



Association for the Holistic Development of the Victims
of the Violence in the Verapaces, Maya Achí

ADIVIMA

ANNUAL REPORT 2022

Guatemala Scholarship Partners

High school students, class of 2022, above, middle school students, below



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INTRODUCTION

This annual report explains the main activities and experiences that were carried out with the students during the 12 months of 2022 and illustrates the main methods used to improve their level of knowledge in their academic and personal training.

As in every year, a fundamental part of the work carried out by the tutor with the students is to promote principles, values and self-confidence so that as young people they have the ability to face adverse events in a constructive way. They are taught to adapt and strengthen themselves to overcome the traumatic events caused by the serious violations of human rights committed during the Internal Armed Conflict and the construction of the Chixoy Hydroelectric Dam.

In the year 2022, the Scholarship supported 60 students at middle and secondary levels between the ages of 12 and 18 from communities in the municipality of Rabinal and Cubulco in the department of Baja Verapaz and from the communities of Chicamán in the department of Quiche.

All are children of survivors of the genocide and displacements committed during the Internal Armed Conflict and the construction of the Chixoy hydroelectric dam which according to our socio-economic studies created a high level of poverty. These conditions offer little opportunity for children to continue studying, especially girls. Since public education only goes through elementary school, a family's resources usually go to educating the sons. This is why the Scholarship chooses 75% girls and 25% boys to fulfill their dreams of becoming professionals.

The selection process was designed and is administered by ADIVIMA. First, an announcement is made to the different communities; second, a deadline is established for the receipt of applications; third, a committee made up of the Board of Directors and members of the administrative staff make home visits to the applicants to find out their socioeconomic living conditions; fourth, the committee decides the beneficiary families based on the information obtained from the field visits.



ADIVIMA staff visit scholarship applicants homes to determine their need for financial aid and their willingness to study hard.

There is a tutor who is in charge of monitoring the learning of the students to identify the difficulties they have in different subjects and plan programs that help them improve their level of academic performance.

One of the objectives set in the year 2022 was to ensure that students within the scholarship program do not drop out of school and that they have a good level of performance throughout the school year.

BACKGROUND

The Association for the Holistic Development of Victims of Violence in the Verapaces, Maya Achí (ADIVIMA) was founded on April 24, 1994 as a non-profit community-based association created by men and mostly women survivors of the genocide and destruction of the indigenous Mayan communities during the Internal Armed Conflict in the different communities of Alta Verapaz, Baja Verapaz and Quiche.

Our main objectives are the search for justice for the perpetrators, the reconstruction of the Mayan social fabric, the personal

development of individuals, the recovery of cultural identity, the recognition of historical memory and the clarification of the truth to guarantee non-repetition of these horrific atrocities.

In 2007 the scholarship program was created thanks to the financial support from Jefferson and Arlington Unitarian Churches in the United States. We recognize the great efforts of the church scholarship committees who have year after year enthusiastically promoted fundraising activities for the implementation of the scholarship program for Maya Achí youth.

ADIVIMA supports the training of professionals among the Maya Achí people so that in the future they have the opportunity to contribute to their communities mainly with sustainable projects. They can also be the new generation of leaders and defenders of human rights who will fight to require the State of Guatemala to comply with the Public Reparations Policy.

Students choose which school they would like to attend. They often attend one near their communities or one which gives better preparation. They also choose which profession they want to pursue. They are advised on the advantages of the different

careers at the secondary level that are available in our municipality.

The result of these efforts through the year 2022 is that the program has changed the lives of 78 young people who have graduated from secondary school. Fifty-five women and 23 men have earned degrees as Expert Accountants, Experts in Business Administration, Primary and Pre-primary Education Teachers, Bachelors in Sciences and Letters, Bachelors in Computing, Bachelors by Maturity and Bachelors in Office Administration. These young people currently have better job opportunities as a result of obtaining a degree in an academic profession.

They hope that the support will continue for other families to counteract the great obstacles of poverty, inequality, discrimination and machismo which especially limits opportunities for Mayan girls.

