A: Implementation Timeline

Component	Activity	FY2013			
		1	2	3	4
IR 2: Access to and use of sustainable quality health care and nutrition services expanded	Meeting with USAID and USAID partners to coordinate priorities				■
	Meeting with MOH to discuss Government of Guatemala priorities		■		
	Meet with the National RH Program to coordinate guidelines and priorities		■		
	Meet with the National Vaccination Program and Childhood Program, to discuss needs and priorities		■		
	Establish partnerships with USAID Title II programs for nutrition programs	■	■	■	
	Meet with the National AIDS Program to coordinate needs and priorities		■		
	Meet with business consortiums that address HIV to coordinate actions		■		■
	Meet with public and private partners to discuss needs and priorities for implementation of HIV/AIDS workplace programs				■
	Open call for proposals for MCH, FP, nutrition, and HIV projects	■			
Sub IR 2.2.1: Adoption of improved health practices expanded	Implement *Mejores Familias*	■	■	■	■
	Establish number and topics of health campaigns	■			
	Implement health campaigns	■	■	■	■
	Meet with cell phone companies to discuss opportunities for IEC activities via text messages	■	■		
	Begin exploring food fortification with potential partners	■	■	■	■
	Establish alliances and implement activities for mass media and youth outreach on SRH	■	■	■	
	Establish vaccination campaign with private sector and MOH			■	
	Establish number and topics of health and HIV campaigns	■			
	Implement health and HIV campaigns	■	■	■	
	Identify partners and activities for water and sanitation	■			
	Implement water and sanitation activities	■	■	■	■
	Improved hygiene education and sanitation practices. School-based hygiene and sanitation education		■	■	■
Sub IR 2.2.2: Availability of sustainable and culturally adapted health care and nutrition services increased	Conduct needs assessment for private sector investment in HIV programming	■			
	Expand RH Alliance	■	■		
	Meetings with RH Alliance members to discuss potential projects	■	■	■	■
	Provide technical oversight to activity implementation in health	■	■	■	■
	Establish alliances related to provision of supplies for FP/RH	■	■	■	
	Establish alliances related to technology for FP/RH and MCH	■	■	■	
	Establish alliances for PPH and emergency preparedness	■	■	■	
	Meeting with food industry partners companies to discuss provision of micronutrients and fortification of foods	■	■	■	■
	Establish alliances to expand access to mincronutrients, zinc, ORS	■	■	■	■
	Begin exploring food fortification with potential partners	■	■	■	■
	Meet with corporate parners to discuss community hygiene and sanitation plans	■		■	
	Establish alliances for equipping clinics	■			
	Establish partnerships with USAID Title II programs for nutrition programs	■			
	Implement *Mejores Familias*	■			■
	Review existing support materials and take examples from other organizations working in FP to unify and improve methodologies for counseling activities	■			■
IR 3: Education quality and access improved	Publish open call for proposals	■			
	Meet with the Technical Review Comitee	■			■
	Issue and monitor grants	■	■		■
	Meetings with funding and implementing partners	■		■	■
	Plan training sessions with funding and implementing partners (M&E, Reading)	■		■	■

Component	Activity	FY2013			
		1	2	3	4
Sub IR 2.3.1: Reading skills improved	In coordination with DIGEDUCA conduct rapid assessment to determine gender gaps in selected departments	■			
	In coordination with DIGEDUCA analyze available reading assessment data in selected departments	■			
	Map priority areas within selected departments	■			
	Research innovative models and best practices for reading teaching	■			
	Promote integration of EGRA and approved teaching models into education proposals	■			
	Promote assessment in projects that address reading	■	■		■
	Establish alliances to provide scholarships for girls grade 4 to 6	■		■	
	Establish alliances to provide educational materials for schools	■	■		
	Establish alliances to promote information technology for teachers and students	■	■	■	
Sub IR 2.3.2: Access to quality education programs increased	Establish alliances to promote safer and healthier schools	■			
	Establish alliances to promote schools refurbishment	■	■	■	
	Establish alliances that promote vocational and workforce training	■			
	Award scholarships at all levels according to alliances and available budget		■		
Program Management Activities	Hire all project staff	■			■
	Update Strategic Plan within 45 days	■			
	Update M&E Plan and PMP within 45 days	■			
	Develop Fourth Annual Work Plan within 45 days	■			
	Submit subsequent annual work plans	■			
	Submit Accrual Reports	■	■	■	■
	Evaluate and update grants process	■			
	Evaluate and update tools for building and managing alliances	■			
	Update the database of potential implementing and funding partners	■		■	
	Review and update as needed PSAG and TRC manuals and plans	■			
	Review and update as needed policies and procedures manuals	■			
	Monitor USAID compliance, including FP compliance	■	■	■	■
	Hold PSAG meetings	■			
	Hold TRC meetings	■	■	■	■
	Prepare and submit quarterly reports (annual report during fourth quarter)	■	■	■	■
	Staff training on the USAID requirements and compliance monitoring responsibilities	■			
	Hold partner training sessions	■	■	■	
	Select and strengthen a CRS local organization			■	
	Hold communications workshop with program staff and USAID		■		
	Monitor and evaluate ongoing activities	■	■	■	■
	Finalize and close out all grants				
	Complete all program closeout activities				

Annex D: Education Projects Description and Update

Thematic Cluster A: Elementary Scholarships

¡Vamos a la Escuela! – Fondo Unido de Guatemala

With *BK Becas* and other implementing partners—such as *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—Fondo Unido de Guatemala* (*FUG*) is managing a three-year scholarship project in several rural locations. This project funds primary school completion scholarships for boys and girls.

Partner: *Fondo Unido de Guatemala and its 71 partner companies*

Start date*: January 14, 2011*

End date: *December 31, 2013*

Beneficiaries: *1,000 students*

Geographic area: *Departments of Alta Verapaz, Chimaltenango, Guatemala, Petén, Escuintla, Sololá, Suchitepéquez, Sacatepéquez, San Marcos, and Totonicapán*

The 1,000 students benefited by the project were enrolled in school: 95.6% in sixth grade and 4.4% in fifth grade. Of these, 42% are boys and 58% are girls. A total of 98% of sixth-grade students are expected to pass the grade. *FUG* has begun talks with all students who have scholarships to encourage them to achieve better grades and submit applications to maintain their scholarship next year, even though the close-out process for this grant begins in Q1 of FY 2014. With the support of other partners, *FUG* will continue to provide scholarships.

Fundación para el Desarrollo Integral de Programas Socioeconómicos – Scholarships

Fundación para el Desarrollo Integral de Programas Socioeconómicos (*FUNDAP*) works on girls' education, retention, and completion. Out of the 954 scholarships, 606 are held by sixth-grade students, and 98% of students are expected to pass. The purpose of the project is to provide learning opportunities through formal education to female students to continue studying and training sessions to parents and teachers. To attain this objective, the scholarship includes tuition; training on topics such as self-esteem, entrepreneurship, and values; and workshops with parents, teachers, principals, and community leaders. FUNDAP also organizes educational field trips and provides didactic materials, school supplies, and progress evaluation.

Partner: *Fundación para el Desarrollo Integral de Programas Socioeconómicos (FUNDAP)*

Start date: *March 1, 2011*

End date: *July 31, 2014*

Beneficiaries: *954 girls benefited in primary level*

Geographic area*: Departments of Quetzaltenango and San Marcos*

During this year, the technical staff efforts focused on the follow-up and supervision of attendance and academic achievement of all scholarship recipients. Field staff carried out trainings on self-esteem and values with all of the students, as well as educational field trips for parents and students.

Fundación Asturias Maldonado—Scholarships

The project provides scholarships to five preprimary and 50 primary school children in the rural communities of the municipality of El Rodeo, San Marcos. The scholarships are for students from low- income families and those who face other difficulties to attend school. *Fundación Asturias Maldonado*, the social foundation of three coffee farms located in the department of San Marcos, implements the project. *Fundación Asturias Maldonado* receives Corporate Social Responsibility (CSR) funds from Green Mountain Coffee Roasters, and these funds will leverage USAID resources.

Partner: *Fundación Asturias Maldonado; Green Coffee Mountain Roasters*

Start date: *March 1, 2013*

End date: *July 31, 2014*

Beneficiaries: *55 students for preprimary and primary school*

Geographic area*: Department of San Marcos*

The project offers the students comprehensive attention, with nutritional and medical evaluations, micronutrient delivery to school-aged children, two nutritional school meals during the day, and medical attention for the students and their families. The educational approach focuses on improving student reading comprehension capabilities through the implementation and use of technology, libraries, appropriate infrastructure with didactic materials, and adequate teaching methodology to stimulate habitual voluntary reading. During FY 2013, they were able to standardize requirements to keep the scholarships and remain in the program.

The elementary school was damaged in the September 2013 earthquakes, so they will need to refurbish their facilities before they start the 2014 school year.

ACEBAR—Scholarships

ACEBAR receives support from a U.S. NGO, MayaCrew, which provides support to vulnerable communities in Guatemala, and these funds will leverage USAID resources. ACEBAR also receives support from a Guatemalan corporate partner, Puerto Quetzal Power (PQP). The project provides scholarships to 51 primary school children in the rural communities of Chichicastenango, El Quiché. The project's objective aims to help these children graduate from high school and technical vocational school. The scholarships are for students from low-income families and for those that have other difficulties in attending school. The awards also provide textbooks, transportation, uniforms, tuition, enrollment fees, and didactic materials.

Partner: *ACEBAR, MayaCrew, Puerto Quetzal Power*

Start date: *March 4, 2013*

End date: *December 31, 2013*

Beneficiaries: *51 primary school students*

Geographic area*: Chichicastenango, Quiché*

ACEBAR also provides scholarship recipients with a supply of food twice a year. During Q4, elementary school children received the second delivery. Each year, ACEBAR hosts odontological, gynecological, and orthopedic campaigns that are also open to the students' parents and general public. *ACEBAR* meets with parents on a regular basis and also provides

recipients with trainings on leadership, values, gender equity, health, and environmental protection. This project closes in December 2013.

Camino Seguro—Scholarships

Camino Seguro works with at-risk children of families that live and work by the municipal dump in Guatemala City. The center offers full scholarships and tuition for children and youth in both public and private schools. These students receive special assistance with school homework and tutoring designed to increase their chances for academic success. The center also provides other services for their target population, such as child-care centers for preschoolers, programs for literacy and adult education, entrepreneurship for parents, fitness for mothers, and other occupational programs.

> ***Partner:*** *Camino Seguro, Radio Corporación Nacional (RCN)*
>
> ***Start date:*** *June 1, 2013*
>
> ***End date: July*** *31, 2013*
>
> ***Beneficiaries:*** *269 primary school students*
>
> ***Geographic area****: Municipal dump area in Guatemala City*

During 2013, only one student had to be dropped and substituted. *Camino Seguro* performed three school visits to check in on scholarship recipients and conducted monthly sessions with parents to emphasize the importance of education and gain more parental support and involvement. For FY 2014, *Camino Seguro* will try to keep or raise the number of scholarships to benefit more children and youth at risk.

Becas-Tutoría—HidroXacbal

Becas-Tutoría HidroXacbal is a project implemented through their *Fundación Grupo Terra*, the social foundation of the hydroelectric Uno Petrol S.A. The objective of the project is to contribute to reducing dropout and repetition rates and helping produce outstanding students in higher grades by providing mentorship in reading and math to students in early grades. The project also promotes the completion of the primary school by providing scholarships to fifth- and sixth-grade students; these students also receive educational materials two times throughout the school year.

> ***Partner:*** *HidroXacbal, Fundación Grupo Terra*
>
> ***Start date:*** *March 1, 2013*
>
> ***End date:*** *December 31, 2013*
>
> ***Beneficiaries:*** *412 primary-level students*
>
> ***Geographic area****: Department of El Quiché*

To achieve this objective, the project will connect 309 early grade students with mentorship from a group of trained teachers and tutoring from a group of 103 students enrolled in fifth and sixth grades. These student tutors will be awarded with scholarships in recognition of their mentorship efforts. All students have an after school schedule in which they assist their fellow students at an approximate ratio of 3 to 1 (i.e., 103 upper grade students help 309 lower grade students).

A total of 12 schools located in the municipality of Chajul, El Quiché, will benefit from this model of mentorship/scholarships, as will 12 teachers, one for each school. These teachers received special training in helping their students tutor other students. *HidroXacbal* has been 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.

Uno Petrol S.A. received recognition during 2012 by the Organization of American States (OAS) as the best CSR initiative implemented in education through this program in Honduras and Nicaragua.

Thematic Cluster B: Secondary Scholarships

Fundación Asturias Maldonado—Scholarships

Partner: *Fundación Asturias Maldonado; Green Coffee Mountain Roasters*

Start date: *March 1, 2013*

End date: *July 31, 2014*

Beneficiaries: *121 secondary level students*

Geographic area*: Department of San Marcos*

Fundación Asturias Maldonado, the social foundation of three coffee farms located in the department of San Marcos, implements a scholarship project aimed at121 students in secondary school. Through this intervention, the foundation aims to increase access to and improve quality of education for students in the rural communities of the municipality of El Rodeo, San Marcos. The scholarships are for students from low-income families and those who face other difficulties to attend school. *Fundación Asturias Maldonado* receives CSR funds from Green Mountain Coffee Roasters; these funds will leverage USAID resources.

The project offers the students comprehensive attention, with nutritional and medical evaluations, micronutrient delivery to school-aged children, two nutritional school meals during the day, and medical attention for the students and their families. The educational approach focuses on improving student reading comprehension capabilities through the implementation and use of technology, libraries, appropriate infrastructure with didactic materials, and adequate teaching methodology to stimulate habitual voluntary reading.

Because this is one of the two high schools and technical vocational schools in the area, they are well in demand. This also explains the large disparity between elementary and secondary school enrollments. To be able to apply for this scholarship, parents must be committed to support their children's education process.

Asociación Huehueteca Ixmucané —Scholarships

Asociación Huehueteca Ixmucané has a residence for girls in Huehuetenango in which 40 girls are currently enrolled. They provide housing, schooling, tutoring, and various seminars to strengthen self-esteem, values, and home economics. They also support 76 other girls in different communities of Huehuetenango. In addition to schooling, some girls receive housing in local boarding houses. They also help one of the girls in higher education. The support provided to each girl is based on the results of their socioeconomic study.

Partner: *Asociación Huehueteca Ixmucané, Unisuper, Club Rotario Nordeste*

Start date: *September 1, 2013*

End date: *July 31, 2014*

Beneficiaries: *116 secondary level students all girls.*

Geographic area*: Department of Huehuetenango*

Q4 focus was dedicated to recruiting new girls for school year 2014, to replace those that will graduate from secondary school this year. *Asociación Huehueteca Ixmucané* expects to operate the residence at full capacity in their residence, housing 55 girls.

Fundación para el Desarrollo Integral de Programas Socioeconómicos—Scholarships

FUNDAP works on girls' education, retention, and completion. The purpose of the project is to provide learning opportunities through formal education for female students to continue studying and training sessions for parents and teachers. To attain this objective, the scholarship includes tuition; training on topics such as self-esteem, entrepreneurship, and values; and workshops with parents, teachers, principals, and community leaders. *FUNDAP* also organizes educational field trips and provides didactic materials, school supplies, and progress evaluation.

Partner: *FUNDAP*

Start date: *March 1, 2011*

End date: *July 31, 2014*

Beneficiaries: *196 secondary level students*

Geographic area*: Departments of Quetzaltenango and San Marcos*

During this year, technical staff efforts focused on the follow-up and supervision of attendance and academic achievement of all scholarship recipients. Field staff continued to work with all the students on formative training in self-esteem and values. Educational tours also took place, and parents were actively involved.

ACEBAR—Scholarships

ACEBAR receives funding from a U.S. NGO, MayaCrew, which provides support to vulnerable communities in Guatemala; these funds will leverage USAID resources. *ACEBAR* also partners with a Guatemalan corporation, PQP. The project provides scholarships to 285 secondary school students in the rural communities of Chichicastenango, El Quiché. Their objective is to help these children graduate from high school and technical vocational school. The scholarships are for students from low-income families and those that face other difficulties in attending school. The scholarship provides support for textbooks, transportation, uniforms, tuition, enrollment fees, and didactic materials.

Partner: *ACEBAR, MayaCrew, Puerto Quetzal Power*

Start date: *March 4, 2013*

End date: *December 31, 2013*

Beneficiaries: *285 secondary school students*

Geographic area*: Chichicastenango, Quiché*

Each year *ACEBAR* hosts odontological, gynecological, and orthopedic campaigns that are also open to students' parents and the general public. *ACEBAR* meets with parents on a regular basis and also provides recipients with trainings on leadership, values, gender equity, health, and environment protection.

The close-out process for this grant begins in December 2013; however, *ACEBAR* will continue to provide scholarships with the support of other partners.

Camino Seguro—Scholarships

Camino Seguro works with at-risk children of families that live and work by the municipal dump in Guatemala City. The center offers full scholarships and tuition for children and youth in both public and private schools. These students receive special assistance with school homework and tutoring designed to increase their chances for academic success. The center also provides other services for their target population, such as child-care centers for preschoolers, programs for literacy and adult education, entrepreneurship for parents, fitness for mothers, and other occupational programs.

Partner: *Radio Corporación Nacional (RCN)*

Start date: *June 1, 2013*

End date: July *31, 2013*

Beneficiaries: *196 secondary school students*

Geographic area*: Municipal dump area in Guatemala City*

*Camino Seguro conducted m*onthly parent sessions to emphasize the importance of education to the parents and gain more support and involvement from them. For FY 2014, *Camino Seguro* will try to keep or raise the number of scholarships to benefit more children and youth at risk.

Thematic Cluster C: Postsecondary and Higher Education Scholarships

Universidad del Valle de Guatemala II—Scholarships

Partner: *Universidad del Valle de Guatemala*

Start date: *January 20, 2011*

End date: *December 31, 2013*

Beneficiaries: *231 students*

Geographic area: *Departments of Guatemala, Escuintla and Sololá*

Congruent with *Universidad del Valle de Guatemala's* (*UVG)* goal of preparing highly qualified professionals, the university is implementing a two-year project aligned with the education strategy of *Alianzas* . The focus of the *UVG* Scholarships project is on improving teaching methodologies through specialized *Profesorados* and *Licenciaturas* in bilingual education, mathematics, and computers. The project also supports students who are completing their higher secondary education, with specialization in agro-forestry and tourism. *UVG* also benefited students who were awarded a masters' degree in educational leadership and management.

During the life of the project, *UVG's* project has benefited 231 students, 74 of which are supported with USAID funds and 157 with *UVG* funds. *UVG* is currently in the close-out process, waiting for all students to graduate before they are able to submit their final report, which is expected in December 2013.

FJBG Scholarships

Partner: *FJBG*

Start date: *January 17, 2011*

End date: *June 29, 2014*

Beneficiaries: *15 students*

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

FJBG created a scholarship project to facilitate access to quality advanced education for young men and women who demonstrate leadership abilities and academic potential, but who face financial limitations that prevent them from obtaining a university education. Pupils study the following academic areas: accounting, architecture, and chemical, civil, and systems engineering.

The program has benefited 15 students. All students were enrolled in the new academic year to continue their studies. *FJBG* is supporting all students to learn English and has an agreement with the American-Guatemalan Institute (IGA). All students have demonstrated academic excellence and are also involved in community service and have also created a fund to provide scholarships for a couple of students in secondary schools, in a way of returning a little of what they have received through the FJBG scholarship.

