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Alianzas
Invirtiendo en Guatemala

Multi-sector Alliances Program

Annual Report:

October 1, 2013–September 30, 2014

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Multi-sector Alliances Program

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List of Acronyms

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

MOH	Ministry of Health
MOU	Memorandum of understanding
NGO	Nongovernmental organization
OSAR	<i>Observatorio de Salud Reproductiva</i> (Reproductive Health Observatory)
PASCA	<i>Programa para fortalecer la respuesta centroamericana al VIH</i> (Program to strengthen the Central American response to HIV)
PSAG	Private Sector Advisory Group
Q	Quarter
RCN	<i>Radio Corporación Nacional</i>
<i>Reaula</i>	<i>Reforma Educativa en el Aula</i> (Educational Reform in the Classroom)
RIG	Regional Inspector General
RH	Reproductive Health
RTI	Research Triangle Institute
SBCC	Social and Behavior Change Communication
<i>SESAN</i>	<i>Secretaría de Seguridad Alimentaria y Nutricional</i> (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
<i>UVG</i>	<i>Universidad del Valle de Guatemala</i>
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 ejecutada para la vida del proyecto es del 86% del compromiso del convenio, un aporte de 1.72 comparado con los fondos USAID.
- Las actividades implementadas por los socios de educación de *Alianzas* durante el año fiscal 2014 han generado los siguientes resultados clave:
 - Más de 37,400 estudiantes se beneficiaron de actividades de intervención escolar como becas, metodologías en el aula o capacitación de maestros.
 - 1,350 maestros que trabajan en más de 275 escuelas recibieron programas de capacitación para mejorar la metodología en el aula
 - Un grupo de maestros de 1 a 4 grados de primaria fueron capacitados en la metodología EBC (evaluación basada en currículo) como una herramienta formativa de enseñanza aprendizaje de lectura y una forma adecuada de registrar los resultados de los alumnos. Estos maestros capacitarán a sus colegas antes de finalizar el año escolar 2014.
 - Se filmó y distribuyó un video de instrucción para los maestros de 1 a 4 grados trabajando con la metodología EBC. Aproximadamente 30,000 maestros tendrán acceso a este video, guía de capacitación y manual de aplicación.
 - *Nuestro Diario*, un diario local de distribución nacional publicó en el 2014 una campaña de Destrezas Básicas para la Vida en apoyo al programa USAID|ReAula. Este diario tiene una circulación de 285,000 ejemplares.
- En conjunto, las actividades implementadas por los socios de salud de *Alianzas* durante el año fiscal 2013 han generado los siguientes resultados clave:
 - Se proveyeron más de 12,750 años protección pareja (APP) y más de 75,000 personas recibieron consejería en SSR/PF.
 - Más de 1,308,393 personas estuvieron expuestas a mensajes de SSR a través de las campañas de radio y televisión en medios masivos.
 - Los proyectos de salud materno-infantil (SMI) alcanzaron a más de 45,000 madres y niños menores de cinco años, resultando en la capacitación de más de 1,300 personas en salud materno neo natal; y
 - 10,029 niños recibieron alguna vacuna a través de estos proyectos.
 - 14,960 poblaciones de alto riesgo de VIH recibieron intervenciones individuales o de pequeños grupos para prevención basadas en evidencia y/o cumplen con el estándar mínimo requerido

Retos

- Un reto importante ha sido alcanzar la razón de contrapartida de 2:1 con todos los socios. En algunos casos, *Alianzas* tenía fondos disponibles para apoyar o extender proyectos

exitosos para poder alcanzar más beneficiarios y aumentar los indicadores, pero los socios no tenían los fondos suficientes para cumplir con la contrapartida requerida. En general, *Alianzas* tuvo suficientes compromisos para alcanzar la contrapartida 2:1 requerida para fondos de adjudicaciones, sin embargo, la contrapartida de gastos administrativos cae debajo de la expectativa. La decisión de USAID de quitar US\$2,070,965 en contrapartida reportada para el proyecto de Reconstrucción y no aceptar contrapartida nueva del remozamiento escolar fuera del plan de mitigación ambiental restringió aún más el logro de contrapartida de *Alianzas*.

- La coordinación con las sedes departamentales y municipales del Ministerio de Educación (MINEDUC) para la capacitación de maestros fue un reto. En algunos casos ya tenían sus actividades planificadas y no querían incorporar capacitaciones adicionales. *Alianzas* dependía de ellos para asegurar la asistencia de los maestros a las actividades de capacitación.
- La coordinación cuidadosa entre miembros del equipo fue requerida para cumplir con requerimientos específicos del cierre manteniendo al mismo tiempo la administración de actividades en campo. Fue particularmente crítico planificar las visitas de verificación a los socios, involucrando aspectos financieros, técnicos y de monitoreo y evaluación. Varios socios pidieron modificaciones de presupuestos y extensiones sin costo de corto plazo para poder ejecutar la totalidad de los fondos, así como alcanzar o exceder la contrapartida comprometida. *Alianzas* le dio seguimiento muy de cerca a la ejecución financiera e implementación de planes de trabajo todo el año 2014 como resultado de procesos de cierre de los proyectos de los socios y del programa *Alianzas* en sí.
- En el caso de salud, trabajar con el Ministerio fue un reto, dado que canceló contratos con prestadoras de servicios de atención de primer nivel bajo el Programa de Extensión de Cobertura. Algunos de nuestros socios trabajan en coordinación con estas ONGs para organizar talleres, provisión de servicios y consejerías, y muchas se cancelaron o pospusieron. Los socios tomaron acciones para poder continuar la entrega de servicios de primer nivel de atención en salud.
- El equipo de *Alianzas* tuvo algunos cambios en el personal en la primera parte del año, 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, Gerente Financiero y Gerente de Adjudicaciones, así como dos posiciones adicionales, recepcionista y asistente financiero.

Executive Summary

Accomplishments

- By the end of fiscal year (FY) 2014, the total executed leverage for the life of the project is 86% of the commitment set up in the agreement. It represents a ratio of 1.72 of the USAID funds.
- Activities implemented by Multi-sector Alliances Program (*Alianzas*) education partners during FY 2014 generated the following key results:
 - More than 37,400 students benefited from school intervention activities such as scholarships, classroom methodologies or teacher training
 - 1,350 teachers that work in more than 275 schools received in-service training programs to improve classroom methodology
 - Selected first to fourth grade primary public school teachers were trained in the use of the curriculum-based assessment (CBA) methodology as a formative tool as well as in the proper registration of reading results for all the students. These teachers will train their peers in the use of the CBA methodology in their schools before the end of the 2014 school year.
 - An instructional teacher video was also filmed and distributed to all first to fourth grade teachers that are working with the CBA methodology. In addition, about 30,000 teachers will have online access to this video as well as to the application manual and reading materials.
 - *Nuestro Diario*, a local newspaper with national distribution and a daily circulation of 285,000 copies, contributed published a campaign about basic life skills that all students must have when they graduate from school.
- Activities implemented by *Alianzas* health partners in FY 2013 generated the following key results:
 - Over 12,750 couple years of protection (CYP) were provided, and more than 75,000 persons received sexual and reproductive health (SRH)/family planning (FP) counseling;
 - More than 1,308,393 persons were exposed to an SRH message through radio and television campaigns;
 - Maternal and child health (MCH) projects reached more than 45,000 mothers and children under five, which resulted in training over 1,300 individuals in maternal and neonatal health (MNH);
 - 10,029 children received an immunization service through MCH projects; and
 - 14,960 individuals from most-at-risk populations (MARPs) were reached with individual and/or small group level preventive interventions that are based on evidence and/or meet the minimum standard required

Challenges

- A major challenge has been to achieve the 2:1 leverage ratio with all partners. In some cases, *Alianzas* had available funds to support or expand successful projects in order to reach more beneficiaries and increase indicators, but partners did not have enough funds to meet the associated leverage requirement. Overall, *Alianzas* had enough commitments to achieve the 2:1 leverage ratio for grants funds; however, the management leverage currently falls short of the expected target. USAID's decision to remove US\$2,070,965 in leverage reported for the Reconstruction Project and to not accept any new leverage for refurbishment of schools outside of the environmental mitigation plan further restricted *Alianzas*' leverage achievement.
- Coordination with local Ministry of Education (MOE) branch offices (both at departmental and municipal level) for teacher training was a challenge, since in some cases they already had their activities planned and did not want to incorporate the trainings. *Alianzas* depended on them to ensure attendance of teachers to training activities.
- Careful coordination among team members was needed to meet specific close-out requirements while still managing on-going field activities. It was particularly critical to plan verification field visits to partners, involving financial, technical, and monitoring and evaluation (M&E) aspects. Several partners asked for budget modifications and short no-cost extensions in order to be able to fully execute funds, as well as to reach or surpass the committed leverage. *Alianzas* closely followed up on the financial execution and implementation of work plans throughout FY 2014 as a result of the close-out processes of partners' projects and the overall *Alianzas* program.
- In the case of health, it was a challenge working with the Ministry of Health (MOH), as it cancelled contracts with nongovernmental organizations (NGOs) that provide primary-level health care services under the Expansion of Coverage Program. Some of our partners work in coordination with these NGOs to organize workshops, counseling and service provision, and many had to be cancelled or postponed. Actions were taken by partners in order to continue delivering primary-level health care services.
- The *Alianzas* team underwent some staff changes during the early part of 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 Manager, and Grants Manager, as well as two non-key positions, receptionist and finance assistant.

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, 2014, as well as during fiscal year (FY) 2014, 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 2014, all projects responded to this new strategy.

In FY 2014, 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 2014 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*.

Private Sector Advisory Group (PSAG) Meetings:

One PSAG meeting was held during FY 2014, on August 6. *Alianzas* presented results from the full 10 years of *Alianzas* implementation and USAID had a discussion with PSAG members on ways to continue working together under a different format. Specific ideas such as a flexible fund, another form of PSAG and specific alliances were discussed and both parties were very positive that there are many options to continue this kind of work. In September, two follow-up meetings were held: one with four PSAG members and USAID to continue this discussion and another with the *Alianzas* COP. During this meeting, the discussion was centered on effective ways to engage companies and which were the first to contact. There is strong interest in the private sector to work with USAID; and they have requested the name of a point person to coordinate these efforts.

Project-supported Training:

In April 2014 all *Alianzas* health partners participated in the Tiahrt/FP regulations training sessions organized by the program. In addition to FP, all *Alianzas* partners received training in grants administration, technical and financial reports, M&E, social and behavior change communication (SBCC), and branding.

USAID Meetings:

Alianzas staff participated in a variety of USAID meetings throughout the fiscal year, especially the periodic partners' meetings convened to coordinate efforts in the Western Highlands and to make USAID assistance more efficient and productive. Other meetings included trainings on the

use of RH funds (January 2014), and an HIV partner meeting which featured presentations from research findings in HIV carried out by the different regional partners in Central America (March 2014)

During Q1, a key activity included planning and carrying out the Western Highland Mayors' Meeting to present all USAID projects, which took place December 5–6, 2013, in Antigua, Guatemala. To facilitate this event, the *Alianzas* team held several planning and coordination meetings in which all *Alianzas* staff members all participated; *Alianzas* also provided funds to cover hotel accommodations and meals for guests. We set up an information stand to provide materials and knowledge about our work to attendees. In addition, our Health Manager was one of the group leaders of the break-out sessions during the event.

Alianzas held two important meetings with USAID in January 2014: (1) a training for *Alianzas* staff on reproductive health funds, which is an annual requirement; (2) a meeting with the consultant leading the Data Quality Assessment evaluation, Jon Hembling. During the DQA meeting, we decided that indicators will be added to our current reporting to reflect the relevant information *Alianzas* collected for HIV and health.

A presentation of the USAID Lesbian, Gay, Bisexual, and Transgender (LGBT) Vision for Action strategy took place in June 2014. During this training session, all partners received materials to train staff and partners in the reduction of stigma and discrimination and inclusion of LGBT persons, not only as beneficiaries of USAID projects, but also as USAID employees, consultants, and partners. *Alianzas* staff received this training on June 25, 2014.

In August, PLANFAM presented results from the Western Highlands family planning challenges and advances and in September Nutrisalud hosted a cocktail to welcome the new COP, Pat O'Connor.

In September, *Alianzas* staff received training from USAID's Fraud Prevention team.

Alianzas held an official close-out event in September with an attendance of over 100 partner representatives and USAID officers and colleagues. *Alianzas* partners made a brief speech about the experience of working under this model and the value added for social development investments. USAID Director William Brands described the new possible alternatives to continue working together. There was a slideshow with photos from key moments over the years and a cocktail followed.

Corporate Partners' Meetings:

The most relevant meetings and negotiations during FY2014 with corporate and private sector partners were as follows:

The *Alianzas* COP met with Hill & Knowlton, a public relations company with a large number of clients, to present our 2014 portfolio and to explore possible alliances. Following the meeting, Hill & Knowlton distributed letters to nine clients with formal corporate social responsibility (CSR) programs, and *Alianzas* held subsequent individual meetings with each of them.

Puerto Quetzal Power (PQP) informed us that they will extend their support for *Asociación Centro Maya para la Educación, Bienestar y la Asistencia Rural (ACEBAR, Mayan Center for Education, Wellness and Rural Assistance Association)* during 2014 and beyond. They are satisfied with the results of the scholarship program and their relationship with the grantee. PQP began supporting ACEBAR after the *Alianzas* portfolio presentation at *CentraRSE* earlier this fiscal year. We expect this partnership to continue after the life of the project and extended a letter that PQP requested for that effect.

