Rural Value Chains Project
USAID – ANACAFE COOPERATIVE AGREEMENT 520-A-12-00004

RVCP/Education Quarterly Report
October through December 2014

Guatemala, January 31, 2015

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1. Introduction

This report summarizes progress under the RVCP Education Component during the period from October through December 2014.

The narrative section describes activities to date, the main obstacles and the measures to overcome them. Tables illustrate progress in amounts and percentages to facilitate comprehension of results under each sub-component.

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 from Rural Development (FUNRURAL) to that of Foundation for Coffee Production for Rural Development (FUNCAFE).

FUNCAFE´s first efforts focused on projects for sustainable development, education and health through collaboration with coffee associations and federations. As a result, the Foundation developed credibility and trust among the international donor community and the public sector to implement programs and projects for social outreach.

More specifically, 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 and a specialist for monitoring and evaluation.

FUNCAFE is responsible for implementing RVCP/Education divided under 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. 89 primary schools and 47 pre-schools serve the area.

The Project includes a crosscutting approach for education and training to benefit 439 teachers. The Project works on quality education with special emphasis on reading for 11,000 children from eight municipalities in Huehuetenango and San Marcos.

The following table summarizes activities over the reporting period to set up 35 Coffee Kindergarten centers, three in Huehuetenango and 32 in San Marcos. The centers are located in communities within the coverage area that lacked pre-schools. The schools provide services a total of 615 students; 336 boys and 279 girls. The preschools operated for 35 days in November and December 2014.

Table 1
Preschool Coverage Summary
2014

PROVINCE (*Departamento* in Spanish)	Schools	STUDENTS		EQUIVALENCY TESTED	
		Boys	Girls	Boys	Girls
Huehuetenango	3	32	24	20	16
San Marcos	32	304	255	138	122
Total	35	336	279	158	138

Source: Project data for 2014 provided by education technicians.

3. Implementation Obstacles and Mitigation Measures

Implement 42 Coffee Kindergarten Centers: The Project only managed to establish 35 of the total 42 centers planned. Technicians faced issues of citizen unrest and insecurity in the municipality of San Pablo as a result of controversy around a hydroelectric plant. As a result, parents refused to let individuals from a neighboring community work with their children, yet there were no qualified individuals available for hire from the community. To mitigate the problem, the Project plans to set up the centers in January at the beginning of the school year when local teachers will be available to mediate.

Identify and Pre-register Students beyond Enrollment Age: In order to set up an alternative accelerated education center, the Project requires at least 20 students and a tutor. The process to identify and recruit tutors was more difficult than expected in light of the job qualifications and the need to hire tutors from the communities covered by the Project. To mitigate the problem, technicians planned coordination visits to co-ops in the area that assisted in pre-selecting tutors. Each tutor completed a series of activities to gather the minimum number of students and then planned home visits to evaluate the children. As a result, the Project established 32 student groups.

Age Range for Students in the Accelerated Education Component: The proposal for this sub-component established a range for enrollment from 13 to 18 years old. Nevertheless, once the Project completed an assessment of communities within the coverage area, findings revealed that most of the children that had not completed primary education were between the ages of 13 and 24. In order to address this

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problem, the Project coordinated efforts with USAID to request and receive approval to increase the upper age limit to 24 years old and meet the demand for primary education.

Information Flow: The Project started by providing education technicians with note cards to report data to the main office. It took 35 days for field technicians to complete the Coffee Kindergarten program and submit the primary data on the cards. To expedite the process, the Project designed an online information system with .pdf documents using GOOGLE DRIVE and Gmail. As a result, the Project now has primary data in real time to track progress.

TDR Diagnostic on Labor Supply and Demand: The Project distributed Terms of Reference for a diagnostic on labor supply and demand. Unfortunately, no proposals were forthcoming. The Project mitigated the problem by designing a dissemination strategy and adjusting the terms for proposal submission.

4. Progress to Date

4.1 General Activities

Coordinate Efforts with Directors from the Departments of Education in Huehuetenango and San Marcos: The Project shared the 2015 Work Plan with Directors to ensure their approval of the teacher-training schedule. The meetings provided an opportunity to engage officials and approach Technical Coordinators, obtain approvals and make arrangements for teachers to attend the first training activity in January.