SCHOLARSHIP PROGRAM NARRATIVE REPORT 2022

The tutoring program with monitoring, training, remediation and reinforcement have given favorable results at the end of the year. Fifty-eight young people managed to complete their studies satisfactorily and move on to the next year of study.

Registered scholarship recipients during 2022

Grade	Ages	Girls	Boys	Total
1st year middle	12-13	7	5	12
2nd year middle	13-14	6	4	10
3rd year middle	14-15	8	3	11
1st year secondary	15-16	8	2	11
2nd year secondary	16-17	10	1	11
3rd year secondary	17-19	4	1	5
Totals		43	17	60

General Assemblies 2022

The first general assembly was held with the parents and scholarship holders at the beginning of the 2022 school year. The objective of the activity is the presentation of first-time youth to the program, information on the regulations of

the scholarship program, signing of agreements and advance delivery of the first disbursement of the 2022 cycle. The activity began with an explanation of the objectives of the assemblies and description of the stability of the program. We continued with the presentation by welcoming the new 16 members of the scholarship program.

As part of the induction process, there was a historical review of the creation of the scholarship program, the fundamental objectives, the work and efforts made by the members of Digno International Foundation and the Jefferson and Arlington Unitarian



Students attend the general assemblies to learn about the program requirements.

Churches in the collection of funds so that the young people can obtain scholarships.

The young people were urged to take advantage of the opportunity and privilege of being part of the ADIVIMA scholarship program.

ADIVIMA assumes the responsibility of managing responsibly and transparently the resources that are transferred from our collaborators to the youth of the Maya Achí people. In addition, parents are encouraged to assume their responsibility to provide their children with the necessary support and ensure that they dedicate themselves to studying for their own benefit.

Students must pass all the subjects or courses that are taught according to the career they are studying. After the bimonthly or quarterly evaluations, they must present their report cards at the ADIVIMA office to receive further disbursements.

As part of the extracurricular training process they must participate in the training activities organized by ADIVIMA staff at the Community Museum of Historical Memory. In these courses

they learn about their history and the progress they have made as an organized community in demanding their rights through court cases, civil disobedience and international networking. They learn to be proud of their indigenous heritage. This gives them tools for the defense of their human rights in their own turn.

The new scholarship students learned about the accounting rules for the use of the disbursement. The grant covers the payment of school fees, purchase of school supplies, payment for typing or computing classes, purchase of school uniforms, payment of enrollment, and costs of transportation among other expenses incurred during the school year.

The accounting department explained to the families that all support for the scholarship program is made through a check in the name of the parent or guardian. They will have to present the receipts for each of the expenses as part of the accounting process.

Then the first disbursement check was delivered to each of the families to cover expenses corresponding to the first two-month period or quarter of the 2022 school year.

The second general assembly with the parents and students was held mid year. Through a Power Point presentation, they were informed of the achievements and difficulties identified in the first six months of the year. Also the commitments assumed by each of the parties (ADIVIMA, fathers/mothers and scholarship holders) were reviewed. They were encouraged to take advantage of this great opportunity they have to improve every day.

They were told that our collaborators, the DIGNO Foundation and the Jefferson and Arlington Unitarian Churches, continue their efforts to raise funds so that the scholarship recipients have



Parents and students attend the general assemblies and receive their disbursements for the semester.

resources to continue with their studies in spite of increasing inflation. An additional contribution was made by Digno to finish out the school year.

Monitoring

Support through the tutoring program was constant from middle grade through secondary. Each grade has different difficulties as well as very important achievements.

The monitoring process was undertaken in order to gather information on the level of performance of the students to determine the pedagogical difficulties that are presented to them during the learning process.

A work plan was prepared to design methodologies that help strengthen capacities of the scholarship students in order to overcome difficulties, especially in the subjects of mathematics, communication and languages Achí and English.

During the pandemic, the work plan was modified and adapted to the needs of the students using different methods to achieve the same goal.

At the beginning of the year, the students continued with on-line classes due to the Covid-19 pandemic. In the second semester they began to receive classes in a hybrid model—virtual classes three days and in-person classes two days per week.