Thematic Cluster D: Teacher Training and Classroom Methodologies

Escuelas del Milenio II—Huehuetenango and Totonicapán

The TIGO Millennium Schools—Huehuetenango project, jointly with the United Nations Development Programme (UNDP) and *Fundación TIGO*, implemented this program to foster the achievement of the Millennium Development Goals. The components remain the same as *Millennium Schools I:* UNDP is in charge of the community development activities; *Fundación TIGO* along with the *Alianzas* team is responsible for school refurbishment through the *ABC* strategy: *Aulas*, *Baños y Cocinas* (Classrooms, Bathrooms, and Kitchens) and the *Alianzas* Education component is funding the Creative Classrooms methodology through the Centers for Excellence in Teacher Training (CETT), implemented by *UVG.*

Partner: *Fundación TIGO*

Start date: *April 1, 2011*

End date: *June 30, 2014*

Beneficiaries: *8,259*

Geographic area: *Department of Huehuetenango*

During 2013, Millennium Schools received an extension in order integrate a teacher training component in all the schools in Totonicapán that were refurbished by *TIGO* I. All of the teachers who are being trained tested their students with the Curriculum-Based Assessment (CBA) methodology; *UVG* is processing the information. *Fundación TIGO* is analyzing the possibility to continue working in Huehuetenango with the teacher training component, since the Huehuetenango component closes out in Q1 of FY 2014.

Café-Alianzas -FUNCAFÉ

The *Café-Alianzas* project is a three-year intervention that integrates health, nutrition, and education components. The education intervention focuses on the healthy schools model and uses an active teaching pedagogical and cultural model, *Escuela Rural Activa* (*ERA*), centered on the child and the child's social and natural environment. This model is implemented in 51 unitary (one teacher per school) and multi-grade (more than one grade in each classroom) schools located in the department of San Marcos. Out of these 51 schools, 25 have concurrent preprimary schools within the facilities. Work in San Marcos began during Q2 of FY 2012, and the close-out process has started. 96% of schools are in the intermediate or advanced level of implementation of all the *ERA* model components.

Partner: *Fundación del Café (FUNCAFÉ; Coffee Foundation)*

Start date: *November 1, 2010*

End date: *December 2013*

Beneficiaries: *3,352 students and 155 teachers*

Geographic area: *Department of San Marcos*

School the World

Formerly known as The Giving Project, this effort addresses the main educational problems of access and quality of education by providing an integrated approach focusing on infrastructure, materials, teacher training, and parental and community involvement in children's education. School the World focuses on rural, indigenous, and lower-income communities and addresses the urban-rural, Ladino-Mayan, and gender achievement gaps in education.

Partner: *School the World*

Start date: *July 15, 2011*

End date: *December 28, 2013*

Beneficiaries: *2,505 students and 118 teachers*

Geographic area: *Departments of Quiché and Totonicapán*

School the World is benefiting 2,505 students with teacher training, infrastructure, educational materials, and community strengthening. *UVG trained* 118 teachers, using the CETT methodology. Before the 2013 school year ends, School the Word will supply the second delivery of books for all the school libraries they are working with and the analysis they performed of the reading assessments of children from first to fourth grades with the CBA.

***Fundación para el Desarrollo Integral de Programas Socioeconómicos*—Teacher training component**

Fundación para el Desarrollo Integral de Programas Socioeconómicos (FUNDAP) works on girls' education, retention, and completion. The project aims to provide learning opportunities through formal education for female students, enabling them to continue studying, and training sessions for parents and teachers. To attain this objective, *FUNDAP* provides the girls and boys with scholarships that include tuition; training on topics such as self-esteem, entrepreneurship, and values; and workshops with parents, teachers, principals, and community leaders. *FUNDAP* also organizes educational field trips and provide didactic materials, school supplies, and progress evaluation.

Partner: *Fundación para el Desarrollo Integral de Programas Socioeconómicos (FUNDAP)*

Start date: *March 1, 2011*

End date: *July 31, 2014*

Beneficiaries: *1,800 students mostly from elementary school, 284 teachers and school principals*

Geographic area*: Departments of Quetzaltenango and San Marcos*

To reinforce the retention of students in school, all the principals and some teachers of the schools participated in a course entitled "Strategies for School Retention." Teacher training for teachers of other 17 elementary schools from the departments of Quetzaltenango and San Marcos began during Q4 of FY 2013. Seventeen school principals and 36 teachers are participating in a course that addresses strategies to improve the learning of reading, writing, and numerical skills for early grade elementary students.

World Vision

This project aims to improve the quality and equity of education by improving children's reading skills and comprehension, which is essential in enabling children to succeed in school and develop permanent reading habits through better teaching methodologies and learning environments.

Partner: *World Vision, Bantrab*

Beneficiaries: *16,506 children in preprimary and primary, 119 schools, 468 primary education teachers*

Geographic area*: Departments of San Marcos and Huehuetenango*

World Vision will use the following approaches to achieve this goal: (1) use of mother tongue texts in early grades; (2) promotion of school readiness and pre-literacy for pre-primary children; (3) teacher training on how to teach reading using bilingual (mother tongue) and intercultural approaches; (4) supervision and mentorship of teachers to teach reading; and (5) assessment of children's reading skills and comprehension.

Thematic Cluster E: School Infrastructure and Equipment

Escuelas del Milenio II TIGO II—Huehuetenango

As part of its leverage, *Fundación TIGO* will continue refurbishing schools in the highlands, an effort that began under the Reconstruction Project. This will continue through *Alianzas* close-out, when they will report leverage directly to USAID in case they have not reached committed leverage.

FUNSEPA—Technology

This project has equipped 11 schools with computer laboratories, which benefited more than 3,000 students who are becoming computer literate, as well as more than 60 teachers are being trained by *FUNSEPA* in how to integrate the use of technology in different academic subjects. This training will enable teachers to use special software that allows to self-instruct and to help their students improve learning outcomes. A no-cost extension was issued to close-out the project; this grant closes in December 2013.

Partner: *FUNSEPA, Manzana Marketing*

Start date: *March 21, 2013*

End date: *December 21, 2013*

Beneficiaries: *11 schools, 3,253 primary school*

Geographic area: *Departments of San Marcos, Totonicapán, Quiché, Huehuetenango*

Fundación Asturias Maldonado

Fundación Asturias Maldonado, the social foundation of three coffee farms located in the department of San Marcos, implements a scholarship project aimed at121 students in secondary school. Through this intervention, the foundation aims to increase access to and improve quality of education for students in the rural communities of the municipality of El Rodeo, San Marcos. The scholarships are for students from low-income families and those who face other difficulties to attend school. *Fundación Asturias Maldonado* receives CSR funds from Green Mountain Coffee Roasters; these funds will leverage USAID resources.

Partner: *Fundación Asturias Maldonado; Green Coffee Mountain Roasters*

Start date: *March 1, 2013*

End date: *July 31, 2014*

Beneficiaries: *176 scholarships in primary and secondary level students, 19 teachers*

Geographic area*: Department of San Marcos*

The project offers the students comprehensive attention, with nutritional and medical evaluations, micronutrient delivery to school-aged children, two nutritional school meals during the day, and medical attention for the students and their families. The educational approach focuses on improving student reading comprehension capabilities through the implementation and use of technology, libraries, appropriate infrastructure with didactic materials, and adequate teaching methodology to stimulate habitual voluntary reading.

Currently work is underway to equip the digital library with the proper technological equipment, including software. The library is also being stocked with books that have been donated and books that are being bought according to the lists already authorized by the Ministry of Education (MOE) for all grades.

Thematic Cluster F: Education Materials

¡Vamos a la Escuela!—Fondo Unido de Guatemala

With *BK Becas* and other implementing partners—such as *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—Fondo Unido de Guatemala* (*FUG*) is managing a three-year scholarship project in several rural locations. This project funds primary school completion scholarships for boys and girls.

Partner: *Fondo Unido de Guatemala (FUG) and its 71 partner companies*

Start date*: January 14, 2011*

End date: *December 31, 2013*

Beneficiaries: *1,000 students*

Geographic area: *Departments of Alta Verapaz, Chimaltenango, Guatemala, Petén, Escuintla, Sololá, Suchitepéquez, Sacatepéquez, San Marcos and Totonicapán*

FUG organized a volunteer session for three different schools in which volunteers assembled and distributed 1,000 school kits to students who received *FUG* scholarships. This school kit included about 20 articles that will help beneficiaries in their school work. *FUG* distributed two batches of kits throughout the year. Two reading books were also distributed to all of the students to motivate them to read. The final report for this grant is expected in January 2014.

Café-Alianzas —FUNCAFE

The *Café-Alianzas* project is a three-year intervention that integrates health, nutrition, and education components. The education intervention focuses on healthy schools model and uses an active teaching pedagogical and cultural model, *Escuela Rural Activa* (*ERA*), centered on the child and the child's social and natural environment. This model is implemented in 51 unitary (one teacher per school) and multi-grade (more than one grade in each classroom) schools located in the department of San Marcos. Out of these 51 schools, 25 have concurrent preprimary schools within the facilities. Teachers' guides and student workbooks were delivered to all the schools during the 2013 school year, and mini-libraries were equipped.

Partner: *Fundación del Café (FUNCAFÉ; Coffee Foundation)*

Start date: *November 1, 2010*

End date: *December 2013*

Beneficiaries: *3,352 students and 155 teachers*

Geographic area: *Department of San Marcos*

School the World

Formerly known as The Giving Project, this effort addresses the main educational problems of access and quality of education by providing an integrated approach focusing on infrastructure, materials, teacher training, and parental and community involvement in children's education. School the World focuses on rural, indigenous, and lower-income communities and addresses the urban-rural, Ladino-Mayan, and gender achievement gaps in education.

Partner: *School the World*

Start date: *July 15, 2011*

End date: *December 28, 2013*

Beneficiaries: *2,505 students and 118 teachers*

Geographic area: *Departments of Quiché and Totonicapán*

School the World is working with 17 rural schools for this quarter, benefiting them with teacher training, infrastructure, educational materials, and community strengthening. This quarter, School the World provided didactic material kits to 72 teachers and three principals.

During Q4, School of the World began delivering the second supply of books for all the schools with which they work, which will be completed before the 2013 school year ends. School the World also provided teachers with valuable reference materials to improve their teaching methodologies. The final report is expected in January 2014.

FUNDAP

Fundación para el Desarrollo Integral de Programas Socioeconómicos (FUNDAP) works on girls' education, retention, and completion. The project aims to provide learning opportunities through formal education for female students, enabling them to continue studying, and training sessions for parents and teachers. To attain this objective, *FUNDAP* provides the girls and boys with scholarships that include tuition; training on topics such as self-esteem, entrepreneurship, and values; and workshops with parents, teachers, principals, and community leaders. *FUNDAP* also organizes educational field trips and provide didactic materials, school supplies, and progress evaluation.

Partner: *FUNDAP*

Start date: *March 1, 2011*

End date: *July 31, 2014*

Beneficiaries: *1,800 students mostly from elementary school, 284 teachers*

Geographic area*: Departments of Quetzaltenango and San Marcos*

During the year, they delivered more than 4,000 sets of reading materials to all the children in the schools of Totonicapán, as well as 69 kits to test children with the CBA methodology. *FUNDAP* also provided 188 instructional guides on "School Retention Strategies" to teachers and principals. *FUNDAP* is also working on strengthening their teacher training component; they hope to add more than 190 teachers of 20 additional schools.

Thematic Cluster G: Reading Improvement

Partnerships under this thematic cluster support activities that increase opportunities for learning that are aligned with MOE and USAID education strategies. They enhance the quality of teaching and learning, especially for reading. The following were among the projects that focus on increasing access to quality education promoting the use of new methodologies for teaching:

- *Escuelas del Milenio II*
- *Café Alianzas —Funcafé*
- *Fundación Asturias Maldonado*
- *School the World*
- *FUNDAP*
- *World Vision*

These partners measured the reading performance of students, which will be used as baseline data to corroborate progress and a final measurement of the effectiveness of the teaching reading strategies implemented by these partners. The method to be used is CBA. *ReAula* already trained our implementing partners in this innovative reading assessment methodology in Q2. During FY 2013, all partners were able to assess reading comprehension capabilities and speed with a sample of their students; *FUNCAFE* and School the World already processed the data collected. During Q1 of FY 2014, all partners are expected to turn in the corresponding analysis for the first reading assessment.

Publinews

Publinews, a well-known newspaper in the country, partners with the MOE and *Alianzas* to strengthen the National Reading Program "*Leamos Juntos*."

They are currently organizing the First National Narrative Reading Contest. A total of 100,000 secondary-level students will receive reading material during the first semester of school year 2014. This material will be the basis for the narrative contest, which will be issued mostly in Spanish, with two editions in Mayan language *Mam* and two editions in *K'iche.' ReAula* and the MOE will provide the material suitable for secondary-level students.

Partner: *Publinews, Emisoras Unidas, Publianuncios, Laper*

Start date: *August 16, 2014*

End date: *Pending negotiation*

Beneficiaries: *100,000 secondary school students*

Geographic area*: Departments of Quetzaltenango, San Marcos, Totonicapán, and Quiché. Huehuetenango, pending approval of modification to include it*

The contest will take place at the classroom, school, district, and municipal level, with the final round conducted at the interdepartmental level. During FY 2013, all efforts focused in the coordination with local MOE authorities and acquisition of the reading material.

Annex E: Education Chart

Multi Sector Alliances Project Tracker

RTI - CA-520-A-00-10-000-31-00

As of Aug 2013

ELEMENTARY EDUCATION SCHOLARSHIPS SUMMARY

Number of Students

Project name	Pre-primary		Primary		TOTAL students			USAID Scholarships		
	Male	Female	Male	Female	Male	Female	TOTAL	Male	Female	TOTAL
FONDO UNIDO DE GUATEMALA - Vamos a la Escuela Becas			421	579	421	579	1,000	133	200	**333**
FUNDAP Becas para la niña			-	954	-	658	658	-	150	**150**
ASOCIACION CAMINO SEGURO - BECAS	47	49	129	134	176	183	359	32	33	**65**
ASOCIACION CAMINO SEGURO II - BECAS			134	135	134	135	269	27	34	**61**
CENTRO EDUCATIVO SAN JUDAS TADEO - BECAS	31	30	111	67	142	97	239	142	97	**239**
ASOCIACION PUEBLO A PUEBLO		3	96	114	96	117	213	27	34	**61**
Instituto Privado Guatemala de la Asunción Villa Nueva - BECAS	10	11	85	76	95	87	182	36	43	**79**
HidroXacbal Becas Tutorias			51	52	51	52	103	17	17	**34**
ACEBAR			8	43	8	43	51	2	15	**17**
Fundación Asturias Maldonado - BECAS	2	3	30	20	32	23	55	7	6	**13**
Totals per Gender	**90**	**96**	**1,065**	**2,174**	**1,155**	**1,974**	**3,129**	**423**	**629**	**1,052**
TOTALS		**186**		**3,239**			**3,129**			**1,052**

Multi Sector Alliances Project Tracker
RTI - CA-520-A-00-10-000-31-00
As of Aug 2013

SECONDARY EDUCATION SCHOLARSHIPS
Number of Students

Project name	Lower Secondary		Upper Secondary		Using Technology		Job related skills - After school enrichment program		Literacy		TOTAL students			USAID Scholarships		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	TOTAL	Male	Female	TOTAL
FUNDAP Becas para la niña	-	196	-	-							-	196	196	-	-	-
FUNDACION ESTRELLA DE MAR - BECAS	-	32	5	26			5	58			5	58	63	-	32	32
ASOCIACION CAMINO SEGURO - BECAS	57	72	24	31	81	103	24	31	8	45	81	03	84	34	24	58
ASOCIACION CAMINO SEGURO II - BECAS	50	77	34	36							84	113	197	23	23	46
CLUB ROTARIO COATEPEQUE - BECAS	102	97	11	14	11	14					113	111	224	29	46	75
CENTRO EDUCATIVO SAN JUDAS TADEO - BECAS	82	79	50	25	132	104	132	104			132	04	236	152	132	284
ASOCIACION PUEBLO A PUEBLO	10	9	-	2							10	11	21	5	7	12
ASOCUCH Becas	56	54	8	21							74	75	149	26	29	55
Instituto Privado Guatemala de la Asunción Villa Nueva - BECAS	15	11	14	27	29	38	-	-	-	-	29	38	67	5	4	9
ACEBAR	24	152	12	98							36	250	286	6	67	73
FUNDACION ASTURIAS MALDONADO - BECAS	45	39	25	12							70	51	121	6	7	13
Totals per Gender	**441**	**818**	**193**	**292**	**253**	**259**	**161**	**193**	**8**	**45**	**634**	**1,110**	**1,744**	**286**	**371**	**657**
TOTALS		**1,259**		**485**		**512**		**354**		**53**			**1,744**			**657**

Multi Sector Alliances Project Tracker

RTI - CA-520-A-00-10-000-31-00

HIGHER EDUCATION SCHOLARSHIPS SUMMARY

Partner/ Field of Study		Técnico		Licenciatura		Maestría		Diplomado		USAID students		UNIVERSITY students		TOTAL students		TOTAL
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Universidad Del Valle de Guatemala I																
FACULTAD DE EDUCACION ALTPLANO	Profesorado en educación Media en Matemáticas y Computación	27	12							10	3	17	9	27	12	**39**
FACULTAD DE EDUCACION ALTPLANO	Profesorado Especializado en Educación Primaria Bilingüe Intercultural	15	21							6	10	9	11	15	21	**36**
FACULTAD DE EDUCACION - ALTPLANO	Licenciatura en Educación			12	5					10	5	2	0	12	5	**17**
FACULTAD DE INGENIERIA - ALTPLANO	Técnico en Agroforestería	20	3							0	0	20	3	20	3	**23**
FACULTAD DE INGENIERIA - ALTPLANO	Técnico en Turismo	2	7							0	0	2	7	2	7	**9**
FACULTAD DE EDUCACION - CENTRAL	Maestría en Liderazgo y Gestión Educativa					1	9			0	2	1	7	1	9	**10**
FACULTAD DE EDUCACION - CENTRAL	Maestría en Ciencias Sociales					2	1			0	0	2	1	2	1	**3**
FACULTAD DE EDUCACION - CENTRAL	Maestría en Docencia Superior					0	1			0	0	0	1	0	1	**1**
FACULTAD DE EDUCACION - CENTRAL	Maestría en Psicología					0	1			0	0	0	1	0	1	**1**
FACULTAD DE EDUCACION - SUR	Profesorado en Educación Primaria	24	56							18	42	6	14	24	56	**80**
FACULTAD DE EDUCACION - SUR	Licenciatura en Educación			6	22					6	20	0	2	6	22	**28**
FACULTAD DE INGENIERIA - SUR	Técnico en Mecatrónica	43	10							0	0	43	10	43	10	**53**
FACULTAD DE INGENIERIA - SUR	Bachillerato en Mecatrónica	17	8							0	4	17	4	17	8	**25**
FACULTAD DE INGENIERIA - SUR	Técnico en Agricultura	51	16							0	0	51	16	51	16	**67**
FACULTAD DE INGENIERIA - SUR	Bachillerato Agrícola	46	22							29	13	17	9	46	22	**68**
Universidad del Valle I - TOTAL		**245**	**155**	**18**	**27**	**3**	**12**	**0**	**0**	**79**	**99**	**187**	**95**	**266**	**194**	**460**
460																