Coordinate Efforts with the Department for Extra Curricular Education (DIGEEX in Spanish): Project staff worked closely with the Director and technical staff at DIGEEX to reach consensus on organizing the file system for both tutors and students in the accelerated primary education program. UNESCO and IGER staff participated in the process to plan the methodology and textbooks for accelerated education. The Project engaged DIGEEX, IGER and UNESCO to approve the list of textbooks designed specifically for the accelerated primary education program.

Coordinate Efforts with DIGEEX Technical Staff in Huehuetenango and San Marcos: Accelerated education technicians for primary school coordinated activities and organized working meetings with DIGEEX officials in Huehuetenango and San Marcos to train tutors. Technicians responsible for adult education will provide assistance to train tutors.

Train Education Technicians: The Project organized a two-day orientation and training activity for 13 technicians on management issues and the methodology for an active rural school.

4.2   Activities by Component
FUNCAFE implements the Education Component for RVCP divided into two sub-components: 1) Read to Learn and 2) Accelerated Alternative Education. The geographic coverage for the Education Component

extends to eight municipalities in Huehuetenango and San Marcos out of the total 21 included in RVCP/ANACAFE.

Sub-component 1: Read to Learn

- Provide pre-school education through 42 centers to develop basic psychomotor skills in preparation for insertion and successful adaptation to first grade. Education is provided over 35 school days. The Project implemented 35 centers for 615 students of pre-school age. Of these, 296 students passed equivalency tests to enter first grade; the remaining students did not meet age requirements set by the Ministry of Education.
- The Project planned training activities to be scheduled in January for each of the 89 primary schools and 42 preschools. Similarly, the Project procured teaching kits to be distributed during the training events at each school.

Sub-component 2: Accelerated Alternative Education

- Select qualified education technicians to work with the program in Huehuetenango and San Marcos.
- Hold meetings with officials from the Extra Curricular Education Department to coordinate activities among various adult education programs and select the option most suited to the objectives and resources of the RVCP/Education component.
- Hold meetings with the regional departments of education to request information and materials for the Project.
- Process to select tutors for the training centers on alternative accelerated education. Interview candidates, request personnel files (14 tutors selected in San Marcos and 19 in Huehuetenango).
- Screen student population between the ages of 13 and 24 that did not finish primary school. Field visits to communities within the coverage area with support from personnel from co-ops and selected tutors to identify 686 potential students for the Project.

Table 2 - Results Summary

Education Component: FY2014 Target Summary			
Description	FY2014 Target	FY2014 Results to Date	% Progress
Number of technicians trained	13	12	92
Number of tutors selected	25	31	124
Number of pre-school students	630	615	98
Number of Coffee Kindergarten centers	42	35	83
Number of students in accelerated primary school	500	686	137

The Project reports progress this quarter in reaching 92% of the training target, plus 110.5% of the coverage target. The Project hired 13 technicians and trained them in administrative issues and on the active methodology. The Project provided opportunities to children of pre-school age from the communities lacking pre-school education to participate in early childhood development activities and advance in gross and fine motor skills. The Project worked within the coverage area in Huehuetenango and San Marcos to identify and select 31 tutors and 686 students for accelerated primary education (surpassing the original target of 500 students).

5. Data Reporting

Table 3 - Data Reporting

Item	Quarterly Data Reporting (October through December)	Annual Target	Progress this Quarter	% Progress
1	**Total number of education technicians trained by the Project**	14	13	93%
	total women trained		1	
	total men trained		12	
2	**Total number of facilitators trained for Coffee Kindergarten**	**42**	35	83%
3	**Total number of students reached by the Project**	**630**	615	98%
	total number of girls		279	
	total number of boys		336	
4	**Total number of tutors selected for accelerated education**	**25**	31	124%
	a. total number of men	--	11	
	b. total number of women	--	20	
5	**Total number of youth in accelerated education**	500	686	138%
	a. total number of male students		288	
	b. total number of female students		398	

Annexes

Annex 1: Activity Results

Table 4
Train the Trainers on Active Methodology

Subject	Credit Hours	Total Participants
Learning Teams	7	Total: 13 Women: 1 Men: 12
Meaningful Expression	7	Total: 13 Women: 1 Men: 12
Techniques for Emergent Reading	7	Total: 13 Women: 1 Men: 12
Skills	7	Total 32 Women 19 Men 13
Workbook Use and Management	7	Total 32 Women 19 Men 13
Total Number of Courses	5	Total 45 Women 20 Men 25