Bantrab included funding for World Vision in their 2014 budget due to the positive experience they had in 2013 with the Scaling up Reading Comprehension Intervention (SURCI) reading program. They also became a corporate partner upon *Alianzas*' request and have expressed interest in continuing this alliance on their own.

In December 2013, *Channels 3* and *7* confirmed their support for the television mass-media campaign, *Protégeme*. This campaign was created by another USAID partner, the PanAmerican Social Marketing Organization (PASMO) together with *Observatorio de Salud Reproductiva (OSAR, Observatory for Reproductive Health)* to raise awareness about teenage pregnancy and to compare it to committing a crime against girls aged 14 and under. PASMO asked *Alianzas* to obtain television air time; the negotiation was successful at a 2:1 leverage ratio. *Protégeme* is the second campaign related to USAID programs that was aired on national television. *Protégeme* was broadcast in February and March 2014.

Regarding the Rotary Zinc project, meetings were held with different Rotary groups and another formal presentation was made in August 2014 but no funds were formalized so TECK was unable to engage support from Canadian Rotarians.

Alianzas partner, *FUNCAFÉ*, presented its corporate HIV prevention policy in early December 2013. They submitted a proposal for an HIV prevention program in the workplace, but USAID did not approve it, because the remaining project life was too short to ensure impact of results.

Alianzas COP met with Boys Hope, Girls Hope Director Kristin Ostby to present our education portfolio. The organization was seeking partnerships with education organizations to provide youth with secondary school and university scholarships. Boys Hope, Girls Hope is based in Guatemala City but houses students from all over the country who receive scholarships from elementary to high school. Boys Hope, Girls Hope also fundraises to provide university scholarships for these students. Thus far, former small grants partner *Jóvenes Arriba* met with Boys Hope, Girls Hope to send their primary scholarship recipients to them so they can benefit from the Boys Hope, Girls Hope program.

Our partner *Asociación de Productores Independientes de Banano (APIB)* invited *Alianzas* to meet a researcher who will be leading a study on behavioral change in the banana packaging plants. As part of the study, HIV prevention behaviors in plants will be analyzed. *Alianzas* met with *APIB* on January 20, 2014; *APIB* provided a description of the study they would be financing. According to *APIB*'s plan, the study results will be available in November 2014.

We successfully finalized a negotiation with *Radio Corporación Nacional (RCN)* and with the Guatemalan Federation of local radios, *Federación Guatemalteca de Escuelas Radiofónicas*

(*FGER*). They broadcast the *Ventana de los Mil Días* (1,000 day window) radio spots in Spanish and four Mayan languages, in coordination with TV commercials and newspaper ads we were already sponsoring. *Nuestro Diario*, a local newspaper with the highest coverage in the Western Highlands, began publishing the campaign ads in March 2014 as well.

Emisoras Unidas joined the *Ventana de los Mil Días* campaign. With their participation we had nationwide coverage in Spanish and Mayan languages for the *Ventana de los Mil Días* campaign. As mentioned in previous reports, to ensure programmatic continuity, all the media alliances were passed on to USAID|*Nutrisalud* in August 2014.

In February 2014, the first cohort of Virtual Tutors, certified by the Ministry of Education (MOE), graduated from *INTECAP*. This alliance between *INTECAP* and *IGER* was brokered by *Alianzas* in 2013. The MOE validated the training materials, and there are now 52 tutors for the distance high school program, offered by *IGER*. *IGER* will now support *Empresarios por la Educación* in a training program they started in San Juan Sacatepéquez with the MOE.

Ecofiltros is another *CentraRSE* partner that expressed interest in becoming an *Alianzas* partner. They presented a proposal in October 2013 for a community water project. The *Alianzas* COP and Health Manager met with their team to discuss the geographic area, costs, and strategy. This proposal was submitted to USAID for approval. However, the *Ecofiltro* program was canceled in late March 2014. *Ecofiltro* opted to use a micro-financing approach in the targeted communities to provide them with the water filters and replacements. Under the current Cooperative Agreement, we were unable to support this initiative. Instead, *Ecofiltro* will work with Vision Fund, an affiliate to World Vision, to provide water filters to the 10,000 families that *Alianzas* had included in the initial grant.

The *RCN* school fundraising activity for *Camino Seguro* was held and successfully exceeded goals. *RCN* will continue to support *Camino Seguro* in 2015.

We continued to work with *Alianza por la Nutrición*. The *Alianzas* COP sits on the communication committee of the *Alianzas por la Nutrición*; the communication committee met twice times this quarter and 8 times during the FY. The 1,000 Days Window campaign was broadcast on all media channels: television, newspaper, and radio. All agreements were finalized, and all the media alliances were transferred to USAID|*Nutri-Salud* in August 2014. This is the first formal alliance created by *Alianzas* that will extend beyond the life of the project and will be taken over by another USAID project. This is an example of successful partnership building and coordination between USAID-funded projects.

Alianzas presented updates on execution to the Central Committee of *Alianza por la Nutrición* in June 2014. Members of this committee requested that we share the radio spots developed under *Alianzas*, so that committee members can broadcast them in their respective communities as part of the various projects being implemented. This activity will not be reported as an alliance or leverage to USAID, but it demonstrates that the effort is recognized and that others are willing to buy into it with their own resources. The first entity to adopt the initiative is *Fundación Carlos F. Novella* in San Juan Sacatepéquez.

FUNDAZUCAR met with the COP and the Alliance Coordinator from *NutriSalud* to discuss possible cooperation in the future. Both *Fundación del Azúcar (FUNDAZÚCAR, Sugar Foundation)* and *Nutri-Salud* have agreed to foster cooperation through the *Mejores Familias* project and through the initiative *FUNDAZÚCAR* implements in partnership with *Ministerio de Desarrollo Social (MIDES, Ministry of Social Development)*, mainly on behavior change interventions with mothers to reduce chronic malnutrition.

CentraRSE presented its employer-based project aimed at the reduction of chronic malnutrition, *Juntos*. Companies who opt to roll-out this project will create a baseline, mapping all employees and their families and determining their nutritional status and risk for malnutrition. *SESAN* will provide technical assistance to the activity. With the baseline results, training in food preparation, use of safe water, hygiene, and other topics will be provided to all staff by the implementing company, which will regularly monitor progress. Although this is not a priority population for USAID or the Government of Guatemala (GoG), it is important to note that it is a significant breakthrough that companies are willing to invest their own funds and allow employees to dedicate time from work hours to improving nutrition. Not surprisingly, the companies that have started implementing the project obtained baseline results that are very similar to national statistics on malnutrition prevalence. *CentraRSE* continues to prove that it will be a strategic and strong partner in USAID initiatives in the future and will bring their own expertise to the table.

Government Meetings

Alianzas was also invited to a committee meeting hosted by United Nations Children’s Fund (UNICEF) to coordinate an emergency response for acute malnutrition cases in Guatemala. The various USAID project representatives that attended suggested that UNICEF ask USAID to select a point person to participate in the committee because UNICEF is seeking a decision maker from each organization represented who can mobilize MOH and *SESAN* resources if children need hospitalization in order to survive. There were three meetings organized by UNICEF this quarter for this topic and nine during the fiscal year.

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 the Hunger Zero Pact. At the second meeting, *Alianzas* presented its HIV portfolio. In February 2014, all USAID health project COPs met with the newly appointed Vice Minister of Primary Care Iván Mendoza and presented their projects and specific actions that support the MOH under his direction. During the year we met 5 times with the MOH.

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 were willing to use their resources (e.g., cardboard meal boxes, placemats) to promote reading and math exercises and did so during the 2014 school year.

SESAN. *Alianzas* continued to participate in meetings with *Despertemos 2012* in order to support the *Secretaria de Seguridad Alimentaria y Nutricional (SESAN, Secretariat for Food Security*

and Nutrition)’s efforts under *Pacto Hambre Cero*. In Q4 we met three times mainly to discuss how we can advocate for nutrition in government plans for the upcoming 2015 elections.

SESAN presented an overview of the results obtained from the *Pacto Hambre Cero* project in 2014. Malnutrition was reduced by 1.7% in the 166 prioritized municipalities and anemia in mothers by 4.5%. These reductions are not even half of the national goal, but they reflect progress in the country’s vulnerable areas. Some of these municipalities are also USAID prioritized areas.

Strengthening a CSR Organization

Alianzas continued to work on institutional strengthening goals agreed upon with *FUG* and *CentraRSE*, through training sessions with both institutions that seek to

- Strengthen institutional capacity to manage development programs;
- Share knowledge, experiences, and best practices in sustainable development; and
- Promote public-private alliances that support development of Guatemala’s population most in need.

During Q2, *Alianzas* delivered two training sessions. The first was held during January 28–30, 2014, and focused on general corporate management, review of the organization’s corporate procedures, and the assessment and evaluation of the organization’s institutional capacity. The COP and the Deputy Chief of Party (DCOP) were responsible for the general management aspects of the training. Another important aspect of this training session focused on grant management, different types of grants, the different roles of a grant manager, and key aspects such as reporting and compliance. The Grant Coordinator led the grants training.

A second training session covered proposal development process and program design. It was held March 3, 6, 10, and 13, 2014. The Communications Specialist and the Health Manager delivered the first part of this training, which presented an overview of the USAID/Guatemala Development Strategy, as well as specific project design tools, including the logical framework and how to develop a proposal. A complementary component to this session was delivered by the M&E Specialist and the Grant Coordinator, who reviewed M&E tools and processes.

CentraRSE staff completed both of the above-mentioned training sessions and hosted them in their offices. *FUG*, however, was undergoing a major restructuring, and the second session was cancelled. The *FUG* executive director was released, and his replacement, Carlos Aguirre, was in the process of restructuring the organization; thus, all trainings were put on hold. *Alianzas* determined that given this situation, and that previously trained *FUG* staff no longer work for the organization, it is unlikely that we can repeat the complete training cycle for the new staff. For the time being, training for *FUG* has been suspended. In late March 2014, we met with the new *FUG* executive director, who agreed, following discussions with the *FUG* Board of Directors, to inform us whether the organization can continue the trainings. During Q3, *Alianzas* decided to continue the training sessions only with *CentraRSE* due to the ongoing restructuring process at *FUG*. During Q3, *Alianzas* delivered three training sessions at the *CentraRSE* offices.

The first session was held on April 30 and was led by the COP, Tere Ligorria, and the Communications Specialist, Claudia Valenzuela. The session focused on communication and branding, emphasizing market research, social marketing, and web-based marketing.

The second session was held on June 4, 2014, and led by Berta Taracena, Health Manager. It addressed the national health context, priority health topics, such as maternal and neonatal/child health, RH, food and nutritional security, and HIV/AIDS. Her presentation was complemented by representatives from medical teams and *Fundación Fernando Iturbide*, who were invited to the activity.

A third training session dealt with technical aspects and achievements in education. It was held on June 13, 2014, and led by Raquel Camey, Education Manager. It addressed the national education context, USAID education policy, quality of education, USAID-sponsored education projects, the *Alianzas* education portfolio, and success stories.

These three sessions completed *Alianzas'* agreed upon and scheduled training program with *CentraRSE*. They are now familiar with procedures and tools required to submit a proposal for funding by USAID and are willing to go through the process when an opportunity is available.

1.2 Status of Alliances

To the 11 active alliances in education and 20 in health, only three new alliances were added during FY 2014. Given the project end date of September 30, 2014, *Alianzas* encouraged extensions or modifications of existing alliances rather than creating new ones. The new alliances approved were considered strategic to attain project goals and indicators.

A. New Education Alliances

Nuestro Diario—facilitated four weekly publications on basic life skills, prepared by *Reaula*.

B. New Health Alliances

INTERDEM—alliance signed with Goldcorp mine to promote and support Family Planning.

Nuestro Diario—a media campaign to support the 1,000 Day Window strategy to fight malnutrition.

There were no new alliances created during the last quarter. Instead, there was a close follow-up of existing alliances to keep track of budget execution and leverage, to monitor project results, and to guide them during the close-out process.

1.3 Compliance with Meeting Leverage Resources



[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

1.4 Implementing Issues

Natural disasters and social protests were the key implementing issues for FY2014. The beginning of the new school year during Q2 FY2014 was a slow one; many schools were unable to start teaching in January due to the lack of teachers and school furniture. Protests and roadblocks in the main highways and in the city because of unsatisfied population due to mining rights and exploitation, hydroelectric construction, stolen electricity and violence and insecurity issues, caused reprogramming of activities and on-site visits. In Health, labor strikes in the MOH, caused by the cancelation of contracts with NGOs that implement the *Programa de Extensión de Cobertura (PEC, Coverage Extension Program)*, affected the implementation of some activities among partners that work at the community level since our partners coordinate the workshops, counseling sessions and service provision with these NGO’s. Hence, many of them had to be canceled or postponed.

A heavy rainy season in some areas caused land and mudslides that caused road subsidence and made some places inaccessible. An earthquake in 3 out of the 5 targeted departments during Q4 FY2014 damaged several schools up to the demolition point and classes were suspended. A prolonged drought also affects students who have to attend classes with an empty stomach which affects their academic performance.

Even though administrative staff was complete for FY2014, making some partners adhere to financial established procedures was a challenge; hence, financial visits were more frequent that in previous years to ensure all paperwork was in order.

The beginning of the 2014 school year posed difficulties in implementing some program interventions during Q2 of FY2014. Even though the official inauguration of the school year was on January 16, 2014, some schools had not opened as of March 1, 2014 because of MOE budget issues. Due to these issues, some schools experienced a lack of infrastructure, teachers, desks,

and books. Partners that work in El Quiché have been particularly affected by this situation, especially School the World.

