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**Rural Value Chains**  
*Huehuetenango and San Marcos*



## ***Rural Value Chains Project***

**USAID – ANACAFE COOPERATIVE AGREEMENT 520-A-12-00004**

## ***RVCP/Education Quarterly Report January through March 2015***

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Guatemala, April 2015

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## 1. Introduction

This report summarizes progress under the RVCP Education Component during the period from January through March 2015.

Activities are implemented under two sub-components:

- a) Read to Learn:** two separate training activities together with site visits to provide classroom assistance, distribute textbooks in first grade, handbooks for grades two through six and teaching kits.
- b) Accelerated Alternative Education:** hire 31 tutors, provide orientation training, and establish 31 centers to serve 660 students (both boys and girls) in Stages I and II.

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 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. A total of 89 primary schools, 47 pre-schools and 29 Accelerated Alternative Education Centers (CEAAs in Spanish) serve the area.

The Project includes a crosscutting approach for education and training to benefit 417 teachers. The Project works on quality education with special emphasis on reading for 8,014 children from eight municipalities in Huehuetenango and San Marcos.

The Project scheduled assistance visits during the reporting period to each of the 89 schools in the coverage area. The first visit included a quick diagnostic to assess infrastructure, furniture, equipment, coverage, preliminary statistics and community context. The second visit provided opportunities to observe teachers replicating the content of the training sessions. In addition, the Project set up links on Google Drive to implement a real time information system. The Project uses OneDrive to schedule activities.

The following table summarizes activities over the reporting period including two technical site visits to 49 pre-schools located within the eight municipalities in the coverage area. The visits provided an opportunity to gather preliminary statistical data and provide assistance on implementing the content from the training activities including that pertaining to emergent reading, meaningful expression, team work, learning corners, vegetable gardens and the school library. Activities benefited 482 boys and 505 girls for a total of 987 students. Technicians trained a total of 59 teachers.

**Table 1**  
**Preschool Coverage Summary**  
**2015**

PROVINCE	SCHOOLS	TEACHERS TRAINED	STUDENTS	
			BOYS	GIRLS
Huehuetenango	14	38	261	267
San Marcos	35	21	221	238
<b>TOTAL</b>	<b>49</b>	<b>59</b>	<b>482</b>	<b>505</b>

Source: 2015 Project data provided by education technicians.

Table 2 summarizes activities this quarter to schedule two technical assistance visits to each of the 89 primary schools in the coverage area. Technicians collected preliminary statistical data, completed quick diagnostic assessments and provided assistance on the topics covered in initial training activities,

including emergent reading, meaningful expression, team work, learning corners, vegetable gardens and school libraries. Technicians trained 358 teachers to benefit 7,027 students (3,661 boys and 3,366 girls).

**Table 2**  
**Primary School Coverage Summary**

**2015**

PROVINCE	SCHOOLS	TEACHERS TRAINED	STUDENTS	
			BOYS	GIRLS
Huehuetenango	19	125	1,215	1,136
San Marcos	70	233	2,446	2,230
<b>TOTAL</b>	89	358	3,661	3,366

Source: 2015 data from FUNCAFE database

The following table summarizes efforts this quarter to implement 35 CEAs and hire 31 tutors. The Project provided training on andragogical (adult learning) techniques, active methodology and textbook use and management. A total of 660 students are in Stages I and II. A total of 152 students in San Marcos are in Stage I and 104 students are in Stage II. A total of 246 students in Huehuetenango are in Stage I and 158 in Stage II. In total, 655 students registered and are attending school.

**Table 3**  
**Accelerated Primary Education Coverage Summary**

**2015**

PROVINCE	SCHOOLS	STUDENTS		
		MEN	WOMEN	TOTAL
Huehuetenango	17	182	222	404
San Marcos	18	133	123	256
<b>TOTAL</b>	35	312	343	660

Source: 2015 data provided by education technicians

The following table summarizes efforts during the reporting period to implement parenting schools in both provinces. The courses cover subjects such as community organization, family nutrition and others. Technicians on site will tailor the contents to meet the needs of the community.

**Table 4**  
**Parenting School Coverage Summary**

**2015**

PARENTING SCHOOL	PARENTS	
	MEN	WOMEN
Parents	41	62
<b>TOTAL</b>	<b>103</b>	

Source: 2015 FUNCAFE database

The Project completed field activities for baseline data on reading fluency. The effort included preliminary reading evaluations for students from first, second and third grades in sample groups from 32 schools. Of these, 16 schools are located within the RVCP/Education coverage area and the other 16 schools are a control group from outside the area. The following table summarizes the data.