HIGHER EDUCATION SCHOLARSHIPS SUMMARY

Partner/ Field of Study		Técnico		Licenciatura		Maestría		Diplomado		USAID students		UNIVERSITY students		TOTAL students		TOTAL
		Ma e	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Universidad RAFAEL LANDIVAR**																
CIENCIAS DE LA SALUD	LIC. EN ENFERMERIA (FDS)			4	12					1	6	3	6	4	12	16
CIENCIAS DE LA SALUD	LIC. EN ENFERMERIA CON ATENCIÓN PRIMARIA			2	0					0	0	2	0	2	0	2
CIENCIAS DE LA SALUD	LIC. EN MEDICINA			11	12							11	12	11	12	23
CIENCIAS DE LA SALUD	T.U. EN ENFERMERIA	16	38							3	7	13	31	16	38	54
CIENCIAS DE LA SALUD	T. U. TERAPIA FISICA Y OCUPACIONAL	1	7							0	1	1	6	1	7	8
CIENCIAS DE LA SALUD	PROF. EN ENFERMERIA CON ORENT. EN ATENCION PRM.		1							0	0	0	1	0	1	1
CIENCIAS DE LA SALUD	T.U EN ENFERMERIA CON ORENT. EN ATENCION PRM.		5							0	0	0	5	0	5	5
CIENCIAS DE LA SALUD	T.U. EN PROFESIONALIZACION EN ENFERMERIA		1							0	0	0	1	0	1	1
CIENCIAS DE LA SALUD	T.U. EN TERAPIA DE AUDICION, VOZ Y LENGUAJE		2							0	0	0	2	0	2	2
CIENCIAS POLÍTICAS Y SOCIALES	TECNICO EN TRABAJO SOCIAL	8	21							1	0	7	21	8	21	29
CIENCIAS POLÍTICAS Y SOCIALES	LIC. EN TRABAJO SOCIAL CON ENFASIS EN GERENCIA			4	23					0	0	4	23	4	23	27
CIENCIAS POLÍTICAS Y SOCIALES	LIC. EN TRABAJO SOCIAL			14	86					4	9	10	77	14	86	100
HUMANIDADES	PROF. EN EDUCACION NICIAL Y PREPRMARIA	0	8							0	2	0	6	0	8	8
HUMANIDADES	PROF. EN ENSEÑANZA MEDIA EN MATEMATICA Y FISICA	2	4							1	0	1	4	2	4	6
HUMANIDADES	LIC. PSICO CLINICA			1						0		1		1	0	1
HUMANIDADES	LIC. EN PSICOLOGIA NDUSTRIAL			2	9					0	1	2	8	2	9	11
HUMANIDADES	LIC. EN EDUCACION NICIAL Y PREPRMARIA				11					0	5	0	6	0	11	11
HUMANIDADES	LIC. EN ENSEÑANZA MEDIA EN EDUC.B LNGUE			1						0	0	1	0	1	0	1
HUMANIDADES	LIC. EN EDUCACION B LNGÜE NTERCULTURAL			7	7					6	2	1	5	7	7	14
HUMANIDADES	LIC: EN EDUCACION B LNGÜE			7	16					0	0	7	16	7	16	23
HUMANIDADES	PROF. EDUCACION B LNGÜE	3	7							0	0	3	7	3	7	10
HUMANIDADES	PROF. EN ENSEÑANZA MEDIA EN PREDAGOGIA Y PSICOLOGIA.		1							0	0	0	1	0	1	1
HUMANIDADES	PROF. EN ENSEÑANZA MEDIA EN EDUC.B LNGUE	2	1							0	0	2	1	2	1	3
HUMANIDADES	PROF. EN EDUCACION B LNGÜE NTERCULTURAL		1							0	1	0	0	0	1	1
University Rafael Landívar - TOTAL		**32**	**96**	**53**	**176**	**0**	**0**	**0**	**0**	**16**	**34**	**69**	**239**	**85**	**273**	**358**
358																

HIGHER EDUCATION SCHOLARSHIPS SUMMARY

Partner/ Field of Study		Técnico		Licenciatura		Maestría		Diplomado		USAID students		UNIVERSITY students		TOTAL students		TOTAL
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Universidad Del Valle de Guatemala II																
FACULTAD DE EDUCACION - CENTRAL	Maestría en Liderazgo y Gestión Educativa					3	2			3	2			3	2	**5**
FACULTAD DE EDUCACION CENTRAL	Licenciatura en Educación y Psicopedagogia			3	6					0	0	3	6	3	6	**9**
FACULTAD DE EDUCACION CENTRAL ALTIPLANO	Licenciatura en Educación			2	12					2	5	0	7	2	12	**14**
FACULTAD DE INGENIERIA ALTIPLANO	Técnico en Turismo	3	5							1	5	2	0	3	5	**8**
FACULTAD DE INGENIERIA ALTIPLANO	Técnico en Agroforesteria	28	10							6	2	22	8	28	10	**38**
FACULTAD DE EDUCACION ALTIPLANO	Profesorado en Educación Media en Matematica y Computación	19	5							0	0	19	5	19	5	**24**
FACULTAD DE EDUCACION ALTIPLANO	Profesorado Especializado en Educación Primaria Bilingüe	6	4							0	0	6	4	6	4	**10**
FACULTAD DE EDUCACION SUR	Profesorado Especializado en Educación Primaria	3	16							3	8	0	8	3	16	**19**
FACULTAD DE EDUCACION SUR	Licenciatura en Educación			2	3					2	3	0	0	2	3	**5**
FACULTAD DE INGENIERIA SUR	Ténico Agricola	7	2							1	0	6	2	7	2	**9**
FACULTAD DE INGENIERIA SUR	Técnico en Mecatrónica	4	4							1	1	3	3	4	4	**8**
FACULTAD DE INGENIERIA SUR	Bachillerato Industrial													0	0	**0**
FACULTAD DE INGENIERIA SUR	Bachillerato Agricola	49	14							14	4	35	10	49	14	**63**
FACULTAD DE INGENIERIA SUR	Bachillerato Mecatrónica	14	3							8	3	6	0	14	3	**17**
Universidad del Valle II - TOTAL		**133**	**63**	**7**	**21**	**3**	**2**	**0**	**0**	**41**	**33**	**102**	**53**	**143**	**86**	**229**
229																

HIGHER EDUCATION SCHOLARSHIPS SUMMARY

Partner/ Field of Study		Técnico		Licenciatura		Maestría		Diplomado		USAID students		UNIVERSITY students		TOTAL students		TOTAL
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
FUNDACION JUAN BAUTISTA GUTIERREZ																
UVG - FACULTAD DE INGENIERIA	Ingeniería en Ciencias de la Computación			1	2					0	1	1	1	1	2	3
UVG - FACULTAD DE INGENIERIA	Ingeniería Industrial			1	1					0	0	1	1	1	1	2
UVG - FACULTAD DE INGENIERIA	Ingeniería Química			2	2					0	2	2	0	2	2	4
UVG - FACULTAD DE INGENIERIA	Ingeniería Civil			2						0	0	2	0	2	0	2
UMG FACULTAD CIENCIAS ECONOMICAS	Auditoría				1					0	1	0	0	0	1	1
URL - FACULTAD DE HUMANIDADES	Psicología Industrial				1					0	1	0	0	0	1	1
UVG - FACULTAD DE INGENIERIA	Ingeniería Mecatrónica			1	1					0	0	1	1	1	1	2
FUNDACION JUAN BAUTISTA GUTIERREZ -		**0**	**0**	**7**	**8**	**0**	**0**	**0**	**0**	**0**	**5**	**7**	**3**	**7**	**8**	**15**
15																
CLUB ROTARIO COATEPEQUE																
USAC Coatepeque - FACULTAD DE EDUCACION	Profesorado en Enseñanza Media	1	1							0	1	1	0	1	1	2
UMG Coatepeque - FACULTAD DE CIENCIAS ECONOMICAS	Auditoría			2	1							2	1	2	1	3
CLUB ROTARIO COATEPEQUE - TOTAL		**1**	**1**	**2**	**1**	**0**	**0**	**0**	**0**	**0**	**1**	**3**	**1**	**3**	**2**	**5**
5																
TOTAL		**411**	**315**	**87**	**233**	**6**	**14**	**0**	**0**	**136**	**172**	**368**	**391**	**504**	**563**	**1067**
TOTALES														**1067**		

Teacher Training
Number of Teachers

Project name	Pre-primary		Primary		Lower Secondary		Upper Secondary		Using Technology		TOTAL TEACHERS TRAINED		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	TOTAL
Escuelas del Milenio Huehuetenango	10	28	126	124							136	152	**288**
Escuelas del Milenio Totonicapán	13	43	99	109							112	152	**264**
Escuelas del Milineo III			38	79							38	79	**117**
FUNCAFE - Educación Café - Alianzas - ERA-	19	36	115	149							134	185	**319**
The Giving Project		16	80	113							80	129	**209**
FUNDAP			33	71							33	71	**104**
COED Texbooks					41	16					41	16	**57**
COED CORP			16	54							16	54	**70**
COED Computer Laboratories					7	2					7	2	**9**
FUNCAFE - Leer para aprender y libros y Cuadernos con Corazón			493	856							493	856	**1,349**
PROCAPS			966	4876							966	4,876	**5,842**
ACEBAR Calidad Educativa		1	26	26							26	27	**53**
FUNSEPA Tecnología en el Aula			198	482							198	482	**680**
Totals	**42**	**124**	**2190**	**6939**	**48**	**18**	**0**	**0**	**0**	**0**	**2280**	**7081**	**9361**

Multi Sector Alliances Project Tracker

REPORTE DE CAPACITACIONES

Nombre del proyecto Equidad y calidad educativa para niños indígenas del altiplano de Guatemala.

Número del proyecto No. G-011-021.2

Trimestre reportado Junio - Agosto 2013

	Presupuesto aprobado		Costo Real		PARTICIPANTES							
					Fechas de capacitacion			Diplomado		Talleres		
Tema	Fondos USAID	Fondos Socio	Fondos USAID	Fondos Socio	Inicia	Termina	Total horas	Masc.	Fem.	Masc.	Fem.	TOTAL
Diplomado de Formación a Directores	Q 5,102.04	Q 612.24	Q 2,075.46	Q 249.05	Julio	Julio	16	8	9			**17**
Diplomado de Formación a Docentes	Q 5,102.04	Q 612.24	Q 4,395 08	Q 527.41	Julio	Julio	16	18	18			**36**
Taller de Formación a Docentes	Q -	Q -	Q 8,129.46	Q 975.54	Agosto	Agosto	12			25	44	**69**
Total	**Q 10,204.08**	**Q 1,224.48**	**Q 14,600.00**	**Q 1,752.00**				**26**	**27**	**25**	**44**	**122**

Multi Sector Alliances Project Tracker
RTI - CA-520-A-00-10-000-31-00
As of Aug 2013

School Infraestructure and Equipment
Number of Students

Project name	Pre-primary		Primary		Lower Secondary		Upper Secondary		Using Technology		TOTAL students			USAID students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	TOTAL	Male	Female	TOTAL
Escuelas del Milenio Totonicapán	559	505	3,239	3, 88	-	-	-	-	-	-	3,798	3,693	7,491	1,253	1,219	**2,472**
COED Laboratorios de Computación					932	832			932	832	932	832	1,764	224	200	**424**
FUNSEPA - Tecnología en el aula			2,978	3,078					2,978	3,078	2,978	3,078	6,056	893	923	**1,816**
FUNSEPA - Laboratorios			412	432							412	432	844	136	143	**279**
Totals per Gender	**559**	**505**	**6,629**	**6,698**	**932**	**832**	**-**	**-**	**3,910**	**3,910**	**8,120**	**8,035**	**16,155**	**2,506**	**2,484**	**4,991**
TOTALS		**1,064**		**13,327**		**1,764**		**-**		**7,820**			**16,155**			**4,991**

Multi Sector Alliances Project Tracker
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Educational Materials
Number of Students

Project name	Pre-primary		Primary		Lower Secondary		Valijas didácticas		Kits Material Didactico - Maestro	Kits Escolares	Bibliotecas	Libros de Texto	TOTAL students			USAID students		
	Male	Female	Male	Female	Male	Female	Pre-primaria	Primaria					Male	Female	TOTAL	Male	Female	TOTAL
FUNCAFE - Educación Café - Alianzas	483	484	3,611	3,358	-	-	83	534			63	20,302	4,094	3,842	7,936	1,351	1,268	**2,619**
Escuelas del Milenio II	302	293	3,557	3,283						398		204	3,859	3,576	7,435	1,273	1,180	**2,454**
Escuelas del Milenio I	559	505	3,239	3,188							40	2,320	3,798	3,693	7,491	1,253	1,219	**2,472**
Escuelas del Milenio III	406	409	1,040	940					111	311			1,446	1,349	2,795	477	445	**922**
COED Libros de Texto					856	691						9,052	856	691	1,547	205	166	**371**
COED Programa Cultura por la Lectura			1,026	1,040							71	2,146	1,026	1,040	2,066	246	250	**496**
FUNCAFE - Leer para aprender y Libros y Cuadernos con Corazón	5,890	4,819	33,962	27,787						57,759	252	19,400	39,852	32,606	72,458	5,500	4,500	**10,000**
Cuadernos con Corazón	25,728	21,050	45,893	37,549						130,778			71,621	58,599	130,220	4,000	4,000	**8,000**
PROCAPS												15,000	-	-	-	-	-	-
HidroXacbal Beca Tutoria			150	159						103			150	159	309	50	52	**102**
FUNDAP Calidad Educativa	10	6	560	540						750			560	540	1,100	185	178	**363**
The Giving Project	371	374	2,806	2,673								8,826	3,177	3,047	6,224	1,048	1,006	**2,054**
Totals per Gender	**33,749**	**27,940**	**95,844**	**80,517**	**856**	**691**	**83**	**534**		**190,099**	**426**	**77,250**	**130,439**	**109,142**	**239,581**	**15,589**	**14,264**	**29,853**
TOTALS		**61,689**		**176,361**		**1,547**									**239,581**			**29,853**

Annex F: Training Report

Multi-Sector Alliances Project Tracker
RTI - CA 520-A-00-10-00031-00

NACIONAL

(Capacitaciones de 3 días)

NOMBRE DE LA CAPACITACIÓN O CURSO	DESCRIPCION Y OBJETIVOS DE LA CAPACITACION	Costo US$ para otros*			Costo US$ para USAID*			FECHAS		# de participantes		CAMPO DE ESTUDIO
		INSTRUCCION* (LEVERAGE)	PARTICIPANTE (LEVERAGE)	VIAJE	INSTRUCCION*	PARTICIPANTE	VIAJE	Inicio	Finalización	Mujeres	Hombres	

DENTRO DEL PAIS

NOMBRE DE LA CAPACITACIÓN O CURSO	DESCRIPCION Y OBJETIVOS DE LA CAPACITACION	Costo US$ para otros*			Costo US$ para USAID*			FECHAS		# de participantes		CAMPO DE ESTUDIO
		INSTRUCCION* (LEVERAGE)	PARTICIPANTE (LEVERAGE)	VIAJE	INSTRUCCION*	PARTICIPANTE	VIAJE	Inicio	Finalización	Mujeres	Hombres	
ISIS - Curso de auxiliares de enfermeria y capacitacion al personal de salud ya existente	Encuentro mensual de abuelas comadronas	$45.00			$780.00			6/17/2013	7/29/2013	**160**	**8**	PF, SSR
ISIS - Curso de auxiliares de enfermeria y capacitacion al personal de salud ya existente	Capacitación a Terapeutas Mayas y Terapeutas Populares				$962.50			8/5/2013	8/22/2013	**241**	**104**	PF, SSR
FUNDAP - Curso de auxiliares de enfermeria	Diplomado de actualización Auxiliares de Enfermería en servicio	$152.48			$143.49			6/15/2013	8/15/2013	**42**	**21**	PF, SSR
Fundap - Calidad Educativa	Diploma de formación docente	$65.93			$549.39			6/15/2013	7/15/2013	**18**	**18**	Capacitación a Docentes
WINGS	Capacitación a ténicos de campos en temas de Salud Sexual y Reproductiva				$127.00			5/27/2013	5/30/2013	**9**	**15**	PF, SSR
WINGS	Capacitación a ténicos de campos en temas de Salud Sexual y Reproductiva				$270.01			5/16/2013	4/17/2013	**19**	**7**	PF, SSR
WINGS	Capacitación a ténicos de campos en temas de Salud Sexual y Reproductiva				$250.72			6/6/2013	6/7/2013	**22**	**2**	PF, SSR
WINGS	Capacitación a ténicos de campos en temas de Salud Sexual y Reproductiva				$202.59			6/19/2013	6/20/2013	**9**	**10**	PF, SSR
WINGS	Capacitación a ténicos de campos en temas de Salud Sexual y Reproductiva				$240.50			7/29/2013	7/30/2013	**9**	**9**	PF, SSR

Multi-Sector Alliances Project Tracker
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NACIONAL

(Capacitaciones de 3 días)

NOMBRE DE LA CAPACITACIÓN O CURSO	DESCRIPCION Y OBJETIVOS DE LA CAPACITACION	Costo US$ para otros*			Costo US$ para USAID*			FECHAS		# de participantes		CAMPO DE ESTUDIO
		INSTRUCCION* (LEVERAGE)	PARTICIPANTE (LEVERAGE)	VIAJE	INSTRUCCION*	PARTICIPANTE	VIAJE	Inicio	Finalización	Mujeres	Hombres	
WINGS	Capacitación a ténicos de campos en temas de Salud Sexual y Reproductiva				$298.63			8/15/2013	8/16/2013	**8**	**3**	PF, SSR
Fundazucar - Mejores Familias	Capacitacion a Coordinadores Técnico Administrativos en Vigilancia Nutricional No. 3	$92.08			$767.30			6/3/2013	6/6/2013		**3**	Seguridad Alimentaria y Nutrición
Fundazucar - Mejores Familias	Capacitacion a Monitoras " Paso a paso vigilos el Crecimiento y desarrollo de los niños de mi comunidad" , en Quiché	$1,686.69			$9,395.31			8/1/2013	8/8/2013	**214**		Seguridad Alimentaria y Nutrición
Fundazucar - Mejores Familias	Capacitacion a Coordinadores y técnicos en lo temas de Amamantar es el mejor comienzo y Cuidados y alimentos para los niños	$497.21			$4,143.42			7/8/2013	7/12/2013	**11**	**17**	Seguridad Alimentaria y Nutrición

Si hubo contribuciones de otras instituciones, (gobierno, sector privado, etc.) especificar y deta lar monto aportado por rubro: instrucción, participante, viaje.

DETALLE DE COSTOS

INSTRUCCION: Materiales, inscripción

PARTICIPANTE: Hospedaje, alimentación, seguro, visa, etc.

VIAJE: Transporte al lugar de la capacitación

Annex G: Health Projects Description and Update

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

WINGS –FP Component

Activities under this project address basic barriers to SRH/ FP access. These obstacles include geographic isolation, the inability to pay for services, a lack of medically accurate information, and cultural and language barriers. WINGS approaches these barriers through increasing knowledge of SRH among people of reproductive age, providing access to FP methods for men and women, and the building the capacity of individuals and partner NGOs to provide FP information and methods.

WINGS: FP

Partner: *WINGS*

Start Date: *October 1, 2010*

End Date: *July 31, 2014*

Beneficiaries: *16,629 women and men; 580 Health Provider NGOs*

Geographic area: *Departments of Alta Verapaz*

In FY 2013, WINGS started activities in Alta Verapaz, as part of its transition plan. The population reached through this project includes men and women of reproductive age, youth in schools, and health provider NGOs. WINGS started training and awareness raising activities for target populations. They have coordinated with various organized community groups to raise awareness and provide information on project activities to involve these groups in promoting FP services provided by WINGS. During FY 2013, WINGS created a network of 34 volunteer promoters, who have been trained and certified and are providing FP services in the communities. They also trained over 2,500 youth on SRH topics.

FUNCAFÉ—SRH and FP Component

The *FUNCAFÉ* SRH program aims to integrate sound SRH and FP services into the assistance provided by *ANACAFÉ* through health centers in coffee plantation areas. This project seeks to increase the SRH and FP knowledge, skills, and tools of health center staff.

Café *Alianzas* : FP and SRH

Partner: *FUNCAFÉ*

Start date: *November 1, 2011*

End date: *December 31, 2013*

Beneficiaries: *35,068 men, women of reproductive age and youth*

Geographic area*: Departments of Huehuetenango, Quiché, San Quetzaltenango, and San Marcos*

During FY 2013, *FUNCAFÉ* continued to carry out SRH activities in Huehuetenango, El Quiché, and San Marcos, with the objective of strengthening the provision of SRH services for adults and adolescents. In the training component, *FUNCAFÉ* trained staff of medical centers and community health workers in Huehuetenango, El Quiché, and San Marcos on USAID FP regulations. During FY 2013, *Café-Alianzas* project achieved a total of 134 Couple Years Protection (CYP).

During FY 2013, health care centers also provided MCH services to women of reproductive age and children under five. In the geographic areas, a total of 1,372 persons received health services, including 217 pregnant women, 3,901 women of reproductive age, and 554 children

under five. Also, the field staff reached more than 52,316 people with information on SRH, gender, nutrition, and water and sanitation.

