

Association for the Holistic Development of the Victims of  
the Violence in the Varapaces Maya Achi ADIVIMA

# ADIVIMA ANNUAL REPORT SCHOLARSHIP PROGRAM

Period of Performance: January to December of 2016

Name of the Project: Educational Scholarship Program for youth in the  
rural areas of Baja Verapaz, Guatemala C.A.

Rabinal B.V. Guatemala C.A.

## INTRODUCTION

In this report we will reflect on the principle activities that we have carried out with the young scholarship students that have been important in identifying learning difficulties and in promoting and guiding them adequately to strengthen their education.

In this process, ADIVIMA maintains its philosophy of supporting the children of survivors of the heinous human rights violations of the genocide and the construction of the Chixoy hydroelectric dam. The majority of the beneficiaries are rural young ladies, with the objective of promoting equal education between men and women and allowing these young people to have a future with dignified work and a chance to move out of extreme poverty.

The selection process for the scholarships starts with the receipt of the applications. This is followed by an interview in order to learn the living conditions. Then the selection committee decides who the beneficiaries are based on the information obtained from the home visits.

The scholarship program has a tutor, who is responsible for constantly monitoring the students in order to identify any problems they may have and plan support to counter low levels of performance.

During the 2016 school year ADIVIMA granted scholarships to 49 middle and high school students from the different communities in Rabinal and Cubulco in Baja Verapaz.

## BACKGROUND

The Association for the Holistic Development of the Victims of Violence in the Verapaces, Maya Achi – ADIVIMA - , was founded in 1994, by men and women survivors from the different communities in Baja Verapaz. The association's mission is striving for access to justice, holistic development, and transformation of social, economic, educational, and political problems that face the survivors of the serious human rights violations committed during the genocide policies.

Our vision is to restore the social fabric on the foundation of a true reconciliation, knowledge of historical memory, search for the truth, justice, and reparations for the surviving victims, so that the acts of the past will never be repeated. Since 2007, we received the support of the Unitarian Church in the United States. That support became a scholarship program and has changed the lives of 32 young people; 19 young ladies and 13 young men have graduated as Certified Bookkeepers, Certified Business Administrators, Teachers, Baccalaureates in Sciences and Letters, Computation, and Office Clerk. These young people now have a real opportunity to find a good job with the possibility of continuing their education at a university.

For these youth, the scholarship program has been and will be a great opportunity to improve their living conditions and to be prepared academically to support institutional efforts to ensure that there will be no repetition of the serious human rights violations.

## REPORT OF SCHOLARSHIP PROGRAM 2016

ADIVIMA is providing scholarships to 49 students at the middle and high school level, being 35 young ladies and 14 young men from the rural areas of the following communities:

Municipality of Rabinal: Chichupac, Xesiguán, Plan de Sánchez, Pacux, Pachica, La Ceiba, Pichec, Pichec Sacacho, Panacal, Pacacja, and the Ladrillera colony; Municipality of Cubulco: Colonia el Naranjo, Pichal, Chirramos, Patzulup y Pajales Quiche. These communities were affected by the construction of the Chixoy dam in which the families were forcibly removed and live in extreme poverty. The association is contributing to the formation of a corps of professionals conscious of their Maya Achi heritage and by being leaders and defenders of human rights can be part of ensuring that their communities are not re-victimized in the future.

### GENERAL ASSEMBLIES

#### FIRST ASSEMBLY

The first assembly for the 2016 school year was held in February. It included a reminder of the history of the origins of the scholarship program, its objectives, and the efforts of the committees of the two churches to raise funds. Then a welcome was given to the 11 new students starting middle school; they were received into the scholarship program family. They were made aware of the selection process and encouraged to feel proud at having been selected from so many applications for the opportunity to be part of the program. We also took the opportunity to remind the new beneficiaries that during their school years they must make a serious commitment. ADIVIMA and the two churches have pledged to support them with the resources necessary to have the opportunity to overcome, but the scholarship students and their parents must demonstrate a desire to change their living conditions.

In order to meet these responsibilities, they were given the standards required to keep their scholarships. The student must pass all classes for their grade, disbursements will be made based on achievement of the Education Center's standards, the student should present their report card to ADIVIMA bimonthly or quarterly, should participate in the Community Museum of Historical Memory's training programs and contribute to the social activities in the community.