**Table 5**  
**Base Line Testing**

**2015**

PROVINCE	GRADE	EXPERIMENTAL GROUP	CONTROL GROUP	TOTAL
Huehuetenango	First	128	121	249
	Second	329	236	565
	Third	302	255	557
		759	612	1371

Source: 2015 DIGEDUCA database

### 3. Implementation Obstacles and Mitigation Measures

**Pre-School and Primary Level:** The Project first scheduled training for the afternoon school session from 13:00 to 18:00 which led to delays in planned activities when teachers refused to participate in the afternoon. The Project scheduled meetings with authorities from the departments of education in San Marcos and Huehuetenango to address the problem and plan an awareness campaign for technical coordinators and teachers regarding compliance with regulations to provide 180 school days. At the time of this writing, teachers showed positive response and 100% participation at both levels in Huehuetenango, as well as in San Miguel Ixtahuacan, San Marcos. In addition, the Project scheduled a second round of training events in San Pablo, San Jos El Rodeo and San Rafael Pie de la Cuesta for early April.

**Online Registration for Accelerated Primary Students:** The Project faced some difficulties in having students register electronically on the website operated by the Planning Department of the Ministry of Education. As a result, the Project worked with officials to assign a separate code number to each of the 35 CEAAAs through the DIGEEX coordinators in each of the two provinces. In order to meet the tight deadline, the Project called on tutors with some IT experience to help input the data. Some of the students had trouble registering since their names were linked to registration codes from other schools they attended. The Project will work with DIGEES to address this issue next quarter.

**Payments for Tutors from the Accelerated Primary Education Program:** The Project hired the tutors as contractors with payment against deliverables. To this end, auditors required a processes and procedures manual, including flowcharts, to ensure compliance with the tutors' responsibilities, including plans to make up sessions following absences. Payments were a week late as a result of the extra requirements. The Project is now up to date with payments for the month of March.

**Information Flow:** In order to set up a real-time information system, the Project chose to use Google Drive, but was rejected by the institution due to data security concerns. Corrective measures included migrating data from the information system to Office 365 and using OneDrive to prepare and share information. As a result, the Project has data in real time for continuous monitoring of field activities.

**Study on Labor Supply and Demand:** Experts worked on the study in February and March to deliver their report this quarter. Project technicians worked closely with the consultant to ensure compliance with quality standards as required and on time. Project staff is currently reviewing the study. When it was found that many small and medium businesses were reluctant to provide data on their hiring practices, the Project addressed the problem by working with interviewers to improve the process and secure the data.

**Base Line Study on Reading Fluency:** The Project found that tests to accurately and reliably measure Reading fluency were not readily available. To address the situation, technicians contacted Del Valle University about running the tests, but the cost was too high. Technicians then contacted DIGEDUCA at the Ministry of Education to obtain access to ELGI tests (a version of EGRA tailored to Guatemala). Access was unavailable, but the Project successfully coordinated with DIGEDUCA, DIGEMOCA and FUNCAFE to run the tests in house. At the time of this writing, technicians completed the fieldwork and the Ministry of Education is inputting the data. The Project expects final results in June.

**Education Authorities:** The Project coordinated efforts in the province of San Marcos following the resignation of the Department of Education Director. Technical staff organized a presentation for the new director to review the RVCP/Education work plan. The Project worked with the departments of education in both provinces to reach agreements on training and assistance activities without jeopardizing the number of days for classroom instruction and with the support of education, provincial and municipal authorities.

## **4. Progress to Date**

### **4.1 General Activities**

**Coordinate Efforts with Directors from the Departments of Education in Huehuetenango and San Marcos:** The Project met with both directors this period to schedule activities for the 2015 school year. More specifically, technicians plan “Reading Week” in April and additional activities throughout the 180 days of classroom instruction in the school year.

**Coordinate Activities with Field Technicians from DIGEDUCA and DIGEMOCA:** The Project worked to coordinate activities to train the facilitators applying baseline tests. The facilitators report to DIGEMOCA at the Ministry of Education and trainers and supervisors are DIGEDUCA staff. In addition the Project coordinated closely with the principals from each of the schools where teachers will be evaluated.