CHILDFUND —SRH and FP Component

CHILDFUND supports detection systems, stabilization, transportation, and reference to improve the care of mothers and newborns to achieve a sustainable reduction in maternal and neonatal mortality. The project is based on improving staff competence, active midwife and community participation, and primary care. CHILDFUND Guatemala also implements actions in FP/SRH integrated maternal and neonatal attention, strengthening health services of the MOH at the community level to ensure access to these services.

CHILDFUND: FP and RH

Partner: *Child Fund and BANRURAL*

Start date: *May 15, 2013*

End date: *July 31, 2014*

Beneficiaries: *13,267 women of reproductive age and youth*

Geographic area*: Department of Quiché*

CHILDFUND started implementation in Q3, in municipalities of San Bartolomé Jocotenango and Patzité, El Quiché. CHILDFUND held project information meetings and coordinated with different organizations working in the area of maternal and child health.

In Q4, CHILDFUND began the baseline mapping of stakeholders and communities and identification of community health leaders and volunteer traditional birth attendants, as well as health promoters. During FY 2013, the project team trained 105 traditional birth attendants in pregnancy, delivery, and postpartum danger signs. Also, 843 women of reproductive age in 7 communities of Patzité and 10 communities of San Bartolomé had training in maternal and neonatal care and FP. Also, 63 newborns received essential medical care in the community.

Thematic Cluster B: Reproductive Health for Youth

Population Council/Vital Voices/Reproductive Health Observatory

The project builds on the eight-year trajectory of the Population Council's *Abriendo Oportunidades* (AO) program; Vital Voices Guatemala's (VVG) experience supporting women's participation in policy, politics, and building income-generating activities and tapping local, private-sector networks for support; and the Reproductive Health Observatory's (*OSAR*) experience tracking and documenting trends in reproductive health and rights issues among women and children. These three organizations share the goal of improving the lives of girls and young women in areas where most of the basic social services are lacking.

Population Council/Vital Voices/ Reproductive Health Observatory (OSAR)

Partner: *Vital Voices, Hewlet Packard*

Start date: *July 1, 2013*

End date: *June 30, 2014*

Beneficiaries: *800 young women and girls*

Geographic area*: Department of, Totonicapán, Quetzaltenangoand Alta Verapaz*

This project allows Vital Voices Guatemala to experience an entire year of project implementation under Population Council's mentorship, gradually assuming coordination tasks for pilot communities. This effort will be matched with the Population Council's and VVG's continuing fundraising efforts among Guatemala's private sector.

In collaboration with *OSAR*, linkages will be established with existing public and private sector health services in and near *AO* communities. *AO* participants will also take part in local policy initiatives led by this organization. In addition to improving health knowledge and behavior among girls and young women, the project will also make strides in mobilizing young female community leaders trained by *AO* to play a critical role in bridging rural communities to the health sector.

During Q4, *Abriendo Oportunidades* signed the agreement, and activities are expected to start in Q1 of F Y2014, with the process of mapping communities and identifying young leaders.

CHILDFUND —SRH Component

CHILDFUND supports detection systems, stabilization, transportation, and referrals to the closest health service to improve the care of mothers and newborns to achieve a sustainable reduction in maternal and neonatal mortality. The project is based on improving staff competence, active midwife and community participation, and improved primary care. CHILDFUND Guatemala also implements actions in FP/SRH integrated maternal and neonatal attention, strengthening health services of the

CHILDFUND

Partner: *Child Fund and BANRURAL*

Start date: *May 15, 2013*

End date: *July 31, 2014*

Beneficiaries: *13,267 women of reproductive age and youth*

Geographic area*: Department of Quiché*

Ministry of Health at the community level to ensure access to these services.

CHILDFUND started implementation in Q3, in municipalities of San Bartolomé Jocotenango and Patzité, El Quiché. CHILDFUND held project information meetings and coordinated with different organizations working in the area of maternal and child health.

In Q4, CHILDFUND began the baseline mapping of stakeholders and communities, and identification of community health leaders and volunteer traditional birth attendants, as well as health promoters. The project team trained 774 youth in young pregnancy prevention and STI and HIV related topics.

Thematic Cluster C: Maternal and Neonatal Health

FUNCAFÉ – SRH, and FP Component

The *FUNCAFÉ* SRH program aims to integrate sound SRH and FP services into the assistance provided by the *ANACAFÉ* through health centers in coffee plantation areas. This project seeks to increase the SRH and FP knowledge, skills, and tools of health center staff.

Café *Alianzas* : FP and RH

Partner: *FUNCAFÉ*

Start date: *November 1, 2011*

End date: *December 31, 2013*

Beneficiaries: *35,068 men and women of reproductive age and youth*

Geographic area*: Departments of Huehuetenango, Quiché, and San Marcos*

During FY 2013, health care centers also provided MCH services to women of reproductive age and children under five. In the targeted geographic areas, a total of 1,372 persons received health services, including 217 pregnant women, 3,901 women of reproductive age, and 554 children under five. Field staff reached more than 52,316 people with information on SRH, gender, nutrition, and water and sanitation.

This year *FUNCAFÉ* conducted one workshop for health care providers and educators in the following topics: maternal and neonatal health, nutrition within the 1,000 Day-Window component, community emergency plan, and newborn care.

Thematic Cluster D: Child Health

ISIS, Modelo Incluyente de Salud

ISIS strengthens the capacity of the health posts and health centers through the *Modelo Incluyente de Salud* (*MIS*) program. This program integrates MOH norms and priorities into three programs (i.e., individual, family, and community), six subprograms organized by age and gender, and a health surveillance system. The *MIS* program focuses on four perspectives (e.g., the right to health for all, gender, cultural diversity, and the environment).

Partner: *ISIS*

Start date: *December 6, 2010*

End date: *December 5, 2013*

Beneficiaries: *Women of reproductive age: 49,705*
Men: 70,809
Children under five: 11,340

Geographic area: *Departments of Huehuetenango and Quiché*

During FY 2013, *ISIS* continued implementation of *MIS* in the departments of El Quiché and Huehuetenango. *ISIS* continued training of health personnel, and graduated 51 auxiliary nurses in Santa Eulalia and Cuilco, Huehuetenango. The Nebaj, El Quiché cohort continues, and 38 students are expected graduate at the end of academic year. A new cohort of 57 students started in Ixcán, El Quiché, with the MOH's request of the implementation of the Model of Comprehensive Health Care .

According to *ISIS's* service provision records from the health centers located in Huehuetenango and El Quiché, the following results were reached in the last quarter of FY 2013:

10,114 women in reproductive age, receiving MCH and SRH service

6,861 children under five receiving MCH service

696 newborns receiving essential newborn care

4,611 immunizations for children under 12 months

468 CYP

FUNDAZUCAR, Mejores Familias

Mejores Familias aims to develop appropriate care and feeding practices and preventive health actions among participating women and to strengthen community participation. During FY 2013, *Mejores Familias* continued implementing activities in El Quiché, reaching over 13,000 women and 10,000 children under five. In these areas, *FUNDAZUCAR* trained over 200 monitor mothers, who now are important leaders in their communities. Also, 14,929 home visits were made during FY 2013 to mothers after trainings.

The project worked with 114 groups of women in four priority municipalities in El Quiché. Activities were implemented through a subgrant to *Q'anil*, a local NGO.

BANASA, Familias Felices

Familias Felices is model adapted from *FUNDAZUCAR*'s *Mejores Familias* program, addressing health and nutrition issues with women in communities of Quetzaltenango and San Marcos.

During FY 2013, *BANASA* delivered health services to 381 women and 437 children under five through the network of monitor mothers and educators. It is expected that 4,390 monitor mothers will graduate after completing the 21 programmatic themes.

Partner: *BANASA*

Start date: *March 1, 2011*

End date: *May 31, 2013*

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

Geographic area: *Departments of Quetzaltenango (one community) and San Marcos (one community)*

BANASA has requested an extension to 2014, which is currently being evaluated and will be presented to USAID in Q1 FY2014.

Medical Teams

The Medical Teams project uses a two-pronged strategy to improve the health and nutrition status of women and children under five. Medical Teams promoted social and behavior change and community mobilization to build community capacity and urge them to take appropriate responsibility for health services and building MOH capacity to provide sustainable, quality service delivery at the facility and community levels.

Medical Teams: MCH

Partner: *Medical Teams, Silicone Forest*

Start date: *June 1, 2013*

End date: *July 31, 2014*

Beneficiaries: *19,500 persons (9,000 children under five, 10,500 women of reproductive age)*

Geographic area*: Municipality of Chicaman, Department of El Quiché*

Medical Teams started project activities during Q4. They also completed a baseline that will be presented to *Alianzas* in Q1 of FY 2014.

Thematic Cluster E: Training of Community-Based Health Workers

FUNDAP

FUNDAP trains community auxiliary nurses and community health volunteers with the purpose of expanding the geographic coverage of basic MCH services and information through qualified health providers.

During FY 2013, *FUNDAP* ended the first phase of the training "Comprehensive Nursing Care in the Community" in the early stages of theory and practice with 54 students.

Partner: *FUNDAP*

Start date: *April 1, 2011*

End date: *February 14, 2014*

Beneficiaries: *122 auxiliary nurses trained*
559 Health volunteers

Geographic area: *Departments of Quetzaltenango and Totonicapán*

FUNDAP reported 1,129 people were trained in SRH and 840 received FP counseling. Also, 2,508 women of reproductive health and 1,046 children under five were reached by MCH services. meetings were held to raise awareness on the importance of training new groups of volunteers in health.

Thematic Cluster F: Ministry of Health Strengthening

ISIS, Modelo Incluyente de Salud

ISIS strengthens the capacity of the health posts and health centers through the *Modelo Incluyente de Salud* (*MIS*) program. This program integrates MOH norms and priorities into three programs (i.e., individual, family, and community), six subprograms organized by age and gender, and a health surveillance system. The *MIS* program focuses on four perspectives (i.e., the right to health for all, gender, cultural diversity, and the environment).

Partner: *ISIS:*

Start date*: December 6, 2010*

End date: *December 5, 2013*

Beneficiaries: *Women of reproductive age: 49,705*
Men: 70,809
Children under five: 11,340

Geographic area: *Departments of Huehuetenango and Quiché*

During FY 2013, *ISIS* continued implementation of *MIS* in the departments of El Quiché and Huehuetenango. *ISIS* continued training of health personnel, and graduated 51 auxiliary nurses in Santa Eulalia and Cuilco, Huehuetenango.

Thematic Cluster G: Nutrition and Food Security

FUNCAFÉ, Food Security

FUNCAFÉ supports nutrition training and equipment for four health centers in the highlands.

During FY 2013, *FUNCAFÉ* conducted preventive health activities in 51schools in La Libertad, Huehuetenango, such as deworming with Albendazole and dental services (e.g., fluoride rinse application). *FUNCAFÉ* trained staff of medical centers in Huehuetenango, El Quiché, and San Marcos on USAID FP regulations. They also trained staff and community health providers.

Partner: *FUNCAFÉ:*

Start date*: November 1, 2011*

End date: *October 31, 2013*

Beneficiaries: *51 schools*

Geographic area: *Departments of Huehuetenango, Quiché, and San Marcos*

FUNCAFÉ trained 41 health providers in their four centers on dietary and hygiene practices, including nutritional food preparation, cooking methods, food packaging, food for pregnancy and postpartum, exclusive breastfeeding (0–6 months), and nutrition for children under two.

Fundación Asturias Maldonado Scholarships

USAID approved this project—implemented by *Fundación Asturias Maldonado*, the social foundation of three coffee farms located in the department of San Marcos— in Q2. Now under full implementation, the project consists of providing school health services to students in the rural communities of the municipality of El Rodeo, San Marcos. *Fundación Asturias Maldonado* receives funds from Green Mountain Coffee Roasters that will leverage USAID resources.

Partner: *Fundación Asturias Maldonado; Green Coffee Mountain Roasters:*

Start date: *March 1, 2013*

End date: *July 31, 2014*

Beneficiaries: *176 scholarships in primary and secondary level students, 19 teachers*

Geographic area*: Department of San Marcos*

The project offers comprehensive attention such as nutritional evaluations to the students, micronutrient delivery to school-age children, a nutritional school meal during the day, and medical attention to the students and their families. Main activities in this area include establishing school and home gardens, monitoring students' weight on a quarterly basis, and creating parents' groups to train them on nutrition best practices.

Thematic Cluster H: HIV-AIDS

Healthy Men, Responsible Men

Healthy Men, Responsible Men:

Partner: *ASAZGUA and WINGS*

Start date*: March 1, 2013*

End date: *September 30, 2013*

Beneficiaries: *2,000 men*

Geographic area: *Department of Escuintla (three sugar cane mills)*

This project seeks to influence the knowledge, attitudes, and practices to prevent STIs and HIV among workers of three sugar cane plantations and mills (*Ingenio Santa Ana, Ingenio La Unión*, and *Ingenio San Diego-Trinidad*).

The project's goal is to reach 2,000 local workers and selected migrants and educate them on issues related to sexual and reproductive health with a focus on responsible parenthood, family planning, and prevention of STIs and HIV. Activities aim to promote healthy behavior change, including reducing the number of sexual partners and teaching correct condom use, among others.

WINGS achievements during FY 2013 include 1,710 sugarcane workers participating in training workshops, representing 87% of the target; 5,130 informative materials distributed during different activities in sugar mills; and seven campaigns conducted to promote HIV testing, performing 414 tests.

WINGS and *ASAZGUA* presented to USAID another proposal for a third phase of the project with the objective of expanding to five other sugar mills and to consolidate local peer trainers in the sugar mills.

Annex H: Success Stories

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FROM THE AMERICAN PEOPLE

SUCCESS STORY

Workers in La Union Take Leadership in HIV Prevention

Workers from a sugar mill attend an SRH training session.

"Having access to this information has been a process of opening our eyes and minds to a problem we used to ignore."—Marvin Rivera

Workers from the sugar mills in La Unión, Santa Ana, San Diego, and Trinidad are part of the WINGS *Healthy Men, Responsible Men* project, implemented since 2012 with support from the U.S. Agency for International Development (USAID).

Although activities such as training sessions, counseling and HIV testing carried out as part of the WINGS project are similar in all of the mills, in La Unión, the sugar mill workers have taken a leadership role to prevent HIV at their work site.

Marvin Rivera is 35 years old and has worked at the La Unión mill since 2005. Marvin is responsible for managing the dormitories and living areas in which the workers stay during the seven-month harvest season. Mr. Rivera oversees preparation of the workers' meals, as well as ensures hygiene and comfort in the facilities.

However, Mr. Rivera's work days extend beyond his formal duties in the mill. He has taken a voluntary leadership role in organizing his co-workers to actively participate in the sexual and reproductive health (SRH) prevention activities carried out through *Healthy Men, Responsible Men*. Mr. Rivera promotes participation in trainings sessions, as well as volunteer HIV testing.

According to Mr. Rivera, "Having access to this information has been a process of opening our eyes and minds to a problem we used to ignore."

With USAID support, the WINGS *Health Men, Responsible Men* project aims to influence knowledge, attitudes, and practices to prevent sexually transmitted infections and HIV among sugar mill workers in Escuintla, Guatemala. Through this project, over 8,000 men have benefited from a combined prevention approach that integrates information, education, communication, and services.

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SUCCESS STORY

Fostering Reading in Communities

School children from San Marcos participate in FUNCAFE's reading contest.

To foster reading in communities and improve reading skills and fluency in children, *Fundación del Café* (*FUNCAFÉ*) organized a reading contest in San Marcos, in Guatemala's Western Highlands.

With support from the U.S. Agency for International Development (USAID), *FUNCAFÉ* supports activities that increase opportunities for learning and that are aligned with Ministry of Education and USAID education strategies. *FUNCAFE* strives to enhance the quality of teaching and learning, especially in reading by employing innovative teaching methodologies.

The reading contest aimed to motivate children in primary schools to acquire reading as a habit, as well as to improve reading comprehension and fluency. Through this initiative, *FUNCAFE* also involved teachers and parents in creating a reading community. Over 50 schools participated in the event.

During 2013, *FUNCAFÉ* measured students' reading performance, which will be used as baseline data to corroborate progress and a final measurement of the effectiveness of the reading strategies implemented.

FUNCAFÉ has partnered with USAID|Alianzas since November 2010 and will continue working to foster children's interest in reading.

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SUCCESS STORY

Behavior Change, One Family at a Time

Maria Rivera's eldest son eats a nutritious meal.

"I had no idea what to feed my children to improve their nutrition"—Maria Rivera.

Maria Rivera and her six children live in the community of Vicalma in El Quiché's Ixil Region. This area is one of the poorest in Guatemala and presents one of the highest levels of chronic malnutrition in children under five years of age.

In 2011, Maria started participating in the *Mejores Familias* project, which aims to develop appropriate care and feeding practices, promote preventive health actions, and strengthen community participation among women. Maria attended counseling sessions on nutrition and health; allowed *Mejores Familias'* field staff to visit her home to provide additional guidance on health, nutrition, and hygiene practices; and took her children to the local health center for regular growth monitoring.

"At the beginning, I did it because my neighbor told me to go with her, but then I realized how important it was for me and my family to keep attending *Mejores Familias'* sessions and following their advice," says Maria.

Prior to participating in *Mejores Familias*, Maria fed her children without considering their nutritional needs. "I would feed them *tortilla* and beans, because I had no idea what to feed my children to improve their nutrition," she recalls.

Mejores Familias' field staff report that they are working with many families in the region. However, they recognize that to improve conditions, they must change behaviors one family at a time. "Families need appropriate information about hygiene practices, preventive health actions, and best nutrition practices. This project is not only about giving them the information, but to accompany them in the process of improving their living conditions," a *Mejores Familias* facilitator explains.

Mejores Familias is implemented through a partnership with Fundación del Azúcar (*FUNDAZCUAR*, Sugar Foundation) and USAID|*Alianzas* since 2011. In the department of El Quiché, the project has benefitted 4,171 women, who now serve as leaders in their communities

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FROM THE AMERICAN PEOPLE

SUCCESS STORY

Effort Is The Path to Success

Roberto Juárez, scholarship recipient from FJBG

"I was born in no man's land, victim of poverty and violence. But effort is leading me to success."

Roberto

"I was born in no man's land, and my family was victim of the poverty and violence that affects thousands of families in Guatemala," says Roberto Juárez about his childhood.

At the age of 14 Roberto's mother was murdered by a gang member. His family's situation worsened when his father's small business went bankrupt and he migrated to the United States, leaving his children with relatives.

Despite Roberto's challenges at home, his teachers recognized his academic excellence and potential to learn quickly. His high school instructors encouraged Roberto to apply for a *Fundación Juan Bautista Gutiérrez* (*FJBG*) scholarship. Among the hundreds of students competing for an award, Roberto received a scholarship to attend the *Universidad del Valle de Guatemala* (UVG). This scholarship covers tuition, housing, books, a monthly stipend and an English course during the first year. At UVG, he was the only student to receive a perfect score on his math entrance exam. In 2011, Roberto started studying computer science and Information Technology.

As part of the scholarship program *FJBG* paired Roberto with a mentor, who encouraged Roberto to apply for other scholarships. As a result, Roberto received a two-month scholarship with all costs covered to take a course at the Institute for Leadership Studies and History in the United States. Roberto also won a scholarship awarded by the Project for European Latin American Cooperation and Exchange (PEACE) to study informatics at University of Valladolid, Spain for 10 months.

When asked about the key to his achievements, Roberto's wisely stated, "Effort is the only path to success".

USAID|Alianzas has supported the *FJBG* scholarship project since 2011, benefiting 15 students in career tracks such as engineering, psychology, and business administration, among others. *FJBG's* scholarship project started in 2001, with the aim of supporting students with high academic achievement but without resources to continue studying.

