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Rural Value Chains
Huehuetenango and San Marcos



Rural Value Chains Project

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RVCP/Education Quarterly Report January through March 2016

Guatemala, April 2016

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1. Introduction

This report summarizes progress under the RVCP Education Component during the period from January through March 2016.

Activities are implemented under two sub-components:

a) Read to Learn: two training workshops, two classroom site visits, deliver teacher kits and textbooks on meaningful expression;

b) Accelerated Alternative Education: site visits, tutor training on methodologies, teacher kits and t-shirts.

In addition, both components included activities to promote student governments and schedule parenting classes.

The narrative section below summarizes implementation activities, obstacles and corrective action when necessary. The tables break down the results for each sub-component and summarize progress to date under each activity with percentages for each indicator.

2. RVCP Implementation Context

A group of visionary coffee producers committed to social development in Guatemala set up a foundation to institutionalize the participation of coffee production as an integral part of national socio-economic development in rural areas of Guatemala. The concept was based on a strategic plan for coffee production; hence the name Foundation for Rural Development. A Ministerial Agreement 742-2005 approved a change in the name from Foundation for Rural Development (FUNRURAL) to that of Foundation for Coffee Production for Rural Development (FUNCAFE).

FUNCAFE developed a competitive selection strategy for the RVCP Education Project to establish a technical team focused on a) management and administration, b) technical field personnel and c) monitoring and evaluation. All three areas report to a general manager under the Executive Director. The management staff includes a financial officer, a secretary and accountant together with the technical experts including an education coordinator, four pedagogical specialists, seven education technicians, two accelerated primary education experts, 33 tutors plus a specialist and two field staff for monitoring and evaluation.

FUNCAFE is currently implementing activities for the RVCP/Education project divided into two overall objectives:

1. Read to Learn and

2. Accelerated Alternative Education.

The Project's geographic coverage encompasses eight municipalities out of the total 21 municipalities working with RVCP/ANACAFE in the provinces of Huehuetenango and San Marcos.

FUNCAFE works in Huehuetenango in the following municipalities: Jacaltenango, La Democracia, La Libertad and San Antonio Huista. In San Marcos, the Project works in San Jose El Rodeo, San Rafael Pie de la Cuesta, San Pablo and San Miguel Ixtahuacan. The coverage area includes 89 primary schools and 63 preschools together with 48 centers for accelerated alternative education (CEAAs in Spanish).

The Project includes a crosscutting approach for education and training to benefit 407 teachers and 33 tutors. The Project emphasizes reading skills and quality education for 7,748 students at primary and preschool levels, plus 368 students in accelerated primary and 305 youth in flexible middle schools in eight municipalities in San Marcos and Huehuetenango.

The Project scheduled two assistance visits (one per month) to each of the 63 preschools and 89 primary schools in the coverage area. The visits provide an opportunity for technicians to monitor the use of collaborative techniques applied to emergent reading and promote student governments.

Table 1 summarizes data on 63 preschools and support to 82 teachers to benefit 1,293 students.

Table 1
Preschool Coverage Summary
2016

PROVINCE	MUNICIPALITY	SCHOOLS	TEACHERS	BOYS	GIRLS	TOTAL
HUEHUETENANGO	JACALTENANGO	4	10	140	130	270
	LA DEMOCRACIA	2	3	28	26	54
	LA LIBERTAD	6	7	73	72	145
	SAN ANTONIO HUISTA	2	3	26	17	43
SAN MARCOS	SAN JOSE EL RODEO	4	5	42	45	87
	SAN MIGUEL IXTAHUCAN	12	14	74	71	145
	SAN PABLO	26	28	178	218	396
	SAN RAFAEL PIE DE LA	7	12	76	77	153
TOTAL		63	82	636	657	1293

Source: 2016 FUNCAFE data

Table 2 provides data for the quarter on primary schools and assistance to 325 teachers to benefit a total of 6,554 students (3,381 boys and 3,173 girls). Technicians scheduled two assistance visits to each of the 89 primary schools in the coverage area. The visits provided an opportunity to gather data on implementing active methodology and reading techniques. In addition, the Project monitored application of concepts provided during training activities for *Tesoro de la Lectura* and other literature used to increase reading comprehension. In addition, technicians promoted student governments.

