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Rural Value Chains
Huehuetenango and San Marcos



Rural Value Chains Project

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RVCP/Education Annual Report
November 2014 through September 2015

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1. Introduction

This annual report summarizes progress under the RVCP Education Component during the period from November 2014 through September 2015.

Activities are implemented under two sub-components:

a) Read to Learn: This included training activities together with teacher round tables, scheduling site visits to provide classroom assistance, distributing read-o-meters for each teacher, recipe books and school garden handbooks, workbooks and other supplies. The Project also organized municipality-wide reading competitions throughout the coverage area.

b) Accelerated Alternative Education: The Project scheduled site visits, tutor training, learning circles and training on the use of textbooks, crafts, jewelry making and recycling together with a municipality-wide reading competition.

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

Over the course of the reporting period, the Project worked in November and December to establish 35 Coffee Kindergartens at the pre-school level. As part of a strategy to curb child labor, a total of 35 tutors work with 615 children. Furthermore, the Project worked with 64 pre-schools and trained 76 teachers during three separate activities on emergent reading, active methodology focused on early learning, strategies to establish and use stories as a teaching tool. As a result, the effort benefited 616 boys and 613 girls for a total of 1,229 students. Technicians organized three teacher roundtables to exchange experiences and model a class for a comprehensive assessment of teaching practices, implementation of the methodology, emergent reading and classroom evaluations.

The Project worked with 89 regular primary schools by scheduling monthly visits to each. In addition, technicians trained 308 teachers during three separate events on emergent reading, active methodology and reading strategies. The Project also scheduled teacher roundtables to exchange successful experiences that could benefit 7,427 students from eight municipalities in Huehuetenango and San Marcos.

The Project took advantage of the opportunity to start 89 school gardens to reinforce entrepreneurship. Technicians coordinated efforts with FUNCAFE's office on Food Security and Nutrition to provide assistance and implementation support. Furthermore, the activities provided an opportunity to underscore the importance of hygiene practices (hand washing and teeth brushing).

As part of the strategies to strengthen reading skills, the Project organized municipality-wide reading competitions. The first round of competition was open to each of the 7,427 students, while the second round included 534 children (one per grade for each of the schools).

In working on Accelerated Alternative Education, the Project worked to establish 35 centers (CEAAs in Spanish) where 29 tutors worked with 660 adolescents and youth. The first stage included 400 students, and Stage II includes 260 students. The Project began working with a total of 688 students registered through the Ministry of Education SIRE system. At the time of this writing, 660 students continue to attend classes on a regular basis.

The Project also worked with students from the high school certification programs specializing in coffee and horticulture production. A total of 20 students in the first year of the coffee program and a total of ten students due to graduate in November received scholarships from RVCP. RVCP also provided scholarships for 12 students in the first year of the program for horticulture production.

Technicians also set up parenting schools based on 20 modules. The Project will offer five modules in Year One to benefit 140 fathers and 667 mothers. The training will cover community participation, family, hygiene and cleanliness, child labor and safe water. The Project reports that 807 parents completed the five sessions.

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. A total of 89 primary schools, 64 pre-schools and 35 CEEAs serve the area.

The Project includes a crosscutting approach for education and training to benefit 355 primary school teachers and 76 preschool teachers for a total of 431 teachers. The Project works on quality education with special emphasis on reading for 8,656 children in primary and preschools, plus 656 youth in accelerated primary school from eight municipalities in Huehuetenango and San Marcos.

Preschool Education

The Project began working in November on logistics to set up Coffee Kindergartens for preschoolers. Technicians set up 35 centers as part of a strategy to curb child labor and benefit 336 boys and 279 girls. Technicians ran equivalency tests and 35 tutoring sessions to enable 296 students to enter first grade.

Table 1
Coffee Kindergarten Coverage
2014

RVCP	Centers	Tutors	Boys	Girls	TOTAL
ENROLLED	35	35	336	279	615
EQUIVALENCY TESTED			158	138	296

Source: 2015 FUNCAFE data

Over the reporting period, Project technicians completed nine rounds of assistance visits (once a month to each of the 64 preschools in the coverage area. On a number of occasions, the visits provided an opportunity to track teacher progress in implementing active methodologies, reading practices and setting up entrepreneurial projects.