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Annex J: Alianzas Inventory

RTI International
USAID/Guatemala
COOPERATIVE AGREEMENT No. 520-A-00-10-00031-00
MULTI-SECTOR ALLIANCES PROGRAM

PROJECT INVENTORY AS OF APRIL 2013

DATE	QUANTITY	DESCRIPTION	Cost In QUETZALES	Cost In US Dollars	Estimated life (Years)	SERIAL NUMBER	Property Condition: New	Fair	Poor	Obsolete	Broken Repairable	Broken Unrepairable	Inventory Number (Acquisition Sequence Number)	Responsible
12-Dec-01	1	PREMIUM CHAIR M2310 BROWN	Q 526.79	$ 68.06	5			x					4	Carmen María Paredes
12-Dec-01	1	PREMIUM CHAIR M2310 BROWN	Q 526.79	$ 68.06	5			x					5	Carmen María Paredes
12-Dec-01	1	PREMIUM CHAIR M2310 BROWN	Q 526.79	$ 68.06	5			x					8	Tere Ligorría
12-Dec-01	1	PREMIUM CHAIR M2310 BROWN	Q 526.79	$ 68.06	5			x					9	Tere Ligorría
12-Dec-01	1	PREMIUM CHAIR M2310 BROWN	Q 526.79	$ 68.06	5			x					10	Carmen María Paredes
12-Dec-01	1	TRANSVERSAL FILE CABINET	Q 1,517.85	$ 196.10	5			x					12	Meerelinn Hernández
12-Dec-01	1	FILE CABINET 4 DRAWERS, BLACK	Q 647.31	$ 83.63	5			x					13	Grants Manager
12-Dec-01	1	FILE CABINET 4 DRAWERS	Q 647.31	$ 83.63	5			x					14	Grants Manager
12-Dec-01	1	FILE CABINET WITH SAFE DEPOSIT BOX	Q 1,071.42	$ 138.43	5			x					15	Karina Lam
12-Dec-01	1	TABLE FOR TYPING MACHINE	Q 371.25	$ 47.97	5			x					32	Carmen María Paredes
12-Dec-01	1	PANASONIC TELEPHONE MODEL KXTS15	Q 352.03	$ 45.48	5	1EALA152472		x					41	Meerelinn Hernández
12-Dec-01	1	PANASONIC TELEPHONE MODEL KXTS15	Q 352.03	$ 45.48	5	1DALA149724		x					42	Renato Castillo
12-Dec-01	1	PANASONIC TELEPHONE MODEL KXTS15	Q 352.03	$ 45.48	5	2JAFB085464		x					43	Claudia Valenzuela
12-Dec-01	1	PANAMAX 4 LINE PROTECTOR	Q 1,351.21	$ 174.57	5			x					44	Meerelinn Hernández
12-Dec-01	1	PANAMAX ELECTRIC CURRENT PROTECTOR	Q 675.61	$ 87.29	5	KXTA616		x					45	Meerelinn Hernández
11-Jan-02	1	BOOKCASE	Q 595.80	$ 76.98	5			x					78	DCOP
11-Jan-02	1	BOOKCASE	Q 595.80	$ 76.98	5			x					79	Grants Manager
11-Jan-02	1	BOOKCASE	Q 595.80	$ 76.98	5			x					80	Berta Taracena
11-Jan-02	1	BOOKCASE	Q 595.80	$ 76.98	5			x					81	Gerente de Educación
11-Jan-02	1	FLIP CHART	Q 227.26	$ 29.36	5			x					82	Carmen María Paredes

DATE	QUANTITY	DESCRIPTION	Cost In QUETZALES	Cost In US Dollars	Estimated life (Years)	SERIAL NUMBER	Property Condition: New	Fair	Poor	Obsolete	Broken Repairable	Broken Unrepairable	Inventory Number (Acquisition Sequence Number)	Responsible
11-Jan-02	1	FLIP CHART	Q 227.26	$ 29.36	5			x					83	Carmen María Paredes
11-Jan-02	1	FLIP CHART	Q 227.26	$ 29.36	5			x					84	Carmen María Paredes
11-Jan-02	1	HP LASER JET 1200 PRINTER	Q 3,566.65	$ 460.81	4	USCB410117			x				85	Meerelinn Hernández
17-Jan-02	1	GUEST CHAIR	Q 312.50	$ 40.37	5			x					88	DCOP
17-Jan-02	1	GUEST CHAIR	Q 312.50	$ 40.37	5			x					89	Berta Taracena
17-Jan-02	1	GUEST CHAIR	Q 312.50	$ 40.37	5			x					90	Tere Ligorría
17-Jan-02	1	GUEST CHAIR	Q 312.50	$ 40.37	5			x					91	Berta Taracena
17-Jan-02	1	GUEST CHAIR	Q 312.50	$ 40.37	5			x					92	Carmen María Paredes
17-Jan-02	1	GUEST CHAIR	Q 312.50	$ 40.37	5			x					93	Grants Manager
17-Jan-02	1	GUEST CHAIR	Q 312.50	$ 40.37	5			x					94	Carmen María Paredes
17-Jan-02	1	GUEST CHAIR	Q 312.50	$ 40.37	5			x					95	DCOP
17-Jan-02	1	GUEST CHAIR	Q 312.50	$ 40.37	5			x					96	Carmen María Paredes
17-Jan-02	1	GUEST CHAIR	Q 312.50	$ 40.37	5			x					97	Carmen María Paredes
17-Jan-02	1	GUEST CHAIR	Q 312.50	$ 40.37	5			x					98	Grants Manager
17-Jan-02	1	GUEST CHAIR	Q 312.50	$ 40.37	5			x					99	Carmen María Paredes
18-Jan-02	1	CALCULATOR	Q 299.91	$ 38.75	5	Q5,028,658			x				101	Grants Manager
19-Jan-02	1	CALCULATOR	Q 497.39	$ 64.26	5				x				102	Meerelinn Hernández
22-Jan-02	1	WHIRPOOL XEL 11" REFRIGERATOR	Q 2,497.32	$ 322.65	5	5824582658285830			x				105	Laura Jaco
25-Jan-02	1	WHITE PLASTIC CHAIR	Q 31.56	$ 4.08	5				x				111	Laura Jaco
25-Jan-02	1	WHITE PLASTIC CHAIR	Q 31.56	$ 4.08	5				x				112	Laura Jaco
25-Jan-02	1	WHITE PLASTIC CHAIR	Q 31.56	$ 4.08	5				x				114	Laura Jaco
25-Jan-02	1	WHITE PLASTIC CHAIR	Q 31.56	$ 4.08	5				x				115	Laura Jaco
25-Jan-02	1	WHITE PLASTIC CHAIR	Q 31.56	$ 4.08	5				x				117	Laura Jaco
11-Dec-03	1	ROUND BEIGE TABLE 1 M. DIAMETER	Q 500.00	$ 64.60	5			x					119	Tere Ligorría
26-Feb-02	1	FILE CABINET 4 DRAWERS	Q 441.96	$ 57.10	5				x				124	Meerelinn Hernández
26-Feb-02	1	FILE CABINET 4 DRAWERS	Q 441.96	$ 57.10	5				x				126	Grants Manager
26-Feb-02	1	FILE CABINET 3 DRAWERS, BEIGE	Q 441.96	$ 57.10	5				x				129	Carmen María Paredes
	1	GUEST CHAIR	Q -	$ -	5			x					130	Carmen María Paredes
26-Feb-02	1	GUEST CHAIR	Q 125.00	$ 16.15	5			x					131	Carmen María Paredes
26-Feb-02	1	GUEST CHAIR	Q 125.00	$ 16.15	5			x					132	Carmen María Paredes
26-Feb-02	1	PREMIUM CHAIR M2310 BROWN	Q 356.25	$ 46.03	5			x					135	Carmen María Paredes
26-Feb-02	1	PREMIUM CHAIR M2310 BROWN	Q 356.25	$ 46.03	5			x					136	Carmen María Paredes
26-Feb-02	1	PREMIUM CHAIR M2310 BROWN	Q 356.25	$ 46.03	5			x					137	Carmen María Paredes

DATE	QUANTITY	DESCRIPTION	Cost In QUETZALES	Cost In US Dollars	Estimated life (Years)	SERIAL NUMBER	Property Condition: New	Fair	Poor	Obsolete	Broken Repairable	Broken Unrepairable	Inventory Number (Acquisition Sequence Number)	Responsible
26-Feb-02	1	PREMIUM CHAIR M2310 BROWN	Q 356.25	$ 46.03	5			x					138	Tere Ligorría
26-Feb-02	1	PREMIUM CHAIR M2310 BROWN	Q 356.25	$ 46.03	5			x					139	Tere Ligorría
26-Feb-02	1	SECRETARIAL DESK	Q 513.39	$ 66.33	5			x					142	Carmen María Paredes
11-Apr-02	1	FILE CABINET 3 DRAWERS	Q 495.00	$ 63.95	5				x				156	Gerente de Educación
18-Jul-02	1	BINDING MACHINE	Q 3,306.71	$ 427.22	5	OBP0033		x					161	Meerelinn Hernández
18-Sep-02	1	PANASONIC TELEPHONE KXTS105LXW	Q 310.00	$ 40.05	5	3EBKB112209		x					174	Meerelinn Hernández
13-Dec-02	1	IOMEGA 24X10X40 CD RECORDER	Q 1,547.61	$ 199.95	4	30941400-cdrw9602EXT3		x					193	Meerelinn Hernández
18-Dec-02	1	HP LJ 4600DN COLOR PRINTER WITH EXTRA COVER	Q 22,350.89	$ 2,887.71	4	JPBKF15602			x				194	Meerelinn Hernández
6-Mar-03	1	PANASONIC KXTS105LXW TELEPHONE	Q 450.00	$ 58.14	5	2FBOG1134		x					195	Meerelinn Hernández
5-Feb-03	1	STAND FOR TV AND VCR	Q 664.05	$ 85.79	5				x				200	Meerelinn Hernández
7-Feb-03	1	ALUMINUM LADDER	Q 499.95	$ 64.59	5			x					207	Meerelinn Hernández
5-Mar-03	1	PANASONIC TELEPHONE KXTS105LXW	Q 383.93	$ 49.60	5	2IAFB084757		x					211	Berta Taracena
6-Mar-03	1	PANASONIC TELEPHONE KXTS105LXW	Q 383.93	$ 49.60	5	1FALA160100		x					212	Meerelinn Hernández
7-Mar-03	1	PANASONIC TELEPHONE KXTS105LXW	Q 383.93	$ 49.60	5	1FALA160097		x					213	Meerelinn Hernández
21-Apr-03	1	GUEST CHAIR M-8165	Q 290.18	$ 37.49	5			x					231	Carmen María Paredes
21-Apr-03	1	ROUND BEIGE TABLE 0.8 M. DIAMETER	Q 535.71	$ 69.21	5			x					234	Carmen María Paredes
16-May-03	1	SONY RADIO RECORDER WITH CD & REMOTE CONTROL	Q 962.00	$ 124.29	5	14097			x				238	Meerelinn Hernández
25-Jun-03	1	VOLTAGE REGULATOR AV 1000 V	Q 286.56	$ 37.02	5	16B3583U		x					244	Meerelinn Hernández
11-Jul-03	1	2-TIER BOOKCASE WITH GLASS	Q 714.29	$ 92.29	5			x					246	Claudia Valenzuela
30-Aug-03	1	TYPING MACHINE	Q 1,179.00	$ 152.33	5	B2E213102			x				248	Meerelinn Hernández
25-Jan-02	1	ROUND BEIGE TABLE 1 M. DIAMETER	Q 590.00	$ 76.23	5			x					252	Carmen María Paredes
14-Jan-04	1	TELLER'S STOOL CHAIR	Q 590.00	$ 76.23	5			x					253	Meerelinn Hernández
14-Jan-04	1	GUEST CHAIR M-8164	Q 350.00	$ 45.22	5			x					254	Carmen María Paredes
14-Jan-04	1	GUEST CHAIR M-8164	Q 350.00	$ 45.22	5			x					255	Berta Taracena
14-Jan-04	1	GUEST CHAIR M-8164	Q 350.00	$ 45.22	5			x					256	Tere Ligorría
14-Jan-04	1	GUEST CHAIR M-8164	Q 350.00	$ 45.22	5			x					257	Gerente de Educación
13-Mar-04	1	HP 3650 PRINTER	Q 799.00	$ 103.23	4	CN3B63F2W6			x				271	Meerelinn Hernández
10-Feb-05	1	STAND FOR MICROWAVE, 2 DOORS	Q 745.45	$ 96.31	5			x					301	Laura Jaco
6-Mar-05	1	TEXAS INSTRUMENTS TECHNOLOGY INFOCUS LP 120 PROJECTOR, S/N AJNN504A0027	Q -	$ 1,582.80	5						x		303	Meerelinn Hernández

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11-Mar-05	1	OVAL CONFERENCE TABLE 2.40 X 1.20 M, BLACK-WOOD COLOR	Q 1,339.29	$ 175.30	5			x					304	Meerelinn Hernández
16-Mar-05	1	PANASONIC TELEPHONE MODEL KXT7730	Q 780.80	$ 102.20	5			x					311	Tere Ligorría
16-Mar-05	1	PANASONIC TELEPHONE MODEL KX-T7730X	Q 780.81	$ 102.20	5	4GAVC411821		x					312	Meerelinn Hernández
5-Dec-07	1	DELL COMPUTER OPT GX-745 PD C 1 6G/160/1G/DVD.	Q 7,216.62	$ 927.59	4	47N1RD1		x					314 B	Tere Ligorría
5-Dec-07	1	DELL LCD MONITOR 198 flat panel			4	CN0CN0787287277U38TH		x					314 A	Tere Ligorría
5-Dec-07	1	DELL COMPUTER OPT GX-745 PD C 1 6G/160/1G/DVD	Q 7,216.62	$ 927.59	4	5V503F1		x					315 B	Gerente de Educación
5-Dec-07	1	DELL LCD MONITOR 198 flat panel			4	CN0CN0787287277C1E8H		x					315 A	Gerente de Educación
5-Dec-07	1	DELL COMPUTER OPT GX-745 PD C 1 6G/160/1G/DVD.	Q 7,216.62	$ 927.59	4	85N1RD1		x					316 B	Prestada a Prevención
5-Dec-07	1	DELL LCD MONITOR 198 flat panel			4	CN0CN0787287277U40CH		x					316 A	Prestada a Prevención
5-Dec-07	1	DELL COMPUTER OPT GX-745 PD C 1 6G/160/1G/DVD.	Q 7,216.62	$ 927.59	4	C5N1RD1		x					317 B	Grants Manager
5-Dec-07	1	DELL LCD MONITOR 198 flat panel			4	CN0CN0787287277C1E9H		x					317 A	Grants Manager
5-Dec-07	1	DELL COMPUTER OPT GX-745 PD C 1 6G/160/1G/DVD.	Q 7,216.62	$ 927.59	4	96N1RD1		x					318 B	Meerelinn Hernández
5-Dec-07	1	DELL LCD MONITOR 198 flat panel			4	CN0CN0787287277C2GUH		x					318 A	Meerelinn Hernández
5-Dec-07	1	DELL COMPUTER OPT GX-745 PD C 1 6G/160/1G/DVD.	Q 7,216.62	$ 927.59	4	8W503F1		x					319 B	Meerelinn Hernández
5-Dec-07	1	DELL LCD MONITOR 198 flat panel			4	CN0CN0787287277U40RH		x					319 A	Meerelinn Hernández
5-Dec-07	1	DELL COMPUTER OPT GX-745 PD C 1 6G/160/1G/DVD.	Q 7,216.62	$ 927.59	4	G5N1RD1		x					320 B	Carmen María Paredes
5-Dec-07	1	DELL LCD MONITOR 198 flat panel			4	CN0CN0787287277U408H		x					320 A	Carmen María Paredes
5-Dec-07	1	UPS American Power Back 550ES Outlet 120V	Q 457.40	$ 58.18	4	S3B0712X39571		x					321	Tere Ligorría
5-Dec-07	1	UPS American Power Back 550ES Outlet 120V	Q 457.40	$ 58.18	4	S3B0712X39812		x					322	Meerelinn Hernández
5-Dec-07	1	UPS American Power Back 550ES Outlet 120V	Q 457.40	$ 58.18	4	S3B0730X23406		x					323	Gerente de Educación
5-Dec-07	1	UPS American Power Back 550ES Outlet 120V	Q 457.40	$ 58.17	4	3B0723X16732		x					324	Grants Manager
5-Dec-07	1	UPS American Power Back 550ES Outlet 120V	Q 457.40	$ 58.17	4	S3B0712X39852		x					325	Meerelinn Hernández
5-Dec-07	1	UPS American Power Back 550ES Outlet 120V	Q 457.40	$ 58.17	4	S3B0712X39825		x					326	María José De León
5-Dec-07	1	UPS American Power Back 550ES Outlet 120V	Q 457.40	$ 58.17	4	S3B0712X39865		x					327	Meerelinn Hernández
Dic. 2007 (a)	1	CONFERENCE TABLE 1 20 x 3.60 METAL LEGS	Q 2,232.14	$ 288.08	5			x					337	Carmen Mamría Paredes

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Dic. 2007 (a)	1	KITCHEN CABINET, MELAMINE & POSFORMED TOP	Q 1,339.29	$ 172.87	5			x					338	Laura Jaco
Dic. 2007 (a)	1	AUXILIARY FOLDER CABINET	Q 1,026.79	$ 132.55	5			x					339	Tere Ligorría
Dic. 2007 (a)	1	AUXILIARY FOLDER CABINET	Q 1,294.64	$ 167.12	5			x					340	Meerelinn Hemández
Dic. 2007 (a)	1	EXECUTIVE MODULAR DESK, BURGUNDY COLOR	Q 1,718.75	$ 222.75	5			x					341	Tere Ligorría
Dic. 2007 (a)	1	EXECUTIVE MODULAR DESK, BURGUNDY COLOR	Q 1,718.75	$ 222.75	5			x					342	Carmen María Paredes
Dic. 2007 (a)	1	EXECUTIVE MODULAR DESK, BURGUNDY COLOR	Q 1,718.75	$ 222.75	5			x					343	Meerelinn Hemández
Dic. 2007 (a)	1	EXECUTIVE MODULAR DESK, BURGUNDY COLOR	Q 1,718.75	$ 222.75	5			x					344	Berta Taracena
Dic. 2007 (a)	1	EXECUTIVE MODULAR DESK, BURGUNDY COLOR	Q 1,718.75	$ 222.75	5			x					345	Karina Lam
Dic. 2007 (a)	1	EXECUTIVE MODULAR DESK, BURGUNDY COLOR	Q 1,718.75	$ 222.75	5			x					347	Grants Manager
Dic. 2007 (a)	1	EXECUTIVE MODULAR DESK, BURGUNDY COLOR	Q 1,718.75	$ 222.74	5			x					351	Gerente de Educación
15-Oct-07	1	SHOP-VAC DRY/WET ALL AROUND VACCUM CLEANER, MODEL QAM70 2 GAL.	Q 737.50	$ 95.65	5	26282971036		x					352	Laura Jaco
17-Oct-07	1	HAMILTON COFFEE MAKER, 42 CUPS	Q 398.95	$ 51.74	5	C1760BW		x					354	Laura Jaco
12-Feb-08	15	VENETIAN BLINDS (Edificio Atlantis)	Q 7,678.57	$ 973.63	5				x				355	Meerelinn Hemández
14-Feb-08	1	HP LASERJET 2600n PRINTER	Q 3,069.64	$ 389.23	4	CNHC6BV28M					x		356	Meerelinn Hemández
27-Nov-08	1	FELLOWES PAPER SHREDDER	Q 2,855.36	$ 372.34	5	SBGGC107122200121 05						x	357	Meerelinn Hemández
23-Nov-07	1	UPS FOR SERVER	Q 937.50	$ 123.52	4	87WVB11		x					358	Meerelinn Hemández
12-Feb-04	1	CAMIONETA JEEP CHEROKEE SPORT 3.7 VEHICLE ($25,590 x 7.6) MODELO 2004, PLACAS MI-95BBG, COLOR KHAKY DORADO METALICO	Q 194,484.00	$ 25,590.00	5	1J4GL48K44W192457			x					Tere Ligorría
	1	AUTOMOVIL CHRYSLER NEON SEDAN MODELO 1998, MOTOR N-V. COLOR BLANCO, PLACAS MI-36BBG			5	3C3ES47C0WT220309			x					Tere Ligorría (Cost amount was not given when transferind the vehicle.)