Table 2
Primary Education Coverage Summary
2016

PROVINCE	MUNICIPALITY	SCHOOLS	TEACHERS	BOYS	GIRLS	TOTAL
HUEHUETENANGO	JACALTENANGO	5	40	386	430	816
	LA DEMOCRACIA	2	13	167	140	307
	LA LIBERTAD	9	42	531	475	1006
	SAN ANTONIO HUISTA	3	13	152	125	277
SAN MARCOS	SAN JOSE EL RODEO	4	16	161	137	298
	SAN MIGUEL IXTAHUACAN	15	45	491	484	975
	SAN PABLO	42	124	1227	1160	2387
	SAN RAFAEL PIE DE LA CUESTA	9	32	266	222	488
TOTAL		89	325	3381	3173	6,554

Source: 2016 FUNCAFE data

The following table summarizes data from the reporting period to implement 25 accelerated education centers at primary level with 19 tutors trained in the use and management of specialized textbooks. A total of 344 students are enrolled in the program at Stage II (equivalent to sixth grade).

Table 3
Accelerated Primary Education Coverage Summary
2016

PROVINCE	CEAAs	JANUARY THROUGH MARCH		
		STUDENTS BENEFITTED		
		MALE	FEMALE	TOTAL
Huehuetenango	14	101	112	213
San Marcos	11	57	74	131
TOTAL	25	158	186	344

Source: 2016 data from education technicians

The next table shows data from the reporting period on implementing 23 flexible method middle school centers with 14 tutors trained in the use and management of specialized textbooks. A total of 331 students are enrolled in Stage II.

Table 4
Middle School Coverage Summary
2016

PROVINCE	CENTERS	JANUARY THROUGH MARCH		
		STUDENTS BENEFITTED		
		MALE	FEMALE	TOTAL
Huehuetenango	12	75	100	175
San Marcos	11	72	84	156
Total	23	147	184	331

Source: 2016 data from education technicians

Table 5 provides data on 1,056 parents participating in two events this quarter to provide 13 workshops on parenting school in both provinces in the coverage area. Two of the workshops covered school gardens, health and nutrition. Technicians tailor workshop contents to meet the needs of each community.

Table 5
Parenting School Coverage Summary
2016

PROVINCE	MUNICIPALITY	MEN	WOMEN	TOTAL
HUEHUETENANGO	JACALTENANGO	0	72	72
	LA DEMOCRACIA	10	15	25
	LA LIBERTAD	35	60	95
	SAN ANTONIO HUISTA	20	40	60
SAN MARCOS	SAN JOSE EL RODEO	6	40	46
	SAN MIGUEL IXTAHUCAN	67	104	171
	SAN PABLO	71	399	470
	SAN RAFAEL PIE DE LA CUESTA	46	71	117
TOTAL		255	801	1056

Source: 2016 FUNCAFE data

The next table summarizes data from high school programs specialized in productivity and entrepreneurship for coffee or horticulture production at three schools in Suchitepequez, San Marcos and Santa Rosa. Students were awarded RVCP scholarships for the programs in San Marcos and Las Nubes, while the Italian donor agency and private donations are funding scholarships for students attending the program in Las Flores.

Table 6
Specialized High School Programs
Coverage Summary
2016

PROGRAM	11TH GRADE		12TH GRADE		TOTAL
	MALE	FEMALE	MALE	FEMALE	
COFFEE PRODUCTION IN SAN MARCOS	19	5	0	0	24
COFFEE PRODUCTION IN LAS FLORES	14	7	0	0	21
COFFEE PRODUCTION IN LAS NUBES	4	2	19	3	28
HORTICULTURE	7	8	9	3	27
	44	22	28	6	100

Source: 2016 FUNCAFE data

3. Implementation Obstacles and Mitigation Measures

Pre-School and Primary Level: The Project reports higher drop out rates in primary schools, lower than in 2015. To better understand the situation, technicians reviewed school data and student records on the Ministry of Education website, scheduled meetings with school principals and reassessed enrollment data in April. At the time of this writing, the Project attributes some of the attrition to migration patterns and to household finances and labor conditions.