**Coordinate Activities with the Department of Extra Curricular Education (DIGEEX):** The Project met with the DIGEEX Coordinator for Accelerated Education at the national level as well as with the authorities in each of the two provinces to schedule training for CEAA tutors on the use and management of textbooks. The process included numeric codes assigned to each student, training by DIPLAN staff regarding online student registration systems and DIGEEX staff providing user access for each student.



**Coordinate Efforts with Administrative and Technical Coordinators:** FUNCAFE education technicians completed activities to monitor 180 days of classroom instruction and strategies to facilitate compliance. Coordinators proved very willing to implement positive reinforcement and teacher motivation techniques.

**Parenting School:** The Project completed efforts to engage with parents at some of the schools in the coverage area to enroll in parenting classes. The first two topics included community organization and family. Additionally, the process generated data on the number of families in each community.

## **4.2 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**

Activities this quarter include the following:

- Two training activities for pre-school and primary teachers from both provinces on active methodology and reading strategies. A total of 358 primary school teachers participated together with 59 pre-school teachers.
- Deliver text books among participating schools as follows:
  - First grade: 1,873 textbooks
  - Second grade: 245 sets including seven workbooks each for 1,643 students
  - Third grade: 375 sets of six workbooks each for 1,389 students
  - Fourth grade: 335 sets of 14 workbooks each for 847 students
  - Fifth grade: 300 sets of 13 workbooks each for 721 students
  - Sixth grade: 300 sets of 13 workbooks each for 701 students.
- Project staff scheduled a series of field visits once a month to each of the 89 primary and 49 pre-schools. The visits this quarter provided an opportunity to complete a quick diagnostic on school facilities, application of reading techniques and active methodology. In addition, technicians worked with teachers to set up learning corners, especially those for reading.
- Technicians distributed teaching kits for all 89 primary and pre-schools in the coverage area.

## Sub-component 2: Accelerated Alternative Education

- The Project completed efforts to recruit and hire 31 tutors to work in both provinces in the coverage area. In addition, technicians coordinated efforts with FUNCAFE and DIGEEX for orientation and training events. DIGEEX reviewed the job description and qualifications for the tutors and provided guidelines to have the tutors and CEAs included in the Ministry of Education database.
- The Project completed activities to enroll students using the DIGEEX format on Excel. In addition, by the end of March, all students were recorded in the SIRE educational system at the Ministry of Education Planning Department..
- Project technicians worked to find convenient, safe and accessible locations for each CEA. Locations include schools, churches, co-ops and private homes.
- The Project coordinated efforts with IGER to copy the material tailored for the CEAs and deliver the texts to each of the contact points for distribution to the students during each of the two stages. In addition, the Project provided kits with school supplies for each student (notebooks, pencils, pens, erasers) and a teaching kit for each tutor.

**Table 6**  
**Results Summary**

<b>Education Component: 2015 Target Summary</b>			
Description	FY2015 Target	FY2015 Results to Date	% Progress
Number of technicians trained	14	14	100
Number of tutors hired and trained	25	31	<b>124</b>
Number of pre-school students benefitted	987	987	100
Number of primary school students benefitted	7027	7027	100
Number of accelerated education students	500	660	<b>132</b>
Number of pre-school teachers trained	47	59	<b>125</b>
Number of primary school teachers trained	390	358	92
Number of assistance visits	1242	178	14

Source: 2015 FUNCAFE database

The Project met 100% of the target for technical training. In addition, the Project met 124% of the target for training tutors for accelerated primary education. The Project also reports meeting 100% of the targets to benefit pre-school and primary school students. In regard to the target of 500 students set for accelerated education, the Project surpassed the target by enrolling 660 students for a total of 132%. The Project trained 59 pre-school teachers and met 125% of the target. The target for pre-school

teachers was set at 390, but teacher hiring early in the school year this quarter was lagging. As a result, the Project trained 92% of the target. Technicians scheduled monthly visits to each school in the coverage area resulting in 14% progress to date.

