



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

Maya Achí ADIVIMA

ANNUAL REPORT
SCHOLARSHIP PROGRAM

Period of Implementation:

January to December 2015

Project name:

Program of educational scholarships
for boys and girls from the rural area
of Baja Verapaz, Guatemala, Central
America

Introduction

The present report contains relevant aspects that were achieved during the implementation of the scholarship program aimed at young men and women survivors of serious violations of rights and abuses committed against the Mayan Achi people during the armed conflict and by the construction of the Chixoy hydroelectric plant.

The process of selecting new scholarship students starts with the receipt of applications in the months of October and December of each year. The second phase is preselection which is done by a committee composed of members of the board of directors and administrative staff of ADIVIMA . Then they make initial home visits to determine living conditions and economic situations. Subsequently the Committee makes the decision of those who will be the beneficiaries.

In the selection process ADIVIMA keeps in mind gender equity in education as well as benefitting the most needy with the vision of surmounting their conditions. The donations have been indispensable in the advancement of young men and women. Already they are able to contribute to improving the living conditions of their families of scarce resources in the rural areas where we work thanks to the unconditional support from our great partners and allies who have committed themselves to fight for a more just and equitable world. During the year 2015 ADIVIMA awarded scholarships for studying at middle and high school level to 44 students from different communities in the municipalities of Rabinal and Cubulco, Baja Verapaz.

Background

In the years 1980–1984, the Army of Guatemala, implemented a strategy of terror and scorched earth with the aim of destroying the social fabric of the indigenous communities. The department of Baja Verapaz was the scene of many massacres where they brutally murdered thousands of people in the population Achi (5,000 according to evidence in the book *Oj K'asliik*). That left as a result disintegration in every sense. Women were widowed, boys and girls orphaned and unprotected. The State of Guatemala committed true genocide.

The unconditional support for more than nine years of the Unitarian Church of Jefferson, Colorado and UU Church of Arlington, Virginia of the United States of America has given young men and women an opportunity to overcome this past and to achieve their dreams to be professionals and change their standard of living. That is why ADIVIMA is committed to promoting an education for the sons, daughters, granddaughters and grandsons of the survivors based on scholarships to families living in extreme poverty with the hopes of completely rebuilding the society.

Narrative Report of the 2015 Scholarship Program

The scholarship program is supported by tutoring in the framework of holistic learning. The objective is for the tutor is to diagnose the learning difficulties of each of the students, and to plan the actions of support to develop their capacities and learning skills. The 44 young boys and girls who are beneficiaries of the scholarship program in middle and high school come from the villages of: Chichupac, Xesiguán, Plan de Schez,

Pacux, La Ceiba, Pichec, Sacacho, Panacal, Pacacja and the colonia of Ladrillos in the municipality of Rabinal. There are also beneficiaries from the communities of the Colony of Naranjo, Pichal, Chirramos, Patzulup of the municipality of Cubulco, communities forcibly evicted by the construction of the Chixoy hydroelectric plant. Year after year ADIVIMA has improved support for the young people in search of a strategy to improve school performance and maintain a fluid communication with the beneficiaries. That is why we have hired a bilingual tutor of the ethnicity Achí to support the process of formation of the young people and and guide them during their formative years. Likewise they receive workshops on historical memory and cultural identity in the Community Museum of Historical Memory to improve their intellectual capacity.

General Assemblies

April 19 was the first general assembly of the scholarship students this year. We talked about the progress of the scholarship program and welcomed 11 new students by introducing the families so they can get to know each other and become integrated as a member families of the fellowship program. We also shared that the primary objective of the program is to support the families of the survivors of serious violation of human rights committed during the armed conflict and by the construction of the Chixoy hydroelectric plant so they can improve their living condition. Also the program favors the development of girls with the aim of achieving gender equity and providing the opportunity for girls to advance. We talked about the successes and interests of the scholarship students. We explained that the grants may be used for the following costs: payment of tuition, purchase of school supplies, purchase of school uniforms,

transportation, typing classes, computing, and other supplies required during the process of training and learning. We took this opportunity to present Mr. Pablo Chen who has the responsibility for supporting the young people as tutor for the scholarship program.