Technicians worked with preschool teachers and payroll specialists at the Ministry of Education to ensure adequate distribution of Project supplies and technical assistance.

Accelerated Primary: Some students from Stages I and II migrated out of the Project coverage area, got married or dropped out. The Project made some adjustments to class schedules to accommodate the needs of students holding down jobs and to assign some students to schools in closer proximity. To this point, technicians also scheduled classes on weekends and are monitoring attendance to track results.

Accelerated Alternative Education Tutors: The Project reports that four tutors resigned this quarter. The Project worked to address the issue by including the positions as part of the effort to recruit tutors for the upcoming expansion into Stage III. In the meantime, technicians covered the vacancies in San Marcos by redistributing tutors from other schools.

Middle School Students: Student demand for middle school education opportunities is very high. Many students from communities in the coverage area would like to participate in the program with flexible offerings, schedules and classes that are tailored to meet local needs. As a result, the Project is prioritizing enrollment for students that graduated from the RVCP CEAs and those in remote locations where access to additional schooling is limited or non-existent. Students are age 15 or older with little or no access to additional schooling. Project tutors will work with two or three students at a time.

Authorized Coffee Production Schools: The Project worked to improve services for scholarship students in the specialized high school programs by requesting approval from the Ministry of Education to establish two coffee production schools. Despite the obstacles in setting them up, the Project worked closely with DIGEEX technicians to implement flexible approaches for middle school and high school programs specializing in productivity and entrepreneurship. As a result, Ministry officials are expediting the process, including an alliance with the Italian donor agency and private donors to provide 15 scholarships at the coffee production school in Las Flores that lies outside the RVCP coverage area.

Textbooks: Technicians coordinated efforts to supply middle schools with eight textbooks for the school year. To that end, the Project worked closely during a complex process with authorities to ensure that the textbooks were printed for compliance with USAID branding regulations. Technicians tracked approvals in record time, made modifications as necessary and ensured that students and tutors could work with digital copies of the textbooks until they received print versions.

Baseline Study: The Project coordinated efforts early this quarter with DIGEDUCA to establish baseline results from tests applied at 32 primary schools in Huehuetenango and San Marcos. Unfortunately, DIGEDUCA was unable to complete the process so the Project contracted experts and coordinated efforts with Laura Villegas to authorize funding as part of the mid-term evaluation.

Vocational Training: FUNCAFE has a commitment to leverage project results to include flexible approaches for vocational training. Despite the fact that the process is difficult because many communities are scattered within the coverage area in remote locations, the Project worked to forge an agreement with the Ministry of Labor for 150 scholarships for vocational training in baking, confectionary and hair styling. In addition, local authorities worked with the Project to offer another 100 scholarships on basic computer skills. FUNCAFE technicians are setting up courses on recycling and entrepreneurship.

4. Progress to Date

4.1 General Activities

Coordinate Efforts with Directors from the Departments of Education in Huehuetenango and San Marcos: The Project worked closely with technicians on extracurricular studies to set up the coding system to flexible middle schools. Planning technicians from the Department of Education offices in Huehuetenango and San Marcos are providing support to register students in the Ministry SIRE system.

Coordinate Activities with the Department of Extra Curricular Education (DIGEEX in Spanish): The Project worked closely with the director of accelerated education at DIGEEX headquarters and with regional authorities in each province to schedule training for middle school tutors.

Authorities at DIGEEX headquarters are supporting implementation of flexible middle schools as pertains to coding systems, teacher assignments and supplies and materials as required. DIGEEX technicians are providing training on methodology for tutors in each of the two provinces.

Coordinate Activities with Administrative and Technical Coordinators: Administrative and technical coordinators in each of the eight municipalities joined efforts with the training team to work with teachers and support activities as necessary (training consistently scheduled in the afternoon).