TOTAL INVENTARIO INCLUIDO EN CONVENIO DE COOPERACIÓN	**Q 351,749.43**	**$ 47,440.90**

DATE	QUANTITY	DESCRIPTION	Cost In QUETZALES	Cost In US Dollars	Estimated life (Years)	SERIAL NUMBER	Property Condition: New	Fair	Poor	Obsolete	Broken Repairable	Broken Unrepairable	Inventory Number (Acquisition Sequence Number)	Responsible
1-Mar-10	1	MICROWAVE OVEN 1.1 WHRPOOL GREY COLOR	Q 891.96	$ 108.77	5	WM1111D		x					359	Laura Jaco
1-Mar-10	1	WATER FRDGE GE WHITE COLOR	Q 1,749.11	$ 213.30	5	GXCF20E		x					360	Laura Jaco
18-Mar-10	1	DELL COMPUTER OPT780 C2D3.0g/4G/250G/DW/MTGR197	Q 9,973.22	$ 1,221.01	4	S/N HX373M1		x					361 B	Meerelinn Hernández
18-Mar-10	1	DELL LCD MONITOR E1910			4	CN0D176P641809BU0PCU		x					361 A	Meerelinn Hernández
18-Mar-10	1	DELL COMPUTER OPT780 C2D3.0g/4G/250G/DW/MTGR197	Q 9,973.21	$ 1,221.01	4	S/N 80473M1		x					362 B	Claudia Valenzuela
18-Mar-10	1	DELL LCD MONITOR E1910			4	CN0D176P641809BU0T9U		x					362 A	Claudia Valenzuela
18-Mar-10	1	DELL COMPUTER OPT780 C2D3.0g/4G/250G/DW/MTGR197	Q 9,973.21	$ 1,221.01	4	S/N CY373M1		x					363 B	Karina Lam
18-Mar-10	1	DELL LCD MONITOR E1910			4	CN0D176P641809BU0T2U		x					363 A	Karina Lam
29-Mar-10	1	EXECUTIVE MALLA CHAIR 726-1 BLACK	Q 1,138.40	$ 139.37	5			x					364	Tere Ligorría
29-Mar-10	1	EXECUTIVE MALLA CHAIR 726-1 BLACK	Q 1,138.40	$ 139.37	5			x					365	Carmen María Paredes
29-Mar-10	1	EXECUTIVE MALLA CHAIR 726-1 BLACK	Q 1,138.40	$ 139.37	5			x					366	Carmen María Paredes
29-Mar-10	1	EXECUTIVE MALLA CHAIR 726-1 BLACK	Q 1,138.40	$ 139.37	5			x					367	DCOP
29-Mar-10	1	EXECUTIVE MALLA CHAIR 726-1 BLACK	Q 1,138.39	$ 139.37	5			x					368	Grants Manager
29-Mar-10	1	EXECUTIVE MALLA CHAIR 726-1 BLACK	Q 1,138.39	$ 139.37	5			x					369	Carmen María Paredes
29-Mar-10	1	EXECUTIVE MALLA CHAIR 726-1 BLACK	Q 1,138.39	$ 139.37	5			x					370	Renato Castillo
29-Mar-10	1	EXECUTIVE MALLA CHAIR 726-1 BLACK	Q 1,138.39	$ 139.37	5			x					371	Carmen María Paredes
29-Mar-10	1	EXECUTIVE MALLA CHAIR 726-1 BLACK	Q 1,138.39	$ 139.37	5			x					372	Carmen María Paredes
29-Mar-10	1	EXECUTIVE MALLA CHAIR 726-1 BLACK	Q 1,138.39	$ 139.37	5			x					373	Carmen María Paredes
29-Mar-10	1	EXECUTIVE MALLA CHAIR 726-1 BLACK	Q 1,138.39	$ 139.37	5			x					374	Claudia Valenzuela
29-Mar-10	1	EXECUTIVE MALLA CHAIR 726-1 BLACK	Q 1,138.39	$ 139.37	5			x					375	Gerente Educación
29-Mar-10	1	EXECUTIVE MALLA CHAIR 726-1 BLACK	Q 1,138.39	$ 139.37	5			x					376	Carmen María Paredes
29-Mar-10	1	EXECUTIVE MALLA CHAIR 726-1 BLACK	Q 1,138.39	$ 139.37	5			x					377	María José De León
29-Mar-10	1	EXECUTIVE MALLA CHAIR 726-1 BLACK	Q 1,138.39	$ 139.37	5			x					378	Berta Taracena
29-Apr-10	1	DUPLEX PRNTER FULL COLOR LASERJET CP2025DN	Q 3,991.07	$ 490.51	4	S/N: SCNGS406670 CB495A		x					379	Meerelinn Hernández
3-May-10	1	LAPTOP VOSTRO 1015, CD2, 2.11 GB HD 320, WRLS	Q 12,483.04	$ 1,527.34	4	SERIE JF638M1		x					380	Meerelinn Hernández

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3-May-10	1	LAPTOP VOSTRO 1015, CD2, 2.1 1 GB HD 320, WRLS	Q 12,483.04	$ 1,527.34	4	SERIE HF638M1		x					381	Renato Castillo
3-May-10	1	LAPTOP VOSTRO 1015, CD2, 2.1 1 GB HD 320, WRLS	Q 12,483.03	$ 1,527.33	3	SERIE GF638M1		x					382	María José De León
10-May-10	1	SCANNER HEWLETT PACKARD 5590 & CD NSTALATION	Q 2,347.17	$ 287.18	5	CN9C5VH22Q		x					383	Meerelinn Hernández
31-5-2010	1	Mueble de recepción media luna de madera color cae/negro/plateado	Q 7,000.00	$ 888.29	5	S/N		x					384	Carmen María Paredes
24-6-2010	1	Planta telefónica Panasonic modelo TRA 100 s/n 8HAS0021511 capacidad de 40 extensiones 1 fuente de poder pequeña 4 anphepha montaje y programación de central telefónica, con Puesto de operadora que incluye consola 60 teclas programable y su teléfono multilínea con dos protectores de 8 líneas cada uno, tarjeta Disa y módulo de desvío de llamadas a celulares. 3-11-2010 1 **Protector de linea de 110 VAC, para alimentacion principal de la planta telefonica Q800.00.**	Q 39,881.36	$ 4,828.42	5	KX-DT333X-B 0AACE005326 y la tarjeta DISA KX-DT390X-B Y 9DBCA001052		x					385	Carmen María Paredes
31-5-2010	1	PANASONIC TELEPHONE MODEL KX-TS105LXW	Q 401.78	$ 49.28	5	9LBKE348986		x					386	María José De León
31-5-2010	1	PANASONIC TELEPHONE MODEL KX-TS105LXW	Q 401.79	$ 49.28	5	9LBKE348987		x					387	Gerente de Educación
31-5-2010	1	PANASONIC TELEPHONE MODEL KX-TS105LXW	Q 401.79	$ 49.28	5	9LBKE348988		x					388	Grants Manager
2/6/2010	1	Módulo operativo con 4 estaciones de trabajo con top principal de 1.60x 0.60 top de retorno 0.50 x 1.00, archivo pedestal de 4 gavetas, gaveta para lápices y porta teclado.	Q 5,982.10	$ 760.66	5	S/N		x					389	Renato Castillo - Desarmado
26-7-2010	1	Robot de 3 gavetas 0.50 x 0.50 x 0.75 de alto color café	Q 513.39	$ 62.86	5	S/N		x					390	Grants Manager
26-7-2010	1	Mueble para el servidor 1.60 x 0.50 fondo con banco de 10 cms del piso, color café	Q 669.64	$ 81.99	5	S/N		x					391	Meerelinn Hernández
26-7-2010	1	Mueble para archivo con dos puertas y chapas 2.20 x 2 30 x .0.57 y entrepaños de 40 cms. de alto, color café.	Q 2,660.71	$ 325.76	5	S/N		x					392	Carmen María Paredes
26-7-2010	1	Mueble para archivo con dos puertas y chapas 1.00 x 1 50 x .0.87 de fondo, color café.	Q 1,232.14	$ 150.85	5	S/N		x					393	Meerelinn Hernández

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23-8-2010	1	CAMIONETA JEEP CHEROKEE SPORT 3.7L 4 x 4 de gasolina, 5 asientos, 5 puertas color plateado metálico, MODELO 2010, placas MI-87BBR	Q 195,527.15	$ 23,929.79	5	SERIE KKJL74-28B CHASIS - VIN 1J4PN2GKXAW153402		x					394	Tere Ligorría
		ADQUISICIONES DURANTE EL CONVENIO DE COOPERACION AL 30 SEPT. 2010 + Q800.00 DEL PROTECTOR DE LA PLANTA (Inv.No.385) comprado FY2011	**Q 348,095.80**	**$ 42,611.81**	5									
14-Jan-11	1	Proyector de 2500 luminex marca Luminex 3 M	Q 13,104.46	$ 1,615.19	5			x					395	Meerelinn Hernández
14-Jan-11	1	Sistema de amplificacion con bocinas y amplificador	Q 4,348.22	$ 535.94	5			x					396	Meerelinn Hernández
13-Jan-11	1	01 disco duro externo de 1 tera Zoggies	Q 764.87	$ 94.27	5			x					397	Renato Castillo
13-Jan-11	1	disco duro externos de 500 GB	Q 606.93	$ 74.81	5			x					398	Meerelinn Hernández
13-Jan-11	1	disco duro externos de 500 GB	Q 606.93	$ 74.81	5			x					399	Meerelinn Hernández
13-Jan-11	1	Teclado numérico USB con Hub/USB 4 puertos	Q 111.35	$ 13.72	5			x					400	Meerelinn Hernández
13-Jan-11	1	Teclado numérico USB con Hub/USB 4 puertos	Q 111.35	$ 13.72	5			x					401	Meerelinn Hernández
13-Jan-11	1	Teclado numérico USB con Hub/USB 4 puertos	Q 111.35	$ 13.72	5			x					402	Meerelinn Hernández
18-Jan-11	1	Mesa con 6 cuerpos de cuatro laterales y dos cabezales con tops post formados color negro de 0.06 mts nariz, 3 20 x 1.20	Q 8,125.50	$ 1,001.51	5			x					403	Carmen María Paredes
18-Jan-11	1	Mesa cont tops post formados en dos cuerpos con union vista, color negro 0.95 x 2.20	Q 4,705.86	$ 580.02	5			x					404	Carmen María Paredes
20-Jan-11	1	Silla ejecutiva color negro tela y malla M-726	Q 1,508.93	$ 185.98	5			x					405	Carmen María Paredes
20-Jan-11	1	Silla ejecutiva color negro tela y malla M-726	Q 1,508.93	$ 185.98	5			x					406	Carmen María Paredes
20-Jan-11	1	Silla ejecutiva color negro tela y malla M-726	Q 1,508.93	$ 185.98	5			x					407	Karina Lam

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20-Jan-11	1	Silla ejecutiva color negro tela y malla M-726	Q 1,508 92	$ 185.98	5			x					408	Carmen María Paredes
20-Jan-11	1	Silla secretarial Modelo 1910 color negra	Q 338.40	$ 41.71	5			x					409	Carmen María Paredes
20-Jan-11	1	Silla secretarial Modelo 1910 color negra	Q 338.40	$ 41.71	5			x					410	Carmen María Paredes
20-Jan-11	1	Silla secretarial Modelo 1910 color negra	Q 338.40	$ 41.71	5			x					411	Carmen María Paredes
20-Jan-11	1	Silla secretarial Modelo 1910 color negra	Q 338.40	$ 41.71	5			x					412	Carmen María Paredes
20-Jan-11	1	Silla secretarial Modelo 1910 color negra	Q 338 39	$ 41.71	5			x					413	Carmen María Paredes
20-Jan-11	1	Silla secretarial Modelo 1910 color negra	Q 338 39	$ 41.71	5			x					414	Carmen María Paredes
20-Jan-11	1	Silla secretarial Modelo 1910 color negra	Q 338 39	$ 41.71	5			x					415	Carmen María Paredes
20-Jan-11	1	Silla secretarial Modelo 1910 color negra	Q 338 39	$ 41.71	5			x					416	Carmen María Paredes
20-Jan-11	1	Silla secretarial Modelo 1910 color negra	Q 338 39	$ 41.71	5			x					417	Carmen María Paredes
20-Jan-11	1	Silla secretarial Modelo 1910 color negra	Q 338 39	$ 41.71	5			x					418	Carmen María Paredes
20-Jan-11	1	Silla secretarial Modelo 1910 color negra	Q 338 39	$ 41.71	5			x					419	Carmen María Paredes
20-Jan-11	1	Silla secretarial Modelo 1910 color negra	Q 338 39	$ 41.71	5			x					420	Carmen María Paredes
20-Jan-11	1	Silla secretarial Modelo 1910 color negra	Q 338 39	$ 41.71	5			x					421	Carmen María Paredes
20-Jan-11	1	Silla secretarial Modelo 1910 color negra	Q 338 39	$ 41.71	5			x					422	Carmen María Paredes
20-Jan-11	1	Silla secretarial Modelo 1910 color negra	Q 338 39	$ 41.71	5			x					423	Carmen María Paredes
13-Jan-11	1	Notebook dell Latitude E5410 13 2.26 g 3GB/250GB/W7, maletin con macrosoft office 2010	Q 10,908.66	$ 1,344.54	5	1PY5XM1		x					425	Berta Taracena
19-Oct-11	1	Notebook DELL VOSTRO 3300, bateria 4 celdas camara web, procesador 2010 Intel Cre i3 350 m de 2.26 GHZ, 3gb de memoria DDR	Q 11,435 84	$ 1,392.26	5	GYSY4N1		x					426	Meerelinn Hernández

DATE	QUANTITY	DESCRIPTION	Cost In QUETZALES	Cost In US Dollars	Estimated life (Years)	SERIAL NUMBER	Property Condition: New	Fair	Poor	Obsolete	Broken Repairable	Broken Unrepairable	Inventory Number (Acquisition Sequence Number)	Responsible
19-Oct-11	1	Notebook DELL VOSTRO 3300, bateria 4 celdas camara web, procesador 2010 Intel Cre i3 350 m de 2.26 GHZ, 3gb de memoria DDR	Q 11,435.84	$ 1,392.26	5	3ZSY4N1		x					427	Meerelinn Hernández
19-Oct-11	1	Notebook DELL VOSTRO 3300, bateria 4 celdas camara web, procesador 2010 Intel Cre i3 350 m de 2.26 GHZ, 3gb de memoria DDR	Q 11,435.84	$ 1,392.26	5	CYSY4N1		x					428	DCOP
1-Dec-10	1	Telefono Panasonic digital DT 321	Q 2,000.00	$ 246.65	5	KX-DT321X-B		x					429	Meerelinn Hernández
1-Dec-10	1	Telefono Unilinea Panasonc con manos libres TS105	Q 401.79	$ 49.55	5	0HAKF246290		x					430	DCOP
1-Dec-10	1	Telefono Unilinea Panasonc con manos libres TS105	Q 401.79	$ 49.55	5	0HAKF246292		x					431	Meerelinn Hernández
1-Dec-10	1	Telefono Unilinea Panasonc con manos libres TS105	Q 401.78	$ 49.55	5	0HAKF246291		x					432	Meerelinn Hernández
14-Jan-11	1	Telefono Unilinea Panasonc color negro KX-TS500LXB	Q 433.04	$ 53.37	5	7BBAC666294		x					433	Meerelinn Hernández
14-Jan-11	1	Telefono Unilinea Panasonc con manos libres TS105	Q 433.04	$ 53.37	5	0HAKF245963		x					434	Meerelinn Hernández
14-Jan-11	1	Telefono Unilinea Panasonc con manos libres TS105	Q 433.04	$ 53.37	5	0HAKF246266		x					435	Meerelinn Hernández
14-Jan-11	1	Telefono Unilinea Panasonc con manos libres TS105	Q 433.04	$ 53.37	5	0HAKF246267		x					436	Meerelinn Hernández
14-Jan-11	1	Telefono Unilinea Panasonc con manos libres TS105	Q 433.03	$ 53.37	5	0HAKF246268		x					437	Meerelinn Hernández
14-Jan-11	1	Telefono Unilinea Panasonc con manos libres TS105	Q 433.03	$ 53.37	5	9LBKE348934		x					438	Karina Lam
14-Jan-11	1	Telefono Unilinea Panasonc color negro KX-TS500LXB	Q 433.03	$ 53.37	5	7BBAC666295		x					439	Laura Jaco
14-Jan-11	1	Hands Free inalambrico Plantonics	Q 3,800.00	$ 468.37	5	F0 08013627 #AA					x		440	Meerelinn Hernández
2-Mar-11	1	Camara fotografica Sony DSC-W530 BLACK	Q 1,233.32	$ 157.03	5	6518242 N50		x					441	Meerelinn Hernández
31-Mar-11	1	UPS - APC BE 750g 750Va Bac-UPS ES	Q 650.22	$ 82.79	5			x					442	Meerelinn Hernández
31-Mar-11	1	UPS - APC BE 750g 750Va Bac-UPS ES	Q 650.22	$ 82.79	5			x					443	Meerelinn Hernández
31-Mar-11	1	UPS - APC BE 750g 750Va Bac-UPS ES	Q 650.22	$ 82.79	5			x					444	Meerelinn Hernández

DATE	QUANTITY	DESCRIPTION	Cost In QUETZALES	Cost In US Dollars	Estimated life (Years)	SERIAL NUMBER	Property Condition: New	Fair	Poor	Obsolete	Broken Repairable	Broken Unrepairable	Inventory Number (Acquisition Sequence Number)	Responsible
31-Mar-11	1	UPS - APC BE 750g 750Va Bac-UPS ES	Q 650.22	$ 82.79	5			x					445	Meerelinn Hernández
31-Mar-11	1	UPS - APC BE 750g 750Va Bac-UPS ES	Q 650.22	$ 82.79	5			x					446	Meerelinn Hernández
20-Apr-11	1	UPS - Tripplit T220Va para 110Vac con regulador de voltaje para servidor	Q 6,250.00	$ 795.75	5			x					447	Meerelinn Hernández
		ADQUISICIONES DURANTE EL AÑO FISCAL 2011	**Q 109,695.63**	**$ 13,512.58**										
24-Aug-12	1	Trituradora de papel Fellowes	Q 2,299.11	$ 292.72	5			x					448	Meerelinn Hernández
		ADQUISICIONES DURANTE EL AÑO FISCAL 2012	**Q 2,299.11**	**$ 292.72**										
9-Oct-13	1	Scanner HP Scanjet N6350	Q 6,958.04	$ 885.89	5		X						449	Meerelinn Hernández
		ADQUISICIONES DURANTE EL AÑO FISCAL 2013	**Q 6,958.04**	**$ 885.89**										

TOTAL INVENTARIO AL 30 DE ABRIL 2013	**Q 818,798.01**	**$ 104,743.91**

NOTAS:
1- Con aprobación de USAID del 7 de abril 2011 se entregó la donación de equipo a Programa C-Change por Q. 12,500.01
2- Cumplimiento a lo indicado en el convenio de cooperación , anexo A, numeral 8 "Title to Property"

Annex K: Performance Monitoring Plan Summary Table of Indicators and Targets

Table 1. DO 2: A more equitable society with improved levels of economic growth and social development in the Western Highlands

Indicators	Results					FY 2013 Target	% FY 2013 Execution
	Q1	Q2	Q3	Q4	Total FY 2013		
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.	7	0	0	0	7	**7**	100%
Comments During Q1 of FY13, *Alianzas '* work plan established 7 new thematic clusters according to the new CDSC objectives. USAID approved the AWP in December.							
2.B Number of NGOs trained in alliance-building skills and/or mentored to work with the private sector.	0	5	0	1	6	**10**	60%
Comments During Q1 FY14, *Alianzas '* will begin the mentoring for two local organizations (CentraRSE and FUG).							
2.C Amount of cash contributions leveraged from partners.	0	($857,416)	$700,125	$668,186	$510,895	**$8,203,257**	6%
2.D Amount of in-kind contributions leveraged from partners.	0	($99,542)	$226,518	$923,850	$1,249,910	**$2,544,906**	49%

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

Indicators	Results					FY 2013 Target	% FY 2013 Execution
	Q1	Q2	Q3	Q4	Total FY 2013		
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.	20,916	11,894	4,386	39,279	76,475	**200,000**	38%
Comments The full accomplishment of this target is expected in FY 2014 with potential new alliances, such as the campaign on teenage pregnancy prevention.							
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.	0	0	0	1	1	**1**	100%
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.	8,957	12,975	10,246	15329	47,507	**72,426**	66%
Comments There were delays in starting up activities of new partners, which affected our target. We expect to achieve greater progress in FY 2014.							
2.2.1.D Number of children who received an immunization service.	0	2,142	0	5,713	7,855	**1,000**	786%
2.2.1.E Number of newborns receiving essential newborn care through USG-supported programs.	0	305	149	714	1,168	**454**	257%
2.2.1.F Number of individuals counseled and educated on child health prevention.	10,165	5,754	4,525	14,204	34,648	**20,000**	173%
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.	25,944	5,501	4,977	13,561	49,983	**110,000**	45%
Comments During Q4, medical teams and Child Fund began activities. With these projects, more than 30,000 women of reproductive age and children under five will receive MCH services in the Western Highlands. The results will be reported in Q1 of FY 2014, which will contribute to achieving the LOP goal.							