We also explained the requirements for maintaining the grant. The student scholarship recipient must pass all courses toward the academic degree that he or she is studying. Grant disbursements will be made with the presentation of his or her report card with the courses passed according to the program of study of the Educational Center. The student will submit the bimonthly and/or its quarterly report card to the person assigned by ADIVIMA. Scholarship students that do not comply satisfactorily with the rules will lose the grant. They can still participate in the activities organized by the Community Museum of Historical Memory and collaborate in the social activities of the community.

Finally let it be known that the program is governed on the basis of an agreement which specifies the requirements, the obligations and the benefits for students. The parents or guardians will be responsible for cashing the check for the grant and providing receipts for their account.

August 2, together with the scholarship students, we analyzed and discussed the continuing low performance of some students. The parents or guardians assumed responsibility for supporting and insisting that their children work hard at their studies. According to the tutor, the greatest part of the problem lies in the methodology of explanation of the teachers and failure to develop their topics in class. Teachers do not devote enough time to resolve the problems of the students and this leads to the

students not comprehending the topic. In addition there are other obstacles such as economic conditions, the distance to travel to school, helping parents in their work and getting along with others.

Among other topics we planned the coordination of the visit of the Unitarian Church of Jefferson, Colorado. The delegation would be visiting some student's homes, participate in an intercultural exchange, and witness the first annual festival of traditional marimba playing and dances.

Visit of the delegation from Jefferson Unitarian Church, Colorado, United States
Meeting with ADIVIMA personnel. We shared our work experience with the delegation of Jefferson Unitarian, so they would know about the work that ADIVIMA does. In addition to the fellowship program, there is the **area of claims** for loss of land and advising the implementation of the Plan of Reparation for the 33 communities affected by the construction of the Chixoy hydroelectric plant. We shared the experience of the start of the implementation of the Plan of Reparation which benefited 126 people of Pacux and Rio Negro. In the **area of human rights**, we support the process of exhumations and burials of persons who disappeared during the armed conflict, and criminal prosecution against the material and intellectual authors of the massacres. We pursue the right to justice at national and international levels for violations of human rights committed during the armed conflict. The **Community Museum of Historical Memory** has three exhibition halls to honor the victims of the internal armed conflict, as well as to document, investigate, preserve and disseminate the facts of the past for the guarantee of non-repetition of crimes of genocide and crimes against humanity. Also we

work to strengthen the cultural identity of the Maya People Achi through the recovery of original dances and music in Rabinal.

Cultural Exchange. The activity began with introductions between the scholarship students and the delegation of the Unitarian Church. Then a spiritual guide conducted a traditional Mayan invocation with the participation of the people present. Following were presentations of dance folklore with the participation of young ladies and young men of the scholarship program. Then the delegation of the church presented the manner in which they celebrate their religious services with reflections and songs. They shared different activities including ceramic handicraft, photography, implementation of music with bells, use of solar energy. Solar lamps were donated to the scholarship students which has been a great help in doing their homework at night. Students also had a chance to practice calligraphy, dance tai chi and do an art project. For the scholarship students it was a great joy to share these experiences and to get to know the people who support them to make their dreams a reality.

Visit homes to scholarship students. The delegation was divided into four groups with the accompaniment of ADIVIMA staff to visit the following students: Lucia Ramos Gonzalez of the settlement of Pacux, Maynor Alexander Pangan Raxcaco of the village of Pichec Sacacho, Kimberly Elvira Tecú Gomez of the village La Ceiba and finally the young Lucas Armando Capriel of the village of Panacal.