The implementation of hybrid classes required some adaptation on the part of the students since they were used to receiving classes only virtually which allowed them to carry out activities at home regardless of the schedule.

The students who were studying in the official educational centers (Telesecundaria) continued to use texts and workbooks. In these cases, the tutor made great efforts to follow up and provide the necessary support so that the young people could deliver the tasks on the established dates.

To measure the level of school performance during 2022, monitoring was also carried out through communication with the

directors and teachers of the educational centers to determine the degree of responsibility and academic performance of the scholarship students. In these cases visits to the educational centers, telephone calls, text messages and emails were made to obtain information on the following aspects of scholarship student performance.

- Presentation of tasks
- Punctuality and responsibility in the delivery of work
- Qualities and abilities of the young people with scholarships
- Interest in learning
- Respect for teachers during communication
- Assistance in virtual classes
- The proper use of school materials
- Identifying areas and topics of learning difficulties

The most outstanding difficulties were: the way of working as a result of the pandemic, little knowledge about the use of virtual platforms, the mechanisms used by teachers to send tasks, lack of time to carry out tasks due to activities to be carried out at home, the weak internet signal in rural areas and the difficulty in understanding instructions in the learning guides.

Tutoring methods and successes

In the tutorial program, work sessions were held with each of the students, adjusting teaching methods based on their needs and subjects. In addition, they were instructed on how to understand the texts where non-common words are used. They were given instruction and support on how to carry out school tasks, presentations, exhibitions and experiments.

In the mathematics course, strategies were introduced using didactic games, worksheets, videos and logical reasoning problems. This improved their level of performance in this course.

In the communication and language course, spelling was improved by applying knowledge of spelling rules. Work was also done on reading comprehension and correct letter formation improving their handwriting and reading.

Through a work plan, the tutor prioritized the difficulties of the students and prepared individualized plans to solve their difficulties.



The tutor works with students in their homes when they are having difficulty with a subject.

In the remediation process, work sessions were held twice a week individually or in groups. Failed courses were prioritized. The number of students was considered. Where possible, they were grouped by grade, subject and the establishment where they studied.

The reinforcement activities developed with the students were based on the topics seen in classes, incorporating new knowledge with practical exercises for their better understanding.

Eight students who had failed courses during the first semester received support and were able to pass their classes.

Students learned to do research, printing, and video recording projects with the tutor's assistance. Computers have been provided to the young people and they have been trained in preparing a seminar report.

A communication system was instituted between the students and the tutor.

Parents were encouraged to maintain communication with their children and with the teachers in the educational centers.

All these processes contributed to the positive results at the end of the school year for the students and for the scholarship program.

Cellphones

As a result of the COVID-19 pandemic, 22 smart cell phones were purchased so that the students could continue with homework

and online classes in 2020 which were available to the youth during this school year.

The administration of the use of the smartphones is to prioritize the needs by grade level and submit a request for the time of use of the phone in order to keep track and control of the device. During 2022, 18 young people required the use of the devices for the exclusive use of receiving virtual classes.

Computers

At the beginning of the 2022 school year, the students were told to have laptops available to carry out tasks, seminar reports, practice reports, life projects, among others. Fifteen students applied and used the equipment to accomplish the work required by their professor.

Challenges

- Virtual classes continued this year and the weak internet signal was a very real problem.

- Some youngsters accumulated homework and then failed to turn it in on the requested dates. A plan for compliance was instituted and monitored by the tutor.



Many students dealt successfully with the combination of virtual and in-class lessons thanks to the inventions of the tutor and their own determination.

- Some teachers do not dedicate enough time to explain the contents of the topics. For this the tutor develops an individualized program to provide remediation on the subjects. Parents were also asked to discuss the topic in a meeting with the teachers and directors of the establishments.
- One young woman withdrew from the program: Roxana Concepción Morales Alvarado. According to her mother, the main reason for her withdrawal is due to the distance from her community to the educational center and the lack of public transportation. She went to study in the capital city with a sister and no longer continue in the scholarship program. Despite the difficulties, she successfully completed her 2022 school year.
- Two young women failed to pass some courses and lost the year. Mercy Lizdenya Sarahí Ávila López (6th grade). Sindy Damaris Gómez Tecú (7th grade).
- Due to the system used by the schools to provide report cards, they always arrived late.