Coordinate Activities with the Ministry of Labor: The contacts points for accelerated education coordinated efforts with the Provincial Coordinator for Youth Activities to obtain approval for 150 scholarships for vocational training. As a result, the Project offered 100 scholarships in Huehuetenango (fifty for bakers, 50 for hair stylists) and another 50 scholarships in San Marcos (25 for bakers and 25 for cooks). At the time of this writing, signing the agreement with INTECAP is pending prior to starting class in April.

Parenting School: Technicians organized two separate activities for parenting school within the coverage area in both provinces. Most of the participants were women. The Project encouraged teachers to participate. Issues included safe water and family. The activities were conducive to promoting an educational community and to replicating best practices (hand washing, hygiene, nutritious food preparation, etc.).

Supplies and Materials: Technicians provided kits (paper, markers, scissors, memory sticks, yarn, masking tape, poster board, craft paper, glue, foam sheets, etc.) to each teacher from schools in the coverage area. Technicians also provided each tutor and students with necessary supplies, including age-appropriate literature.

Table 1
RVCP Supplies and Material
2016

PROVINCE	MUNICIPALITY	LITERATURE BOOKS	TEACHER KITS	TEACHER KITS	TUTOR KITS	STUDENT KITS
HUEHUETENANGO	JACALTENANGO	0	10	40	0	0
	LA DEMOCRACIA	36	3	13	4	96
	LA LIBERTAD	127	7	42	15	281
	SAN ANTONIO HUISTA	0	3	13	1	20
SAN MARCOS	SAN JOSE EL RODEO	11	5	16	2	29
	SAN MIGUEL IXTAHUACAN	10	14	45	2	41
	SAN PABLO	42	28	124	9	153
	SAN RAFAEL PIE DE LA CUESTA	10	12	32	4	29
TOTAL		236	82	325	37	649

Source: 2016 data from education technicians

Textbook Distribution: Technicians worked closely with DIGEDUCA to schedule training, provide age-appropriate literature for schools in the coverage area and replicate the training. Furthermore, technicians are currently tracking application of the reading techniques. The Project provided 1,795 first graders with workbooks on meaningful expression.

Table 2
Books Distributed by RVCP
2016

PROVINCE	MUNICIPALITY	LITERATURE BOOK	LITERATURE BOOK	MEANINGFUL EXPRESSION WORKBOOK
SAN MARCOS	SAN RAFAEL PIE DE LA CUESTA	2420	42	322
	SAN PABLO	2080	26	176
	SAN JOSE EL RODEO	1820	16	265
	SAN MIGUEL IXTAHUACAN	1340	24	144
	JOSELINO SAMAYOA	1068	26	425
	HILIER LOPEZ	1140	26	463
	TOTAL	9868	160	1795

Source: 2016 data from education technicians

USAID Director Site Visit: The USAID/Guatemala Mission Director scheduled a site visit to the school in El Matasano, in the municipality of San Pablo, San Marcos. This gave the Director an opportunity to observe school gardens, classroom practices and school government in action. It also afforded a chance to see the Coffee Production School in El Platanillo, San Rafael Pie de la Cuesta. RVCP and Segamil SRC scholarship students provided comments. It was an important opportunity for USAID to observe project implementation first hand and assess impacts at schools within the coverage area.

4.2 Activities by Component

The following section summarizes activities under each of the Project components: 1) **Read to Learn** and 2) **Accelerated Alternative Education**.

Sub-component 1: Read to Learn

The following section describes activities this quarter.

- Technicians completed two training activities for preschool and primary teachers as scheduled.
- The Project distributed literature books and monitors classroom application of reading strategies.
- The site visit by the USAID Director to the school in El Matasano, San Pablo, San Marcos provided an opportunity to observe student government, innovative educational practices and productive projects in the school garden.
- Technicians completed monthly assistance visits to each school to strengthen reading activities and improve teacher strategies.

- Work with schools to organize democratic student governments with clear definition of roles.
- Reactivate school gardens as a teaching tool to strengthen cognitive application of mathematic and science concepts.