Visit to the community of Rio Negro. The delegation of the church of Jefferson made a visit via motor boat to the community of Rio Negro to know the conditions of life of the people living in the community of Rio Negro. The interview with Mr. John Uscap Iboy

illustrated the serious violations of human rights that the community was subject to during the armed conflict and how the construction of the hydroelectric plant affected the life and development of the community. Finally they toured by boat along the Chixoy dam.

Meeting with midwives. In the community museum of Rabinal there was an exchange of experiences with traditional midwives of Rabinal. They expressed their concern at the lack of recognition by the State of the social work they provide in the communities. However they are committed to helping bring in new life as long the Creator permits them. They also showed interest in improving their traditional techniques for the benefit of mankind. For its part the delegation donated kits of indispensable tools to diagnose the state of health of their patients. The midwives expressed their appreciation and believe that it will help them to improve their work.

Tutorials

Lack of adequate skills on the part of the teachers has been one of the problems the students face in improving their academic performance. Teachers have a generalized knowledge and do not devoted time to the explanation of the topics. Other factors have been the lack of academic preparation of family members in order to help their child. Their economic situations have forced them to engage in other activities outside of class to generate income to support the family. It has been difficult to adapt to the demands of higher levels of education. For these reasons it was necessary for ADIVIMA to provide a tutor to support their education in the following aspects.

- He helps the students understand and resolve their concerns and worries relating to every subject encountered in class.
- He advises them in the planning of their academic load.
- He uses alternative methods for teaching the content, themes and activities that present learning problems.
- He provides activities to promote self-esteem and develop the potential of the students.
- He follows their progress and monitors the academic performance of the students in their schools.
- The tutoring sessions have benefitted 19 young people in the communities of Chichupac, Xesiguan, Pacux, Pantulul, Pichec Sacacho, Pichec, La Ceiba, Panacal of Rabinal and the colony of Naranjo in the municipality of Cubulco at middle and high school levels.

For the tutoring and feedback sessions, centers were established where several scholarship students could come together near their communities. The tutor brings appropriate materials to address the students' worries and doubts in the courses of math, communication and language, Spanish, Achí, English, social sciences, biology, artistic expression, accounting, physics, business calculation and finance.

This process of reinforcement occurs one a week with each group of students. Priority is given to the specific themes they encounter in class and are reinforced with practical

exercises to improve comprehension, teaching procedures, self-esteem, discipline in turning in work, preparation before exams. This work was critical for the 19 students in passing courses that they had failed during their first exams. They were all able to finish the year with clean academic records.

List of Scholarship Students 2015

Seventh grade — first year middle school

NO	ESTUDIANTE	ESTABLECIMIENTO	COMUNIDAD
1	<i>Elida Silvana Osorio Uscap</i>	<i>Telesecundaria Pacux</i>	<i>Asentamiento Pacux, Rabinal</i>
2	<i>Juliana Pérez Ivoy</i>	<i>Telesecundaria Pacux</i>	<i>Asentamiento Pacux, Rabinal</i>
3	<i>Julio Cesar Valey Sical</i>	<i>INEB</i>	<i>Aldea Pichec Sacacho Rabinal</i>
4	<i>Manuela Natividad Ruiz Raymundo</i>	<i>Telesecundaria Chirramos</i>	<i>Chirramos Cubulco</i>
5	<i>Maynor Alenxander Pangan Raxcaco</i>	<i>Telesecundaria Pichec</i>	<i>Pichec Sacacho Rabinal</i>
6	<i>Olga Martina Tecú Chen</i>	<i>INEB</i>	<i>Pantulul Rabinal</i>
7	<i>Rolando Lorenzo Gómez Juárez</i>	<i>INEB Cubulco</i>	<i>Col el Naranja Originarios de Guainep</i>
8	<i>Yoselin Araceli Sical Vargas</i>	<i>Telesecundaria La Ceiba</i>	<i>Aldea la Ceiba, Rabinal</i>
9	<i>Wendy Carola Sucup Lajuj</i>	<i>Telesecundaria Pichec</i>	<i>Aldea Pichec, Rabinal</i>
10	<i>Angélica García Sic</i>	<i>Telesecundaria Chichupac</i>	<i>Aldea Chichupac</i>
11	<i>Licda Miliana Chen Sic</i>	<i>Telesecundaria Chichupac</i>	<i>Aldea Chichupac</i>