Beginning in January 2014, the Ministry of Education (MOE) decreed it would enforce specific age ranges among students enrolled in specific grades. This created concern regarding the impact this mandate could have on the education system since there is a significant amount of students older than the specified ranges in every grade; however, in our experience, there was no significant impact on either elementary or secondary school enrollment.

After discussion and correspondence with RTI and USAID contracts offices, *Alianzas* has removed leverage in the amount of [REDACTED] from the financial report, as well as from the performance monitoring plan report. This amount was previously reported as leverage under the reconstruction component of *Alianzas* for schools that were refurbished using only partner funds (no USAID investment), but were not included in the project's environmental monitoring plan. The USAID Regional Inspector General (RIG) audit that took place during May 2013 determined that these sites should have been included in the plan in order to be considered as leverage, in accordance with 22 CFR 216. This reduction in overall project leverage at this late stage of project implementation will significantly hinder RTI's ability to achieve the project leverage target, particularly given the limited amount of funding and time to issue new grants and secure new leverage commitments. This fact alone has negatively impacted several education indicators that will not be reached, especially the ones that involve refurbishment. To try to minimize this negative impact on the project leverage during FY2014, *Alianzas* provided support to several massive media campaigns.

2. Education

2.1 Summary of Events and Highlighted Activities

This section includes a summary of key events, as well as highlights from the implementation of various education projects. It also summarizes the grant extensions requested for FY2014 as requested by partners to favor financial execution. Details on each education grant can be found in *Annex C: Education Projects Description*, and the education charts are in *Annex D: Education Charts*. A report on students, teachers, parents, Ministry of Education staff and other stakeholder trainings conducted is included in *Annex E: Training Report*, while an education success story has also been incorporated.

Over the course of FY2014, education efforts focused on the following strategies:

- Close follow-up of all ongoing projects in light of the *Alianzas* close-out process in order to guarantee full technical and financial execution as well as accurate reporting.
- Perform field visits to all implementing partners and collect technical data, especially to those whose closing dates were near.
- Maintain and strengthen communication and coordination with all partners

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

Ongoing academic year 2014. Protests and natural disasters affected the following partners due to roadblocks, land and mudslides and road subsidence:

- *FUNDAP*, Quality in Education Component, teacher training and reading, San Marcos.
- *Fundación Asturias Maldonado, FAM*, scholarships, reading, San Marcos.
- *ACEBAR*, scholarships, Quiché.
- World Vision, Scaling Up Reading Comprehension Intervention in the Western Highlands –SURCI- San Marcos and Huehuetenango, teacher training and reading, San Marcos and Huehuetenango.
- *Asociación Huehueteca Ixmucané*, scholarships, Huehuetenango.

Curriculum Based Assessment (CBA). Upon review of the results from the CBA pre-test conducted by each partner in 2013, it was clear that the strategy of randomly sampling students for the CBA pre-test was not correctly used by four of the six partners. Thus, although the results do provide us with data for tested students, the results were not statistically representative of the partner’s schools or generalizable to the larger *Alianzas* program. USAID requested that in lieu of redoing the evaluation, given the short time remaining in the USAID/*Alianzas* project, resources should be redirected to train teachers in USAID/*Alianzas* schools in the correct use of the CBA tool and in ensuring its administration on a routine basis. The training and tool should provide teachers with the classroom resources needed to adjust instructional practices and provide tailored attention to students. With support of a consultant, *Alianzas* organized a training of trainers (TOT) for partner technical staff and *Alianzas* staff on how to train teachers in the use of the CBA. Although partners had been trained in the use of the tool in March 2013, with an additional refresher training provided in March 2014 at the *Alianzas* partners’ meeting, this extended additional session provided specific support on how to replicate the training for others, including the teachers from the 189 schools. The ReAula training package was used for this workshop, with live sessions in a local school that provided ample opportunity to practice correct application of the assessment. 20 participants received the training.

Following the TOT, *Alianzas* supported the partner organizations to plan and deliver training to a selection of first to fourth grade teachers from all partner schools as “CBA Champions.” Given

the large number of schools and teachers in the *Alianzas* education program and the limited time remaining in the project, we directly trained only a selection of teachers in each school, and charged them with planning and rolling out training of the remaining teachers in their schools in the coming months with partner support. Not only did the CBA Champion training approach ease the logistical burden, it also accommodated the current MOE focus on minimizing the amount of time that teachers are out of the classroom. We had all the support from the MOE in the coordination of notifications and approvals for teacher participation in all the training activities. The training, which reached 312 participants, used the ReAula training package previously provided by USAID.

In addition to the training, in collaboration with the Ad Company and USAID, *Alianzas* developed two short training videos that demonstrate the actual application of the tests for first graders and third graders. An initial version of the video was presented to USAID for feedback in July. After several working sessions with *Alianzas*, USAID technical staff, and the Ad Company, a second version of the videos was filmed in early September. The final version will be shared with partners in October for distribution to all teachers and uploaded to FUNSEPA's educational portal.

Alianzas supplied 100% of first to fourth grade teachers in project schools with a kit that contained all the materials they will need to apply the CBA to all their students several times during the school year. Kits were also provided to local MOE officials like the school principals, supervisors and technical-administrative coordinators.

The large number of participating schools and the short time remaining for technical activities prevented *Alianzas* staff from directly following up in many schools; thus, partners were coached in appropriate methods of mentoring and follow-up on-site with their teachers. Each of the active partners will provide on-site mentoring and follow-up during the rest of the 2014 school year in a selection of their schools to provide support to teachers in the live application of the CBA tool. These sessions will allow for demonstration of the tool and will permit teachers to ask questions about what they have learned. The following partners have and will continue to provide direct support to their teachers: School the World, Fundación Asturias Maldonado, FUNDAP and World Vision. For schools that were part of the completed Fundación TIGO and FUNCAFE projects, MOE local supervisors and CTAs participated in the CBA Champion training directly so that they can continue to support these schools.

Field and Monitoring Visits. *Alianzas'* Education Manager concentrated on accompaniment and technical support visits to many of the partners on implementing issues as well as with issues dealing with the CBA trainings, among them were:

- *Tigo III, Millenium Schools*, teacher training component, Quetzaltenango and Totonicapán. Preschool, elementary teachers and school principals worked in focus groups to discuss the CETT program together with Universidad del Valle de Guatemala staff. UVG is TIGO's implementing partner in the teacher training components of all Millenium Schools grants.

- *Fundación para el Desarrollo Integral de Programas Socioeconómicos, Fundap (Foundation for the Integral Development of Socioeconomic Programs)* Quality in Education component in the department of San Marcos: Activities included oversight of the delivery of mini-libraries to their schools in San Rafael Pie de la Cuesta, provision of technical support for the CBA Champions trainings of their teachers, and implementation of a DQA visit to their Quetzaltenango offices.
- *World Vision: Reading Comprehension, San Marcos and Huehuetenango.* Activities included attendance at the official inauguration of their Surci project in Huehuetenango as well as at their reading fair through which they encouraged parents to support their children’s schooling.
- *Asociación Huehueteca Ixmucané.* Scholarships in Huehuetenango. Activities included a DQA visit and work with focus groups to determine acceptance of the project and sustainability options.
- *School the World:* Educational community involvement and incentives for teachers have played a major role in the success of this approach.
- *Fundación Juan Bautista Gutiérrez:* Scholarship recipients are fully dedicated to their careers and have the Foundation’s support to study other beneficial academic courses, such as English courses in preparation for their TOEFL examination which is a requirement to graduate.

Summary of Key Events

Highlights from *Alianzas’ Partner Activities*

Below we present highlights from selected project activities implemented during FY 2014. Full details on all education projects’ activities are included in *Annex D*.

FUNDAP. Each one of the 20 schools that works with *Fundap* received a mini-library that included books of a variety of topics, as well as some in Mam, the predominant Mayan language in the region. The grant ended with all parent’s committees formed. All the schools also participated in a Reading Festival where the local MOE authorities were part of the jury.

CAFÉ-Alianzas—FUNCAFÉ. Even though the education component ended in December 2013, Funcafe still provided all the schools with the corresponding teachers’ books and didactic materials for school year 2014.

Asociación Camino Seguro – Safe Passage. The typing academy was established and currently serves about 75 students. The Hanley Denning Experimental School started with elementary school this school year and has 80 students enrolled in first and second grades. In 2015, they will open third and fourth grades.

Fundación Asturias Maldonado-FAM. Their elementary school was damaged both by the September 2013 and July 2014 quakes. The roof had to be replaced and the walls had to be plastered both times. They equipped their library with computers so they now have a digital

library available to the students. They are working with 24 more schools in their area to share the CBA methodology and lessons learned.

Fundación Sergio Paiz Andrade-Funsepa. 20 schools now have computers; teachers are learning how technology can help them improve their teaching and students are learning how technology can enhance their learning.

2.2 Key Results

Activities implemented by *Alianzas* education partners during FY 2014 generated the following key results:

- More than 37,400 students benefited from school intervention activities such as scholarships, classroom methodologies or teacher training
- 1,350 teachers that work in more than 275 schools received in service training programs to improve classroom methodology
- 312 first to fourth grade primary public school teachers were trained in the use of the curriculum-based assessment (CBA) methodology as a formative tool as well as in the proper registration of reading results for all the students. These teachers will train their peers in the use of the CBA methodology in their schools before the end of the 2014 school year.
- An instructional teacher video was also filmed for distribution to all first to fourth grade teachers that are working with the CBA methodology. Also about 30,000 teachers will have online access to this video as well as to the application manual and reading materials.
- *Nuestro Diario*, a local newspaper with national distribution and a daily circulation of 285,000 copies, contributed published a campaign about basic life skills that all students must have when they graduate from school.

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 F: Health Projects Description*.

During FY 2014, the *Alianzas* team focused on helping partners complete implementation activities prior to close-out. As part of coordination activities within *Alianza por la Nutrición* (Alliance for Nutrition), the Project established new alliances with the media to support the 1,000 Day Window Campaign launched by the MOH and *Alianza por la Nutrición*, which reached

more than a million people in the Western Highlands via five different media, including radio, newspapers, and television.

Another activity carried out during the fiscal year, mainly during the last quarter, was support and guidance to partners during the closeout phase of their own projects. A total of 13 partners implemented 15 projects during FY 2014, all of which went through close-out during Q4.

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.

Highlights from *Alianzas*' Partner Activities

Highlights from selected project activities for FY 2014 are presented below. Full details for all health project activities are included in *Annex F*.

WINGS. In FY 2014, WINGS completed trainings in 17 municipalities and community leaders, including development councils and municipal women's offices. WINGS completed three training modules on SRH for youth in four municipalities in Alta Verapaz, reaching 1,453 youth and 565 parents.

During this period, WINGS strengthened the service delivery component of FP, completing a network of 72 volunteer promoters from 70 communities, who provide counseling and FP methods (condoms, pills, injectable and natural methods). The mobile unit also conducted 79 events, and produced 8,522 CYP

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 183 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 2014, ISIS progressed with the implementation of the model in the community of *Ingenieros, Ixcán* and began the final stage of implementation in Quiché.

FUNCAFÉ, SRH/FP. During FY 2014, health care centers provided MCH services to women of reproductive age and children under five. In the targeted geographic areas, a total of 5,300 persons received health services, including pregnant women, women of reproductive age, and children under five. Also, the field staff reached more than 42,000 people with information on SRH, gender, nutrition, and water and sanitation.

FUNDAZUCAR, Mejores Familias. During FY 2013, *Mejores Familias* continued implementing activities in El Quiché, reaching over 13,000 women and 10,000 children under five. FUNDAZÚCAR completed training over 4,333 monitor mothers who now are important leaders in their communities in the departments of El Quiché and Huehuetenango. Program staff made 34,229 home visits to mothers after trainings and for anthropometry control by the end of the project.

ASAZGUA, Hombres Responsables, Hombres Saludables (Healthy Men, Responsible Men). During FY 2014, Fundación Fernando Iturbide (FFI) created information stands as part of their activities at the mills, so that workers can seek specific information of their interest. FFI completed training workshops on HIV and STI testing. Activities during this period include 5,735 sugarcane workers participating in training workshops and behavior change activities. FFI also held information sessions on HIV prevention to 800 couples of sugar cane workers during FY2014.

Fundación Asturias Maldonado FAM. This group enrolled 129 children and youth in the healthy school component. During FY2014 they created school gardens and 200 family gardens. They provided a total of 98 counseling sessions for mothers on nutrition best practices.

Field and monitoring visits. The M&E Coordinator and Health Manager visited different projects during FY 2014 to monitor projects and assess their implementation. Among the site visits conducted during FY 2014 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, information system, activities in community centers
- *FUNDAP*, Quetzaltenango and Totonicapán: Monitored capacity-building activities conducted by health providers
- *INTERDEM*- San Marcos-San Miguel Ixtahuacan- supervise youth training, and gender training.

- *WINGS*, Alta Verapaz: Conducted monitoring visit to supervise activities volunteer promoter and mobile clinics
- *Medical Teams- Chicaman, El Quiche*- supervising community health workers network, and meeting with local leaders.
- *Population Council- Vital Voices--Quetzaltenango, Totonicapán and Ixil*- supervising trainings in “safe spaces” for girls with program Opening Opportunities.