Sub-component 2: Accelerated Alternative Education

- Four training activities for tutors on methodology, code of ethics, monitoring and support for sexual and reproductive health.
- Work with tutors to organize activities to implement reading circles at each school. Furthermore, technicians promoted reading comprehension by establishing virtual book clubs.
- Coordinate activities with the provincial Department of Education to input student data in the SIRE system (progress to date is at 70%).
- Organize workshops on productivity and entrepreneurship based on recycling and reusing waste. To this end, technicians scheduled a workshop in Caserio El Zapote, La Democracia and tutors are now prepared to replicate the process.
- Organize meetings to promote alliances to offer students occupational training (classes are scheduled to begin in May).

Quarterly Results

Table 9 - Results Summary as of March 2016

Description	FY2016 Target	Q2	
		Result	% Progress
Number of technicians trained	14	14	100
Number of tutors hired and trained	25	33	132
Number of pre-school students benefitted	1226	1286	105
Number of primary school students benefitted	6,554	6, 554	100
Number of accelerated education students	500	675	135
Number of pre-school teachers trained	72	82	125
Number of primary school teachers trained	325	325	100
Number of assistance visits	890	178	20%

Source: 2015 FUNCAFE data

The Project reached 100% of the technical training target for this quarter. In addition, the Project achieved 132% of the target for hiring and training accelerated primary tutors. Progress to date for primary school students is at 100% and at 104% for preschool students. The Project currently has 675 students enrolled in accelerated primary compared to the target of 500 students for 135% progress in enrolling primary and flexible method for middle school students.

The Project trained 82 preschool teachers equivalent to 125% of the target. The target for training primary level teachers was set at 325, and the Project completed training 100% of the target this quarter

during two activities on literature and reading comprehension strategies. In addition, technicians scheduled monthly visits to each primary school (20% progress) with additional visits to any annexed preschools. Compared to the original target of 500 students enrolled in accelerated alternative education, the Project has 675 students enrolled. It is important to point out that most of the tutors have opted to work pro bono with two or three additional students as part of their contribution to Project efforts and social outreach efforts in their home towns.

5. Data Reporting

Table 10

Data Reporting

Item	Quarterly Results (January through March 2016)	FY2016 Targets	Q2 Targets	% Progress
1	Total number of education technicians trained by the Project	14	14	100 %
	total women trained		1	
	total men trained		13	
2	Total number of tutors for accelerated primary education hired and trained during two events and two tutor roundtables	19	19	100%
	Total number of flexible middle school tutors hired and trained during two events and two tutor roundtables	14	14	100%
3	Total number of students participating in reading interventions in primary school	6,554	6,554	100%
	a. total girls		3,381	
	b. total boys		3,173	
4	Total number of boys and girls in pre-school provided by the Project	1,229	1,293	105%
	a. total girls	--	636	
	b. total boys	--	657	
5	Total number of students enrolled in accelerated education and attending centers (Stage II and middle school)	660	675	102%
	a. male		305	
	b. female		370	
6	Total number of parents attending parenting classes	890	1,056	118%
	a. male		255	
	b. female		801	

Source: 2016 FUNCAFE data

Annexes

Annex 1: Coverage by Level

Table 11

Number of Schools by Municipality and by Level

Province	Municipality	Pre-School Level	Primary Level	Accelerated Primary	Flexible Middle School
Huehuetenango	Jacaltenango	4	5	0	0
	La Democracia	2	2	3	3
	La Libertad	6	9	10	9
	San Antonio Huista	2	3	1	0
San Marcos	San Jose El Rodeo	4	4	2	2
	San Miguel Ixtahuacan	11	15	1	2
	San Pablo	26	42	6	5
	San Rafael Pie de La Cuesta	9	9	2	2
Total		64	89	25	23