## 5. Data Reporting

Table 7

### Data Reporting

Item	Quarterly Data Reporting (January through March 2015)	Annual Target	Progress this Quarter	% Progress
<b>1</b>	<b>Total number of education technicians trained by the Project</b>	14	14	100 %
	total women trained		1	
	total men trained		13	
<b>2</b>	<b>Total number of tutors for accelerated primary education hired and trained during two events</b>	25	31	124%
<b>3</b>	<b>Total number of students participating in reading interventions in primary school</b>	7027	7027	100%
	a. total girls		3366	
	b. total boys		3661	
<b>4</b>	<b>Total number of boys and girls in pre-school provided by the Project</b>	987	987	100
	a. total girls	--	505	
	b. total boys	--	482	
<b>5</b>	<b>Total number of students enrolled in accelerated education and attending centers (Stages I and II)</b>	500	660	132%
	a. male		315	
	b. female		345	
<b>6</b>	<b>Total number of parents attending parenting classes</b>	890	103	11 %
	a. male		41	
	b. female		62	
<b>7</b>	<b>Total number of schools implementing transparency murals</b>	89	0	0 %

Source: 2015 FUNCAFE data

## Annexes

### Annex 1: Activity Results

**Table 8**  
**Training Workshops on Active Methodology**

Training	Subject	Participants		
		Male	Female	Total
Training Activity 1	<ul style="list-style-type: none"> <li>• Emergent Reading</li> <li>• Meaningful Expression</li> <li>• Team Work</li> <li>• Learning Corners</li> <li>• School Government</li> </ul>	109	249	358
Training Activity 2	<ul style="list-style-type: none"> <li>• Community Participation</li> <li>• School Libraries</li> <li>• Self Learning Handbooks</li> <li>• Joint Activities</li> <li>• Productive Projects</li> </ul>	43	70	113
<b>Total</b>		<b>152</b>	<b>319</b>	<b>471</b>

Source: 2015 FUNCAFE data

### Annex 2: Coverage by Level

**Table 9**  
**Number of Schools by Municipality and by Level**

Province	Municipality	Pre-School Level	Primary Level
Huehuetenango	Jacaltenango	4	5
	La Democracia	1	2
	La Libertad	7	9
	San Antonio Huista	2	3
San Marcos	San Jos El Rodeo	4	4
	San Miguel Ixtahuacn	9	15
	San Pablo	15	42
	San Rafael Pie de La Cuesta	7	9
<b>Total</b>		<b>49</b>	<b>89</b>

Source: 2015 FUNCAFE data

### Annex 3: Indicators by Quarter

Indicator Report by Quarter								
Component	Target		1st Quarter (2014)		2nd Quarter (2015)		Indicator	Analysis Frequency
	Emergent Reading	927	100%	0	0%	927		
Scholastic Reading	7,027	100%	0	0%	7,027	100%	% of students receiving primary level reading interventions	quarterly
	358	100%	0	0%	358	100%	% of teachers trained in active methodology	quarterly
Accelerated Alternative Education	500	100%	0	0%	660	132%	total number of students enrolled in accelerated alternative education	quarterly
	25	100%	0	0%	31	124%	% of tutors trained in reading and reading comprehension	quarterly
Participation of the Education Community and Citizen Training	890	100%	0	0%	113	13%	% of mothers and fathers taking classes on parenting	quarterly
	20	100%	0	0%	4	22%	% of parents completing 18 hours of training in parenting school	quarterly
	89	100%	0	0%	0	0%	% of schools implementing transparency murals	quarterly

Source: 2015 FUNCAFE data

Semester Indicator Reporting							
Component	Target		Semester I (October 2014- March 2015)		Indicator	Analysis Frequency	
	Accelerated Alternative Education	500	100%	660			398
262					40%	% of students enrolled in Accelerated Alternative Education, Stage II	biannually