3.2 Key Results

Activities implemented by *Alianzas* health partners during FY 2014 generated the following key results:

- Over 12,750 CYP were provided, and more than 75,000 persons received SRH/FP counseling;
- More than 1,308,393 persons were exposed to an SRH message through radio and television campaigns;
- MCH projects reached more than 45,000 mothers and children under five, which resulted in training over 1,300 individuals in MNH; and
- 10,029 children received an immunization service through MCH projects.
- 14,960 individuals from most-at-risk populations were reached with individual and/or small group level preventive interventions that are based on evidence and/or meet the minimum standard required

4. Program Management

4.1 Program Staffing

██████████, former DCOP at the USAID Local Governance Project, was recruited during Q4 of FY 2013 as the new project DCOP and started working for *Alianzas* on October 7, 2013. ██████████, also recruited during Q4 of FY 2013, joined the *Alianzas* team on November 11, 2013, as the Grants Coordinator.

Staffing was completed with the hiring of ██████████ as the Receptionist, starting November 1, 2013, and ██████████ as the Finance and Grants Assistant, on November 15, 2013.

With all vacancies filled, reporting lines were properly reassigned. The COP directly supervised the DCOP, the Technical Team (Health Manager and Education Manager), as well as the Research and Communications Specialist.

The new DCOP was responsible for the Operations and Finance, Grant Management, and Monitoring & Evaluation teams.

4.2 Communications

Activities carried out in communications during FY 2014 include the coordination of the media campaign on the 1,000 Days Window with *Alianza por la Nutrición*. The arts and radio and television spots were produced by Save the Children and the MOH and the media broadcast was negotiated by *Alianzas*. The campaign was aired from February to September, reaching 8 million people with messages to prevent and reduce chronic malnutrition in the country. This alliance included *Canales 3 y 7* (televisión); *Emisoras Unidas*, *Radio Corporación Nacional (RCN)*, *Central de Radios and Federación Guatemalteca de Escuelas Radiofónicas (FGER)* (radio); and *Nuestro Diario* (newspaper). In addition to the significant number of people reached, the alliance also leveraged significant resources, ending with a 4.2:1 leverage ratio. Media companies contributed \$3,042,680 to complement \$89,792 of USAID funds.

Another media campaign aired during FY 2014 was the teen pregnancy prevention “*Protégeme del Embarazo*” (Protect Me from Pregnancy) which also had 2:1 leverage.

The *Alianzas* website was shut down in June, while the social media profiles in Facebook and Twitter continued until September 30, with updates related to activities from our partners and other news related to our areas of interest.

Alianzas published a series of success stories about its projects throughout the year. These can be found in *Annex G*.

A celebration (close-out) event was held on September 9, during which USAID Mission Director, Mr. William Brands, thanked *Alianzas*' partners for ten years of working together. He presented the strategic results of the program for the 2005 to 2014 implementation period. The event had media coverage.

4.3 Budget Information



4.4 Grants Management

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

In FY 2014, *Alianzas* conducted a total of twenty-one financial site visits to review grantee financial management systems, accounting procedures, and internal controls to ensure 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*, *FUNDAZÚCAR*, and *FUNCAFÉ* underwent an external audit. All grants were closed during Q4 of FY2014.

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.

DEC submissions. RTI has submitted all project annual reports to the Development Experience Clearinghouse (DEC). The FY 2014 and Final Project report will be submitted once the official version has been submitted to the AOR.

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.

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

Staff Name	Role	Dates
[REDACTED]	Regional Director, LAC Programs <i>Alianzas</i> Home Office Manager	January 19-February 1, 2014 May 11-18, 2014 July 8-20, 2014 August 13-September 19, 2014
[REDACTED]	Executive Vice President, International Development Group	January 22-24, 2014
[REDACTED]	Procurement Specialist	April 3-10, 2014
[REDACTED]	International Accounting Manager	May 12-14, 2014
[REDACTED]	Senior Finance Manager	July 13- Jul 19, 2014
[REDACTED]	Director, Office of University Collaborations	August 18-20, 2014
[REDACTED]	Senior Grants Manager	August 18-29, 2014
[REDACTED]	RTI Internship Coordinator	August 18-20, 2014
[REDACTED]	Regional IT Specialist - Desk Side Support & LAC Team Lead	September 20-27, 2014

[REDACTED]

[REDACTED]

[REDACTED]

█ [REDACTED]

█ [REDACTED]

█ [REDACTED]

Annex A: Implementation Timeline

Component	Activity	FY2014			
		1	2	3	4
IR 2: Access to and use of sustainable quality health care and nutrition services expanded	Establish partnerships with USAID Title II programs for nutrition programs	X	X	X	N
	Meet with business consortiums that address HIV to coordinate actions	X	X	X	X
	Meet with public and private partners to discuss needs and priorities for implementation of HIV/AIDS workplace programs	X	X	X	N
Sub IR 2.2.1: Adoption of improved health practices expanded	Implement <i>Mejores Familias</i>	X	X	X	X
	Implement health campaigns	X	X	X	X
	Establish alliances and implement activities for mass media and youth outreach on SRH	X	X	X	N
	Implement health and HIV campaigns		X	X	X
	Implement water and sanitation activities	x	X	X	X
	Improved hygiene education and sanitation practices. School-based hygiene and sanitation education		X	X	N
Sub IR 2.2.2: Availability of sustainable and culturally adapted health care and nutrition	Meetings with RH Alliance members to discuss potential projects	N	N	N	N
	Provide technical oversight to activity implementation in health	X	X	X	X
	Establish alliances to expand access to micronutrients, zinc, ORS	X	X	N	N
IR 3: Education quality and access improved	Meet with MOE to coordinate needs and priorities	N	N	X	X
	Implement education campaigns		X	X	N
	Provide technical oversight to activity implementation in education	X	X	X	X
	Monitor ongoing activities	X	X	X	X
Sub IR 2.3.1: Reading skills improved	Promote assessment in projects that address reading	X	X	X	X
	Establish alliances to provide scholarships for girls grade 4 to 6	X	X	N	N
	Establish alliances to provide educational materials for schools	X	X	N	N
Sub IR 2.3.2: Access to quality education programs increased	Establish alliances to promote information technology for teachers and students	X	X	N	N
Program Management Activities	Establish alliances to promote safer and healthier schools	X	X	N	N
	Establish alliances to promote schools refurbishment	X	X	N	N
	Hire all project staff	X	X	X	X
	Submit Accrual Reports	X	X	X	X
	Update the database of potential implementing and funding partners	X	X	X	X
	Monitor USAID compliance, including FP compliance	X	X	X	X
	Hold PSAG meetings	X	N	N	X
	Hold TRC meetings	N	N	N	N
	Prepare and submit quarterly reports (annual report during fourth quarter)	X	X	X	X
	Staff training on the USAID requirements and compliance monitoring responsibilities	X	X	X	N
	Hold partner training sessions	X	X	X	N
	Strengthen a CRS local organization	X	X	X	N
	Monitor and evaluate ongoing activities	X	X	X	X
	Finalize and close out all grants				X
Complete all program closeout activities				X	

X Means activity was completed as scheduled.

N Means not done

Blank: scheduled for a following quarter

Annex C: Education Projects Description and Update

Thematic Cluster A: Elementary Scholarships

¡Vamos a la Escuela! -Fondo Unido de Guatemala –FUG

FUG, 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*, *CDRO*, and *Asociación de Padres de Familia Peñafort*, managed a 3-year scholarship project in several rural and urban-marginal locations. This project funded primary school-level completion scholarships for boys and girls. It started in 2011 when most of the students were in 4th grade; by the end of 2013, 882 students completed their primary school and are expected to continue their secondary school. Of the total number of students that were benefitted with this project, 542 were girls that graduated from elementary school. Only 7% of students failed or dropped out.

Of all the students that benefitted from the scholarship in school year 2013, 42% were boys and 58% were girls. *FUG* implemented persuasion strategies to encourage all the students that have scholarships to submit applications with other organizations to be able to continue studying in school year 2014.

Partner: *FUG and its 71 partner companies*

Start date: *January 14, 2011*

End date: *December 31, 2013*

Beneficiaries: *1,611 students in primary school.*

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

Fundación para el Desarrollo Integral de Programas Socioeconómicos -FUNDAP (Foundation for the integral development of socio economic programs) 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 especially in school retention strategies. To attain this objective the scholarship includes tuition, training on topics such as self-esteem, entrepreneurship, and values, workshops with parents, teachers, principals and community leaders; educational field trips, didactic materials, school supplies, and progress evaluation.

Out of the 1,108 girls in elementary school in school year 2013, 95% passed. *FUNDAP* will continue to work with all the scholarship recipients until they complete their primary school education.

Partner: *FUNDAP*

Start date: *March 1, 2011*

End date: *July 31, 2014*

Beneficiaries: *1,244 girls benefited in primary level; 104 teachers; 920 parents*

Geographic area: *Departments of Quetzaltenango and San Marcos*

Fundación Asturias Maldonado –Scholarships

The project provided scholarships to 11 preprimary and 49 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. The project is implemented by *Fundación Asturias Maldonado*, the social foundation of three coffee farms located in the department of San Marcos. *Fundación Asturias Maldonado* receives CSR funds from Green Mountain Coffee Roasters, these funds will leverage United States Agency for International Development (USAID) resources.

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

Start date: *March 1, 2013*

End date: *July 31, 2014*

Beneficiaries: *60 students for preprimary and primary school*

Geographic area: *Finca El Rodeo, Department of San Marcos*

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

They had a 100% student retention and completion rate in preschool and elementary school for 2013 school year. Enrollment for this level increased from 55 to 60 students for school year 2014.

ACEBAR –Scholarships

ACEBAR receives help from an American NGO called Maya Crew which provides support to vulnerable communities in Guatemala and these funds will leverage USAID resources. It also has the support of a Guatemalan corporate partner, Puerto Quetzal Power, PQP. The project provides scholarships to 51 primary school children in the rural communities of Chichicastenango, Quiché. Of the recipient students, 100% passed their school grade in 2013.

Partner: *ACEBAR, Maya Crew, PQP*

Start date: *March 4, 2013*

End date: *July 31, 2014*

Beneficiaries: *51 primary school students*

Geographic area: *Chichicastenango, Quiché*

Their plan is to be able to help these children graduate from High School and Technical Vocational School. The scholarships are for students from low income families and those that have other difficulties to attend school and it provides for textbooks, transportation, uniforms, tuition, enrollment fees and didactic materials.

ACEBAR also provides scholarship recipients with a supply of food twice a year and meet with the parents and students on a regular basis to foster support towards the importance of education. Every year *ACEBAR* offers odontologic, gynecologic and orthopedic campaigns which are also open to the parents and general public. *ACEBAR* staff meets with parents on a regular basis and also provides recipients with training on leadership, values, gender equity, health and environment protection.

Camino Seguro – Scholarships

Camino Seguro (Safe Passage) works with at-risk children of families that live and work by the municipal dump in Guatemala City. The center offers full scholarships and tuitions for children and youth both in public and private schools. These students receive special assistance with school homework and tutoring designed to reinforce academics and values. The center also provides other services for their target population like weekend clubs, child care centers for preschoolers; programs for literacy and adult education such as “Raising Children with Love”; entrepreneurship for parents and fitness for mothers plus other occupational programs from Monday through Saturday.

Partner: Radio Corporación Nacional (RCN)

Start date: June 1st, 2013

End date: July 15, 2014

Beneficiaries: 320 primary school students

Geographic area: Municipal dump area in Guatemala City

For 2013 school year, 81% of children passed their school grade. This percentage is expected to increase for 2014 school year.

Becas-Tutoría –HidroXacbal

Becas – Tutoría HidroXacbal is a project implemented through their *Fundación Grupo Terra*, the social foundation of hydroelectric Uno Petrol S.A. The objective of the project is to contribute to reducing dropout and repetition rates by facilitating mentorship from outstanding students of higher grades to students in early grades in the areas of reading and math. Besides, the project pursues the completion of the primary school providing scholarships in recognition of their mentorship efforts to a group of 103 students in 5th and 6th grade who also receive educational material two times throughout the school year; they tutored 309 early grade students (2-4 per student) guided by a teacher who was their liaison and who was especially trained for the purpose of providing support to the student-tutors.

Partner: HidroXacbal, Fundación Grupo Terra

Start date: March 1, 2013

End date: December 31, 2013

Beneficiaries: 412 primary level students

Geographic area: Finca El Tesoro, Chajul, Department of Quiché

All students have an after school schedule in which they assist their fellow students at an approximate ratio of 3 to 1.

A total of 12 schools located in the municipality of Chajul, Quiché, benefitted with this model of mentorship/scholarships. *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

The project consists of providing scholarships to 129 students in secondary school 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. The project is implemented by *Fundación Asturias Maldonado*, the social foundation of three coffee farms located in the department of San Marcos. *Fundación Asturias Maldonado* receives CSR funds from Green Mountain Coffee Roasters, these funds will leverage United States Agency for International Development (USAID) resources.

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: *Finca El Rodeo, Department of San Marcos*

The project offers a comprehensive attention with nutritional evaluations to the students, micronutrient delivery to school aged children, a nutritional school meal during the day and medical attention to the student 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 in order to stimulate habitual voluntary reading. One of the main added values in this project is that they provide transportation to and from school. There was a dropout rate of 7.4% of students in this program.

Fundación para el Desarrollo Integral de Programas Socioeconómicos -FUNDAP (Foundation for the integral development of socio economic programs) 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, workshops with parents, teachers, principals and community leaders; educational field trips for the recipients and their parents, didactic materials, school supplies, and progress evaluation.

