



USAID
FROM THE AMERICAN PEOPLE

Rural Value Chains
Huehuetenango and San Marcos



Rural Value Chains Project

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

RVCP/Education Quarterly Report October through December 2015

Guatemala, January 2016

Table of Contents

1. Introduction	2
2. RVCP Implementation Context	2
3. Implementation Obstacles and Mitigation Measures	5
4. Progress to Date.....	6
4.1 General Activities	6
4.2 Activities by Component	7
Sub-component 1: Read to Learn	7
Sub-component 2: Accelerated Alternative Education	7
5. Data Reporting.....	9
Annexes.....	10
Annex 1: Coverage by Level	10
Annex 2: Indicators by Quarter.....	12
Annex 3: List of Centers for Accelerated Alternative Education.....	13
Annex 4: Photo Gallery	14

1. Introduction

This report summarizes progress under the RVCP Education Component during the period from October through December 2015. Activities are implemented under two sub-components:

a) Read to Learn: collecting final grades at the end of the school year, classroom support visits and setting up Coffee Kindergarten centers;

b) Accelerated Alternative Education: site visits, sixth grade graduation ceremonies and certificates of completion for students in Stage I.

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 currently implementing activities for Year Two of the RVCP/Education project divided into two overall objectives:

1. Read to Learn and

2. Accelerated Alternative Education.

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

FUNCAFE works in Huehuetenango in the following municipalities: Jacaltenango, La Democracia, La Libertad and San Antonio Huista. In San Marcos, the Project works in San Jose El Rodeo, San Rafael Pie de la Cuesta, San Pablo and San Miguel Ixtahuacan. The 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 460 preschool and primary level teachers. The Project emphasizes reading skills and quality education for 10,268 children in preschool and primary, plus 656 youth in accelerated primary from eight municipalities in Huehuetenango and San Marcos. The Project scheduled two site visits this quarter to provide assistance at least once a month to each of the 105 Coffee Kindergarten centers and the 89 primary schools in the coverage area. The site visits allow technicians to monitor the application of strategies to prevent child labor.

Table 1 summarizes data to implement 105 Coffee Kindergarten centers (57 of which were implemented by RVCP/Education and another 48 that were sponsored by productive units, the Italian donor agency, Asociacion San Rafael and EFICO). In all instances, the Project provided technical assistance to the 105 facilitators working with 1,612 preschoolers. FUNCAFE education technicians organized the centers and assisted by providing text books and paying the salaries of the facilitators (including the use of donor funds as described above).

Table 1
Coffee Kindergarten Coverage Summary
2015

PROGRAM	COFFEE KINDERGARTEN	BOYS	GIRLS	TOTAL
RVCP	57	473	455	928
ERA	38	245	257	502
ITALIAN DONOR AGENCY	6	40	64	104
ASOCIACION SAN RAFAEL	2	19	23	42
EFICO	2	21	15	36
TOTAL	105	798	814	1612

Source: 2015 FUNCAFE data

Table 2 summarizes enrollment data from 64 preschools, including technical assistance for 1,229 students (1,204 who finished the school year and 25 who are not enrolled). Given that the SIRE system operated by the Ministry of Education does not distinguish between pass/fail/withdrawn, the Project is unable to verify whether the students may have stopped attending or simply repeated the grade.

Table 2
Preschool Enrollment Summary
2015

PROVINCE	MUNICIPALITY	STUDENTS PASSING	STUDENTS NOT ENROLLED
HUEHUETENANGO	JACALTENANGO	245	0
	LA DEMOCRACIA	53	0
	LA LIBERTAD	117	5
	SAN ANTONIO HUISTA	46	1
SAN MARCOS	SAN JOSE EL RODEO	75	5
	SAN MIGUEL IXTAHUACAN	175	4
	SAN PABLO	375	5
	SAN RAFAEL PIE DE LA CUESTA	118	5
TOTAL		1204	25

Source: 2015 FUNCAFE data

Table 3 summarizes data on Project technical assistance for 355 teachers to benefit a total of 7,427 students (3,858 boys and 3,569 girls). Technicians scheduled site visits to each of the 89 preschool and primary level schools in the coverage area and collected data on student enrollment. The table illustrates 74% pass rates, 15% failed students and a drop out rate of 10%.