Annex 2: Coffee Kindergarten Centers

PROVINCE	MUNICIPALITY	COMMUNITY	ENROLLED BOYS	ENROLLED GIRLS	EQUIVALENCY TESTED BOYS	EQUIVALENCY TESTED GIRLS
SAN MARCOS	SAN PABLO	CASERIO BUENOS AIRES	15	1	7	1
SAN MARCOS	SAN PABLO	PARAJE CARTAGENA	11	5	3	5
SAN MARCOS	SAN PABLO	CASERIO BARRANCA HONDA	8	1	3	1
SAN MARCOS	SAN PABLO	CASERIO NUEVA JERUSALEN	6	8	3	4
SAN MARCOS	SAN PABLO	CASERIO BELLA VISTA	11	8	8	6
SAN MARCOS	SAN PABLO	FINCA ARGENTINA	11	4	2	2
SAN MARCOS	SAN PABLO	CASERIO LA LOMITA	12	13	9	9
SAN MARCOS	SAN PABLO	SAN PABLO	6	10	4	2
SAN MARCOS	SAN PABLO	CASERIO SANTA ANITA	11	3	4	6
SAN MARCOS	SAN PABLO	CASERIO NUEVA SANTA TERESA	17	14	6	5
SAN MARCOS	SAN PABLO	CASERIO NUEVO PARAISO	6	6	1	1
SAN MARCOS	MALACATAN	MUNDO NUEVO	14	7	8	2
SAN MARCOS	MALACATAN	MONTE LIMAR	13	7	2	1
SAN MARCOS	EL TUMBADOR	AGRICOLA LAS DELICIAS	6	8	1	5
SAN MARCOS	EL TUMBADOR	EL SIGLO	7	5	6	1
SAN MARCOS	EL TUMBADOR	NUEVA GRANADA	5	6	1	0
SAN MARCOS	EL TUMBADOR	MEDIO DIA	11	9	5	4

			First	Second	T	M	F	T
SAN MARCOS	EL TUMBADOR	SAN BARTOLOME IZABAL	8	7	1	4		
HUEHUETENANGO	LA LIBERTAD		6	5	2	4		
HUEHUETENANGO	LA LIBERTAD	LA PALMIRA VIEJA	22	10	15	10		
HUEHUETENANGO	SAN ANTONIO HUISTA		4	9	3	2		
SAN MARCOS	SAN PABLO	CASERIO NUEVO VALDEMAR	14	16	1	6		
SAN MARCOS	SAN PABLO	CASERIO NUEVO CHIBUJ	2	8	2	3		
SAN MARCOS	SAN PABLO	CASERIO SINAI	10	16	7	4		
SAN MARCOS	SAN PABLO	CASERIO LAS LUCES	9	8	4	2		
SAN MARCOS	SAN PABLO	CASERIO NUEVO TESORO	7	10	3	7		
SAN MARCOS	SAN RAFAEL	LA CEIBITA	7	5	3	2		
SAN MARCOS	SAN MIGUEL IXTAHUACAN	CASERIO ALEN	9	9	3	4		
SAN MARCOS	SAN MIGUEL IXTAHUACAN	CASERIO LA UNION	14	10	6	5		
SAN MARCOS	SAN MIGUEL IXTAHUACAN	SAN JOSE NUEVA ESPERANZA	5	6	4	0		
SAN MARCOS	SAN MIGUEL IXTAHUACAN	CASERIO SACPIC	13	6	6	5		
SAN MARCOS	SAN MIGUEL IXTAHUACAN	CASERIO SIETE PLATOS	8	8	4	4		
SAN MARCOS	SAN MIGUEL IXTAHUACAN	TIERRA BLANCA LA VEGA	6	6	4	3		
SAN MARCOS	SAN MIGUEL IXTAHUACAN	CASERIO EL ARENAL	11	11	7	6		
SAN MARCOS	SAN MIGUEL IXTAHUACAN	CASERIO LA PENA	11	14	10	12		
TOTAL			**336**	**279**	**158**	**138**		