Partner: *FUNDAP*

Start date: *March 1, 2011*

End date: *July 31st, 2014*

Beneficiaries: *196 secondary level students*

Geographic area: *Departments of Quetzaltenango and San Marcos*

During this year, efforts were focused on visiting their homes to raise awareness among parents on the importance of their children's education and of giving their children an opportunity to continue studying until they complete secondary school. 98% of scholarship recipients completed their school year in 2013. In 2014 they equipped all their mini-libraries and held a reading contest about the books in their mini-libraries. Children told the story they had read and performed skits.

ACEBAR –Scholarships

ACEBAR receives support from an American NGO called Maya Crew which provides aid to vulnerable communities in Guatemala and these funds will leverage USAID resources. It also has the support of a Guatemalan corporate partner, Puerto Quetzal Power, PQP. The project provides scholarships to 285 secondary school students in the rural communities of Chichicastenango, Quiché. Their plan is to be able to help these children graduate from High School and Technical Vocational School. The scholarships are for students from low income families and those who face other difficulties to attend school; the scholarship provides textbooks, transportation, uniforms, tuition, enrollment fees and didactic materials.

Partner: ACEBAR, Maya Crew, Puerto Quetzal Power

Start date: March 4, 2013

End date: July 31, 2014

Beneficiaries: 294 secondary school students

Geographic area: Chichicastenango, Quiché

Every year odontologic, gynecologic and orthopedic campaigns are held that are also open to parents and general public; ACEBAR staff meet with parents on a regular basis and also provide recipients with training on leadership, values, gender equity, health and environment protection.

In 2013, 27 scholarship recipients graduated from secondary and technical vocational school.

Asociación Huehueteca Ixmucané – Scholarships

Asociación Huehueteca Ixmucané has a residence for girls in Huehuetenango where 40 girls are currently enrolled. They provide housing, schooling, tutoring, and different types of seminars and workshops to strengthen self-esteem, values, and home economics. They also support 76 other girls in different communities of Huehuetenango. For some of the girls, in addition to schooling, they provide housing in local boarding houses. The support they provide each girl depends on the individual results of a socioeconomic study. They treat each case individually.

Partner: Asociación Huehueteca Ixmucané, Unisuper, Club Rotario Nordeste

Start date: September 1, 2013

End date: July 31, 2014

Beneficiaries: 165 secondary level students all girls.

Geographic area: Department of Huehuetenango

In addition to the scholarship program, they also have an in-service training program for teachers of other schools and work with the beneficiaries' parents.

The focus for the first part of school year 2014, was dedicated to having everything ready for the new girls for school year 2015 to replace those that will graduate from secondary school this year. They expect to be able to work at full capacity in their residence for 2015, which would mean housing 55 girls.

Camino Seguro – Scholarships

Camino Seguro (Safe Passage) works with at-risk children of families that live and work by the municipal dump in Guatemala City. The center offers full scholarships and tuitions for children and youth both in public and private schools. These students receive special assistance with school homework and tutoring designed to reinforce academics and values. The center also provides other services for their target population like weekend clubs, child care centers for preschoolers; programs for literacy and adult education such as “Raising Children with Love”; entrepreneurship for parents and fitness for mothers plus other occupational programs from Monday through Saturday. For secondary school students, *Camino Seguro* also provides support in helping them get a job. Twice a year, to motivate students who had an 85% school attendance rate, *Camino Seguro* provides their families with a supply of food.

Partner: Radio Corporación Nacional (RCN)

Start date: June 1st, 2013

End date: July 15, 2014

Beneficiaries: 197 secondary school students, 515 students with programs related to life and work skills.

Geographic area: Municipal dump area in Guatemala City

For 2013 school year, 81% of children passed their school grade. This percentage is expected to increase for 2014 school year. In 2014 they opened their typing academy.

Thematic Cluster C: Postsecondary and Higher Education Scholarships

Universidad del Valle de Guatemala –UVG II Scholarships

Congruent with *UVG*'s goal of preparing highly qualified professionals, the university implemented a two-year project aligned with the education strategy of *Alianzas*. The focus of the *Universidad Del Valle-UVG II Scholarships* project- was 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. They also benefited students who were awarded a Masters' Degree in Educational Leadership and Management.

Partner: UVG

Start date: January 20, 2011

End date: December 31, 2013

Beneficiaries: 680 higher education students

Geographic area: Departments of Guatemala, Escuintla and Sololá

FJBG Scholarships

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

Partner: FJBG

Start date: January 3rd, 2011

End date: July 31st, 2014

Beneficiaries: 15 higher education students

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

The program has benefited 15 students directly while working with *Alianzas*; in its entire scholarship program it benefits 57 students; all of them were enrolled in the 2014 academic year; *FJBG* was able to raise enough funds to pay for English classes for all their beneficiaries. All the students will continue with their scholarship for 2015.

This organization emphasizes values like reciprocity, solidarity and charity with all the students; consequently all students are highly involved in community service; they continue to provide scholarships with their own resources to other students in High School and Technical Vocational Schools who need it.

Thematic Cluster D: Teacher Training and Classroom Methodologies

Escuelas del Milenio II –Huehuetenango, Quetzaltenango and Totonicapán

The TIGO Millennium Schools—Huehuetenango project, jointly with the United Nations Development Programme (UNDP) and *Fundación TIGO*, implemented this program in 2010 to foster the achievement of the Millennium Development goals. The components remain the same as *Escuelas del Milenio I*: UNDP is in charge of the community development activities; *Fundación Tigo* 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 *Universidad del Valle, UVG*.

Partner: *Fundación TIGO*

Start date: *April 1, 2011*

End date: *July 31, 2014*

Beneficiaries: *1,414 preprimary students; 10,411 primary school students; 504 teachers*

Geographic area: *Departments of Huehuetenango, Quetzaltenango and Totonicapán*

The teacher training component in Huehuetenango ended in October 2013 after two years of execution; the one for Quetzaltenango and Totonicapán ended in July 2014 and lasted one year.

CAFÉ-Alianzas -FUNCAFE

The *Café-Alianzas* project was a three-year intervention that integrated 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 his/ her social and natural environment. This model is implemented in 51 unitary (one teacher per school) and multigrade (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.

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

Start date: *November 1, 2010*

End date: *July 31, 2014*

Beneficiaries: *967 preprimary school student; 6,969 primary school students and 319 teachers*

Geographic area: *Department of San Marcos*

100% of the schools were at an intermediate or advanced level of implementation of the *ERA* methodology by the end of 2013 school year and have continued to work with the methodology in 2014.

School the World -STW

Formerly known as The Giving Project, School the World addresses the main problems of access and quality of education by providing a comprehensive approach where they work in infrastructure which involves the construction of classrooms, bathrooms and kitchens; provision of educational materials, community strengthening, teacher training, and parental and community involvement in their children's education. The project focuses on rural, indigenous, and lower-income communities and addresses the urban-rural, Ladino-Mayan, and gender achievement gaps in education.

Partner: School the World

Start date: July 15, 2011

End date: July 31st, 2014

Beneficiaries: 745 preprimary students, 5,479 primary students and 209 teachers

Geographic area: Departments of Quiché and Totonicapán

In 2013, 102 teachers were trained by the *Universidad del Valle –UVG-* using the Center for Excellence in Teacher Training, CETT, methodology and they received their corresponding recognition because they completed the two-year training course.

School the World is working with 22 rural schools and for school year 2015 intends to include 6 more schools from Quiché.

Fundación para el Desarrollo Integral de Programas Socioeconómicos -FUNDAP (Foundation for the integral development of socio economic programs) Quality of Education, Teacher Training Component

FUNDAP works on girls' and boys' 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, *FUNDAP* provides the girls and boys with scholarships that include tuition, training on topics such as self-esteem, entrepreneurship, and value as well as workshops with parents, teachers, principals and community leaders; educational field trips, didactic materials, school supplies, and progress evaluation.

Partner: FUNDAP

Start date: March 1, 2011

End date: July 31st, 2014

Beneficiaries: 43 preprimary students, 4,769 primary level students, 2171 teachers and school principals, 20 schools

Geographic area: Department of San Marcos

Because among the main purposes of the program are student retention in school and improvement of teaching strategies, *FUNDAP* has trained teachers and principals who work in schools where there are scholarship recipients and the organization has implemented the Quality of Education Component, where some teachers and principals attend a course entitled “*Estrategias para la Permanencia Escolar*” (Strategies to Ensure Student Retention) and others attend the course entitled “Strategies to Improve Reading Comprehension”.

Visión Mundial – World Vision

The “*Leer para Transformar*” or “Scaling Up Reading Comprehension Intervention”, SURCI 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 improved teaching methodologies and learning environments both in their mother tongue and in Spanish as a second language (L2).

Partner: *Visión Mundial, Bantrab*

Start date: *July 11th, 2013*

End date: *July 31st, 2014*

Beneficiaries: *2,189 preprimary level students; 19,401 primary level students; 605 teachers, 180 volunteer mother guides*

Geographic area: *Departments of San Marcos and Huehuetenango*

World Vision is using the following approaches to achieve this goal: 1) Use of mother tongue texts in early grades; 2) Promote 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 using local NGO *Prodesa*’s reading material. Childrens’ reading skills and comprehension levels will be assessed through the CBA tools except for the schools that will be working the reading material in Mam, which will use *Prodesa*’s assessment tools.

All the reading material was distributed in Spanish except for 20 schools where the material was distributed in Mam, which is one of the main Mayan languages in Guatemala. All 499 teachers received training on how to use the material for the “*Leer para Transformar*” project. Volunteer mothers were also trained to provide support with preschool students.

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 which began under the Reconstruction Project. Even though this grant closed out in July, they continued to report leverage until September 2014.

Fortalecimiento de la Calidad Educativa a través de la Tecnología- FUNSEPA- Technology in the classroom

USAID approved this project under their commitment to equip 11 computer laboratories in primary schools; at the end of their execution period they equipped 20 computer laboratories, which exceeded its initial commitment.

They trained more than 250 teachers on how to use technological tools in the classroom, including teachers from neighboring schools on the same topics.

Teachers will have constant support in this process not only through trainings but also through the use of online resources and special software that allows them to self-instruct and help their students.

Partner: *FUNSEPA, Manzana Marketing*

Start date: *March 21, 2013*

End date: *June 30th, 2014*

Beneficiaries: *20 schools; 6,056 students, 680 teachers trained*

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

School the World -STW

Formerly known as The Giving Project, School the World addresses the main problems of access and quality of education by providing a comprehensive approach where they work in infrastructure which involves the construction of classrooms, bathrooms and kitchens; provision of educational materials, community strengthening, teacher training, and parental and community involvement in their children's education. The project focuses on rural, indigenous, and lower-income communities and addresses the urban-rural, Ladino-Mayan, and gender achievement gaps in education.

School the World is working with 22 rural schools and for school year 2015 intends to include 6 more schools from Quiché. When it comes to infrastructure, School the World has built classrooms for the 22 schools.

Partner: School the World

Start date: July 15, 2011

End date: June 30th, 2014

Beneficiaries: 22 schools, 745 preprimary students, 5,479 primary students and 209 teacher. 72 classrooms, 8 bathrooms and 2 kitchens built.

Geographic area: Departments of Quiché and Totonicapán

Fundación Asturias Maldonado –Scholarships

The project consists of providing scholarships to students in primary and secondary school 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. The project is implemented by *Fundación Asturias Maldonado*, the social foundation of three coffee farms located in the department of San Marcos. *Fundación Asturias Maldonado* receives CSR funds from Green Mountain Coffee Roasters, these funds will leverage USAID resources.

The project offers comprehensive attention with nutritional evaluations to the students, micronutrient delivery to school aged children, a nutritional school meal during the day and medical attention to the student and their families. The educational approach focuses on improving student reading comprehension capabilities through technology, libraries, appropriate infrastructure with didactic materials and adequate teaching methodology in order 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 MoE for all the grades.

Partner: Fundación Asturias Maldonado;
Green Coffee Mountain Roasters

Start date: March 1, 2013

End date: July 31, 2014

Beneficiaries: 181 scholarships in primary and secondary level students, 24 other schools; 169 teachers trained, 3,812 students.

Geographic area: Department of San Marcos

Thematic Cluster F: Education Materials

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 his/ her social and natural environment. This model is implemented in 51 unitary (one teacher per school) and multigrade (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.

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

Start date: *November 1st, 2010*

End date: *July 31st, 2014*

Beneficiaries: *967 preprimary school student; 6,969 primary school students and 319 teachers; 22,086 books delivered.*

Geographic area: *Department of San Marcos*

During Q1 FY2014, *Funcafé* made a final visit to all the schools and corroborated that 100% of the schools were at an intermediate or advanced implementation level of the *ERA* methodology. Schools have continued to work with the methodology through 2014.

School the World -STW

Formerly known as The Giving Project, School the World addresses the main problems of access and quality of education by providing a comprehensive approach where they work in infrastructure which involves the construction of classrooms, bathrooms and kitchens; provision of educational materials, community strengthening, teacher training, and parental and community involvement in their children's education. The project focuses on rural, indigenous, and lower-income communities and addresses the urban-rural, Ladino-Mayan, and gender achievement gaps in education.

Partner: *School the World*

Start date: *July 15, 2011*

End date: *June 30th, 2014*

Beneficiaries: *22 schools, 745 preprimary students, 5,479 primary students and 209 teachers; 11,271 books delivered.*

Geographic area: *Departments of Quiché and Totonicapán*

School the World is working with 22 rural schools and for school year 2015 intends to include 6 more schools from Quiche.

They have given a mini-library to every grade of every school they are supporting. These minilibraries also include reference books for teachers.