Table 3
Preschool Coverage Summary
2015

PROVINCE	MUNICIPALITY	SCHOOLS	TEACHERS	STUDENTS ENROLLED	PASSED	FAILED	DROPPED OUT
HUEHUETENANGO	JACALTENANGO	5	65	1401	573	194	634
	LA DEMOCRACIA	2	17	347	270	47	30
	LA LIBERTAD	9	50	973	701	188	84
	SAN ANTONIO HUISTA	3	20	452	284	68	100
SAN MARCOS	SAN JOSE EL RODEO	4	16	319	282	26	11
	SAN MIGUEL IXTAHUACAN	15	47	1103	1024	148	-69
	SAN PABLO	42	111	2404	1949	405	50
	SAN RAFAEL PIE DE LA CUESTA	9	29	529	439	66	24
TOTAL		89	355	7,427	5,522	1,142	1002

Source: 2015 FUNCAFE data

The following table summarizes data from 37 accelerated alternative education centers (CEAAs in Spanish) to graduate 645 students. Of these, 381 received the equivalent of a fourth grade certificate and 264 students completing Stage II received the equivalent of a sixth grade diploma certified by the Ministry of Education.

Table 4
Accelerated Primary Education Coverage Summary
2015

PROVINCE	CEAA	FOURTH GRADE			SIXTH GRADE		
		CERTIFICATE			DIPLOMA		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Huehuetenango	20	106	128	234	63	88	151
San Marcos	17	80	67	147	56	57	113
GRAND TOTAL	37	186	195	381	119	145	264

Source: 2015 data provided by education technicians

3. Implementation Obstacles and Mitigation Measures

Pre-School and Primary Level: Official data provided at the beginning of the school year are not consistent with data from PRIM tables. To that end, the Project made every effort to obtain and manage reliable data despite the technical issues affecting systems at the Ministry of Education.

The Project began the school year working with 49 schools and increased that number to 64. In addition, technicians provided assistance, delivered supplies and scheduled training as planned.

Online Registration for Accelerated Primary Students: Technicians worked with authorities from the Ministry of Education responsible for the SIRE system to overcome difficulties in recording students' grades. In addition, DIPLAN officials provided assistance at the Department of Education offices in both San Marcos and Huehuetenango. In sum, technicians and tutors worked to ensure that all student data and grades were correctly recorded.

All certificates and diplomas are available on line for students to download and print. Unfortunately, internet bandwidth and available printers have been insufficient at FUNCAFE offices, so technicians mitigated the problem by making the links available on public computers to print a total of 645 certificates and diplomas. Technicians also completed the PRIM tables for FUNCAFE records.

CEAA Graduation Ceremonies: Technicians organized two CEAA graduation ceremonies attended by students and their parents. The Project leveraged support from local authorities, parents and volunteers to provide transportation for students and families to attend.

Implement Flexible Alternatives for Middle School: The Project worked to assist students in both provinces to complete their applications through DIGEEX (Department of Extracurricular Education),

expedite records and process student codes. The Projects faced difficulties in scheduling visits to observe personnel recruitment and selection processes, but mitigated the problem by working in close coordination with DIGEEX officials who gave their own time to complete paperwork and process ministerial resolutions.

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 input student grades from the CEAs and complete PRIM tables, certificates and diplomas. The Project organized two graduation events attended by students, parents, USAID representatives, local authorities and FUNCAFE officials.

Coordinate Activities with the Department of Extra Curricular Education (DIGEEX in Spanish): Technicians scheduled several working meetings with DIGEEX Director, Deputy Director and CEA coordinators regarding flexible alternatives for middle school education. As a result, the Ministry authorized several new schools and issued the respective resolution in December (including the use of texts and materials as required).