By January, the Project had established coverage through 49 preschools and 59 teachers and by March, an additional 17 pre-school teachers were contracted (for total coverage by 64 schools and 76 teachers).

As shown in Table 2 the Project provided technical assistance at 64 preschools for 76 teachers to benefit 1,229 students.

Table 2
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 IXTAHUCAN	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

Primary School

The Project worked with the Office for Educational Research and Evaluation (*Dirección General de Evaluación e Investigación Educativa* –DIGEDUCA in Spanish) at the Ministry of Education to develop a reading baseline study by testing first, second and third grade students. The study covered a sample group from 32 schools. Of these, 16 of the schools were from the RVCP/Education coverage area and the other 16 schools were from a control group without FUNCAFE interventions. The following table summarizes the number of students, grades and groups.

Table 3
Baseline 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: DIGEDUCA 2015 data

As summarized in Table 2, the Project worked during the reporting period at the primary education level to provide technical assistance to 89 schools and 355 teachers to benefit 3, 858 boys and 3,569 girls for a total of 7,427 students. Technicians scheduled nine assistance visits to each of the primary schools in the coverage area. Technicians collected data on teachers implementing active methodology and reading techniques while providing assistance on the issues covered in the training workshops and during the teacher roundtables, i.e. emergent reading, meaningful expression, team work, learning corners, gardens and school libraries.

Table 4
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 Project organized a reading competition in August in each of the 89 schools. Students competed at the classroom level, then within their school, then at the municipal level against winners from other schools from each of the eight municipalities within the coverage area. A total of 534 students from grades one through six competed at the municipal level for first, second and third place. Prizes included books, medals and chronometers. A total of 144 students (24 from each grade level) were awarded prizes.

Accelerated Alternative Primary Education

The following table summarizes activities this quarter to implement 37 accelerated alternative education centers (CEAAs in Spanish). The Project reports that two of the tutors resigned at the beginning of the school year, so only 35 CEAAs and 29 tutors were in place at the outset. Each of the tutors participated in training on the use and management of specialized texts for the method. A total of

688 students originally enrolled in the program and the Project reports that 660 students are attending either Stage I or II on a regular basis. This is the equivalent of 96% retention in both provinces.

Table 5
Accelerated Primary Education Coverage Summary
2015

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

Source: 2015 data provided by education technicians

The following table summarizes Project activities on five parenting classes for 807 participants. The Project also organized three workshops during the reporting period to address the subjects of community participation, family, safe water, school gardens, hygiene, child labor, health and nutrition. Each of the technicians working with parents tailored the workshop contents to meet the needs of the community.

Table 6
Parenting School Coverage Summary
2015

PROVINCE	MUNICIPALITY	MEN	WOMEN	TOTAL
HUEHUETENANGO	JACALTENANGO	5	92	97
	LA DEMOCRACIA	8	85	93
	LA LIBERTAD	25	95	120
	SAN ANTONIO HUISTA	14	80	94
SAN MARCOS	SAN JOSE EL RODEO	9	45	54
	SAN MIGUEL IXTAHUCAN	38	64	102
	SAN PABLO	20	101	121
	SAN RAFAEL PIE DE LA CUESTA	21	105	126
TOTAL		140	667	807

Source: 2015 FUNCAFE database

HIGH SCHOOL

The following table summarizes Project results with 42 students currently participating in the high school certification programs for coffee or horticulture production.

Table 7

COVERAGE SUMMARY FOR HIGH SCHOOL PROGRAMS ON COFFEE OR HORTICULTURE PRODUCTION

PROGRAM	MALE	FEMALE	TOTAL
Coffee	24	6	30
Horticulture	9	3	12
TOTAL	33	9	42

Source: 2015 FUNCAFE database

3. Implementation Obstacles and Mitigation Measures

Pre-School and Primary Level:

42 Coffee Kindergarten Centers: As a result of security issues in communities around San Pablo, San Marcos, the Project succeeded in implementing 35 of the 42 kindergarten centers planned.