Annex 3: Accelerated Alternative Education Centers

Item	Province	Municipality	Location	Student Stages			Total by Gender		
				First	Second	T	M	F	T
1	San Marcos	San Pablo	Aldea Tocache	7	13	20	9	11	20
2	San Marcos	San Pablo	Aldea El Porvenir	15	7	22	6	16	22
3	San Marcos	San Pablo	Aldea El Matazano	15	3	18	8	10	18
4	San Marcos	San Pablo	Aldea Tojoj	2	22	24	6	18	24
5	San Marcos	San Pablo	Zelandia	22	0	22	9	13	22
6	San Marcos	San Pablo	Caserio 29 de Abril	4	11	15	8	7	15
7	San Marcos	San Rafael P.C.	Pati y La Libertad	17	7	24	11	13	24
8	San Marcos	San Rafael P.C.	Nvo. San Rafael y La Ceiba	14	11	25	16	9	25
9	San Marcos	El Rodeo	San Rafael Las Flores	12	14	26	17	9	26
10	San Marcos	El Rodeo	La Esperanza y Santa Rita	9	11	20	3	17	20
11	San Marcos	El Rodeo	Aldea Ixpeten	5	5	10	7	3	10
12	San Marcos	El Rodeo	Caserio La Plata	5	5	10	6	4	10
13	San Marcos	San Miguel	Caserio Alen	8	3	11	3	8	11
14	San Marcos	San Miguel	La Pena y El Arenal	9	8	17	8	9	17
15	Huehuetenango	La Democracia	Aldea Vueltamina	22	11	33	13	20	33
16	Huehuetenango	La Democracia	Caserio San Juan Guaila	17	13	30	10	20	30
17	Huehuetenango	San Antonio H	Aldea El Pajal	25	8	33	17	16	33

18	Huehuetenango	La Libertad	Aldea Palmira Vieja	22	9	31	15	16	31
19	Huehuetenango	La Libertad	Aldea El Ixtatilar	20	8	28	6	22	28
20	Huehuetenango	La Libertad	Aldea El Chalum	11	9	20	4	16	20
21	Huehuetenango	La Libertad	Aldea Huica	0	28	28	10	18	28
22	Huehuetenango	La Libertad	Buena Vista, Pena Roja	12	14	26	10	16	26
23	Huehuetenango	La Libertad	Nueva Colonia	10	10	20	10	10	20
24	Huehuetenango	La Libertad	Aldea La Cipresada	12	11	23	12	11	23
25	Huehuetenango	La Libertad	Santo Domingo Las Flores	13	10	23	11	12	23
26	Huehuetenango	La Libertad	Aldea Naranjo I	7	12	19	6	13	19
27	Huehuetenango	La Democracia	Aldea San Isidro	10	12	22	11	11	22
28	Huehuetenango	La Libertad	Aldea El Paraiso	16	13	29	12	17	29
29	Huehuetenango	La Libertad	Aldea El Cenegal	12	11	23	12	11	23
30	Huehuetenango	La Libertad	Caerio San Miguel Chicharro	7	11	18	7	11	18
31	Huehuetenango	La Libertad	Aldea Huica 2	16	0	16	5	11	16
				376	**310**	**686**	**288**	**398**	**686**

Annex 4: Photo Gallery
COFFEE KINDERGARTEN, ACCELERATED PRIMARY EDUCATION TUTORS AND TECHNICIAN TRAINING
Accelerated Skill Centers, Coffee Kindergarten, San Marcos

Photo 1: Last day of Coffee Kindergarten at Barranca Honda, San Pablo.

Photo 2: Last day of Coffee Kindergarten at Nueva Jerusalen, San Pablo

Photo 3: Last day of Coffee Kindergarten at Loma Bonita, San Pablo.

Photo 4: Last day of Coffee Kindergarten at Santa Anita, San Pablo.

Photo 5: Last day of Coffee Kindergarten at Nueva Argentina, San Pablo.

Scholastic Skill Centers, Coffee Kindergarten, Huehuetenango

Photo 6: Last day of Coffee Kindergarten at Palmira Vieja, La Libertad.

Photo 7: Last day of Coffee Kindergarten at La Estancia, San Antonio Huista.

Photo 8: Last day of Coffee Kindergarten at La Estancia, San Antonio Huista.

Photo 9: Last day of Coffee Kindergarten at Palmira, La Libertad.

Photo 10: Last day of Coffee Kindergarten at   La loma, San Antonio Huista.

Activities with Accelerated Primary School Tutors

Photo 11: Accelerated Primary School Tutors

Photo 12: Accelerated Primary School Tutors

Photo 13: Accelerated Primary School Tutors

Training Technicians/Education Advisors

Photo 14: Training technical personnel.

Photo 15: Technical training.