Eight grade—second year middle school

NO	ESTUDIANTE	ESTABLECIMIENTO	COMUNIDAD
1	Melisa Elizabet Tecu Tecu	Telesecundaria Ceiba	Aldea La Ceiba
2	Henry Rutilio Aquino Sánchez	Telesecundaria Pacux	Asentamiento Pacux
3	Lucia Ramos Chen	Telesecundaria Pacux	Asentamiento Pacux
4	Sheny Aracely Cojom Ismalej	Telesecundaria Pichec	Pichec
5	Yosselyn Noemi Cahuec	Telesecundaria Pacux	Asentamiento Pacux
6	Imelda Yadira Cahuec Osorio	Telesecundaria Pacux	Asentamiento Pacux

Ninth grade—third year middle school

NO	ESTUDIANTE	ESTABLECIMIENTO	COMUNIDAD
1	Brenny Magaly Tecú Toj	Telesecundaria Ceiba	La ceiba
2	Elizandra Elizabeth Tecú Morales	Telesecundaria Ceiba	Panacal
3	Lucas Armando Capriel Cortes	Telesecundaria ceiba	Panacal
4	Kimberly Elvira Tecú Gómez	Telesecundaria Ceiba	La ceiba
5	Lesbia Marleny Sical Toj	Telesecundaria Pichec	Panacal
6	María Griselda Pérez Sánchez	Telesecundaria Pacux	Pacux
7	Allan Alexander Manuel Iboy	INEBE, Rabinal	Ceiba
8	Alba Roselia Urizar Ruiz	Telesecundaria Patzulup	Patzulup
9	Ana belly Galieno Manuel	Nueva Generación	Xesiguán
10	Santa Rosario Manuel Ixpatá	Telesecundaria Plan de Sánchez	Plan de Sánchez

First year high school

NO	ESTUDIANTE	GRADO	COMUNIDAD
1	<i>Walter Okely Xitumul Juárez.</i>	<i>Expert in Business Administration</i>	<i>Pichec</i>
2	<i>Susy Yesenia Tecú Alvarado</i>	<i>Expert in Business Administration</i>	<i>Pichec</i>
3	<i>Lidia Lorena Cortez Manuel</i>	<i>Expert in Accounting</i>	<i>La Ceiba</i>
4	<i>Lucrecia Deeberlin Cuxum Ixpata</i>	<i>Expert in Accounting</i>	<i>Col. La Ladrillera</i>
5	<i>María Esperanza Acoj Cuxum</i>	<i>Office Secretary</i>	<i>Aldea Xesiguán</i>
6	<i>Emelia Seberina Manuel Hernández</i>	<i>Academic degree in Letters and Sciences</i>	<i>Plan de Sánchez</i>
7	<i>Irma Yolanda López Capriel</i>	<i>Expert in Accounting</i>	<i>Pacacja</i>

Second year high school

NO.	ESTUDIANTE	GRADO	COMUNIDAD
1	<i>Faustina Sic Gómez</i>	<i>Academic degree in Science and Letters with an emphasis on teaching</i>	<i>Panacal</i>
2	<i>Selvin Gabriel Toj Sical</i>	<i>Expert in Accounting</i>	<i>La Ceiba</i>
3	<i>Mynor Isaías Sunun López</i>	<i>Academic degree in Science and Letters with an emphasis on computers</i>	<i>Pichal</i>
4	<i>Robín Javier Tecu Sical</i>	<i>Expert in Accounting</i>	<i>La Ceiba.</i>
5	<i>Sandra Mariela Cortez Cortez.</i>	<i>Expert in Accounting</i>	<i>La Ceiba</i>
6	<i>Olga del Rosario Rosales Sente</i>	<i>Academic degree in Science and Letters with an emphasis on computers</i>	<i>Chirramos</i>
7	<i>Gladys Celeste Manuel Iboy</i>	<i>Academic degree in Science and Letters with an emphasis on teaching</i>	<i>La Ceiba</i>