Source: 2016 FUNCAFE database

Table 12

Schools in RVCP/Education Coverage Area

PROVINCE	MUNICIPALITY	COMMUNITY	PRESCHOOL			PRIMARY		
			BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
HUEHUETENANGO	JACALTENANGO	ALDEA SAN ANDRES	55	42	97	153	137	290
HUEHUETENANGO	JACALTENANGO	BARRIO KAXICOMA	0	0	0	17	27	44
HUEHUETENANGO	JACALTENANGO	BARRIO KULUZ SAJILAJ	3	7	10	26	34	60
HUEHUETENANGO	JACALTENANGO	CANTON BUENA VISTA, A	24	22	46	41	56	97
HUEHUETENANGO	JACALTENANGO	CANTON SAN FELIPE	58	59	117	149	176	325
HUEHUETENANGO	LA DEMOCRACIA	ALDEA SAN ISIDRO	22	6	28	76	58	134
HUEHUETENANGO		CANTON EL PINAL	6	20	26	91	82	173
HUEHUETENANGO	LA LIBERTAD	ALDEA EL SAUCE	7	15	22	63	43	106
HUEHUETENANGO	LA LIBERTAD	ALDEA HUICA	16	25	41	73	85	158
HUEHUETENANGO	LA LIBERTAD	ALDEA LA CIPRESDA	8	1	9	42	48	90
HUEHUETENANGO	LA LIBERTAD	ALDEA LA MONTANA	23	16	39	130	125	255
HUEHUETENANGO	LA LIBERTAD	ALDEA PALMIRA VIEJA	9	5	14	66	42	108
HUEHUETENANGO	LA LIBERTAD	ALDEA PENA ROJA	0	0	0	40	37	77
HUEHUETENANGO	LA LIBERTAD	ALDEA SANTO DOMINGO	0	0	0	45	36	81
HUEHUETENANGO	LA LIBERTAD	CASERIO EL AGUACATILLO	9	11	20	52	44	96
HUEHUETENANGO	LA LIBERTAD	CASERIO LOMA DE LA NINA	0	0	0	20	15	35
HUEHUETENANGO	SAN ANTONIO HUISTA	ALDEA EL PAJAL	17	9	26	96	78	174
HUEHUETENANGO	SAN ANTONIO HUISTA	ALDEA RANCHO VIEJO	9	8	17	33	26	59
HUEHUETENANGO	SAN ANTONIO HUISTA	CASERIO LA ESTANCIA,	0	0	0	23	21	44
SAN MARCOS	SAN JOSE EL RODEO	ALDEA IXPETEN	9	7	16	25	31	56
SAN MARCOS	SAN JOSE EL RODEO	CASERIO ENTRE RIOS	11	9	20	37	40	77
SAN MARCOS	SAN JOSE EL RODEO	CASERIO LA PLATA	7	9	16	55	32	87
SAN MARCOS	SAN JOSE EL RODEO	COMUNIDAD AGRARIA LA	15	20	35	44	34	78