Lessons Learned

- The effort of young people to want to continue their studies is worthy of admiration. The pandemic and virtual classes were not impediments for many who successfully completed the school year.
- For some, virtual education continued to be a challenge so they were given support to adapt to the use of technology.
- Students learned to value the effort made by our collaborators the Unitarian churches, Digno Foundation and their parents to have the necessary resources during the school year.
- The use of technology helped them to strengthen their skills, implement their own ideas and be innovative in order to face educational challenges as in daily life.
- Tutorials and reinforcement by using planned work techniques helped to increase their level of school performance.
- Through the supplemental courses provided by ADIVIMA, students learned the importance of continuing their studies instead of dropping out of school and emigrating to other departments or other countries.

ADIVIMA is delivering to the surviving communities of serious human rights violations five young professionals who at some point may contribute to improving the conditions of their community. We anticipate that the State of Guatemala will implement sustainable projects in the communities and we will need academically prepared people to manage project resources.

STUDENTS COMPLETING MIDDLE SCHOOL

At the end of 2022, the following seven young ladies and three young men who benefited from the scholarship program successfully completed middle school:

- Yadira Suheidy Sical Manuel
- Ana Julia Margarita Jerónimo Tecú
- Brenda Elizabeth Jerónimo Cahuec
- Jonathan Josue Piox Alvarado
- Lester Donis López Capriel
- Wendy Odilia Valey Tecú

GRADUATES OF THE SECONDARY LEVEL.

At the secondary level, the following students successfully graduated with professional careers.

Carmen Yanira Piox Xitumul	Expert in accounting
Jennifer Senayda Briseida Raxcacó Guanché	Expert in accounting
Rubí Daniela Madai Sis Alvarado	Expert in accounting
Keylin Paola Tún Galiego	Expert in business administration
Alan Brandon Sis López	Expert in accounting

The five scholarship students expressed their joy and satisfaction together with their parents at having completed their training processes and thanked them for the support they received which was vital for them to achieve their goals.

SPECIAL RECOGNITION

Among the five graduates of the year 2022, the leadership of these two young ladies **Rubí Daniela Madai Sis Alvarado** and **Jennifer Senayda Briseida Raxcacó Guanché** and the young man **Alan Brandon Sis López** stood out. They demonstrated ability, responsibility and respect when addressing other people and making decisions during the activities. Their demonstrated principles helped them understand the work that ADIVIMA does as well as developing an interest in it.

The abilities and leadership of **Rubí Daniela Madai Sis Alvarado** led her to participate and be elected Indigenous Queen of the Patron Saint Fair of the Municipality of Rabinal and will represent indigenous women in different activities during the year 2022.



