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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 April through June 2015

Guatemala, July 2015

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1. Introduction

This report summarizes progress under the RVCP Education Component during the period from April through June 2015.

Activities are implemented under two sub-components:

a) Read to Learn: training workshops, teaching roundtables, site visits to provide classroom assistance, distribute read-o-meters, recipe books and planting guides.

b) Accelerated Alternative Education: site visits, tutor training, learning circles, training on the use of textbooks, handicrafts, jewelry making and recycling.

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'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 activities 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. The Project worked during the first six months with a total of 89 primary schools and 52 pre-schools. Over the reporting period, the Project worked with 64 pre-schools now that 12 pre-school teachers have been assigned to a same number of new schools to serve pre-school students.

The Project includes a crosscutting approach for education and training to benefit 431 teachers. The Project works on quality education with special emphasis on reading for 8,656 children from eight municipalities in Huehuetenango and San Marcos.

The Project scheduled three assistance visits (once monthly) during the reporting period to each of the 64 pre-schools in the coverage area, as well as to each of the 89 primary schools. The visits provided opportunities to verify correct use of collaborative techniques and the use of emergent reading.

Table 1 summarizes data from the 64 pre-schools, including technical assistance for 76 teachers to benefit 1,229 students.

Table 1
Preschool Coverage Summary
2015

PROVINCE	MUNICIPALITY	SCHOOLS	TEACHERS	BOYS	GIRLS	TOTAL
HUEHUETENANGO	JACALTENANGO	4	10	138	107	245
	LA DEMOCRACIA	2	3	32	21	53
	LA LIBERTAD	6	7	49	73	122
	SAN ANTONIO HUISTA	2	3	23	24	47
SAN MARCOS	SAN JOSE EL RODEO	4	4	37	43	80
	SAN MIGUEL IXTAHUACAN	11	12	92	87	179
	SAN PABLO	26	28	181	199	380
	SAN RAFAEL PIE DE LA CUESTA	9	9	64	59	123
TOTAL		64	76	616	613	1229

Source: 2015 FUNCAFE data

Table 2 summarizes activities this quarter provide technical assistance to 355 teachers to benefit 3,858 boys and 3,569 girls for a total of 7,427 students. The technical team scheduled three visits to each of

the 89 primary schools in the coverage area. The visits also provided an opportunity to gather information on implementing reading techniques and active methodology, while also strengthening knowledge gained during the initial training and roundtable activities for teachers on emergent reading, meaningful expression, team work, learning corners, school gardens and school libraries.

Table 2
Primary School Coverage Summary
2015

PROVINCE	MUNICIPALITY	SCHOOLS	TEACHERS	BOYS	GIRLS	TOTAL
HUEHUETENANGO	JACALTENANGO	5	65	589	631	1401
	LA DEMOCRACIA	2	17	177	170	347
	LA LIBERTAD	9	50	560	493	973
	SAN ANTONIO HUISTA	3	20	236	216	452
SAN MARCOS	SAN JOSE EL RODEO	4	16	166	153	319
	SAN MIGUEL IXTAHUACAN	15	47	568	535	1103
	SAN PABLO	42	111	1267	1137	2404
	SAN RAFAEL PIE DE LA CUESTA	9	29	295	234	529
TOTAL		89	355	3858	3569	7,427

Source: 2015 FUNCAFE data

The following table summarizes activities during the reporting period at 37 CEAs with 29 tutors participating in training events on the use and management of textbooks. A total of 688 students are enrolled, of which 656 are attending on a regular basis in either Stage I or Stage II. Student attendance has remained steady at 95.3% of the total number of students enrolled in either of the two stages in both provinces.

Table 3
Accelerated Primary Education Coverage Summary
2015

PROVINCE	CEAA	JANUARY THROUGH MARCH			APRIL THROUGH JUNE		
		STUDENTS BENEFITED			STUDENTS BENEFITED		
		MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
Huehuetenango	17	182	222	404	173	222	395
San Marcos	17	133	123	256	139	122	261
Total	34	312	343	660	312	344	656

Source: own source data for 2015 provided by education technicians

The following table summarizes efforts during the reporting period to work at three events with 708 parents. Parenting school this quarter in both provinces covered subjects including school gardens, personal hygiene, cleanliness and nutrition. Technicians on site tailor the contents to meet the needs of the community.