SAN MARCOS	SAN MIGUEL IXTAHUCAN	CASERIO ALEN	3	4	7	24	27	51
SAN MARCOS	SAN MIGUEL IXTAHUCAN	CASERIO EL ARENAL	3	6	9	38	41	79
SAN MARCOS	SAN MIGUEL IXTAHUCAN	CASERIO LA UNION	4	5	9	50	35	85
SAN MARCOS	SAN MIGUEL IXTAHUCAN	CASERIO LEGUAL	20	8	28	36	27	63
SAN MARCOS	SAN MIGUEL IXTAHUCAN	CASERIO SHANSHEGUAL	7	3	10	24	23	47
SAN MARCOS	SAN MIGUEL IXTAHUCAN	ALDEA CHICAS ZAPOTE	4	3	7	33	30	63
SAN MARCOS	SAN MIGUEL IXTAHUCAN	ALDEA SAN JOSE IXCANICHE	4	4	8	44	53	97
SAN MARCOS	SAN MIGUEL IXTAHUCAN	AREA URBANA	0	0	0	2	5	7
SAN MARCOS	SAN MIGUEL IXTAHUCAN	CASERIO LA LIMA	0	3	3	13	20	33
SAN MARCOS	SAN MIGUEL IXTAHUCAN	CASERIO SACPIC	0	0	0	18	20	38
SAN MARCOS	SAN MIGUEL IXTAHUCAN	CASERIO SAN JOSE NUEVA	5	10	15	26	17	43
SAN MARCOS	SAN MIGUEL IXTAHUCAN	CASERIO TIERRA BLANCA	4	7	11	31	33	64
SAN MARCOS	SAN MIGUEL IXTAHUCAN	EORM. CASERIO LA ESTANCIA	12	15	27	53	54	107
SAN MARCOS	SAN MIGUEL IXTAHUCAN	CASERIO SIETE PLATOS	0	0	0	53	53	106
SAN MARCOS	SAN MIGUEL IXTAHUCAN	PARAJE MICELANEA LA PENA	8	3	11	46	46	92
SAN MARCOS	SAN PABLO	ALDEA EL MATASANO	25	12	37	81	115	196
SAN MARCOS	SAN PABLO	CASERIO 29 DE ABRIL	5	2	7	27	35	62
SAN MARCOS	SAN PABLO	CASERIO BARRANCA HODA	0	0	0	15	10	25
SAN MARCOS	SAN PABLO	CASERIO BELLA VISTA	2	10	12	41	37	78
SAN MARCOS	SAN PABLO	CASERIO BUENOS AIRES	0	0	0	35	33	68
SAN MARCOS	SAN PABLO	CASERIO EL MILAGRO	4	10	14	24	27	51
SAN MARCOS	SAN PABLO	CASERIO EL NARANJAL	8	0	8	41	30	71
SAN MARCOS	SAN PABLO	CASERIO EL QUETZAL	4	8	12	37	39	76
SAN MARCOS	SAN PABLO	CASERIO LA FLORIDA	8	14	22	41	36	77
SAN MARCOS	SAN PABLO	CASERIO LA JOYITA	6	11	17	24	31	55
SAN MARCOS	SAN PABLO	CASERIO LA LOMA BONITA	0	0	0	41	47	88
SAN MARCOS	SAN PABLO	CASERIO LA UNION ALTAMIRA	0	0	0	15	5	20
SAN MARCOS	SAN PABLO	CASERIO LAS BOLSAS	4	3	7	21	18	39
SAN MARCOS	SAN PABLO	CASERIO LAS LUCES	0	0	0	17	17	34
SAN MARCOS	SAN PABLO	CASERIO LOS ANDES	9	11	20	64	66	130
SAN MARCOS	SAN PABLO	CASERIO NUEVA ARGENTINA	0	0	0	41	21	62
SAN MARCOS	SAN PABLO	CASERIO NUEVA CASTALIA	4	2	6	21	24	45
SAN MARCOS	SAN PABLO	CASERIO NUEVA	0	0	0	17	25	42
SAN MARCOS	SAN PABLO	CASERIO NUEVA JERUSALEN	3	7	10	19	13	32
SAN MARCOS	SAN PABLO	CASERIO NUEVA SANTA	0	0	0	62	46	108
SAN MARCOS	SAN PABLO	CASERIO NUEVA VICTORIA	6	8	14	21	18	39
SAN MARCOS	SAN PABLO	CASERIO NUEVO CHIBUJ	6	4	10	10	14	24
SAN MARCOS	SAN PABLO	CASERIO NUEVO HORIZONTE	4	6	10	38	44	82
SAN MARCOS	SAN PABLO	CASERIO NUEVO PARAISO	9	6	15	53	50	103
SAN MARCOS	SAN PABLO	CASERIO NUEVO SAN CARLOS	20	34	54	66	63	129
SAN MARCOS	SAN PABLO	CASERIO NUEVO SAN	8	5	13	30	33	63
SAN MARCOS	SAN PABLO	CASERIO NUEVO TESORO	0	0	0	18	19	37
SAN MARCOS	SAN PABLO	CASERIO NUEVO VALDEMAR	5	5	10	16	16	32
SAN MARCOS	SAN PABLO	CASERIO PIEDRA PARADA	11	5	16	36	24	60
SAN MARCOS	SAN PABLO	CASERIO PUERTO RICO	0	0	0	4	2	6
SAN MARCOS	SAN PABLO	CASERIO SAN FRANCISCO LA	9	9	18	30	19	49
SAN MARCOS	SAN PABLO	CASERIO SANTA ANITA	0	0	0	31	13	44
SAN MARCOS	SAN PABLO	CASERIO SINAI	4	12	16	23	23	46
SAN MARCOS	SAN PABLO	CASERIO TOJOJ	3	9	12	21	35	56
SAN MARCOS	SAN PABLO	CASERIO TOJOJ JV	0	0	0	21	27	48
SAN MARCOS	SAN PABLO	CASERIO VILLA LINDA	2	8	10	13	3	16
SAN MARCOS	SAN PABLO	CASERIO VISTA HERMOSA	0	0	0	14	10	24
SAN MARCOS	SAN PABLO	COLONIA TIERRA SANTA	2	3	5	10	8	18
SAN MARCOS	SAN PABLO	FINCA ARGENTINA	0	0	0	15	9	24
SAN MARCOS	SAN PABLO	PARAJE CARTAGENA	0	0	0	23	18	41