Escuelas del Milenio II Tigo II –Huehuetenango, Quetzaltenango and Totonicapán

The TIGO Millennium Schools—Huehuetenango project, jointly with UNDP and *Fundación TIGO*, implemented this program in 2010 to foster the achievement of the Millennium Development Goals or MDGs. The components remain the same as *Escuelas del Milenio I*: UNDP is in charge of the community development activities; *Fundación Tigo* 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 *Universidad del Valle, UVG*.

Partner: *Fundación TIGO*

Start date: *April 1, 2011*

End date: *July 31st, 2014*

Beneficiaries: *11,825 Preprimary and primary school students; 504 teachers; 4,435 books distributed.*

Geographic area: *Department of Huehuetenango, Quetzaltenango and Totonicapán*

The teacher training component in Huehuetenango ended in October 2013 after two years of execution; the one for Quetzaltenango and Totonicapán ended in July 2014 and lasted one year.

Fundación para el Desarrollo Integral de Programas Socioeconómicos -FUNDAP (Foundation for the integral development of socio economic programs) Quality of Education, Teacher Training Component

FUNDAP works on girls' and boys' 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, *FUNDAP* provides the girls and boys with scholarships that include tuition, training on topics such as self-esteem, entrepreneurship, and value as well as workshops with parents, teachers, principals and community leaders; educational field trips, didactic materials, school supplies, and progress evaluation.

Partner: *FUNDAP*

Start date: *March 1, 2011*

End date: *July 31st, 2014*

Beneficiaries: *43 preprimary students, 4,769 primary level students, 2171 teachers and school principals, 20 schools; 6,964 books distributed.*

Geographic area: *Department of San Marcos*

Because among the main purposes of the program are student retention in school and improvement of teaching strategies, *FUNDAP* has trained teachers and principals who work in schools where there are scholarship recipients and the organization has implemented the Quality of Education Component, where some teachers and principals attend a course entitled "*Estrategias para la Permanencia Escolar*" (Strategies to Ensure Student Retention) and others attend a course entitled "Strategies to Improve Reading Comprehension".

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. Among the projects that focused during FY2014 on increasing access to quality education promoting the use of new methodologies for teaching how to read are:

- *Escuelas del Milenio II*
- *Fundación Asturias Maldonado*
- *School the World*
- *FUNDAP*
- *World Vision*

In accordance with *Alianzas'* PMP, they were to measure reading performance of students using baseline data and a final measurement of the effectiveness of the teaching-reading strategies implemented by each individual partner in their specific project that was previously approved by USAID. The reading assessment method that was used is a valid model developed by *ReAula* called *Evaluación Basada en Currículo (EBC)* or Curriculum Based Assessment (CBA).

During FY2013 all partners applied the CBA reading assessment tools to a group of students from 1st. to 4th grade and submitted all the data collected to *Alianzas* who hired a consultant specifically to process all of the information and submit the report with the results. Unfortunately, due to a misunderstanding on the calculation method of the samples in four out of the six partners, the results could not be used to measure reading progress for *Alianzas* as a program although they were useful to each partner.

In 2014, as a substitute measure and as per USAID request, *Alianzas* together with its implementing partners in the Reading Improvement Cluster, trained a selected group of teachers from every school that the partners work in so they can continue training the other teachers in the schools on the proper use of the CBA as a formative tool. This training took place with the same consultant and included a manual and guide and an instructional video that will be available to over 30,000 teachers on the *FUNSEPA* portal in November 2014.

Annex D: Education Chart

Multi Sector Alliances Project Tracker

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

As of Jul 2014

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			637	974	637	974	1,611	133	200	333
FUNDAP Becas para la niña			-	1,244	-	658	658	-	150	150
ASOCIACION CAMINO SEGURO - BECAS	47	49	129	134	176	183	359	32	33	65
ASOCIACION CAMINO SEGURO II - BECAS			155	165	155	165	320	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			49	54	49	54	103	16	18	34
ACEBAR			8	43	8	43	51	2	15	17
IXMUCANE - Becas				1	-	1	1	-	1	1
Fundación Asturias Maldonado - BECAS	7	4	26	24	33	28	61	7	6	13
Totals per Gender	95	97	1,296	2,896	1,391	2,407	3,798	422	631	1,053
TOTALS	192		4,192		3,798			1,053		

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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 Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	TOTAL	Male	Female	TOTAL
FUNDAP Becas para la niña	-	196	-	-									196	-	-	-
FUNDACION ESTRELLA DE MAR - BECAS	-	32	5	26			5	58					63	-	32	32
ASOCIACION CAM NO SEGURO - BECAS	57	72	24	31	81	103	24	31	8	45			184	34	24	58
ASOCIACION CAM NO SEGURO II - BECAS	50	77	34	36									197	23	23	46
CLUB ROTARIO COATEPEQUE - BECAS	102	97	11	14	11	14							224	29	46	75
CENTRO EDUCATIVO SAN JUDAS TADEO - BECAS	82	79	50	25	132	104	132	104					236	152	132	284
ASOCIACION PUEBLO A PUEBLO	10	9	-	2									21	5	7	12
ASOCUCH Becas	56	54	18	21									149	26	29	55
Instituto Privado Guatemala de la Asunción Villa Nueva - BECAS	15	11	14	27	29	38	-	-	-	-			67	5	4	9
ACEBAR	25	157	12	100									294	6	67	73
IXMUCANE - Becas	-	44	-	121									165			
FUNDACION ASTURIAS MALDONADO - BECAS	45	47	35	15									142	6	7	13
Totals per Gender	442	875	203	418	253	259	161	193	8	45	645	1,293	1,938	286	371	657
TOTALS	1,317		621		512		354		53		1,938			657		

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HIGHER EDUCATION STUDENTS 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 ALTIPLANO	Profesorado en educación Media en Matemáticas y Computación	27	12							10	3	17	9	27	12	39
FACULTAD DE EDUCACION ALTIPLANO	Profesorado Especializado en Educación Primaria Bilingüe Intercultural	15	21							6	10	9	11	15	21	36
FACULTAD DE EDUCACION - ALTIPLANO	Licenciatura en Educación			12	5					10	5	2	0	12	5	17
FACULTAD DE INGENIERIA - ALTIPLANO	Técnico en Agroforestería	20	3							0	0	20	3	20	3	23
FACULTAD DE INGENIERIA - ALTIPLANO	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																

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 ORIENT. EN ATENCION PRIM.		1							0	0	0	1	0	1	1
CIENCIAS DE LA SALUD	T.U.EN ENFERMERIA CON ORIENT. EN ATENCION PRIM.		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 POLITICAS Y SOCIALES	TECNICO EN TRABAJO SOCIAL	8	21							1	0	7	21	8	21	29
CIENCIAS POLITICAS Y SOCIALES	LIC. EN TRABAJO SOCIAL CON ENFASIS EN GERENCIA			4	23					0	0	4	23	4	23	27
CIENCIAS POLITICAS Y SOCIALES	LIC. EN TRABAJO SOCIAL			14	86					4	9	10	77	14	86	100
HUMAN DADES	PROF. EN EDUCACION INICIAL Y PREPRIMARIA	0	8							0	2	0	6	0	8	8
HUMAN DADES	PROF. EN ENSEÑANZA MEDIA EN MATEMATICA Y FISICA	2	4							1	0	1	4	2	4	6
HUMAN DADES	LIC. PSICO CLINICA			1						0		1		1	0	1
HUMAN DADES	LIC. EN PSICOLOGIA INDUSTRIAL			2	9					0	1	2	8	2	9	11
HUMAN DADES	LIC. EN EDUCACION INICIAL Y PREPRIMARIA				11					0	5	0	6	0	11	11
HUMAN DADES	LIC. EN ENSEÑANZA MEDIA EN EDUC.BILINGUE			1						0	0	1	0	1	0	1
HUMAN DADES	LIC. EN EDUCACION BILINGÜE INTERCULTURAL			7	7					6	2	1	5	7	7	14
HUMAN DADES	LIC. EN EDUCACION BILINGÜE			7	16					0	0	7	16	7	16	23
HUMAN DADES	PROF. EDUCACION BILINGÜE	3	7							0	0	3	7	3	7	10
HUMAN DADES	PROF. EN ENSEÑANZA MEDIA EN PREDAGOGIA Y PSICOLOGIA.		1							0	0	0	1	0	1	1
HUMAN DADES	PROF. EN ENSEÑANZA MEDIA EN EDUC.BILINGUE	2	1							0	0	2	1	2	1	3
HUMAN DADES	PROF. EN EDUCACION BILINGÜE INTERCULTURAL		1							0	1	0	0	0	1	1
University Rafael Landivar - TOTAL		32	96	53	176	0	0	0	0	16	34	69	239	85	273	358
358																

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 Psicopedagogía			4	23						0	0	4	23	4	23	27
FACULTAD DE EDUCACION ALTIPLANO	Licenciatura en Educación			9	15						9	8	0	7	9	15	24
FACULTAD DE INGENIERIA ALTIPLANO	Técnico en Turismo	5	8								2	8	3	0	5	8	13
FACULTAD DE INGENIERIA ALTIPLANO	Técnico en Agroforestería	49	17								8	5	41	12	49	17	66
FACULTAD DE EDUCACION ALTIPLANO	Profesorado en Educación Media en Matemática y Computación	25	10								3	2	22	8	25	10	35
FACULTAD DE EDUCACION ALTIPLANO	Profesorado Especializado en Educación Primaria Bilingüe Intercultural	7	5								0	0	7	5	7	5	12
FACULTAD DE EDUCACION SUR	Profesorado Especializado en Educación Primaria	7	40								7	30	0	10	7	40	47
FACULTAD DE EDUCACION SUR	Licenciatura en Educación			12	15						12	15	0	0	12	15	27
FACULTAD DE INGENIERIA SUR	Técnico Agricultura	21	9								2	1	19	8	21	9	30
FACULTAD DE INGENIERIA SUR	Técnico Industrial	15	4								5	1	10	3	15	4	19
FACULTAD DE INGENIERIA SUR	Bachillerato Agrícola	58	19								19	6	39	13	58	19	77
FACULTAD DE INGENIERIA SUR	Bachillerato Mecatrónica	16	4								9	3	7	1	16	4	20
Universidad del Valle II - TOTAL		203	116	25	53	3	2	0	0	79	81	152	90	231	171	402	
402																	

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		481	368	105	265	6	14	0	0	174	220	418	428	592	648	1240
TOTALES														1240		

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School Infrastructure 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 Tonicapán	559	505	3,239	3,188	-	-	-	-	-	-	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 - Tecnología en el aula II	22	8	3,655	3,173					3,655	3,173	3,677	3,181	6,858	1,213	1,050	2,263
Totals per Gender	581	513	9,872	9,439	932	832	-	-	7,565	7,083	11,385	10,784	22,169	3,584	3,391	6,975
TOTALS		1,094		19,311		1,764		-		14,648			22,169			6,975

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Educational Materials
 Number of Students

Project name	Pre-primary		Primary		Lower Secondary		Valijas didácticas		Kits Material Didáctico - 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	496		66	21,469	4,094
Acebar										521			-	-	-	-	-	-
Camino Seguro II												176	-	-	-	-	-	-
Escuelas del Milenio II	302	293	4,128	4,155						398	51	1,180	4,430	4,448	8,878	1,462	1,468	2,930
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	414	405	1,116	1,012					1,059	527		1,798	1,530	1,417	2,947	505	468	973
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	-	-	-	-	-	-
Funsepa Tecnología en el aula II									251				-	-	-	-	-	-
HidroXacbal Beca Tutoría			150	159						103			150	159	309	50	52	102
Fundación Asturias Maldonado			1,488	1,372	544	408			453				2,032	1,780	3,812	671	587	1,258
FUNDAP Calidad Educativa	25	18	2,420	2,349					624	850		6,340	2,420	2,349	4,769	799	775	1,574
Visión Mundial	1,061	1,128	9,901	9,500					4,694	74	82	68,294	10,962	10,628	21,590	3,617	3,507	7,125
The Giving Project /School the World	371	374	2,806	2,673					832		175	9,632	3,177	3,047	6,224	1,048	1,006	2,054
Totals per Gender	34,833	29,076	109,740	94,142	1,400	1,099	83	534	8,409	191,010	737	156,807	145,948	124,299	270,247	20,707	19,266	39,972
TOTALS		63,909		203,882		2,499									270,247			39,972

Annex E: Training Report

NACIONAL

(Capacitaciones de 3 días)

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

DENTRO DEL PAIS

NOMBRE DE LA CAPACITACIÓN O CURSO	DESCRIPCIÓN Y OBJETIVOS DE LA CAPACITACIÓN	Costo US\$ para otros*			Costo US\$ para USAID*			FECHAS		# de participantes		CAMPO DE ESTUDIO
		INSTRUCCIÓN* (LEVERAGE)	PARTICIPANTE (LEVERAGE)	VIAJE	INSTRUCCIÓN*	PARTICIPANTE	VIAJE	Inicio	Finalización	Mujeres	Hombres	
FUNDAP - Formación técnica a docentes	Desarrollo de destrezas de enseñanza en las escuelas	\$3 952.15			\$466.08			01/07/2014	04/07/2014	269	138	Teacher Training
FUNDAP - Formación técnica para directores	Desarrollo de destrezas de enseñanza en las escuelas	\$561.13			\$67.34			07/07/2014	10/07/2014	24	25	Teacher Training
FUNDAP - Diplomado a docentes	Desarrollo de destrezas de enseñanza en las escuelas	\$4 523.16			\$543.77			01/07/2014	29/07/2014	385	153	Teacher Training
Fundación Fernando Iturbide - Actualización conceptos técnicos VIH PF	capacitación a líderes comunitarios en VIH y sida uso correcto y consistente del condón	\$3 838.60			\$153.71			12/07/2014	21/07/2014	455	445	SSR VIH PF
FUNDAP - Formación a Voluntarias de enfermería	Gira a voluntarias en salud	\$2 249.58			\$165.28			02/06/2014	29/07/2014	24	206	PF SSR

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

DETALLE DE COSTOS

INSTRUCCIÓN Materiales, inscripción

PARTICIPANTE Hospedaje, alimentación, seguro, visa, etc.