Table 4
Parenting School Coverage Summary
2015

PROVINCE	MUNICIPALITY	MEN	WOMEN	TOTAL
HUEHUETENANGO	JACALTENANGO	5	42	47
	LA DEMOCRACIA	8	45	53
	LA LIBERTAD	25	65	89
	SAN ANTONIO HUISTA	14	42	56
SAN MARCOS	SAN JOSE EL RODEO	9	45	55
	SAN MIGUEL IXTAHUACAN	38	64	102
	SAN PABLO	38	160	199
	SAN RAFAEL PIE DE LA CUESTA	11	95	106
TOTAL		149	559	708

Source: 2015 FUNCAFE data

3. Implementation Obstacles and Mitigation Measures

Pre-School and Primary Level: Save the Children is also working with one of the schools from the coverage area in San Antonio Huista. RVCP/Education worked with Laura Villegas to avoid duplication of efforts. As a result, FUNCAFE will work with students in primary and pre-school levels, while Save the Children will work with middle school students.

Online Registration for Accelerated Primary Students: As reported last period, the Project faced difficulties during the process for students to register online through DIPLAN at the Ministry of Education. To correct the situation, technicians sorted out the students previously enrolled at other schools to release their records, provide a new student number and assign them to the new CEAs. To this end, the Project worked with the Department of Education in each of the provinces.

Tutors from the Accelerated Primary Education Program: Two tutors submitted their resignations this quarter. Despite the vacancies, the Project managed to restructure schedules and get temporary personnel familiar with the process and the methodology to ensure that all students were served. As a result, attendance remained steady.

Student Retention in Accelerated Primary: The Project found that some students in each of the provinces may be discouraged due to family issues or conditions of extreme poverty where their basic needs are unmet (clothing, shoes). To address the problem, tutors schedule home visit or assign extra hours to provide more personalized attention. The Project has noted that some of the students who have Young children are forced to miss sessions when their children take ill. Again, the Project responds by providing tailored assistance, extending to guidance on how to access local health providers if necessary.

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 with the planning directors in both provinces to register students in accelerated primary programs under the Ministry's SIRE system.

Coordinate Efforts with SAN Technicians: The Project worked closely with the FUNCAFE Coordinator for Food Security and Nutrition to distribute seeds at each school. These efforts are in preparation for reactivating school gardens (also used as a teaching tool and hands-on learning using collaborative techniques and principles for entrepreneurship).

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 site visits and monitor CEAA tutors on adult education and complementary activities including productive projects and handicrafts.

The Project coordinated efforts with DIGEEX headquarters to implement flexible methods. Both the Director and technicians support the efforts.

Coordinate Efforts with Administrative and Technical Coordinators: Coordinators in each of the eight municipalities working with the Project are participating fully in receiving logistical support, training and assistance visits. This contributes to strengthening technical activities at each school to align with FUNCAFE strategies. The Project leverages the effort to raise awareness among teachers regarding time management and training opportunities after classroom hours.

Parenting School: The Project continued to encourage participation in parenting classes this quarter. The effort has the support of principals and teachers to schedule activities in each school.

Supplies and Materials: The Project ensured delivery of supplies and materials to each of the schools in the coverage area as required for the learning activities. This includes gardening kits and seeds provided by the Food Security and Nutrition office to reactivate school gardens, together with recipe books and a game designed around nutrition concepts so that each school can begin to introduce the subject of food security.

**Table 5
RVCP Supply Deliveries
2015**

PROVINCE	MUNICIPALITY	GARDEN HANDBOOKS	RECIPE BOOKS	GAME	SEED KITS	SCHOOL RECIPES
HUEHUETENANGO	JACALTENANGO	5	5	5	5	5
	LA DEMOCRACIA	2	2	2	2	2
	LA LIBERTAD	9	9	9	9	9
	SAN ANTONIO HUISTA	3	3	3	3	3
SAN MARCOS	SAN JOSE EL RODEO	4	4	4	4	4
	SAN MIGUEL IXTAHUACAN	15	15	15	15	15
	SAN PABLO	42	42	42	42	42
	SAN RAFAEL PIE DE LA CUESTA	9	9	9	9	9
TOTAL		89	89	89	89	89