Rubí Daniela Madai Sis Alvarado
Expert Accountant
Town of Nimacabaj



Jennifer Senayda Raxcaco Guanché
Expert Accountant
Town of Pichéc Sacacho



Alan Brandon Sis Lopez
Expert Accountant
Town of El Sauce



Keily Paola Tum Galiego
Expert Accountant
Town of Xesiguán



Carmen Yamira Piox Xitumul
Expert Accountant
Town of Pachica

6th grade**ROSTER OF ALL SCHOLARSHIP STUDENTS 2022**

No.	Student Name	School Attending	Community of Origin
1	Vany Vanesa Oxlaj Grave	Telesecundaria Plan de Sánchez	Plan de Sánchez, Rabinal.
2	Wendy Dorikzaida Ismalej Cajbón	Telesecundaria Plan de Sánchez	Plan de Sánchez, Rabinal.
3	Darlyn Amarilys Lajuj Capriel	Instituto Nacional de Educación Básica Experimental, Rabinal.	Aldea Vegas san Antonio, Rabinal.
4	Keyra Milena Tanaika Ruiz de Paz	Padre Juan Valls Crespo Cubulco	Padre Juan Valls Crespo Cubulco
5	Mercy Lizdenya Sarahí Avila López	Padre Juan Valls Crespo Cubulco	Colonia el Naranjo Cubulco, Cubulco.
6	Juana Mileydi Hernández De la Cruz	Instituto Nacional de Educación Básica Experimental, Cubulco.	Colonia Chicuxtin Cubulco, Cubulco.
7	María Veronica Osorio Par	Colegio Particular Mixto ZAMANEB	Asentamiento Pacux, Rabinal.
8	José Moisés Ramos Avila	Padre Juan Valls Crespo Cubulco	Colonia el Naranjo Cubulco
9	Darwin Yair Ottoniel Tecú de Paz	Telesecundaria Pichéc	Aldea Pichéc Sacacho, Rabinal.
10	Selvin Leonardo Grave Grave	Telesecundaria Plan de Sánchez	Plan de Sánchez, Rabinal.
11	Jeffry Alexander Sical Cuxum	Telesecundaria Pichéc	Aldea La Ceiba, Rabinal.
12	José María Mejía Rosales	Telesecundaria de Chitomax Cubulco	Caserío Xinacati II, Cubulco.

7th grade

No.	Student Name	School Attending	Community of Origin
1	Elsa Verónica Cojom Tecú	Telesecundaria Pichéc, Rabinal.	Aldea Pichéc Santa Rosa, Rabinal
2	Lidia Julieta Camo Espinoza	Telesecundaria La Ceiba, Rabinal.	Aldea La Ceiba, Rabinal
3	Erick Elizandro David Cahuec Tecú	Telesecundaria Nimacabaj, Rabinal	Aldea Nimacabaj, Rabinal
4	Sayra Anitza Capriel Alvarado	Telesecundaria Pichéc, Rabinal	Aldea Pichéc Sacacho, Rabinal
5	Deimy Rosmery Cac Morán	Instituto Por cooperativa Pancul	Aldea Pancul, Chicamán el Quiche.
6	Alexander Gudiel Lem Hernández	Instituto Por cooperativa Pancul	Aldea Pancul, Chicamán el Quiche.
7	Maritza Sical Alvarado	Telesecundaria Plan de Sanchez, Rabinal	Aldea las Ventanas, Rabinal
8	Sonia Cristina Siana Ixpatá	Instituto de Educación Radiofonica IGER, Rabinal.	Aldea Chitucan, Rabinal.
9	Deibys Adonay Vinivio Tecú Tecú	Telesecundaria Chuaperol	Caserío Chuaperol, Rabinal.
10	Nelson de Jesús López Tecú	Telesecundaria Chuaperol	Caserío Chuaperol, Rabinal.

8th grade

No.	Student Name	School Attending	Community of Origin
1	Sindy Dámaris Gómez Tecú	Instituto Nacional de Educación Básica Experimental, .	Aldea La Ceiba, Rabinal.
2	Yadira Suheidy Sical Manuel	Telesecundaria Pichéc, Rabinal.	Aldea Panacal, Rabinal.
3	Ana Julia Margarita Jerónimo Tecú	Telesecundaria Nimacabaj, Rabinal.	Aldea Nimacabaj, Rabinal
4	Brenda Elizabeth Jerónimo Cahuec	Telesecundaria Plan de Sánchez, Rabinal.	Plan de Sánchez, Rabinal.
5	Jonathan Josue Piox Alvarado	Telesecundaria Nimacabaj, Rabinal	Aldea Nimacabaj, Rabinal
6	Lester Donis López Capriel	Telesecundaria Chuaperol, Rabinal.	Caserío Chuaperol, Rabinal.
7	Wendy Odilia Valey Tecú	Instituto Nacional de Educación Básica Experimental, Rabinal.	Caserío Pachica, Rabinal
8	Damaris Amarilis Sical Cortez	Telesecundaria Pichéc, Rabinal.	Caserío Pichéc Sacacho, Rabinal.
9	Heidy Maribel Sarpec Chen	Telesecundaria Chuaperol, Rabinal.	Caserío Chuaperol, Rabinal.
10	Maximiliano Cajbón Grave	Telesecundaria Plan de Sánchez, Rabinal.	Plan de Sánchez, Rabinal.
11	Damaris Mishell Juárez Sic	Telesecundaria Chichupac, Rabinal.	Aldea Chichupac, Rabinal.