Coordinate Activities with the Research Department (DIGEDUCA in Spanish): The Project worked closely with authorities to distribute textbooks and literature (*Tesoro de la Lectura*) to schools within the coverage area. In addition, FUNCAFE technicians organized a training event on reading and literature while DIGEDUCA officials committed to replicating the content (including texts, videos and a teacher kit).

Coordinate Activities with the Department of Quality Control (DIGECADE in Spanish): The Project organized meetings with DIGECADE regarding Coffee Kindergarten implementation and the use of CENACEP methodology for accelerated primary education. As a result, authorities provided authorization to reproduce worksheets, workbooks and certificates of completion for students and facilitators. In addition, authorities assigned responsibilities to train facilitators.

Coordinate Activities with Administrative and Technical Coordinators: Coordinators assigned to each of the eight municipalities working with the Project organized meetings, roundtables and training events for teachers as scheduled. In addition they provided assistance to the Project to implement Coffee Kindergarten centers for preschoolers during harvest season.

Supplies and Materials: Technicians worked in each of the schools in the coverage area to deliver reading kits based upon literature material (*Tesoro de la Lectura*) provided by DIGEDUCA as described above. As a result, teachers will work to increase reading speed, fluency and reading comprehension in each of the 89 schools in both provinces. The Project coordinated efforts with authorities to schedule a specific training activity for early next quarter.

Table 5

Tesoro de la Lectura Material

PROVINCE	MUNICIPALITY	PRE SCHOOL LITERATURE	PRIMARY SCHOOL LITERATURE
HUEHUETENANGO	JACALTENANGO	10	792
	LA DEMOCRACIA	4	280
	LA LIBERTAD	16	860
	SAN ANTONIO HUISTA	6	276
SAN MARCOS	SAN JOSE EL RODEO	8	480
	SAN MIGUEL IXTAHUACAN		
	SAN PABLO	56	4,840
	SAN RAFAEL PIE DE LA CUESTA	22	1,040
TOTAL			

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:

- Provide assistance to organize graduation ceremonies for preschool and sixth grade students.
- Deliver literature kits (*Tesoro de la Lectura*) for each teacher, including teacher handbooks to encourage reading among primary school students.
- Collect data on students' pass and fail rates (recorded in PRIM tables).

Sub-component 2: Accelerated Alternative Education

- Technicians completed the process to record student names, grades and graduation information in the SIRE system at the Ministry of Education.
- The Project organized two graduation ceremonies for students from 37 CEAA's to present them with sixth grade certificates issued by the Ministry of Education.

- The Project worked closely with USAID and DIGEEX to obtain official approval for Stage III of accelerated education. At the time of this writing, the Project reports that DIGEEX and the respective departments of education in each province issued resolutions.
- Technicians organized events to close out the school year at 105 Coffee Kindergarten Centers in each of the municipalities within the coverage area. In addition, the Project provided teacher kits and workbooks for each student.

**Table 6
Results Summary**

Education Component: 2015 Target Summary							
Description	FY 2015 Target	Q2		Q3		Q4	
		Result	% Progress	Result	% Progress	Result	% Progress
Number of technicians trained	12	12	100	12	100%	12	100%
Number of tutors hired and trained	25	31	124	29	116%	29	116%
Number of pre-school students benefitted	987	987	100	1,229	124%	1,229	124%
Number of primary school students benefitted	7027	7027	100	7,427	105%	7,427	105%
Number of accelerated education students	500	660	132	656	131%	656	131%
Number of pre-school teachers trained	47	59	125	76	161%	76	161%
Number of primary school teachers trained	390	358	92	384	98%	384	98%
Number of assistance visits	890	178	16	499	56%	800	90%






Source: 2015 FUNCAFE data

The Project reached 100% of the technical training target for this quarter. In addition, the Project achieved 116% of the target for hiring and training accelerated primary teachers. Progress to date for primary school students is at 107% and at 124% for preschool students. The Project currently has 660 students enrolled in accelerated primary compared to the target of 500 students for 132% progress. Furthermore, student retention levels are at 131%.