Source: Own source data from education technicians, 2015

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:

- The Project implemented three training activities as planned for pre-school and primary level teachers (each participant received a certificate upon completion of the three training events). In addition, technicians organized the first teacher roundtable.
- Technicians worked this quarter to deliver transparency murals to each of the 89 schools in the coverage area, together with murals for the technical coordination offices in the Department of Education in each province. In addition, technicians provided transparency murals to schools that do not fall within the coverage area per se, but that provide facilities for a given CEAA. Overall, the Project delivered 105 transparency murals and shared the data with a CSO (*Empresarios por Educacion*).
- The Project organized an activity to provide teachers in Huehuetenango with distinguished recognition for their attendance, use of active methodology, reading strategies and teaching innovations. The Project plans a similar event in July for teachers in San Marcos.

Sub-component 2: Accelerated Alternative Education

- The Project completed efforts to register each student under the Ministry of Education SIRE system and provide each with a single code number.
- Technicians implemented tutor roundtables to provide for experience exchange, discuss lessons learned and assess progress.
- The Project coordinated efforts with USAID and DIGEEX to design the third stage for accelerated education. This quarter, technicians met with DIGEEX authorities to begin the process to open middle schools for Stage III.
- The Project completed activities under handbook one for Stages I and II. By early July, the Project expects to begin training on the use of handbook two for both stages.

- The Project provided each CEAA with a read-o-meter to track student progress and reading speed. In addition, technicians provided a seed kit and handbook to start their school gardens.

Table 6
Results Summary

Education Component: 2015 Target Summary					
Description	FY 2015 Target	Q2		Q3	
		Result	% Progress	Result	% Progress
Number of technicians trained	14	14	100	14	100%
Number of tutors hired and trained	25	31	124	29	116%
Number of pre-school students benefitted	987	987	100	1,229	124%
Number of primary school students benefitted	7027	7027	100	7,427	105%
Number of accelerated education students	500	660	132	656	131%
Number of pre-school teachers trained	47	59	125	76	161%
Number of primary school teachers trained	390	358	92	384	98%
Number of assistance visits	890	178	16	499	56%

Source: 2015 FUNCAFE data

During the reporting period (Q3), the Project reached 100% of the target for training technicians. In addition, the Project attained 116% of the target for accelerated learning tutors. In regard to benefitting children in primary and pre-school education, the Project reached 107% and 124% of the targets, respectively.








A total of 660 students enrolled and reached 132% of the target of 500 students. In addition, the Project has succeeded in retaining 131% of the student target.

The Project trained 76 preschool teachers equivalent to 125% of the target. The target for training primary level teachers was set at 390, but by the end of the first quarter, the Project had completed training 98% of the target. Technicians scheduled one site visit per month to each of the primary schools (56% progress this quarter) and took advantage of each site visit to provide assistance to any annexed preschools.

5. Data Reporting

Table 7

Data Reporting

Item	Quarterly Data Reporting (April through June 2015)	Annual Target	Progress this Quarter (Q3)	% 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	25	29	116% 
3	Total number of students participating in reading interventions in primary school	7027	7,427	105% 
	a. total girls		3569	
	b. total boys		3858	
4	Total number of boys and girls in pre-school provided by the Project	987	1,229	124% 
	a. total girls	--	616	
	b. total boys	--	613	
5	Total number of students enrolled in accelerated education and attending centers (Stages I and II)	500	660	132% 
	a. male		315	
	b. female		345	
6	Total number of parents attending parenting classes	890	708	80% 
	a. male		149	
	b. female		559	
7	Total number of schools implementing transparency murals	89	103	111% 

Source: 2015 FUNCAFE data

Annexes

Annex 1: Activities to Prevent Child Labor

As part of the activities to commemorate World Day Against Child Labor, the Project worked with schools in support of civic celebrations, drawing competitions, murals, panel discussions and parades.

The following table summarizes the data.