VIAJE Transporte al lugar de la capacitación

Annex F: 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 sexual and reproductive health (SRH)/family planning (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.

In fiscal year (FY) 2014, WINGS completed trainings in 17 municipalities and with community leaders, including development councils and municipal women's offices. WINGS completed three training modules on SRH for youth in four municipalities in Alta Verapaz, reaching 1,453 youth and 565 parents.

During this period, WINGS strengthened the FP service delivery component, completed a network of 72 volunteer promoters from 70 communities, who provided counseling and FP methods (condoms, pills, injectable and natural methods). The mobile unit also operated during FY14 at 79 events, and produced 8,522 CYPs.

Partner: WINGS

Start Date: October 1, 2010

End Date: July 31, 2014

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

Geographic area: Department of Alta Verapaz.

FUNCAFÉ SRH and FP Component

The *Fundación del Café (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.

During FY 2014, the *Café-Alianzas* project delivered trainings to 43,604 men, women, and youth. FUNCAFÉ provided 224 FP methods (pills, Depo-Provera, and condoms).

Café Alianzas: FP and SRH

Partner: FUNCAFÉ

Start date: November 1, 2011

End date: July 31, 2014

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

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

Also, FUNCAFÉ consolidated its information system, defining indicators that will regularly assess the program and help accomplish their mid and long-term targets.

Health care centers also provided maternal and child health (MCH) services to women of reproductive age and children under five. In the geographic areas, a total of 2,537 persons received health services, including 78 pregnant women, 884 women of reproductive age, and 121 children under five. Also, the field staff reached more than 36,913 people with information on SRH, gender, nutrition, and water and sanitation.

During FY14, the *Café-Alianzas* project launched a radio campaign on SRH/FP and food security topics. The spots are being aired through the *Federación Guatemalteca de Escuelas Radiofónicas (FGER)*. The campaign started in November 2013 and was aired for four months.

ChildFund FP and RH 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 participation by midwives and the community, and primary care.

ChildFund Guatemala also implements actions in FP/SRH integrated maternal and neonatal attention, strengthening health services of the Ministry of Health (MOH) at the community level to ensure access to these services.

During FY 2014, 78 women went to give birth to the hospital accompanied by a midwife employed there, member of the group of midwives trained by Child Fund. During this period, the project team trained 105 traditional birth attendants in pregnancy, delivery, and postpartum danger signs and 60 of them carried out home visits to reproductive-age women for FP/RH counseling. ChildFund also trained 27 community emergency groups. These emergency groups are responsible for referring mothers to health services. Also, 4,675 women of reproductive age in seven communities of Patzité and 10 communities of San Bartolomé received training on maternal and neonatal care and FP; 79 pregnant women received prenatal care services from professional providers.

ChildFund: FP and RH

Partner: ChildFund 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 El Quiché

Thematic Cluster B: Reproductive Health for Youth

Population Council/Vital Voices–Reproductive Health Observatory

The Reproductive Health Observatory (OSAR) 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 and politics, building income-generating activities and tapping local, private-sector networks for support; and OSAR’s experience tracking and documenting trends in RH 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 basic social services are lacking.

Population Council/Vital Voices–OSAR

Partner: *Vital Voices, Hewlett Packard, OSAR*

Start date: *July 1, 2013*

End date: *June 30, 2014*

Beneficiaries: *800 young women and girls*

Geographic area: *Departments of Totonicapán, Quetzaltenango, Quiché and Alta Verapaz*

This project allows VVG to experience an entire year of project implementation under Population Council’s mentorship, gradually assuming coordination of 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.

During FY 2014, AO expanded the model to 300 girls and adolescent women, and kept 16 safe spaces in 8 communities. Safe spaces are maintained by local authorities, who have entered into cooperation agreements with the AO project.

Also, AO through Vital Voices made alliances with private sector partners to sponsor the activities of adolescent’s clubs.

Another important activity during this period was the coordination that VVG initiated with the *AGEXPORT* Value Chains project, to seek internship opportunities for girls trained through the project.

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 participation by midwives and the community, and improved 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

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 El Quiché*

In FY 2014, ChildFund coordinated with teachers of *Telesecundarias* to organize an Education Fair and Cultural Festival, reaching 1,241 youth and adolescents, who received information about self-esteem, teenage pregnancies, and sexually transmitted infections (STIs) and HIV/AIDS. Also,

ChildFund conducted two educational fairs in SSR, one in San Bartolome, and the other one in Patzite, with an average attendance of 450 youth per activity.

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 *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.

During FY 2014, health care centers provided MCH services to women of reproductive age and children under five. In the targeted geographic areas, a total of 5,300 persons received health services, including pregnant women, women of reproductive age, and children under five. Also, the field staff reached more than 42,000 people with information on SRH, gender, nutrition, and water and sanitation.

This quarter, *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 plans, and newborn care.

Café Alianzas: FP and RH

Partner: *FUNCAFÉ*

Start date: November 1, 2011

End date: July 31, 2014

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

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

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 (e.g., 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).

During FY 2014, *ISIS* continued implementation of *MIS* in the departments of El Quiché and Huehuetenango. *ISIS* trained health personnel and completed the Auxiliary Nursing course in Ixcán and Chajul, Ixil, with 183 graduates.

According to *ISIS*' service provision records from the health centers located in Huehuetenango and El Quiché, the following results were reached in FY 2014:

- 10,620 women of reproductive age receiving MCH and SRH services
- 13,796 children under five receiving MCH services
- 1,209 newborns receiving essential newborn care

Partner: *ISIS*

Start date: December 6, 2010

End date: July 2014

Beneficiaries: Women of reproductive age: 49,705

Men: 70,809

Children under five: 11,340

Geographic area: Departments of Huehuetenango and El Quiché

- 8,975 immunizations for children under 12 months
- 1,496 couple-years of protection (CYP) delivered

FUNDAZÚCAR, Mejores Familias

Mejores Familias aims to develop appropriate care and feeding practices and preventive health actions among participating women and strengthen community participation.

During FY 2014, *FUNDAZÚCAR* trained over 4,333 monitor mothers who now are important leaders in their communities in the departments of El Quiché and Huehuetenango. Program staff made 34,229 home visits to mothers after trainings and for anthropometry control (height and weight) of children under 5, at the end of the project.

The project worked with 126 groups of women in four priority municipalities in El Quiché. Activities were implemented through a sub grant to *Q'anil*, a local NGO.

Partner: FUNDAZÚCAR

Start Date: March 1, 2011

End Date: July 15, 2014

Beneficiaries:

South Coast: 7,354 women and 5,095 children aged younger than 5 years Highlands: 6,075 women and 5,178 children aged younger than 5 years

Geographic area: Departments of El Quiché and Huehuetenango

BANASA, Familias Felices

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

During FY 2014, *BANASA* received an extension of the project to continue implementing the *Familias Felices* model and additional water-related interventions in two communities in the target area.

In this period, *BANASA* delivered health services to 381 women and 224 children under five through the network of monitor mothers and educators. Also, *BANASA* gave 300 water filters to families and 150 clean cookstoves.

Partner: BANASA

Start date: March 1, 2011

End date: July 31, 2014

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

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

Medical Teams

The Medical Teams project uses a two-pronged strategy to improve the health and nutrition status of reproductive-age women and children under five.

Medical Teams promoted social and behavior change and community mobilization to build local capacity and urge communities to take appropriate responsibility for health services and building MoH capacity to provide sustainable, quality service delivery at the facility and community levels.

During FY 2014, Medical Teams complete the training of 181 community workers who are providing health education services. They made 1,324 home visits to women and children under five.

Medical Teams did an excellent job in Chicaman communities, both in the community and strengthening health services, in spite of having started interventions in this area only one year ago. Medical Teams established alliances with US companies and fundraised enough to be able to continue activities in Chicaman for three more years.

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

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 2014, *FUNDAP* completed the volunteer training process and matriculated 38 community volunteer women. During this period, *FUNDAP* ended the third and last phase of the training “Comprehensive Nursing Care in the Community,” which covers the early stages of theory and practice, with 54 students graduating from the training.

For 2014, *FUNDAP* reported that 1,129 people were trained in SRH and 840 received FP counseling; MCH services reached 2,508 women of reproductive health and 1,046 children under five.

Partner: FUNDAP

Start date: April 1, 2011

End date: February 14, 2014

Beneficiaries: 122 auxiliary nurses, 559 Trained Health volunteers

Geographic area: Departments of Quetzaltenango and Totonicapán

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 *MIS* program. *MIS* integrates MoH norms and priorities into three programs (e.g., 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).

During FY 2014, *ISIS* continued implementation of *MIS* in the departments of El Quiché and Huehuetenango. *ISIS* trained health personnel and completed the Auxiliary Nursing course in Ixcán and Chajul, Ixil, with 183 graduates.

Partner: *ISIS*:

Start date: December 6, 2010

End date: July 2014

Beneficiaries: Women of reproductive age: 49,705

Men: 70,809

Children under five: 11,340

Geographic area: Departments of Huehuetenango and El Quiché

Thematic Cluster G: Nutrition and Food Security

FUNCAFÉ, Food Security

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

During 2014, *FUNCAFÉ* conducted preventive health activities in four healthcare centers, such as deworming with Albendazole, provision of iron and folic acid and dental services (e.g., fluoride rinse application).

Also during this quarter, *FUNCAFÉ* trained staff of medical centers in Huehuetenango, El Quiché, and San Marcos on nutrition themes, like diversity of diet and food for pregnant women. They also trained staff and community health providers.

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

Partner: *FUNCAFÉ*:

Start date: November 1, 2011

End date: July 31, 2014

Beneficiaries: 51 schools

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

Fundación Asturias Maldonado Scholarships

This 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 leverage USAID resources.

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 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.

As of FY 2014, 80% of students have home gardens, and 95% of mothers are involved in the schools' nutrition programs.

FAM supported beneficiaries of home gardens with training, tools and supplies, and beneficiaries contributed land and labor. The number of direct beneficiaries was 200 families [10 communities] and indirect beneficiaries about 1,000 people. The beneficiary families have planted and harvested about 10 different types of vegetables and herbs, which provide economic and food security support.

Fundación Asturias Maldonado

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*

Thematic Cluster H: HIV/AIDS

Mano a mano contra el VIH, Asociación de Productores Independientes de Banano

Asociación de Productores Independientes de Banano (APIB) approved its policy on HIV prevention in 2010 with the technical support from USAID/PASCA. *APIB* started the process of implementation of the policy within its organizational structure by creating the Commission for the Follow-up of Implementation of the Policy (*Comisión SIP*). This project aims to strengthen the capacity of 50 facilitators of that commission and to deliver HIV prevention messages to over 10,000 workers and their families. This project targets both men and women.

During FY 2014, *APIB* trained 6,472 workers on prevention of HIV and testing. Also in this period, *APIB* conducted 15 HIV testing sessions. 4,369 people attended and took the test. They found 9 positive cases, and referred them to the MOH health center for treatment with anti-retroviral and follow up. The Fernando Iturbide Foundation provided support for conducting tests, in pre and post counseling, and monitoring positive cases.

Mano a Mano contra el VIH

Partner: *APIB*

Start date: *June 1, 2013*

End date: *July 31, 2014*

Beneficiaries: *10,000 banana workers*

Geographic area: *Escuintla, Izabal, Quetzaltenango, San Marcos, Suchitepequez and Retalhuleu*

ASAZGUA—Healthy Men, Responsible Men

This program seeks to influence knowledge, attitudes, and **Healthy Men, Responsible Men** practices among workers of four sugar cane plantations and mills (*Ingenio Santa Ana, Ingenio La Unión, Ingenio Palo Gordo and Ingenio Madre Tierra*) to prevent sexually transmitted infections (STIs) and HIV.

The project's goal is to reach more than 5,800 local workers and selected migrants and educate them on issues related to SRH with a focus on responsible parenthood, FP, 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.

During FY 2014, *Fundación Fernando Iturbide (FFI)* set up information stands as part of their activities at the mills, so that workers could seek specific information of their interest. *FFI* completed training workshops on HIV and STI testing. Activities during this period include

5,735 sugarcane workers participating in training workshops and behavior change activities.

FFI also held information sessions on HIV prevention for the partners of sugar cane workers during FY2014; 800 people attended these sessions.

ASAZGUA—Healthy Men, Responsible Men

Partner: ASAZGUA and Fundación Fernando Iturbide

Start date: January 10, 2014

End date: August 9, 2014

Beneficiaries: 5,800 men

Geographic area: Department of Escuintla

(four sugar cane mills)

Annex G: Success Stories



USAID
FROM THE AMERICAN PEOPLE

GUATEMALA

SUCCESS STORY

Inclusive Health Model Receives International Award



“The main goal of MIS is to make universal access to health services possible.”