Teachers were dissatisfied by having to use afterschool hours for training activities (from 13:00 to 18:00). As a result, the Project faced delays in meeting the training schedule. Technicians worked to mitigate the problem by meeting with Department of Education authorities in San Marcos and Huehuetenango to run an awareness campaign directed at teachers and technical coordinators about the importance of fulfilling the requirement to provide 180 days of classes in a school year. At the time of this writing, the Project reports positive responses and 100% participation of preschool and primary level teachers in afternoon training sessions in both Huehuetenango and San Miguel Ixtahuacán in San Marcos. In addition, teachers are fully aware now of the need for their active participation during afternoon hours.

Save The Children recently began working with one of the schools within the RVCP coverage area in San Antonio Huista. In order to avoid duplication of efforts, the Project worked with Laura Villegas to arrange for RVCP to continue working with preschool and primary levels, while Save The Children focuses efforts on secondary education.

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. At the time of this writing, the Project is current with payments due to September, including productivity bonuses.

Information Flow: In order to set up a real-time information system, the Project chose to use Google Drive, later rejected by the institution due to data security concerns. Corrective measures included migrating data from the information system to Office 365 and setting up a group on WhatsApp for real-time communication.

Study on Labor Supply and Demand: Experts worked on the study in February and March to deliver their report on time. 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, DIGEDUCA provided a digital copy of the preliminary results for the baseline.

Education Authorities: The Project coordinated efforts in both Huehuetenango and San Marcos following the resignations of both directors in the Department of Education. Technicians had presented the RVCP/Education Work Plan to the predecessors in December and repeated the process with the new directors and staff. 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.

Online Registration for Accelerated Primary Students: 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 during the reporting period. 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 responded 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. In addition, technicians scheduled teacher training events, teacher roundtable sessions, a reading competition and site visits to schools.

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 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 were 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 coordinated efforts with DIGEEX headquarters and technicians at the local level to implement flexible methods. In addition, the Project scheduled site visits and assistance to CEAs to strengthen adult learning techniques and complementary activities, including productive projects and handicrafts.

The Project also coordinated efforts at DIGEEX headquarters to implement flexible methods. Both the Director and technicians support the effort and a resolution to that effect is expected in October.

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.

The Project organized logistics for teacher training workshops. Teachers also participated as observers during the reading competition.

FUNCAFE technicians scheduled coordination meetings to propose alternatives for monitoring 180 days of classroom instruction and compliance. Coordinators were very willing to implement positive reinforcement techniques to motivate teachers.

Parenting School: With the support of principals and teachers in each school, the Project continued to work with parents attending training sessions on five separate subjects.

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 8
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 IXTAHUCAN	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

- 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.

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 period include the following:

- The Project organized three activities as scheduled to train preschool and primary teachers. (In support of Ministry of Education requirements and teacher requests, each participant received a certificate upon completion). In addition, technicians organized the first teacher roundtable activity.
- Technicians delivered teaching kits, preschool workbooks, meaningful expression notebooks for first graders, self-learning workbooks, progress notecards, transparency murals, read-o-meters, recipe books, games, school garden instructions and seeds.
- The Project organized an activity to provide teachers with distinguished recognition for their attendance, use of active methodology, reading strategies and teaching innovations.
- The Project organized a reading competition at the municipal level (eight) with prizes awarded for first, second and third place winners from each grade.

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 and submit the proposal to DIGEEX in August.
- Technicians worked with DIGEEX to file requests for secondary level schools.
- 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.
- Technicians provided each student from Stages I and II with a supply kit.

Lessons Learned

- This sub-component provides communities with three distinct opportunities:
 - ✓ Employment,
 - ✓ Significant learning and
 - ✓ Ties to the labor market.
- Retention this period remains at 96% of 686 students.
- The Project engaged with young women who had dropped out of school when their parents migrated to the U.S. and encouraged them to enroll in accelerated alternative education.
- Teen mothers have an opportunity to fulfill their parenting duties while attending evening or weekend classes.