The Project trained 76 preschool teachers equivalent to 125% of the target. The target for training primary level teachers was set at 390, but the Project completed training 98% of the target this quarter. Due to the fact that schools scheduled final exams in late October, technicians scheduled only one site visit per month this quarter to each of the primary schools (90% 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	12	14	100% 
	total women trained		1	
	total men trained		13	
2	Total number of tutors for accelerated primary education hired and trained during three 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	

Source: 2015 FUNCAFE data

Annexes

Annex 1: Coverage by Level

Table 8

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 9

Schools in RVCP/Education Coverage Area

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	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 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
Grand Total			616	613	1269	3858	3569	7427

Annex 2: 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 reading skills	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 3: 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 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 Naranja I	11	8	19
				Aldea Naranja 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 MartinezConstanza	Aldea El Cenegal	10	8	18	
16	La Libertad	Osmar Vinicio Castillo	Caserio San Miguel Chicharro	11	6	17	
17	La Libertad	Bony Marin Perez Gomez	Aldea Huica II	4	10	14	
			Aldea EL Jute	8	7	15	
18	San Miguel Ixtahuacan	Angela Dilma Ajpop Paz	Caserio La Pena	8	2	10	
			Caserio Tierra Blanca	2	4	6	
19	San Miguel Ixtahuacan	Miriam Aracely Bravo Domingo	Caserio Alen	6	5	11	
20	San Pablo	Gregorio Daviel Esteban Lopez	Caserio 29 de Abril	6	7	13	
			San Francisco La Union	8	7	15	
21	San Pablo	Edwin Romeo Chilel Perez	Caserio Tojoj	10	12	22	
22	San Pablo	Seidy Maridelia Zacarias Gonzales	Aldea El Porvenir.	18	8	26	
23	San Pablo	Zabdi Merari Sandoval Zacarias	Aldea Zelandia.	8	1	9	
24	San Pablo	Ana Lisseth Ramirez 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.	Maria Eugenia Martinez Ramirez	Caserio La Libertad aldea Pati.	13	7	20	
27	San Rafael PC.	Jaqueline Noemi Fuentes Clemente	Caserio Nuevo San Rafael.	11	10	21	
28	San Jose El Rodeo	Jensy Raynel Hernandez Ramirez	Aldea San Rafael Las Flores.	11	5	16	
29	San Jose El Rodeo	Jackeline Clarivel Perez	Aldea La Esperanza.	7	5	12	
			Aldea Santa Rita.	2	4	6	
30	San Jose El Rodeo	America Argentina Navarro Perez	Caserio La Plata.	8	5	13	
31	San Jose El Rodeo	Bianca Alicia Lopez Ramirez	Aldea Ixpeten.	3	2	5	
Total					398	262	660

Source: 2015 FUNCAFE data

Annex 4: Photo Gallery

2015 Coffee Kindergarten Activities



Photo 1: Coffee Kindergarten in El Paraiso, La Libertad, Huehuetenango



Photo 2: Preschool in La Cipresada, La Libertad, Huehuetenango



Photo 3: Graduation ceremony for Coffee Kindergarten in Caserío Cartagena San Pablo



Photo 4: Preschool in Nuevo San Rafael --theater arts

b). Assistance Visits



Photo 5: Reading activities at EORM Aldea El Sauce, La Libertad, Huehuetenango



Photo 6: First graders from EORM. Caserío Tierra Blanca. San Miguel Ixtahuacan

c) Accelerated Education



Photo 7. Graduation ceremony in San Marcos.



Photo 8: Graduation ceremony for Stages I and II in Huehuetenango.

d) Materials and Supplies



Photo 9: Textbooks delivered to La Esperanza, San Jose El Rodeo



Photo 10: Teacher kits for Coffee Kindergarten facilitators in San Pablo



Photo 11: Coffee Kindergarten students in San Miguel Ixtahuacan



Photo 12: Preschoolers in Nueva Victoria



Photo 13: Coffee Kindergarten center in Caserio Siete Platos. San Miguel Ixtahuacan



Photo 14. Preprimaria EORM. Pajal, San Antonio