Juan Carlos Verdugo,
ISIS Director

Telling Our Story

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

The Inclusive Health Model (MIS, *Modelo Incluyente de Salud*), developed by Medicus Mundi and Instituto de Salud Incluyente (ISIS), received the prestigious 2014 Carlos Slim Award for Exceptional Institutions in recognition of its contributions to reducing maternal and child mortality in Guatemala.

MIS was designed to provide integrated health services to rural and indigenous populations. The model addresses cultural and gender gaps and can be implemented through public and private mechanisms. The model is implemented in Guatemala through funding provided by Medicus Mundi and USAID/Alianzas. MIS is also implemented in Bolivia and Peru under other auspices.

In Guatemala, MIS currently is implemented in the departments of Baja Verapaz, El Quiché, Huehuetenango, Quetzaltenango, Sololá, and Zacapa. MIS has provided maternal and child health services to 129,000 women and 52,000 children and trained 1,960 health workers.

Juan Carlos Verdugo, ISIS Director, accepted the award at a ceremony in Mexico City, Mexico. He stated, “The main goal of MIS is to make universal access to health services possible.” During his acceptance, Mr. Verdugo also thanked USAID/Alianzas for its support since 2010.

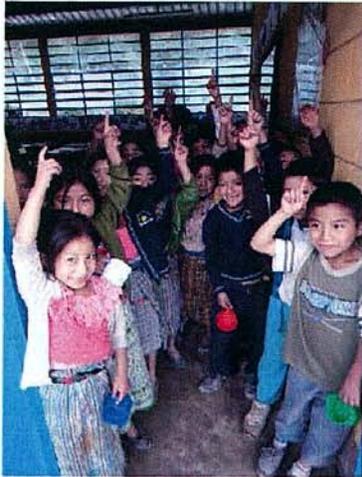
According to Mr. Verdugo, the US\$100,000 award will be reinvested in Guatemalan, Bolivian, and Peruvian populations.

Medicus Mundi is a Spanish NGO, instituted in the 1960s, which has worked in Latin America since 1970. *Instituto de Salud Incluyente* (ISIS) is a health NGO formed by Guatemalan doctors and public health professionals with a special concern for universal rights to health, gender equality, and intercultural sensitivity in health delivery.



SUCCESS STORY

Providing Tools for Improved Education



Students from a School the World-supported school.

*"Children are more participatory and expressive since we started using a different methodology in class."—
Florencia Reyes, Teacher*

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

"We used to come to school and teach the same lessons we learned at school when we were young, with the same methodologies and same routines," says teacher Florencia Reyes.

Ms. Reyes is part of a group of teachers trained under the Centers of Excellence for Teacher Training (CETT) methodology since 2011, implemented by School the World, a project funded by USAID/Alanzas in the Western Highlands of Guatemala.

According to Ms. Reyes, "There are changes that we can see in the classroom, such as children's participation and creativity. Children are now more participatory and expressive since we started using a different methodology in class."

The CETT methodology aims to foster creativity among teachers, training them in the use of different tools applied in the teaching process and involving their students in a more participatory and dynamic classroom experiences.

"The main change we see is the space that the children have to speak, to ask, and to propose during class. In addition, now that we have School for Parents, they are more involved in their children's education process," explains Ms. Reyes. According to her, this program has reduced dropout rates in schools covered by School the World's intervention.

This comprehensive project addresses the main educational problems of access and quality of education by providing infrastructure, materials, and teacher training and encouraging parental involvement in their children's education. To date 2,565 students have benefitted from the training of over 100 teachers, 63 classrooms built or refurbished, and 161 mini-libraries established in 23 schools in the Western Highlands Region.

***Annex I: 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

Indicators	Results						FY 2014 Target	% FY 2014 Execution
	Prior Years	Q1	Q2	Q3	Q4	Total FY 2014		
DO.2: A More Equitable Society with Improved Levels of Economic Growth and Social Development in the Western Highlands								
LLR. 3.1.3: Private sector alliances developed and civil society engagement in quality health and education at the national and local levels								
2.A Number of thematic alliances established with the private sector for increase social sector investments in the Western Highlands.	16	0	2	0	0	2	0	N/A
2.B Number of NGOs trained in alliance-building skills and/or mentored to work with the private sector.	83	2	0	0	0	2	0	N/A
2.C Amount of cash contributions leveraged from partners.	\$29,628,672	\$523,149	\$662,243	\$1,454,811	\$4,743,510	\$7,383,713	\$911,473	810%
2.D Amount of in-kind contributions leveraged from partners.	\$14,335,653	\$554,325	\$744,319	\$1,847,343	\$392,024	\$3,538,011	\$282,767	1251%

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

Indicators	Results						FY 2014 Target	% FY 2014 Execution
	Prior Years	Q1	Q2	Q3	Q4	Total FY 2014		
IR 2: Access to and Use of Sustainable Quality Health Care and Nutrition Services Expanded								
SUB IR 2.2.1: Adoption of improved health practices expanded								
2.2.1.A Number of people who have seen or heard a specific USG-supported FP/RH message.	1,169,858	21,193	5,305	77,431	1,203,989	1,307,918	60,000	2,180%
Comments This indicator has been exceeded by FGER and Funcafé campaign.								
2.2.1.B Number of mass-media campaigns designed to create awareness and educate the population about topics such as FP, RH, MCH and MNH.	2	0	1	1	0	2	0	N/A
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.	156,974	7,198	15,384	10,591	11,861	45,034	18,107	249%
Comments Partners conducted activities until July 2014, increasing coverage of beneficiaries and as a result this indicator exceeded its target.								
2.2.1.D Number of children who received an immunization service.	8,655	3,720	3,012	1,516	1,781	10,029	500	2,006%
Comments Partners conducted activities until July 2014, increasing coverage of beneficiaries and as a result this indicator exceeded its target.								
2.2.1.E Number of newborns receiving essential newborn care through USG-supported programs.	1,579	370	455	835	309	1,969	200	985%
Comments Partners conducted activities until July 2014, increasing coverage of beneficiaries and as a result this indicator exceeded its target.								
2.2.1.F Number of individuals counseled and educated on child health prevention.	60,334	6,861	8,356	10,000	6,655	31,872	4,314	739%

Indicators	Results						FY 2014 Target	% FY 2014 Execution
	Prior Years	Q1	Q2	Q3	Q4	Total FY 2014		
Comments Partners conducted activities until July 2014, increasing coverage of beneficiaries and as a result this indicator exceeded its target.								
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.	121,983	9,609	10,106	12,499	18,253	50,467	18,000	280%
Comments Partners conducted activities until July 2014, increasing coverage of beneficiaries and as a result this indicator exceeded its target.								
2.2.1.H Liters of drinking water disinfected with USG-supported point-of-use treatment products.	41,051,860	0	0	0	2,160,000	2,160,000	0	N/A
Comments This indicator has been exceeded by BANASA, during Q4 FY14 Banasa delivered new water filters								
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.	3,268	0	1,044	9,922	4,643	15,609	0	N/A
Comments <i>APIB</i> and <i>Fundación Fernando Iturbide</i> ended the training to more than 10,000 workers 13,036 male and 2,573 female. This is considered a significant progress towards achieving for LOP target								
2.2.1.J Percentage of MARPs who reported having used a condom in the last sexual intercourse.	0	0	0	0	20%	20%	10% increase over the baseline	200%
Comments The final assessment of condom use increased the result of this indicator. This is considered a significant progress towards achieving LOP target								
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.	95,597	3,404	1,552	2,977	4,817	12,750	22,300	57%
Comments Projects closure and geographic relocation are factors that created a negative impact in the possibility to reach this indicator.								
2.2.2. B Number of counseling visits for FP/RH as a result of USG assistance.	171,533	6,164	6,125	5,246	13,023	30,558	10,000	306%
Comments								

Indicators	Results						FY 2014 Target	% FY 2014 Execution
	Prior Years	Q1	Q2	Q3	Q4	Total FY 2014		
Partners conducted activities until July 2014, increasing coverage of beneficiaries and as a result this indicator exceeded its target.								
2.2.2. C Number of community health workers trained to provide C-IMCI.	1,629	128	296	185	0	609	500	122%
Comments								
Partners conducted activities until July 2014, increasing coverage of beneficiaries and as a result this indicator exceeded its target.								

Table 3. IR 3: Education Quality and Access Improved

Indicators	Results						FY 2014 Target	% FY 2014 Execution
	Prior Years	Q1	Q2	Q3	Q4	Total FY 2014		
IR. 3: Education Quality and Access Improved								
3.A Number of children and youth with access to improved learning opportunities.	294,812	7,429	20,463	1,075	8,600	37,567	28,954	130%
Male	157,185	3,622	9,914	684	4,770	18,990		
Female	137,627	3,807	10,549	391	3,830	18,577		
3.B Number of learners enrolled in USG-supported pre-primary schools or equivalent non-school based settings.	66,853	31	1,453	30	741	2,255	2,008	112%
Male	36,343	23	713	22	350	1,108		
Female	30,510	8	740	8	391	1,147		
Comments								
During Q4, Asturias Maldonado Foundation reported a significant increase in the number of learners due to the inclusion of additional schools in their training program								
3.C Number of learners enrolled in USG-supported primary schools or equivalent non-school based settings.	225,207	7,233	19,749	551	7,608	35,141	33,393	105%
Male	118,472	3,598	9,354	471	3,888	17,311		
Female	106,735	3,635	10,395	80	3,720	17,830		
Comments								
During Q4, Asturias Maldonado Foundation reported a significant increase in the number of learners due to the inclusion of additional schools in their training program								
3.2.D. Number of learners enrolled in USG-supported secondary schools or equivalent non-school based settings.	6,893	166	885	0	952	2,003	918	218%
Male	3,093	1	174	0	544	719		
Female	3,800	165	711	0	408	1,284		
Comments:								
During Q4, Asturias Maldonado Foundation reported a significant increase in the number of learners due to the inclusion of additional schools in their training program								
3.E Number of girls completing academic year through sixth grade with scholarships.	287	1,127	81	0	0	1,208	1,000	121%
SUB IR. 2.3.1: Reading Skills Improved								
2.3.1.A Number of teachers/educators trained with USG support.	9,361	368	540	63	379	1,350	150	900%
Male	2,280	108	259	24	154	545		
Female	7,081	260	281	39	225	805		

Comments								
During Q4, Asturias Maldonado Foundation reported a significant increase in teacher training due to the inclusion of additional schools in their training program. This is considered a significant progress towards achieving LOP target								
2.3.1.B Number of textbooks and other teaching and learning materials provided with USG assistance.	81,446	2,711	47,046	28,825	8,523	87,105	10,921	798%
Comments								
Asturias Maldonado Foundation delivered the textbooks to 31 new schools. This is considered a significant progress towards achieving LOP target								
2.3.1.C Proportion of students benefited from <i>Alianzas'</i> 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%	0%	5% Increased over the baseline	0%
Comments								
The reading evaluation conducted in 2013 was not statistically generalizable to the larger <i>Alianzas</i> program. The program will not report results for this indicator.								
SUB IR. 2.3.2: Access to Quality Education Programs Increased								
2.3.2.A Number of classrooms repaired with USG assistance.	754	73	0	0	0	73	0	N/A
2.3.2.B Number of school bathrooms or kitchens repaired with USG assistance	808	34	0	0	0	34	0	N/A
2.3.2 C Number of classrooms and/or technology rooms equipped with computers and media equipment.	25	5	6	2	10	23	0	N/A
Comments								
This indicator has been exceeded by FUNSEPA, during FY14 Funsepa equipped more schools with computer labs								
2.3.2.D Number of boys and girls receiving lower secondary school and upper secondary school scholarships.	3,290	165	885	0	0	1,050	250	420%
2.3.2.E Number of students receiving post-secondary and university scholarships.	2,183	0	15	0	0	15	0	N/A
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.	5,496	0	153	165	0	318	0	N/A

Annexes indicators required by USAID

Indicators	Results				Total FY 2014	FY 2014 Target	% FY 2014 Execution
	Q1	Q2	Q3	Q4			
3.1.7.1-3 Percent of USG-assisted service delivery site providing family planning (FP) counseling and/or services	76	9	0	5	90 (120%)	75	120%
3.1.7.1-4 Number of additional USG-assisted community health workers (CHWs) providing family planning (FP) information and/or services during the year	403	77	0	85	565	415	136%
3.1.9.2-3 Number of children under five who received Vitamin A from USG-supported programs in the last six months	2,233	1,522	2482	327	6,564	600	1,094%
Comments Partners conducted activities until July 2014, increasing coverage of beneficiaries and as a result this indicator exceeded its target.							
3.1.9-1 Number of people trained in child health and nutrition through USG-supported programs	5,046	3,718	486	2,058	11,308	1,000	1,131%
Comments Partners conducted activities until July 2014, increasing coverage of beneficiaries and as a result this indicator exceeded its target.							
3.1.9-15 Number of children under five reached by USG-supported nutrition programs	4,898	6,344	6,767	10,843	28,852	5,400	534%
Comments Partners conducted activities until July 2014, increasing coverage of beneficiaries and as a result this indicator exceeded its target.							
Number and percentage of each priority population who completed a standardized HIV prevention intervention including the specified minimum components during the reporting period	0	0	0	2,262	2,262	2,500	91%
Comments the short time between works activities of the sugar industry workers give an result of the 91% achievement							

There could be duplication of the number of children under the 3.1.0.2-3 and 3.1.9-15 indicators, as health programs are integrated and cover the nutrition component. These children are reported in the PMP under the indicator *Number of women and children reported to be using the services of programs that address growth monitoring, promotion of improved feeding, clean water and hygiene and sanitation practices.*