SAN MARCOS	SAN PABLO	SECTOR EL CAMPO, CASERIO	7	9	16	13	13	26
SAN MARCOS	SAN PABLO	SECTOR EL PROGRESO	0	5	5	37	24	61
SAN MARCOS	SAN RAFAEL PIE DE LA	ALDEA CHAYEN	15	14	29	32	32	64
SAN MARCOS	SAN RAFAEL PIE DE LA	ALDEA EL NARANJO	22	23	45	66	55	121
SAN MARCOS	SAN RAFAEL PIE DE LA	CASERIO LA LIBERTAD	0	0	0	11	5	16
SAN MARCOS	SAN RAFAEL PIE DE LA	CASERIO LAS PALOMAS	6	5	11	11	7	18
SAN MARCOS	SAN RAFAEL PIE DE LA	CASERIO NUEVA REFORMA	8	12	20	31	34	65
SAN MARCOS	SAN RAFAEL PIE DE LA	CASERIO NUEVO PLATANILLO	8	4	12	20	25	45
SAN MARCOS	SAN RAFAEL PIE DE LA	CASERIO NUEVO SAN RAFAEL	7	15	22	52	32	84
SAN MARCOS	SAN RAFAEL PIE DE LA	CASERIO SAN JOSE LA UNION	10	4	14	31	21	52
SAN MARCOS	SAN RAFAEL PIE DE LA	FINCA LA CEIBITA	0	0	0	12	11	23
Grand Total			636	657	1293	3381	3173	6554

Source: 2016 FUNCAFE teacher database

Annex 2: Indicators by Quarter

INDICATOR REPORT BY QUARTER								
Component	Target		Q1 (2014)		Q2 (2015)		Indicator	Analysis Frequency
Emergent Reading	1,226	100%	0	0%	1293	105%	% of students receiving pre-school reading interventions	Quarterly
Scholastic Reading	6,554	100%	0	0%	6,554	100%	% of students receiving primary level reading interventions	Quarterly
	407	100%	0	0%	407	100%	% of teachers and tutors trained on active methodology and reading strategies	Quarterly
Accelerated Alternative Education	500	100%	0	0%	675	135%	total number of students enrolled in accelerated alternative education for primary and middle school	Quarterly
	25	100%	0	0%	33	132%	% of tutors trained in reading techniques and reading comprehension	Quarterly

Source: 2016 FUNCAFE database

Annex 3: Photo Gallery

YEAR 2 APRIL 2016	
OPENING CEREMONIES	
<p>Opening Ceremony for Middle School in Caserio Nuevo San Rafael, San Marcos and Aldea San Isidro, Huehuetenango</p>	 
<p>Opening Ceremonies for two coffee productive schools in San Marcos and Santa Rosa</p>	 
<p>Teacher Workshop I</p>	 
<p>Activities to promote reading</p>	 
<p>Activities to commemorate Coffee Producer Day</p>	 

Parenting Workshops



Delivering textbooks for accelerated alternative education



Delivering textbooks and teacher kits



Tutor training workshops



Assistance visits to coffee production schools in Las Nubes and Platanillo San Marcos.



USAID Mission Director visits coffee production schools in San Marcos and Escuela El Matasano, San Pablo