Indicators	Results					FY 2013 Target	% FY 2013 Execution
	Q1	Q2	Q3	Q4	Total FY 2013		
2.2.1.H Liters of drinking water disinfected with USG-supported point-of-use treatment products.	351,000	5,748,840	1,799,280	0	7,899,120	**6,847,260**	115%
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.	0	0	1,710	356	2,066	**13,798**	15%
Comments During Q4, Mano a Mano con la Prevención del VIH -APIB, has programmed to reached 7,000 workers through training sessions. The results will be reported Q1 of FY 2014, which will contribute to achieving the LOP goal.							
2.2.1.J Percentage of MARPs who reported having used a condom in the last sexual intercourse.	0	0	0	0	0	**Baseline**	0%
Comments This baseline will be carried out in Q1 FY2014 and the expected percentage is 10% increase over the baseline							
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.	2,676	81	2,582	1,757	7,096	**89,200**	8%
Comments During Q4, medical teams and Child Fund initiated activities. With these projects, referrals to FP services will be reported as part of activities implemented. The results will be reported in Q1 of FY 2014, which will contribute to achieving the LOP goal.							
2.2.2. B Number of counseling visits for FP/RH as a result of USG assistance.	7,985	3,486	5,389	29,587	46,447	**20,000**	232%
2.2.2. C Number of community health workers trained to provide C-IMCI.	197	31	962	439	1,629	**1,000**	163%

Table 3. IR 3: Education Quality and Access Improved

Indicators	Results					FY 2013 Target	% FY 2013 Execution
	Q1	Q2	Q3	Q4	Total FY 2013		
IR. 3: Education Quality and Access Improved							
3.A Number of children and youth with access to improved learning opportunities.	602	5,914	5,683	4,996	17,195	**93,429**	18%
Male	310	3,046	2,919	2,346	8,621		
Female	292	2,868	2,764	2,650	8,574		
Comments							
We will be looking for new alliances for mass media campaigns that will also provide education materials to increase the possibilities of reaching the target.							
3.B Number of learners enrolled in USG-supported pre-primary schools or equivalent non-school based settings.	64	525	553	836	1,978	**4,685**	42%
Male	33	247	288	418	986		
Female	31	278	265	418	992		
Comments							
The 2013 school year is complete. We expect enrollment for school year 2014 to increase, to achieve greater progress toward the targets.							
3.C Number of learners enrolled in USG-supported primary schools or equivalent non-school based settings.	493	7,005	5,009	3,677	16,184	**77,918**	21%
Male	253	3,246	2,561	1,808	7,868		
Female	240	3,759	2,448	1,869	8,316		
Comments							
There is little chance we can achieve this target, as there are no funds for new alliances. The number of students to be enrolled in the new academic year is not enough to reach the target, though it will increase the percentage slightly.							

Indicators	Results					FY 2013 Target	% FY 2013 Execution
	Q1	Q2	Q3	Q4	Total FY 2013		
3.2.D. Number of learners enrolled in USG-supported secondary schools or equivalent non-school based settings.	0	190	121	483	794	2,139	37%
Male	0	0	70	120	190		
Female	0	190	51	363	604		
Comments We will reassess progress toward achievement of the LOP target once the 2014 enrollment data is available.							
3.E Number of girls completing academic year through sixth grade with scholarships.	25	109	0	0	134	447	30%
Comments The completion rates will be presented in Q1, FY14 when school year ends in October 2013.							
SUB IR. 2.3.1: Reading Skills Improved							
2.3.1.A Number of teachers/educators trained with USG support.	25	199	0	438	662	300	221%
Male	25	199	0	156	380		
Female	0	0	0	282	282		
2.3.1.B Number of textbooks and other teaching and learning materials provided with USG assistance.	1,061	866	6,083	4,357	12,367	20,000	62%
Comments Late approval of proposals for reading projects affected the distribution of educational material.							

Indicators	Results					FY 2013 Target	% FY 2013 Execution
	Q1	Q2	Q3	Q4	Total FY 2013		
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.	0%	0%	0%	0%	0%	**5% Increased over the baseline**	0%
Comments During the following quarter, the *Alianzas '* reading projects will present their final reports of the first measurement conducted during this year. Reading assessments for most of the partners, took place in September and October. Processing this data takes about 3 months, which means that we might have the data in December or January 2014.							
SUB IR. 2.3.2: Access to Quality Education Programs Increased							
2.3.2.A Number of classrooms repaired with USG assistance.	19	0	0	0	19	**100**	19%
Comments The eligibility of some of these (classrooms, bathrooms) is under review as a result of the RIG audit. We will update results upon receiving final guidance from USAID..							
2.3.2.B Number of school bathrooms or kitchens repaired with USG assistance.	0	0	0	0	0	**152**	0%
Comments The eligibility of some of these (classrooms, bathrooms) is under review as a result of the RIG audit. We will update results upon receiving final guidance from USAID..							
2.3.2 C Number of classrooms and/or technology rooms equipped with computers and media equipment.	0	0	3	5	8	**8**	100%
2.3.2.D Number of boys and girls receiving lower secondary school and upper secondary school scholarships.	0	287	121	483	891	**250**	356%

Indicators	Results					FY 2013 Target	% FY 2013 Execution
	Q1	Q2	Q3	Q4	Total FY 2013		
2.3.2.E Number of students receiving post-secondary and university scholarships.	0	534	65	|0	599	**790**	76%
Comments No additional students will be benefited with higher education scholarships due the reduction of funds for this activity.							
2.3.2.F Number of students enrolled in after-school enrichment programs.	0	80	0	197	277	**0**	N/A

Annex L: MEASURE Evaluation Study

Factores asociados a conductas sexuales de riesgo entre agricultores entre 18–59 años

Informe de Análisis Secundario ENSMI 2008/2009

INTRODUCCIÓN

Durante el año 2009, el número de personas que vivían con VIH en Guatemala (adultos y niños) era de 65,000 persona, incluyendo más de 7,000 nuevas infecciones, lo que significa 21 personas infectadas diariamente. (ONUSIDA, 2011). Según ONUSIDA (2011), los grupos de mayor riesgo de infección para el VIH en Guatemala corresponden a las trabajadoras sexuales, los hombres que tienen sexo con hombres (HSH), las personas privadas de libertad, clientes de las y los trabajadores sexuales, jóvenes en riesgo de exclusión o calle y poblaciones móviles y migrantes.

Sobre migración y riesgo de VIH, autores como Goldenberg et al., (2011) establecen que los migrantes y otras poblaciones móviles pueden encontrar situaciones de riesgo dependiendo de las experiencias sociales y estructurales que encuentren en su lugar de llegada. Estas situaciones pueden incluir la construcción de nuevas redes sociales y la exposición a normas sociales más libres, vinculadas muchas veces a encuentros sexuales casuales y uso de sustancias como drogas y alcohol. Esto incrementa el riesgo de transmisión del VIH e Infecciones de Transmisión Sexual (ITS) entre trabajadores migrantes y sus parejas estables.

Según Tobar (2013), la migración rural-rural en Guatemala la realizan trabajadores agrícolas que migran para realizar trabajos temporales. En estas migraciones participan alrededor de 500,000 personas ya sea en grupos familiares o en forma individual. Los trabajadores del sector agrario deben migrar en ciertas épocas del año para realizar estos trabajos temporales. El perfil de la poblaciones móviles en Guatemala, principalmente de pilotos de transporte y cortadores de caña, presenta factores de riesgo que los hacen más susceptibles de adquirir las infecciones de transmisión sexual y el VIH.

Estos factores de riesgo son: población mayoritariamente masculina, población migrante, en edad reproductiva, alta actividad sexual, comportamientos sexuales de riesgo, cultura machista, bajo nivel educativo y desinformación a través de mitos y rumores sobre el VIH (ASAZGUA, 2011). La falta de información adecuada así como los hábitos y creencias hacia la sexualidad aprendidos en el contexto cultural, provoca que se tengan ideas infundadas sobre estas enfermedades o simplemente no sepan cómo prevenirlas (WINGS, 2012).

RESULTADOS CLAVE

- El 90% de hombres agricultores no tenía conocimientos comprehensivos sobre VIH/SIDA, lo que hace que desconozcan factores de riesgo y mitifiquen algunos riesgos de transmisión.
- Factores como un grado de escolaridad mayor así, como una mejor ubicación en el tercil económico, resultaron ser factores asociados a comportamientos sexuales de riesgo tales como tener más de una pareja sexual y el pagar por relaciones sexuales. Once por ciento de la población de hombres agricultores con estudios de secundaria o más, reportó más de una pareja sexual en los últimos doce meses contra un 4% de hombres con ninguna escolaridad y un 7% de hombres con estudios de primaria.
- El ser un agricultor indígena se asoció con una menor propensión a tener un número elevado de parejas sexuales y el pagar por relaciones sexuales (el 4% de los agricultores indígenas reportó múltiples parejas sexuales y el 13% reportó haber pagado por relaciones sexuales alguna vez), sin embargo esta característica también se asoció con no tener un conocimiento comprehensivo sobre VIH (92%).
- El 27% de hombres que trabaja en ciertas épocas del año como agricultores reportó haber pagado alguna vez por tener una relación sexual, comparado con 18% de agricultores que trabaja todo el año en agricultura. Esto podría indicar situaciones de migración y movilidad fuera de sus hogares cuando ellos realizan temporalmente el trabajo agrícola.
- El 73% de los hombres agricultores no unidos afirmó que no había utilizado condón en la última relación sexual y que solamente el 4% ha tenido acceso a realizarse la prueba de VIH/SIDA.

Preocupados por este contexto y movilizados por estrategias de responsabilidad social empresarial, la industria del azúcar y el banano impulsaron políticas de VIH en el lugar de trabajo. Ambas industrias reciben temporalmente a trabajadores migrantes que laboran temporalmente en el corte de caña o banano. Actualmente, con la ayuda de programas como USAID/PASCA, dos de las mayores agro-industrias en el país han promulgado políticas cuyo contenido general consiste en programas de prevención del VIH en el lugar de trabajo, acceso a información, reducción del estigma y discriminación, acceso voluntario a pruebas de VIH, apoyo a trabajadores con VIH y confidencialidad (USAID/PASCA, 2011).

La primera de estas industrias fue la azucarera, que a través de Azucareros de Guatemala (ASAZGUA) promulgó en el 2010 la política de VIH a implementarse dentro de 10 ingenios azucareros. La ubicación geográfica de la mayoría de empresas del azúcar coincide con el corredor epidemiológico del reporte de casos de Sida por el Centro Nacional de Epidemiología del Ministerio de Salud Pública y Asistencia Social (MSPAS). Como parte de la operativización de dichas políticas, se ha iniciado la implementación de proyectos pilotos de prevención del VIH en el lugar de trabajo. Estos proyectos brindan información a los trabajadores sobre el VIH, ITS y paternidad responsable, orientan al personal de supervisión y dirección para sensibilizarlos sobre estos temas y acercan a estas poblaciones a los servicios de prevención.

En el 2011, la industria del banano a través de la Asociación Independientes de Productores de Banano (APIB), decidió establecer la política gremial para prevenir VIH en las fincas productoras de banano. Esta decisión, fue tomada por dicha industria debido a que las empresas productoras de banano se encuentran ubicadas en el corredor epidemiológico, en los departamentos con mayores prevalencias, además que el 85% de los trabajadores son de sexo masculino (APIB, 2011).

La población trabajadora de ambas industrias se caracteriza por ser migrantes internos, provenientes de los departamentos de El Quiché, Huehuetenango, Alta Verapaz, Baja Verapaz, Huehuetenango y Quetzaltenango. Aunque las políticas y programas de prevención en el lugar de trabajo han comenzado, es necesario investigar el riesgo de esta población para poder diseñar intervenciones focalizadas.

El programa USAID | Alianzas, y las asociaciones ALAS y Tan Uxil, han realizado un análisis secundario utilizando los datos proporcionados por la Encuesta Nacional de Salud Materno Infantil (ENSMI) 2008/2009, con el objetivo de relacionar conductas sexuales con aspectos demográficos de hombres agricultores de 18–59 años. El interés por el estudio de esta población, y las prácticas de riesgo en las que pueden incurrir para contraer el virus del VIH, radica en lograr la formulación pertinente y adecuada de programas de prevención del VIH/SIDA en las agroindustrias del azúcar y el banano en Guatemala.

METODOLOGÍA DEL ESTUDIO Y MUESTREO

Los resultados que se presentan en este estudio se han obtenido utilizando los datos proporcionados por la Encuesta Nacional de Salud Materno Infantil que se llevó a cabo entre octubre de 2008 y noviembre de 2009. La quinta ENSMI se realizó utilizando un marco de muestreo originado a partir de los datos del VI Censo Nacional de Población y XI de Habitación realizado por el Instituto Nacional de Estadística (INE) en el 2002. El muestreo fue probabilístico multietápico y estratificado. Se utilizó una muestra maestra de 5,060 sectores cartográficos y de estos se seleccionaron para la ENSMI 733 sectores (~30+ por departamento, 40 para el municipio de Guatemala). A partir de esta muestra, se realizaron 7,086 entrevistas a hombres. (Taylor et al., 2012)

A raíz de este muestreo, los análisis presentados en este estudio fueron ajustados utilizando el Programa STATA SE 12.0 con el comando *svyset*, lo cual ajusta los datos, tomando en cuenta la probabilidad diferencial de selección, la falta de independencia de los individuos seleccionados de entre los conglomerados de muestreo y la estratificación muestral.

La población seleccionada para el análisis fueron los hombres entre 18–59 años que contestaron que trabajan en agricultura. En este sentido, se contaron con 2,625 casos de análisis de hombres en ese rango de edad que contestaron trabajar en agricultura. A partir de esta población se crearon una serie de variables socio-demográficas que permitirían establecer una relación entre estas condiciones y conductas sexuales de riesgo. Las variables dependientes (conductas de riesgo) incluyen (1) parejas múltiples en los últimos 12 meses; (2) sexo remunerado; (3) uso de condón en la última relación sexual; (4) conocimientos comprensivos de VIH y (5) realización de la prueba de VIH alguna vez. La siguiente tabla muestra estas variables dependientes así como su definición operativa (ver tabla 1).

Tabla 1: Variables Dependientes

Variable Dependiente	Definición
Parejas múltiples en los últimos 12 meses	En los últimos 12 meses el entrevistado reportó 2 o más parejas sexuales. Esta variable es dicotómica (si/no).
Sexo remunerado	Alguna vez en la vida el entrevistado intercambió dinero o en especie por sexo con una mujer. Esta variable es dicotómica (si/no).
Uso de condón en la última relación sexual	El entrevistado reportó haber usado un condón en el último acto sexual. Esta variable es dicotómica (si/no).
Conocimientos comprensivos de VIH	Para la construcción de esta variable se tomaron en consideración varias preguntas de la ENSMI relacionadas a conocimientos y/o mitos tales como "el VIH se contagia al utilizar cucharas, tenedores o platos de una persona con VIH/SIDA", "pude estar una persona infectada de VIH y no parecer enferma" y "agricultores que identifican las maneras correctas de evitar el VIH". Esta variable es dicotómica (si/no) y es un indicador UNGASS.
Realización de la prueba de VIH	De los hombres agricultores (18–59 años de edad) que conocen el VIH, los que habían hecho la prueba de VIH alguna vez. Esta variable es dicotómica (si/no).

Estas variables se asociaron a características socio-demográficas y económicas de los hombres agricultores entre 18–59 años. A continuación se detalla cómo se midieron y definieron algunas variables independientes.

Ubicación geográfica: Los departamentos de Guatemala fueron agrupados de acuerdo a las regiones de interés estratégico y cobertura de USAID Guatemala, ALAS y Tan Uxil. Las regiones definidas fueron la Metropolitana-central (Guatemala, Chimaltenango, Sacatepéquez), Norte (Alta Verapaz y Baja Verapaz), Oriente (Chiquimula, El Progreso, Izabal, Zacapa, Jutiapa, Jalapa y Santa Rosa), Costa-sur (Retalhuleu, Escuintla y Suchitepéquez) y Petén.

Temporalidad del trabajo: Establecida con la finalidad de identificar migración interna entre hombres que trabajan en la agricultura. Se definieron dos categorías la primera, quienes afirmaron trabajar en agricultura durante todo el año y la segunda, quienes afirmaron trabajar en agricultura durante ciertas épocas del año.

Edad de primera relación sexual: Se definieron tres categorías la primera, antes de los quince años; la segunda entre 15–18 años y la tercera, después de los 19 años.

Frecuencia de llegar a casa ebrio en los últimos 30 días: Se construyó una variable dicotómica con categorías si, no.

Escolaridad: Se definieron tres categorías, ninguna escolaridad; estudios de primaria y estudios de secundaria o más.

LIMITACIONES

Por otro lado y aunque el trabajo agrícola se encuentra asociado a migración interna, este factor no pudo ser objeto de análisis debido a que la ENSMI 2008/2009 no incluye variables sobre movilidad. Este estudio no pudo comparar factores asociados a conductas sexuales de riesgo entre migrantes internos específicamente. Los resultados de la investigación se enfocan en hombres agricultores.

Debido al reducido número de casos en la muestra, no fue posible analizar a los hombres agricultores por departamento. Estos fueron agrupados por regiones clasificadas según el interés programático de ALAS, Tan Uxil y USAID | Alianzas.

El estudio fue realizado tomando como base un diseño transversal de investigación. Debido a que las variables representan la realidad de un determinado período de tiempo, no es posible establecer la causalidad de dicha realidad. Por ello, el estudio solamente indica la existencia o no de asociación y la fuerza de dicha asociación. Por otro lado, se realizó un análisis bivariado para establecer la relación entre dos variables y no se toma en cuenta el posible efecto de confusión de otras variables.

Las variables utilizadas para el estudio, son de conductas sexuales de riesgo por lo que fueron preguntas sensitivas dentro de la ENSMI 2008/2009. Esto puede generar un sesgo en las respuestas a dichas preguntas.