Year 1 Results

Table 9
Results Summary

YEAR 1			
Description	FY 2015 Target	Result	% Progress
Number of technicians trained	14	14	100
Number of tutors hired and trained	25	29	116
Number of pre-school students benefitted	987	987	100
Number of primary school students benefitted	7027	7427	105
Number of accelerated education students	500	660	132
Number of pre-school teachers trained	47	76	155
Number of primary school teachers trained	390	308	79
Number of assistance visits	712	712	100

Source: 2015 FUNCAFE database

The Project met 100% of the target for technical training. In addition, the Project met 116% of the target for training tutors for accelerated primary education. The Project also reports meeting 107% of the targets to benefit primary school students and 124% for preschool 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%. In addition, 660 students of the 688 students that originally enrolled are still attending classes equivalent to a 96% retention rate.

The Project trained 76 pre-school teachers and met 125% of the target. The target for primary school teachers was set at 390, and the Project made 79% progress toward the target. Technicians scheduled monthly visits to each school in the coverage area for 100% progress to date (eight months of assistance visits to primary schools that have attached pre-schools).

5. Data Reporting

Table 10

Data Reporting

Item	Quarterly Data Reporting (April through June 2015)	Annual Target	Progress 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 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	807	91% 
	a. Male		149	
	b. Female		559	
7	Total number of schools implementing transparency murals	89	105	117% 

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 11

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 12

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 José El Rodeo	4	4
	San Miguel Ixtahuacán	11	15
	San Pablo	26	42
	San Rafael Pie de La Cuesta	9	9
Total		64	89

Source: 2015 FUNCAFE data

Table 13

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 ANDRÉS	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	CANTÓN BUENA VISTA, A	20	22	42	265	132	265
HUEHUETENANGO	JACALTENANGO	CANTÓN 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 MONTAÑA	10	15	25	260	125	260
HUEHUETENANGO	LA LIBERTAD	ALDEA PALMIRA VIEJA	12	6	28	115	46	115
HUEHUETENANGO	LA LIBERTAD	ALDEA PEÑA 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 NIÑA	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 IXTAHUCAN	CASERIO ALEN	4	5	9	63	30	63
SAN MARCOS	SAN MIGUEL IXTAHUCAN	CASERIO EL ARENAL	3	8	11	89	48	89
SAN MARCOS	SAN MIGUEL IXTAHUCAN	CASERIO LA UNION	4	5	9	96	34	96
SAN MARCOS	SAN MIGUEL IXTAHUCAN	CASERIO LEGUAL	21	10	31	65	35	65
SAN MARCOS	SAN MIGUEL IXTAHUCAN	CASERIO SHANSHEGUAL	10	4	14	48	23	48
SAN MARCOS	SAN MIGUEL IXTAHUCAN	ALDEA CHICAS ZAPOTE	5	3	8	68	35	68
SAN MARCOS	SAN MIGUEL IXTAHUCAN	ALDEA SAN JOSE	4	3	7	101	55	101
SAN MARCOS	SAN MIGUEL IXTAHUCAN	AREA URBANA	0	0	0	12	6	12
SAN MARCOS	SAN MIGUEL IXTAHUCAN	CASERIO LA LIMA	4	4	8	43	23	43
SAN MARCOS	SAN MIGUEL IXTAHUCAN	CASERIO SACPIC	0	0	0	46	18	46
SAN MARCOS	SAN MIGUEL IXTAHUCAN	CASERIO SAN JOSE NUEVA	7	14	21	52	25	52
SAN MARCOS	SAN MIGUEL IXTAHUCAN	CASERIO TIERRA BLANCA	5	8	13	76	37	76
SAN MARCOS	SAN MIGUEL IXTAHUCAN	EORM. CASERIO LA	13	20	33	118	64	118
SAN MARCOS	SAN MIGUEL IXTAHUCAN	CASERIO SIETE PLATOS	0	0	0	118	55	118
SAN MARCOS	SAN MIGUEL IXTAHUCAN	PARAJE MICELANEA 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