They were also made aware that the scholarship funds can be used to pay for tuition, school supplies, school uniforms, transportation, typing, computing, registration and other fees required for the coursework for the year. The parents must also take responsibility for part of the costs of their child's schooling, principally their food.

It was also explained that the scholarship program is split 75% women and 25% men with the objective of generating conditions such that women can excel in professional and social education and improve their lives. Finally, each family was advanced the funds for the first quarter or two month period.

#### SECOND ASSEMBLY

The second general assembly was held in July with the parents. The object of the activity was to present results of the students' monitoring, performance, and products. They are made aware of successes and difficulties that the tutor has identified.

With the active participation of the parents and scholarship students, a power point presentation was shown that describes the types of problems identified in the low performance of some of the students. According to the tutor, the primary issue is the little explanation given on each subject in class. The teachers do not leave time to solve problems or answer students' questions. After analysis, the parents are advised to speak to the teachers or principals of the schools to ask for more attention. Other factors that contribute to low performance are prior educational deficiencies, poor time management, lack of library access in the community, scarce economic resources, the parent's jobs, and no help from the parents in doing homework as they did not go to school.

Parents who do not read or write were encouraged to help their child be disciplined in doing schoolwork, as this greatly improves school performance. The tutor, having identified weaknesses in quality of writing, presentation of work, and low comprehension of class lectures, will create individual work plans with the identified students. In the same manner the successful students were congratulated.

Finally, the group was told that we will be receiving a delegation from Jefferson Unitarian Church in Colorado, with the objective of learning how scholarship students live. The group will be visiting the students in their schools and homes, and there will be a cultural exchange at the end of the visit.

### THIRD ASSEMBLY

The third and final general assembly was held in December. The purpose was to analyze the successes and difficulties of the scholarship program during the 2016 school year, analyze and reflect on the fulfillment of the commitment of the parents and scholarship students and ADIVIMA's institutional responsibilities. We also had a video conference with Jefferson Unitarian Church.

The event began with a welcome to the parents and students. After a long discussion about responsibilities met and not, we arrived at the following conclusions. For the students' part, many made up for a low level of performance; only two did not succeed in recovering, one 7<sup>th</sup> grader and one 10<sup>th</sup> grader. The parents provided resources for their children's education, supported them morally, and encouraged strong dedication. ADIVIMA provided disbursements on time, the tutor dedicated 100% of his time to finding possible solutions for continuing improvement.

In the video conference with Jefferson Unitarian Church an overview of the scholarship program was given and the number of students who've benefited was provided. Then Beberly Guache thanked the church members for the scholarship she has been granted as it has been a great benefit to her family and provided the opportunity to prepare herself academically. Selvin Toj was grateful for the support he received during his 6 years of study, as without it he would not have been able to achieve his dream of graduating as licensed bookkeeper as his family has scarce resources. His next goal is to find a job and continue his studies at the University. Finally, the father, Juan Uscap, was grateful for the efforts of the church in supporting the youth and especially his son, who is a scholarship recipient. Mr. Uscap, as a survivor of the massacres and the construction of

the Chixoy dam has suffered the consequences of the serious human rights violations, which left him in extreme poverty, leaving him without the ability to send his son to school. The support they receive is essential to prepare their children and give them a better life.

### DELEGATION VISIT FROM THE UNITARIAN CHURCHES

In October of 2016 a delegation from the Jefferson and Arlington churches visited. The first event was a meeting with ADIVIMA staff to be briefed on the Association's work. The presentation covered ADIVIMA's founding, its mission and vision, and the organizational structure. Then each department gave a briefing on its tasks.

LEGAL DEPARTMENT provides accompaniment and support to the families that are survivors of the acts of Genocide and Serious Human Rights Violations committed during the Internal Armed Conflict in the states of Alta and Baja Verapaz and Quiche. They act as prosecutors in the search for justice to determine the responsibility of material and intellectual authors before the domestic courts and before the inter-American system.

HISTORICAL MEMORY DEPARTMENT: is responsible for recovering and sharing the Historical Memory of the Maya Achi people through a space for reflection, analysis, criticism and awareness of serious violations of human rights and acts of genocide.

CULTURAL IDENTITY DEPARTMENT: is responsible for recovering and strengthening ancestral knowledge that was lost due to the acts of genocide in the Maya Achi communities (Cubulco, Rabinal, y San Miguel Chicaj.), through training and enabling the youth in traditional skills of historical memory and cultural identity.