Table 8

Data Summary for World Day Against Child Labor

PROVINCE	SCHOOLS	STUDENTS	PARENTS	TEACHERS
SAN MARCOS	20	1,640	181	94
HUEHUETENANGO	10	1,006	32	54
Total	30	2,646	213	148

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	2	2
	La Libertad	6	9
	San Antonio Huista	2	3
San Marcos	San Jose El Rodeo	4	4
	San Miguel Ixtahuacan	11	15
	San Pablo	26	42
	San Rafael Pie de La Cuesta	9	9
Total		64	89

Source: 2015 FUNCAFE data

Table 10

Schools in RVCP/Education Coverage Area by Province, Municipality, Community and Level

PROVINCE	MUNICIPALITY	COMMUNITY	PRESCHOOL			PRIMARY		
			BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
HUEHUETENANGO	JACALTENANGO	ALDEA SAN ANDRES	51	49	100	394	189	394
HUEHUETENANGO	JACALTENANGO	BARRIO KAXICOMA		0	0	44	27	44
HUEHUETENANGO	JACALTENANGO	BARRIO KULUZ SAJILAJ	9	9	18	113	60	113
HUEHUETENANGO	JACALTENANGO	CANTON BUENA VISTA, A	20	22	42	265	132	265
HUEHUETENANGO	JACALTENANGO	CANTON SAN FELIPE	58	27	115	404	223	585
HUEHUETENANGO	LA DEMOCRACIA	ALDEA SAN ISIDRO	25	10	35	157	76	157
HUEHUETENANGO		CANTON EL PINAL	7	11	18	190	94	190
HUEHUETENANGO	LA LIBERTAD	ALDEA EL SAUCE	5	8	13	125	59	125
HUEHUETENANGO	LA LIBERTAD	ALDEA HUICA	11	22	33	168	81	168
HUEHUETENANGO	LA LIBERTAD	ALDEA LA CIPRESDA	8	6	14	85	42	85
HUEHUETENANGO	LA LIBERTAD	ALDEA LA MONTANA	10	15	25	260	125	260
HUEHUETENANGO	LA LIBERTAD	ALDEA PALMIRA VIEJA	12	6	28	115	46	115
HUEHUETENANGO	LA LIBERTAD	ALDEA PENA ROJA	1	8	9	75	37	75
HUEHUETENANGO	LA LIBERTAD	ALDEA SANTO DOMINGO	0	0		80	36	0
HUEHUETENANGO	LA LIBERTAD	CASERIO EL AGUACATILLO	2	8	10	107	51	107
HUEHUETENANGO	LA LIBERTAD	CASERIO LOMA DE LA NINA	0	0	0	38	16	38
HUEHUETENANGO	SAN ANTONIO HUISTA	ALDEA EL PAJAL	16	16	32	275	134	275
HUEHUETENANGO	SAN ANTONIO HUISTA	ALDEA RANCHO VIEJO	7	8	15	133	62	133
HUEHUETENANGO	SAN ANTONIO HUISTA	CASERIO LA ESTANCIA,	0	0	0	44	20	44
SAN MARCOS	SAN JOSE EL RODEO	ALDEA IXPETEN	6	13	19	67	36	67
SAN MARCOS	SAN JOSE EL RODEO	CASERIO ENTRE RIOS	10	10	20	81	43	81
SAN MARCOS	SAN JOSE EL RODEO	CASERIO LA PLATA	11	6	17	88	35	88
SAN MARCOS	SAN JOSE EL RODEO	COMUNIDAD AGRARIA LA	10	14	24	83	39	83
SAN MARCOS	SAN MIGUEL	CASERIO ALEN	4	5	9	63	30	63
SAN MARCOS	SAN MIGUEL	CASERIO EL ARENAL	3	8	11	89	48	89
SAN MARCOS	SAN MIGUEL	CASERIO LA UNION	4	5	9	96	34	96
SAN MARCOS	SAN MIGUEL	CASERIO LEGUAL	21	10	31	65	35	65
SAN MARCOS	SAN MIGUEL	CASERIO SHANSHEGUAL	10	4	14	48	23	48
SAN MARCOS	SAN MIGUEL	ALDEA CHICAS ZAPOTE	5	3	8	68	35	68
SAN MARCOS	SAN MIGUEL	ALDEA SAN JOSE	4	3	7	101	55	101
SAN MARCOS	SAN MIGUEL	AREA URBANA	0	0	0	12	6	12
SAN MARCOS	SAN MIGUEL	CASERIO LA LIMA	4	4	8	43	23	43
SAN MARCOS	SAN MIGUEL	CASERIO SACPIC	0	0	0	46	18	46
SAN MARCOS	SAN MIGUEL	CASERIO SAN JOSE NUEVA	7	14	21	52	25	52
SAN MARCOS	SAN MIGUEL	CASERIO TIERRA BLANCA	5	8	13	76	37	76
SAN MARCOS	SAN MIGUEL	EORM. CASERIO LA	13	20	33	118	64	118
SAN MARCOS	SAN MIGUEL	CASERIO SIETE PLATOS	0	0	0	118	55	118
SAN MARCOS	SAN MIGUEL	PARAJE MICLANEA LA	12	3	15	108	47	108
SAN MARCOS	SAN PABLO	ALDEA EL MATASANO	9	17	26	104	54	104
SAN MARCOS	SAN PABLO	CASERIO 29 DE ABRIL	6	4	10	61	30	61
SAN MARCOS	SAN PABLO	CASERIO BARRANCA HODA	0	0	0	31	15	31
SAN MARCOS	SAN PABLO	CASERIO BELLA VISTA	3	4	7	78	32	78
SAN MARCOS	SAN PABLO	CASERIO BUENOS AIRES	0	0	0	65	35	65
SAN MARCOS	SAN PABLO	CASERIO EL MILAGRO	5	5	10	56	30	56
SAN MARCOS	SAN PABLO	CASERIO EL NARANJAL	9	2	11	72	34	72
SAN MARCOS	SAN PABLO	CASERIO EL QUETZAL	12	13	25	90	43	90
SAN MARCOS	SAN PABLO	CASERIO LA FLORIDA	9	9	18	66	29	66
SAN MARCOS	SAN PABLO	CASERIO LA JOYITA	6	11	17	55	29	55