QUARTERLY INDICATOR REPORT											
Component	Target		Q1 (2014)		Q2 2015		Q3 2015		Q4 2015		INDICATOR
Emergent Reading	987	100%	0	0	987	100%	1,229	125%	1,229	125%	% of students receiving pre-school reading interventions
Scholastic Reading	7,027	100%	0	0%	7,027	100%	7,427	106%	7,427	106%	% of students receiving primary level reading interventions
	358	100%	0	0	358	100%	384	107%	384	107%	% of teachers trained in active methodology and reading (three sessions)
	358	100%	0	0	0	0	331	92%	384	107%	% of teachers at satisfactory level following second evaluation on active methodology
Accelerated Alternative Education	500	100%	0	0%	660	132%	684	136%	684	136%	total number of students enrolled in accelerated alternative education
	25	100%	0	0	31	124%	31	124%	29	116%	% of tutors trained in reading and reading comprehension .
EDUCATION COMMUNITY PARTICIPATION AND CITIZEN ORIENTATION	890	100%	0	0%	113	13%	621	70%	807	91%	% of parents participating in parenting school
	9	100%	0	0%	2	11%	6	66%	9	100%	% of parents completing nine hours of training on parenting subjects (Year 1)
	138	100%	0	0%	0	0%	121	87%	138	100%	% of schools with Transparency Murals

Annex 4: List of Centers for Accelerated Alternative Education

	Province	Municipality	Tutor	Location	Stages		
					1	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 Ananías 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 Hernández	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 Huicá	17	11	28
8		La Libertad	Goldy Arly Samayoa Sosa	Buena Vista, Peña 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 Randolpho López G.	Santo Domingo Las Flores	13	7	20
				El Zapote	8	7	15
12		La Libertad	Celeste Samayoa de León	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 Concepción Calderón	Aldea El Paraíso	14	10	24
15	La Libertad	María Esther Martínez Constanza	Aldea El Cenegal	10	8	18	
16	La Libertad	Osmar Vinicio Castillo	Caserío San Miguel Chicharro	11	6	17	
17	La Libertad	Bony Marín Pérez Gómez	Aldea Huicá II	4	10	14	
			Aldea EL Jute	8	7	15	
18	San Miguel Ixtahuacán	Ángela Dilma Ajpop Paz	Caserío La Peña	8	2	10	
			Caserío Tierra Blanca	2	4	6	
19	San Miguel Ixtahuacán	Miriam Aracely Bravo Domingo	Caserío Alen	6	5	11	
20	San Pablo	Gregorio Daviel Esteban López	Caserío 29 de Abril	6	7	13	
			San Francisco La Unión	8	7	15	
21	San Pablo	Edwin Romeo Chilel Pérez	Caserío Tojoj	10	12	22	
22	San Pablo	Seidy Maridelia Zacarías Gonzales	Aldea El Porvenir.	18	8	26	
23	San Pablo	Zabdi Merari Sandoval Zacarías	Aldea Zelandia.	8	1	9	
24	San Pablo	Ana Lisseth Ramírez Carredano	Aldea Tocache.	9	12	21	
25	San Pablo	Selina Raquel Salic de León	Aldea El Matasano.	16	7	23	
			Finca La Ceiba, Nuevo San Rafael.	6	1	7	
26	San Rafael PC.	María Eugenia Martínez Ramírez	Caserío La Libertad aldea Patí.	13	7	20	
27	San Rafael PC.	Jaqueline Noemí Fuentes Clemente	Caserío Nuevo San Rafael.	11	10	21	
28	San José El Rodeo	Jensy Raynel Hernández Ramírez	Aldea San Rafael Las Flores.	11	5	16	
29	San José El Rodeo	Jackeline Clarivel Pérez	Aldea La Esperanza.	7	5	12	
			Aldea Santa Rita.	2	4	6	
30	San José El Rodeo	América Argentina Navarro Pérez	Caserío La Plata.	8	5	13	
31	San José El Rodeo	Bianca Alicia López Ramírez	Aldea Ixpetén.	3	2	5	
Total					398	262	660

Source: 2015 FUNCAFE data

Annex 5: Success Stories

Young Mothers are Motivated and Attend Class with Their Infants



Setting an example...