## Annex 4: List of Centers for Accelerated Alternative Education

	Province	Municipality	Tutor	Location	Stages		
					I	II	T
1	Huehuetenango	La Democracia	Guilder Ferlandi Villatoro	Aldea Vueltamina	10	11	21
2		La Democracia	Maximino Calvo Castillejo	San Vicente	9	3	12
3		La Democracia	Vidalin Ananas Mendoza	Aldea El Pajal	16	3	19
4		San Antonio Huista	Rosa Antonieta Recinos	Aldea Palmira Vieja I	28	0	28
				Aldea Palmira Vieja II	0	13	13
5		La Libertad	Karen Osmilda Hernndez	Aldea Ixtapil	12	7	19
6		La Libertad	Iris Mariselda Villatoro Alfaro	Aldea El Chalum	12	8	20
7		La Libertad	Juan Manuel Castillo	Aldea Huic	17	11	28
8		La Libertad	Goldy Arly Samayoa Sosa	Buena Vista, Pena Roja	14	12	26
9		La Libertad	Ana Hibet Samayoa	Nueva Colonia	13	5	18
10		La Libertad	Osmarel Castillo Samayoa	Aldea La Cipresada	15	6	21
11		La Libertad	Luis Randolph Lopez G.	Santo Domingo Las Flores	13	7	20
				El Zapote	8	7	15
12		La Libertad	Celeste Samayoa de Leon	Aldea Naranjo I	11	8	19
				Aldea Naranjo II	7	2	9
13		La Libertad	Walter Alfredo Palacios	Aldea San Isidro	14	14	28
14		La Libertad	Dalia Concepcion Calderon	Aldea El Paraiso	14	10	24
15	La Libertad	Mara Esther Martnez Constanza	Aldea El Cenegal	10	8	18	
16	La Libertad	Osmar Vinicio Castillo	Caero San Miguel Chicharro	11	6	17	
17	La Libertad	Bony Marn Prez Gomez	Aldea Huic II	4	10	14	
			Aldea EL Jute	8	7	15	
18	San Miguel Ixtahuacn	Angela Dilma Ajpop Paz	Casero La Pena	8	2	10	
			Casero Tierra Blanca	2	4	6	
19	San Miguel Ixtahuacn	Miriam Aracely Bravo Domingo	Casero Alen	6	5	11	
20	San Pablo	Gregorio Daviel Esteban Lopez	Casero 29 de Abril	6	7	13	
			San Francisco La Union	8	7	15	
21	San Pablo	Edwin Romeo Chilel Prez	Casero Tojoj	10	12	22	
22	San Pablo	Seidy Maridelia Zacaras Gonzales	Aldea El Porvenir.	18	8	26	
23	San Pablo	Zabdi Merari Sandoval Zacarias	Aldea Zelandia.	8	1	9	
24	San Pablo	Ana Lisseth Ramrez Carredano	Aldea Tocache.	9	12	21	
25	San Pablo	Selina Raquel Salic de Leon	Aldea El Matasano.	16	7	23	
			Finca La Ceiba, Nuevo San Rafael.	6	1	7	
26	San Rafael PC.	Mara Eugenia Martnez Ramrez	Casero La Libertad aldea Pat.	13	7	20	
27	San Rafael PC.	Jaqueline Noem Fuentes Clemente	Casero Nuevo San Rafael.	11	10	21	
28	San Jos El Rodeo	Jensy Raynel Hernndez Ramrez	Aldea San Rafael Las Flores.	11	5	16	
29	San Jos El Rodeo	Jackeline Clarivel Prez	Aldea La Esperanza.	7	5	12	
			Aldea Santa Rita.	2	4	6	
30	San Jos El Rodeo	Amrica Argentina Navarro Prez	Casero La Plata.	8	5	13	
31	San Jos El Rodeo	Bianca Alicia Lopez Ramrez	Aldea Ixpetn.	3	2	5	
Total					<b>398</b>	<b>262</b>	<b>660</b>

Source: 2015 FUNCAFE data

## Annex 5: Photo Gallery

Students receive books on meaningful expression and self-learning workbooks



Photo 1: Students from EORM Casero Shanhegual, San Miguel Ixtaguacan, San Marcos.



Photo 2: Students from EORM Sector el Progreso, San Pablo, San Marcos



Photo 3: Site visit to Escuela Casero Los Andes, San Pablo, San Marcos



Photo 4: Site visit to Casero El Matasano, San Pablo San Marcos



Photo 5: Students at EORM Loma Bonita, San Pablo, San Marcos



Photo 6: Students at EORM Casero entere Ros, San Miguel El Rodeo San Marcos

## Technical Support Visits



Photo 7: Students at EORM Caserio Tojoj, San Pablo, San Marcos



Photo 8: Students at EORM Caserio Piedra Parada, San Marcos



Photo 9: Students at EORM Casero Nuevo San Rafael, San Rafael Pie de La Cuesta, San Marcos



Photo 10: Students at EORM Aldea La Estancia, San Miguel Ixtaguacan, San Marcos



## Accelerated Education



Photo 11: Students at CEAA Vuelta Mina, La Democracia, Huehuetenango



Photo 12: Parenting classes in La Ceibita, San Rafael Pie de la Cuesta, San Marcos