Third year high school

No	ESTUDIANTE	CARRERA	COMUNIDAD
1	Reyna Azucena Juárez de Paz	Expert in Accounting	Pichec
2	Lesther Ottoniel Alvarado Pérez	Expert in Accounting	Pichec
3	Lidia Selena Ixpata Bolaj	Expert in Business Administration	Xesiguán

Middle school graduates

The following graduated from ninth grade: Mary Griselda Perez Sanchez, Allan Alexander Manuel Iboy, Magaly Tecú, Brenny Toj, Lucas Armando Capriel Cortez, Ana Belly Galiego Manuel, Santa Rosario Manuel Ixpata, Elizandra Elizabeth Tecú Morales, Kimberly Elvira Tecú Gómez, Alba Roselia Urizar Ruiz, Lesbia Marleny Sical Toj. In 2016 they will begin studying for a specific career.

Graduates at the secondary level

Graduates in expert accounting, Reyna Azucena Juarez de Paz and Lesther Ottoniel Alvarado Perez, expert in business administration Lidia Selena Ixpata Bolaj. Graduating from high school in science and letters in education Gladis Celeste Manuel Iboy and Faustina Sic Gómez, and in science and letters in computing Emelia Seberina Manuel Hernández, Olga del Rosario Rosales Sente and Mynor Isaias Sunun López. 2015 was the fulfillment of the dreams of **eight** young beneficiaries of the scholarship program and members of their families. This is the result of the effort, solidarity and unconditional support of the churches Unitarian Universalist of Arlington, Virginia and Jefferson

Unitarian, Colorado of the United States of North America, an effort that has made reality of dreams and successes of these young Achí.

Lessons learned.

The constant monitoring helped us to identify the difficulties of the young people and to give them the appropriate and immediate support and intervention.

The change in the lives of these eight young people shows us that with resources we can achieve and this tool will be useful in the fight against poverty and start a new life in the society of our country.

The young people participated in 15 sessions of workshops provided by ADIVIMA through the Museum of Historical Memory on cultural identity and historical memory taught by experts in the field in order to deepen their knowledge about these topics.

The workshops have led to an increase in the self-esteem of many young people to express their feelings and thoughts of reality which strengthens their identity.

Annex: Photographs of Events that Occurred During the Year 2015

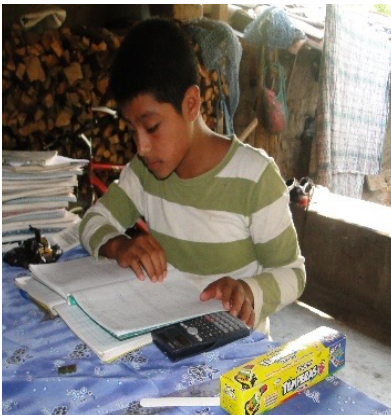
Home visits to select scholarship students



General Assemblies and handing out scholarship grants



Tutorin sessions



Checking in on students in their schools



Lucas, Brenny, their teacher, Elizandra y Kimberly. Students who completed middle school.

Finishing Middle School



Allan Alexander Manuel Iboy, finishing his middle school. He will begin his career path in 2016.

Graduates from high school level.



Faustina Sic Gómez graduated with an academic degree in teaching.



Reyna Azucena Juárez de Paz graduated as an expert accountant.



Lidia Selena Ixpatá Bolaj graduated with a degree in business administration



Olga del Rosario Rosales Sente y Mynor Isaías Sunun López graduated with academic degrees in business computation.