SAN MARCOS	SAN PABLO	CASERIO LA LOMA BONITA	0	0	0	89	48	89
SAN MARCOS	SAN PABLO	CASERIO LA UNION	0	0	0	19	7	19
SAN MARCOS	SAN PABLO	CASERIO LAS BOLSAS	1	2	3	34	14	34
SAN MARCOS	SAN PABLO	CASERIO LAS LUCES	0	0	0	28	17	28
SAN MARCOS	SAN PABLO	CASERIO LOS ANDES	14	12	26	138	71	138
SAN MARCOS	SAN PABLO	CASERIO NUEVA	0	0	0	54	16	54
SAN MARCOS	SAN PABLO	CASERIO NUEVA CASTALIA	5	7	12	45	25	45
SAN MARCOS	SAN PABLO	CASERIO NUEVA	0	0	0	44	22	44
SAN MARCOS	SAN PABLO	CASERIO NUEVA	2	4	6	31	11	31
SAN MARCOS	SAN PABLO	CASERIO NUEVA SANTA	0	0	0	118	53	118
SAN MARCOS	SAN PABLO	CASERIO NUEVA VICTORIA	10	4	14	39	19	39
SAN MARCOS	SAN PABLO	CASERIO NUEVO CHIBUJ	3	6	9	16	8	16
SAN MARCOS	SAN PABLO	CASERIO NUEVO	4	4	8	78	40	78
SAN MARCOS	SAN PABLO	CASERIO NUEVO PARAISO	10	12	22	115	53	115
SAN MARCOS	SAN PABLO	CASERIO NUEVO SAN	17	26	43	156	71	156
SAN MARCOS	SAN PABLO	CASERIO NUEVO SAN	4	10	14	60	29	60
SAN MARCOS	SAN PABLO	CASERIO NUEVO TESORO	0	0	0	41	20	41
SAN MARCOS	SAN PABLO	CASERIO NUEVO	0	0	0	26	16	26
SAN MARCOS	SAN PABLO	CASERIO PIEDRA PARADA	5	4	9	74	35	74
SAN MARCOS	SAN PABLO	CASERIO PUERTO RICO	0	0	0	20	5	20
SAN MARCOS	SAN PABLO	CASERIO SAN FRANCISCO	12	9	21	85	37	85
SAN MARCOS	SAN PABLO	CASERIO SANTA ANITA	0	0	0	46	21	46
SAN MARCOS	SAN PABLO	CASERIO SINAI	10	6	16	46	19	46
SAN MARCOS	SAN PABLO	CASERIO TOJOJ	7	7	14	72	37	72
SAN MARCOS	SAN PABLO	CASERIO TOJOJ JV	0	0	0	55	29	55
SAN MARCOS	SAN PABLO	CASERIO VILLA LINDA	5	4	9	15	6	15
SAN MARCOS	SAN PABLO	CASERIO VISTA HERMOSA	0	0	0	21	11	21
SAN MARCOS	SAN PABLO	COLONIA TIERRA SANTA	3	5	8	29	12	29
SAN MARCOS	SAN PABLO	FINCA ARGENTINA	0	0	0	22	8	22
SAN MARCOS	SAN PABLO	PARAJE CARTAGENA	0	0	0	35	19	35
SAN MARCOS	SAN PABLO	SECTOR EL CAMPO,	7	7	14	18	8	18
SAN MARCOS	SAN PABLO	SECTOR EL PROGRESO	3	5	8	57	19	57
SAN MARCOS	SAN RAFAEL PIE DE LA	ALDEA CHAYEN	12	16	28	70	31	70
SAN MARCOS	SAN RAFAEL PIE DE LA	ALDEA EL NARANJO	7	7	14	117	52	117
SAN MARCOS	SAN RAFAEL PIE DE LA	CASERIO LA LIBERTAD	0	0	0	15	5	15
SAN MARCOS	SAN RAFAEL PIE DE LA	CASERIO LAS PALOMAS	5	8	13	31	11	31
SAN MARCOS	SAN RAFAEL PIE DE LA	CASERIO NUEVA REFORMA	6	6	12	73	35	73
SAN MARCOS	SAN RAFAEL PIE DE LA	CASERIO NUEVO	6	2	8	53	30	53
SAN MARCOS	SAN RAFAEL PIE DE LA	CASERIO NUEVO SAN	16	14	30	90	36	90
SAN MARCOS	SAN RAFAEL PIE DE LA	CASERIO SAN JOSE LA	12	6	18	59	25	59
SAN MARCOS	SAN RAFAEL PIE DE LA	FINCA LA CEIBITA	0	0	0	21	9	21
Total			616	613	1269	3858	3569	7427