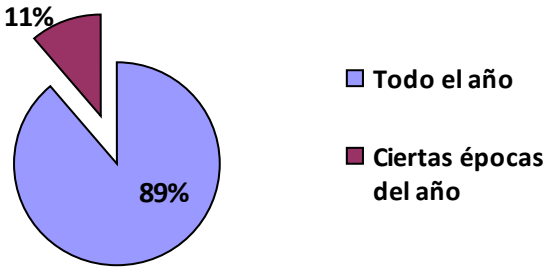
PRINCIPALES HALLAZGOS

Aspectos socio-demográficos

Durante el estudio se examinaron las características socio-demográficas de los encuestados que afirmaron trabajar en agricultura. En general, mediante los resultados se confirmaron las condiciones de ruralidad y pobreza que caracterizan el trabajo agrícola en el país. Se logró establecer

que los hombres agricultores eran en su mayoría hombres entre 25 y 59 años de edad (77%), vivían en el área rural (85%) y eran en su mayoría población indígena (70%). El 11% de ellos trabajaba en ciertas épocas del año en la agricultura (ver figura 1).

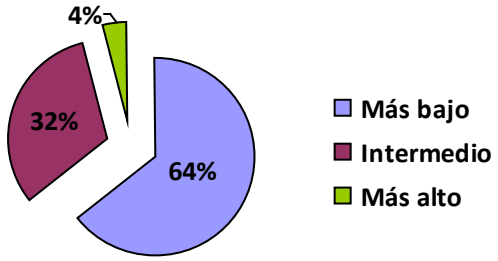
Figura 1—Hombres agricultores según temporalidad del trabajo



Respecto a su estado civil, los agricultores, eran en su mayoría casados (49%) o se encontraron unidos (29%). Solamente el 18% afirmó estar solteros (nunca casados) y un grupo del 3% que corresponde al grupo de no unidos (divorciados, separados, viudos).

Los datos sobre educación y riqueza también confirmaron el perfil del hombre agricultor en Guatemala, en donde el 63% estudió únicamente el nivel de primaria mientras que el 28% afirmó no tener ninguna escolaridad. Por otro lado, el 64% de los hombres agricultores se encuentra ubicados dentro del tercil económico más bajo (ver figura 2).

Figura 2—Hombres agricultores según tercil económico



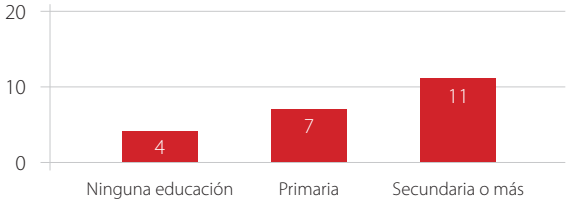
La ubicación geográfica brindó información sobre diferencias existentes entre las distintas regiones del país y el trabajo que pueden tener los hombres de acuerdo a su ubicación geográfica. La menor cantidad de hombres que trabajan en agricultura se ubicaba en la región metropolitana-central (6%) y en la Costa Sur (10%), mientras que la mayoría de hombres agricultores residieron en las áreas Norte (16%), Oriente (24%) y Occidente Altiplano (38%).

Análisis comparativo entre conductas sexuales de riesgo y el trabajo agrícola

Una de las variables establecidas para medir conductas sexuales de riesgo fue el número de hombres que tuvieron parejas múltiples en los últimos doce meses. En total, el 7% de hombres agricultores afirmó haber tenido relaciones sexuales con más de una pareja en los últimos doce meses. El nivel educativo y tercil económico están asociados con parejas múltiples. Once por ciento de la población de hombres agricultores con estudios de secundaria o más, reportó más de una pareja sexual en los últimos doce meses contra un 4% de hombres con ninguna escolaridad. Asimismo, el 7% de los hombres agricultores ubicados en el tercil económico más alto reportó más de una pareja sexual en los últimos meses, en relación a un 5% de agricultores ubicados en el tercil económico más bajo.

El análisis bivariado también reveló que existe una relación entre el inicio temprano de relaciones sexuales (menores de quince años) con el reporte de conductas sexuales de riesgo. Es así, como los hombres agricultores entre 18-59 años que se iniciaron con su vida sexual antes de los 15 años, reportaron que el 21% tuvo más de una pareja sexual en los últimos 12 meses en relación a un 8% de hombres agricultores que iniciaron después de los 15 años a tener relaciones sexuales (ver figura 3).

Figura 3—Porcentaje de agricultores con más de una pareja sexual, según nivel educativo



Otras conductas de riesgo relacionadas con parejas múltiples según el análisis realizado, es el consumo de alcohol. El 13% de hombres que llegaron a su casa en estado de ebriedad por lo menos una vez en los últimos 30 días reportó haber estado con más de una pareja sexual en los últimos doce meses, contra un 6% de hombres que reportaron que no llegaron a sus hogares en estado de ebriedad. Esta relación es estadísticamente significativa.

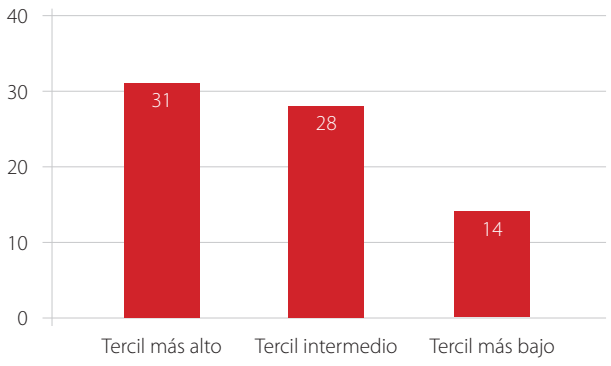
Por otro lado, aunque el análisis indica que no hay una relación estadísticamente significativa entre el número de parejas sexuales y la ubicación geográfica, cabe mencionar que el 18% de los hombres agricultores del área de la Costa Sur

reportan haber tenido más de dos parejas sexuales en el año, seguidos por los hombres de la región de Oriente con un 13%.

El haber pagado por tener una relación sexual también es considerado una conducta de riesgo. Al respecto, el análisis mostró que la temporalidad del trabajo es un factor asociado a esta conducta. El 27% de hombres agricultores que trabajaban durante ciertas épocas del año afirmó que había pagado por tener una relación sexual, contra un 18% de hombres agricultores que trabajaban todo el año en la misma actividad.

Por otro lado, los factores de escolaridad y tercil económico también mostraron que a mayor escolaridad o mayor capacidad económica, los hombres agricultores reportaron haber pagado por relaciones sexuales más que otras categorías. En total, el 31% de los agricultores ubicados en el tercil económico más alto reportó haber pagado por tener relaciones sexuales, sobre un 28% de hombres agricultores ubicados en el tercil económico intermedio y el 14% de hombres agricultores ubicados en el tercil económico más bajo. En relación a la escolaridad, el 21% de los hombres agricultores con estudios de secundaria o más, afirmaron haber pagado por tener relaciones sexuales en relación a un 13% de hombres agricultores con ninguna escolaridad. Estas relaciones son estadísticamente significativas entre sí.

Figura 4—Porcentaje de agricultores que han pagado por tener relaciones sexuales, según tercil económico



Otras conductas de riesgo asociadas al pago por relaciones sexuales es el consumo de alcohol. El 34% de hombres agricultores que reportaron llegar en estado de ebriedad a su casa al menos una vez en los últimos 30 días pagó por tener relaciones sexuales alguna vez, en relación a un 17% de los que no habían llegado a su casa en estado de ebriedad en los últimos 30 días.

En cuanto a etnicidad, el análisis mostró una asociación entre el ser no indígena y el pago relaciones sexuales. El 14% de los hombres agricultores indígenas reportó alguna vez haber pagado por tener relaciones sexuales contra un 33% de hombres no indígenas que han pagado alguna vez por relaciones sexuales.

Al hacer el análisis bivariado se observó que no hay una asociación entre el pago por relaciones sexuales y el lugar de la vivienda (urbano–rural).

Análisis comparativo sobre el acceso a servicios de prevención de VIH/SIDA entre trabajadores agrícolas

En cuanto a conocimientos comprehensivos sobre VIH/SIDA, el 9% de hombres agricultores entre 18–59 años tenía un conocimiento comprehensivo sobre el VIH/SIDA. Hay una asociación entre la ubicación geográfica de los hombres agricultores y el nivel de conocimiento de VIH que tenían. A nivel general, el 5% de los hombres agricultores que vivían en el altiplano tenía conocimientos comprehensivos, el 8% en oriente y el 9% en Petén (ver tabla 2).

Tabla 2: Hombres agricultores con conocimientos comprehensivos sobre VIH/SIDA por región

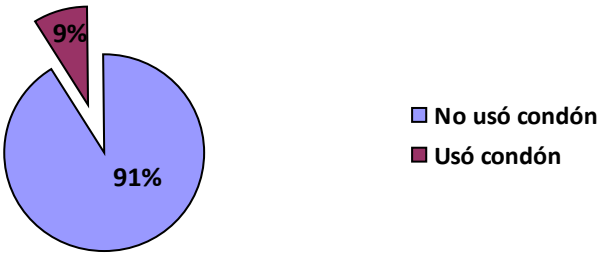
Metropolitana–Central	13.7%
Norte	13.1%
Oriente	8.3%
Occidente Altiplano	5.4%
Costa–Sur	11.6%
Petén	9.3%

No se encontró relación entre conocimientos sobre VIH y factores tales como la edad, etnicidad, temporalidad del trabajo como agricultores, edad de primera relación sexual y estado civil. Asimismo a pesar que el inicio temprano en la vida sexual es un factor asociado a conductas sexuales de riesgo, el análisis bivariado indicó que no existe una relación entre conocimientos comprehensivos en VIH/SIDA y la edad en la que se inicia la vida sexual.

En cuanto al uso de condón, el 91% de hombres agricultores entre 18–59 años reportó no haber utilizado condón con su última pareja sexual (ver figura 5). Al respecto, el 73% de hombres agricultores no unidos afirmó que no habían utilizado condón en la última relación sexual.

Asimismo, existe una diferencia estadísticamente significativa entre el grado de escolaridad de los hombres agricultores y el uso de condón. El 95% de hombres sin escolaridad afirmó no haber usado condón en la última relación sexual, así como el 90% de hombres con estudios de primaria, comparado contra un 68% de hombres con estudios de secundaria o más.

Figura 5—Porcentaje de agricultores que usó condón con última pareja sexual



La etnicidad fue un factor asociado a uso de condón. El 82% de hombres no indígenas no utilizó condón en la última relación sexual, mientras que un 94% de hombres indígenas no lo utilizó. Esta diferencia es estadísticamente significativa.

Relacionado a condiciones socio-económicas, el 94% de los hombres ubicados en el tercil económico más bajo fue el que reportó no haber utilizado condón con la última pareja sexual, en relación a un 81% de hombres agricultores ubicados en el tercil económico más alto.

La ubicación geográfica también se relacionó con el uso de condón en la última relación sexual, siendo las regiones Metropolitana-Central (7%), Norte (4%) y Occidente Altiplano (5%) en donde los hombres reportaron con muy poca frecuencia haber usado condón en la última relación sexual. Los hombres agricultores del Petén (19%), Costa-sur (17%) y Oriente (14%) son quienes reportaron con mayor frecuencia haber usado condón en la última relación sexual. Se observó que no hay una asociación entre el uso de condón con la temporalidad de trabajo como agricultor, el lugar de la vivienda o la percepción de riesgo que el hombre puede tener.

El último servicio analizado fue el acceso a la prueba de VIH. Al respecto, el 4% de hombres agricultores se ha hecho alguna vez la prueba de VIH.

Las asociaciones significativas se encuentran en factores tales como la etnicidad, la ubicación geográfica y el tercil económico. Al respecto, el 3% de hombres agricultores indígenas se había hecho la prueba, contra un 7% de hombres agricultores no indígenas. Asimismo, un 3% de hombres agricultores ubicados en el tercil económico más bajo se había realizado la prueba de VIH, contra un 11% de hombres agricultores ubicados en el tercil económico más alto. En cuanto a la region, hombres agricultores de la Costa-sur (11%) reportaron haber hecho la prueba de VIH alguna vez, mas que los hombres de las otras regiones (ver tabla 3).

Tabla 3: Hombres agricultores que alguna vez se han realizado la prueba de VIH por región

Metropolitana–Central	2.7%
Norte	1.6%
Oriente	4.2%
Occidente Altiplano	4.1%
Costa–Sur	11.3%
Petén	2.1%

No existe una relación entre el haberse hecho la prueba de VIH y factores tales como la edad, temporalidad del trabajo como agricultores, escolaridad, estado civil y percepción de riesgo.

IMPLICACIONES PROGRAMÁTICAS

Los hallazgos obtenidos en este estudio, son de utilidad para la formulación de programas en el lugar de trabajo para las agro-industrias que han formulado políticas de prevención del VIH en el lugar de trabajo. La tarea de USAID|Alianzas, ALAS y Tan Uxil, será el formular estrategias de intervención adecuadas para la población de agricultores que trabajan en las industrias del azúcar y el banano, entre otras. Entre las implicaciones/recomendaciones programáticas que este estudio permite determinar se encuentran las siguientes:

Diseñar intervenciones dirigidas a brindar información adecuada sobre ITS y VIH/SIDA a hombres agricultores: El 90% de hombres agricultores no tiene conocimientos comprehensivos sobre VIH/SIDA, lo que hace que desconozcan factores de riesgo y mitifiquen algunos riesgos de transmisión. Por ello, es necesario desarrollar e implementar campañas de comunicación en el lugar de trabajo, con información sobre prevención de ITS y VIH/SIDA así como talleres de sensibilización que busquen incrementar el conocimiento que se tiene respecto a estos temas. Debido a que el estudio evidenció que son los hombres agricultores de las regiones de Occidente Altiplano y el Petén quienes tienen un menor conocimiento sobre ITS

y VIH/SIDA, las intervenciones deberán enfocarse en estas poblaciones. El uso de materiales educativos como folletos, afiches, y panfletos que refuercen el mensaje principal sobre el VIH es de utilidad para lograr conocimientos comprehensivos.

Asimismo, aunque ser un agricultor indígena se asoció con una menor propensión a tener un número elevado de parejas sexuales y pagar por relaciones sexuales (el 4% de los agricultores indígenas reportó múltiples parejas sexuales y el 13% reportó haber pagado por relaciones sexuales alguna vez), esta característica también se asoció con no tener un conocimiento comprehensivo sobre VIH. Estos resultados también se confirman en el estudio sobre Etnicidad y riesgo de VIH en Guatemala, realizado por Taylor et al. (2011), el cual concluye afirmando que la población indígena en Guatemala no parece estar en alto riesgo de contraer VIH debido a las pocas conductas sexuales de riesgo que reportó. Sin embargo, la alarma se incrementa con el bajo porcentaje de indígenas que reportan conocimientos que existen sobre prevención.

Por ello, se deben planificar programas diseñados con el objetivo de incrementar conocimientos sobre prevención del VIH dirigidos a hombres que trabajan en agricultura en las regiones Norte y Occidente-Altiplano. Esta información es de utilidad para los proyectos de prevención del VIH en el lugar de trabajo que actualmente implementan industrias agrícolas como la azucarera y la bananera, cuyos trabajadores migrantes provienen de comunidades indígenas ubicadas en El Quiché y Alta Verapaz. Para estos grupos, se recomienda el acceso a mensajes que desmitifiquen ideas erróneas sobre el VIH y que informen de manera correcta, sus formas de transmisión y prevención. Mensajes pertinentes a la dinámica socio-cultural de los hombres agricultores permitirían eliminar barreras en relación al acceso a servicios preventivos.

Sin embargo, según Rau (2007) muchas veces no es suficiente informar a las personas sobre VIH/SIDA, su forma de transmisión y prevención. La comunicación sobre este tema, debe incluir aspectos sobre cómo se transmite el virus y cómo prevenirlo pero también información sobre los servicios ofrecidos por el mismo programa o por el Ministerio de Salud. Por ello, uno de los componentes programáticos debe ser el acceso a servicios preventivos de salud.

Diseñar estrategias de información para prevenir el VIH/SIDA entre trabajadores que realizan temporalmente el trabajo agrícola:: En total, el 27% de hombres que trabajan en ciertas épocas del año como agricultores reportó haber pagado alguna vez por tener una relación sexual, comparado con 18% de agricultores que trabajan todo el año en agricultura. Esto podría indicar situaciones de migración y movilidad fuera de sus hogares cuando realizan temporalmente el trabajo agrícola. Este dato confirma otros estudios sobre migración y conductas de riesgo (Goldenberg et al., 2011). El pago por relaciones sexuales cuando se está fuera del hogar es una práctica sexual de riesgo que aumenta la vulnerabilidad de estas poblaciones al contagio de ITS y el VIH/SIDA.

Este hallazgo indica que se debe profundizar en la programación de proyectos de prevención del VIH enfocados en trabajadores agrícolas temporales, tomando en cuenta la transmisión de mensajes sobre las formas correctas de prevención y transmisión del VIH, así como los factores que los hacen vulnerables al contagio. Asimismo, se deben incrementar los servicios de prevención (distribución de condones y jornadas para realizar la prueba de VIH) para trabajadores agrícolas temporales. Esto contribuirá a desarrollar y fortalecer las estrategias de abordaje y capacitación que programas como ALAS y Tan Uxil implementan a través de sus intervenciones en ingenios azucareros y fincas bananeras.

Se recomienda la formación de educadores pares, quienes son trabajadores con las mismas condiciones socio-económicas capacitados para ser educadores y consejeros. La similitud con puestos de trabajo, condiciones familiares, experiencias e intereses les permite brindar consejerías que logren un cambio de comportamiento dentro de sus propios compañeros pues generan un ambiente de mayor confianza para abordar temas como conductas sexuales de riesgo y prevención de ITS y VIH.

Incluir preguntas sobre migración en la siguiente ENSMI: Se recomienda incluir preguntas sobre migración interna e internacional dentro de la Encuesta Nacional de Salud Materno-Infantil. Para este estudio no fue posible relacionar el trabajo agrícola con migración y riesgo de VIH. Incluir esta variable dentro de la ENSMI permitiría afirmar o rechazar hipótesis que aún existen sobre movilidad y conductas sexuales de riesgo entre distintas poblaciones migrantes.

Incrementar actividades de sensibilización con agricultores escolarizados o con mayor capacidad económica: Factores como un grado de escolaridad mayor,

así como una mejor ubicación en el tercil económico, resultaron ser factores asociados a comportamientos sexuales de riesgo tales como tener más de una pareja sexual y pago por tener relaciones sexuales. Mientras que los factores de riesgo de contraer el VIH como resultado del comportamiento resultaron poco comunes en hombres agricultores con menor capacidad económica y menor escolaridad. Esta evidencia apunta a que es necesario tomar en cuenta a la población de trabajadores agricultores que trabajan en las agro industrias en mandos medios y gerenciales, adecuando mensajes e información sobre prevención de VIH y otras enfermedades de transmisión sexual. Esto con el objetivo de incrementar los conocimientos comprehensivos y el uso de métodos de prevención. Por ello, también es necesario mejorar el acceso a servicios de prevención tales como condones y pruebas de VIH para reducir los riesgos en esta población.

Incrementar el acceso a servicios de salud preventivos entre la población de hombres agricultores: Los hallazgos del estudio evidenciaron que el 73% de los hombres agricultores no unidos afirmó que no había utilizado condón en la última relación sexual y que solamente el 4% ha tenido acceso a realizarse la prueba de VIH/SIDA. Esta información es útil para diseñar estrategias de distribución y acceso al uso de preservativos para los trabajadores agrícolas en el lugar de trabajo, sobre todo si son trabajadores migrantes. Según Rau (2007), la distribución de condones entre trabajadores de una empresa sirve como apoyo y refuerzo a las actividades de educación y prevención sobre VIH. Estos se pueden distribuir a través de los educadores pares que sean capacitados o a través del servicio de salud de la empresa.

Consejerías y pruebas de VIH voluntarias y confidenciales, son otros de los servicios que es posible brindar a través de empresa que tiene una política de prevención del VIH en el lugar de trabajo e implementan programas de prevención. Esta actividad incrementaría el acceso a estos servicios en una población en riesgo.

La información y el análisis resultante sobre las prácticas sexuales de riesgo entre los hombres agricultores, contribuye en alguna medida a determinar el grado de vulnerabilidad de las comunidades dedicadas a la agricultura, a la falta de conocimientos sobre el tema y la necesidad de información de estas poblaciones para conocer los métodos de prevención.

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