9th grade

No.	Student Name	School Attending	Community of Origin
1	Jeackelynne Bibiana Gómez Manuel	Colegio Centro Cultural de América, Rabinal	Aldea La Ceiba, Rabinal.
2	Deisy Mishell Osorio Lajuj	Colegio Particular Mixto ZAMANEB	Aldea La Ceiba, Rabinal.
3	Sandra Zuleny Toj Ruiz	Colegio Particular Mixto ZAMANEB	Caserío Pichéc Sacacho, Rabinal
4	Mirna Griselda Vargas Manuel	Colegio Vida Nueva, Rabinal.	Aldea Panacal, Rabinal.
5	Anderson Adelso Ajcot Cortez	Colegio Centro Cultural de América, Rabinal	Aldea La Ceiba, Rabinal.
6	Nery Alberto Alegria López	Colegio Mixto Ciencia y Desarrollo	Aldea Nimacabaj, Rabinal.
7	Clara Elizabeth Chen Osorio	Instituto Nacional de Educación Básica, zona 2, Rabinal.	Pacux, Rabinal
8	Jason Haroldo López Tapería	Colegio Mixto Ciencia y Desarrollo.	Aldea Chuaperol, Rabinal.
9	Roxana Concepción Morales Alvarado	Colegio Particular Mixto ZAMANEB	Aldea Concul, Rabinal.
10	Transita Adelayda Grave Azumatán	Colegio Vida Nueva, Rabinal.	Aldea Plan de Sánchez, Rabinal.
11	Margarita Elizabeth Morales Vásquez	Colegio Vida Nueva, Rabinal.	Aldea El Sauce, Rabinal.

10th grade

No	Student	School Attending	Community of Origin
1	Karla Paulina Chen Pangan	Colegio Particular Mixto ZAMANEB	Asentamiento Pacux, Rabinal.
	Irma Horaria Alvarado Acoj	Colegio Particular Mixto ZAMANEB	Aldea Xesiguán, Rabinal.
3	Keila Amayda Osorio Rafael	Colegio Particular Mixto ZAMANEB	Aldea Nimacabaj, Rabinal.
4	Sara Nohemí Ojom Cahuec	Colegio Centro Cultural de América, Rabinal.	Pichec, Rabinal
5	Norma Marisol Grave Grave	Colegio Particular Mixto ZAMANEB	Aldea Plan de Sánchez, Rabinal.
6	Elsy Marleny Tecú Cortez	Colegio Centro Cultural de América, Rabinal.	Aldea Nimacabaj, Rabinal.
7	María Dominga Acoj Cuxum	VIDA NUEVA	Aldea Xesiguán, Rabinal.
8	Sheyli Yohana Raxcacó Alvarado	Colegio Centro Cultural de América, Rabinal.	Aldea Palimonix, Rabinal.
9	Keryn Lourdes Alvarado Tahuico	Colegio Particular Mixto ZAMANEB	Asentamiento Pacux, Rabinal.
10	Esperanza González Chen	Colegio Particular Mixto ZAMANEB	Caserío Patixlán, Rabinal.
11	Rudy Fidencio Sub Chub	Instituto Privado Mixto Primaria Biligue aj Kutunel	Panzos, Alta Verapaz

11th grade

No	Student	School Attending	Community of Origin
1	Carmen Yanira Piox Xitumul	Colegio Centro Cultural de América, Rabinal.	Caserío Pachica, Rabinal
2	Jennifer Senayda Briseida Raxcacó Guanché	Colegio Centro Cultural de América, Rabinal.	Pichec Sacacho, Rabinal
3	Rubí Daniela Madai Sis Alvarado	Colegio Centro Cultural de América, Rabinal.	Aldea Nimacabaj, Rabinal.
4	Keylin Paola Tún Galiego	Colegio Particular Mixto ZAMANEB	Aldea Xesiguán, Rabinal.
5	Alan Brandon Sis López	Escuela Municipal de Ciencias Comerciales.	Caserío El Sauce, Rabinal