Annex 3: Indicators by Quarter

INDICATOR REPORT BY QUARTER										
Component	Target		Q1 (2014)		Q2 2015		Q3 2015		Indicator	Analysis Frequency
Emergent Reading	927	100%	0	0%	927	100%	1229	132%	% of students receiving pre-school reading interventions	Quarterly
Scholastic Reading	7,027	100%	0	0%	7,027	100%	7,427	105%	% of students receiving primary level reading interventions	Quarterly
	358	100%	0	0%	358	100%	384	107%	% of teachers trained in active methodology	Quarterly
Accelerated Alternative Education	500	100%	0	0%	660	132%	656	131%	total number of students enrolled in accelerated alternative education	Quarterly
	25	100%	0	0%	31	124%	29	116%	% of tutors trained in reading and reading comprehension	Quarterly

Annex 4: List of Centers for Accelerated Alternative Education

	Province	Municipality	Tutor	Location	Stages		
					I	2	T
1	Huehuetenango	La Democracia	Guilder Ferlandi Villatoro	Aldea Vuelta mina	10	11	21
2		La Democracia	Maximino Calvo Castillejo	San Vicente	9	3	12
3		La Democracia	Vidalin Ananias 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 Hernandez	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 Huica	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	Maria Esther Martinez Constanza	Aldea El Cenegal	10	8	18	
16	La Libertad	Osmar Vinicio Castillo	Caserio San Miguel Chicharro	11	6	17	
			Aldea Huica II	4	10	14	
17	La Libertad	Bony Marin Perez Gomez	Aldea EL Jute	8	7	15	
			Caserio La Pena	8	2	10	
18	San Miguel Ixtahuacan	Angela Dilma Ajpop Paz	Caserio Tierra Blanca	2	4	6	
			Caserio Alen	6	5	11	
19	San Miguel Ixtahuacan	Miriam Aracely Bravo Domingo	Caserio 29 de Abril	6	7	13	
			San Francisco La Union	8	7	15	
20	San Pablo	Gregorio Daviel Esteban Lopez	Caserio Tojoj	10	12	22	
			Aldea El Porvenir.	18	8	26	
21	San Pablo	Edwin Romeo Chilel Perez	Aldea Zelandia.	8	1	9	
22	San Pablo	Seidy Maridelia Zacarias Gonzales	Aldea Tocache.	9	12	21	
23	San Pablo	Ana Lisseth Ramirez Carredano	Aldea El Matasano.	16	7	23	
			Finca La Ceiba, Nuevo San Rafael.	6	1	7	
24	San Pablo	Selina Raquel Salic de Leon	Caserio La Libertad aldea Pati.	13	7	20	
			Caserio Nuevo San Rafael.	11	10	21	
25	San Rafael PC.	Maria Eugenia Martinez Ramirez	Aldea San Rafael Las Flores.	11	5	16	
			Aldea La Esperanza.	7	5	12	
26	San Rafael PC.	Jaqueline Noemi Fuentes Clemente	Aldea Santa Rita.	2	4	6	
			Caserio La Plata.	8	5	13	
27	San Jose El Rodeo	America Argentina Navarro Perez	Aldea Ixpeten.	3	2	5	