Yesi Blandina is 21 years old and has a family. She approached the center to inquire about finishing primary school –one of her stepchildren also attends the accelerated alternative education center (CEAA in Spanish).

Her stepson told her about the program and she had no qualms about inquiring about enrolling in Stage II. As a child, she had finished fifth grade. Despite feeling discouraged at times about attending classes when faced with problems at home, she perseveres.

She became pregnant a few months ago, but then miscarried. In spite of her circumstances, she continues to attend classes because she wants to set a good example for her daughter.



Yomara Romero Esteban is a young seventeen year old from Tojoj, San Pablo, San Marcos. She is the eldest daughter in her family, and lost her mother in 2007. She took over the task of raising her three younger brothers until her father remarried. After her stepmother came into the family, Yomara found it difficult to finish primary education and dropped out of school in 2010 after fourth grade. She found a job to help support her younger siblings. When she heard about the FUNCAFE education program, she realized she had a second chance to finish her schooling in Stage II, while continuing to work. She aspires to become a nurse -- thanks to the program to help children in need, she is well on her way to fulfilling her dream.



Life Changing

She attended school, but was bullying and soon became discouraged. She was teased about being 15 years old in third grade.

Despite being older than everyone else, she pushed herself to adapt and excel at school. She has significantly improved her reading skills.

Home Visits and Retention Strategy



Encouraging Entrepreneurship



Middle School



Annex 6 Photo Gallery

a. Coffee Kindergarten



Photo 1: Coffee Kindergarten in San Pablo, San Marcos



Photo 2: Coffee Kindergarten in Huehuetenango

b. International Day Against Child Labor



Photo 3: Activities against child labor in Huehuetenango



Photo 4: Walk to raise awareness about child labor in San Miguel Ixtahuacán, San Marcos

b. Read-o-Meters



Photo 5: Providing read-o-meters in San Marcos



Photo 6: Providing read-o-meters in Huehuetenango

c. Support Visits



Photo 7: Technical support visit in Huehuetenango



Photo 8: Technical support visit in n San Marcos

d. Training Tutors for Accelerated Alternative Education



Photo 9: Training tutors in Huehuetenango



Photo 10: Training tutors in San Marcos



Photo 11: Parenting classes in Huehuetenango



Photo 12: Parenting School, EORM el Sector, Progreso, San Pablo. San Marcos

e. Working with Youth



Photo 13: CEA San Isidro, La Democracia, Huehuetenango.



Photo 14: CEA de San Marcos, San Rafael P.C. Aldea Libertad Paty

f. Transparency Murals



g. School Gardens



Photo 16: Transparency Mural in San Marcos



Photo 17: School garden at EORM Caserío los Andes, San Pablo, San Marcos



Photo 18: School garden at Aldea Kuluz Sajilaj, Huehuetenango

h. Providing Seeds, Handbooks and Recipes



Photo 19: Providing seeds for EORM Aldea El Sauce, La Libertad, Huehuetenango



Photo 20: Providing games and recipe books in San Marcos

i. Delivering Textbooks



Photo 23: EORM Crío Nuevo Paraíso, San Marcos



Photo 22: Handbooks in Huehuetenango

j. Launching the Rural Value Chains Project



Photo 25: Ceremony to launch the Education Component for the Rural Value Chains Project in San Marcos, January 2015



Photo 26: RVCP/Education, San Marcos, January 2015

k. Supply Kits



Photo 27: Delivering supplies in San Pablo, San Marcos



Photo 28: San Marcos.

l. Training Primary School Teachers



Photo 29: Workshop in Huehuetenango



Photo 29: Workshop in San Marcos