			Caserio La Plata.	8	5	13	
28	San Jose El Rodeo	Jackeline Clarivel Perez	Aldea Ixpeten.	3	2	5	
			Aldea Ixpeten.	3	2	5	
29	San Jose El Rodeo	America Argentina Navarro Perez	Aldea Ixpeten.	3	2	5	
			Aldea Ixpeten.	3	2	5	
30	San Jose El Rodeo	Bianca Alicia Lopez Ramirez	Aldea Ixpeten.	3	2	5	
			Aldea Ixpeten.	3	2	5	
31							
Total					398	262	660

Source: 2015 FUNCAFE data

Annex 5: Photo Gallery

a. Activities for World Day Against Child Labor



Photo 1: Parade against child labor



Photo 2: CEAA, San Marcos



Photo 3: CEAA, Huehuetenango



Photo 4: San Miguel Ixtahuacan, San Marcos.



Photo 5: Parade, San Pablo, San Marcos



Photo 6: Forum discussion on child labor

b. Assistance Visits



Photo 6: EORM Aldea Huica, La Libertad, Huehuetenango.



Photo 7: EORM La Loma de la Nina, La Libertad, Huehuetenango.



Photo 8: EORM Caserio Alen, San Miguel Ixtahuacan, San Marcos



Photo 9: EORM Caserio La Lima San Miguel Ixtahuacan, San Marcos



Photo 10: EORM Aldea Chayen, San Rafael Pie de la Cuesta, San Marcos.



Photo 11: EORM La Montana, La libertad, Huehuetenango

c) Accelerated Education



Photo 12: CEEA San Isidro, La Democracia, Huehuetenango.



Photo 13: Teacher Roundtable, San Isidro, La Democracia, Huehuetenango.



Photo 14: Teacher Roundtable, San Isidro, La Democracia, Huehuetenango.



Photo 15: CEEA Vuelta Mina, La Democracia, Huehuetenango.



Photo 16: CEEA El Chalum, La Libertad, Huehuetenango.



Photo 17: CEEA Santo Domingo Las Flores, La Libertad, Huehuetenango.

c) Delivering Supplies



Photo 18: Providing a Transparency Mural for the Department of Education in Huehuetenango



Photo 19: Delivering seeds to EORM Aldea El Sauce, La Libertad, Huehuetenango.



Photo 20: Transparency Mural for EORM Palmira Vieja, La Libertad, Huehuetenango



Photo 21: Students receive workbooks in Caserio la Plata, San Jose El Rodeo San Marcos



Photo 22: Read-o-meters for EORM Aldea El Sauce, La Libertad, Huehuetenango



Photo 23: Delivering accelerated alternative education textbooks for Stages I and II

e) School Gardens



Photo 24: EORM San Pablo, San Marcos.



Photo 25: San Pablo, San Marcos.



Photo 26: San Pablo, San Marcos



Photo 27: Garden at EORM Caserio los Andes, San Pablo, San Marcos

f) Parenting Classes



Photo 28: Caserio los Andes, San Pablo, San Marcos



Photo 29: Parenting classes at EORM el Sector, Progreso, San Pablo, San Marcos

LOCATION OF RVCP/EDUCATION PRIMARY SCHOOLS