CLAIMS DEPARTMENT: provides accompaniment and strategies, legal, political, and technical to the 33 communities of survivors of the serious human rights violations during the construction of the Chixoy dam in support of their legal claims during the implementation of the reparations policy for the Chixoy case.

SCHOLARSHIP PROGRAM supports youth to promote holistic education in families and descendants of the survivors of the serious human rights violations, through scholarships, supervision, and tutoring.

The delegation also visited homes to understand the conditions faced by the following scholarship students: Imelda Cahuec Osorio from the Pacux settlement, Selvin Toj from the village of La Ceiba, and finally Elizandra Tecu Morales from the village of Panacal.

Another event was an Intercultural Exchange at ADIVIMA's facilities. It started with introductions of all the scholarship students and all the delegation members. The agenda began with a Mayan Invocation lead by a spiritual guide, a demonstration of Rabinal's traditional dance, and finally the students sang "Let the Children Sing". For their part, the Unitarian church presented their worship service with the lighting of a chalice symbolic of their religion, music and song "De Colores", a reflection and meditation. Then the delegation shared their work with the scholarship students, and ended with an origami activity in which the students made a swan.

Another activity was a trip to the Rio Negro community to understand the conditions in which they live and hear first person accounts of the serious violations caused by the construction of the Chixoy dam. This included visiting the families in Panquix who for more than 4 decades have been subjugated by the Guatemalan State. Their battle to receive justice continues, having seen some success in the beginning of the implementation of the reparations public policy through which some of them have received individual economic compensation which has helped to improve their living conditions.

### TUTOR'S MONITORING AND REINFORCEMENT

The process begins with a triage to determine pedagogical problems. With the diagnosis, we work to develop a reinforcement plan with the scholarship students to provide support in their areas of weakness, mainly in math, communication and language (Spanish, Achi, and English). The greatest effort is made with the first year students (7<sup>th</sup> grade).

During the 2016 school year frequent supervision visits were made to each of the schools to understand each students' academic performance. The mechanism used is conversing with the teachers and principals about the following items:

- ✓ Scholarship students' participation and involvement in group projects.
- ✓ Level of help available in class.
- ✓ Classroom behavior and interpersonal relationships with other students.
- ✓ Punctual delivery of homework assignments.
- ✓ Respect towards instructors and administrative personnel.
- ✓ Knowledge of disciplinary actions on the part of the school office.
- ✓ Participation in the school's organized activities.
- ✓ Determine skills and abilities of the students and their areas of interest.
- ✓ Correct usage of notebooks and school materials.
- ✓ Discuss and define academic areas of difficulty.

Students' low performance problems are due to different factors. Among them: inadequate teaching methodology on the instructors' part, parental lack of socioeconomic status or education to be able to help their children, lack of community resources (library, bookstore, internet for research), needing to relocate to be able to study the career path they want, finding it difficult to adapt to the change to another level of schooling. In these situations, the following program is carried out. The scholarship student is supported and directed by the appropriate use of didactic materials, reinforced with exercises or examples, in the subjects seen in the classroom, and always working to their improve self-esteem.

At the high school level, the tutor worked with Lidia Lorena Manuel and Irma Lopez Capriel to reinforce their studies in accounting and business math, and with Elizandra Tecu Morales in basic physics and literature. The student Lucas Armando Capriel dropped out of his literature class; the school has scheduled him to retake it in January 2017.

In another facet of the monitoring, the tutor reviewed the scholarship students' performance in quality of work, punctuality, respect, and participation with the principals of each school. The conclusion is that we have seen that 80% of the students have shown

significant improvement in these areas, demonstrating their compliance with their commitment and that their parents' have provided the mechanisms, tools, and support needed to improve their level of performance.

## ACHEVEMENTS OF THE TUTORING PROGRAM

The tutoring process provides an individual support plan that establishes academic tools, especially for those having difficulty understanding the lessons and practicing the subjects presented in class.

In math, it was necessary to review basic mathematical operations of multiplication, division and percentages with some of the students. We developed games and used resources available in the community.

Communication and Language Arts: we worked with our students on improving reading, spelling, and handwriting, where the tutor gives assignments and schedules time to read together.

Accounting: The difficulties in this class were in managing the journal and the general ledger. The tutor provided feedback on the activities carried out, examples and exercises on the subjects presented in class and reinforced lessons and answered questions about how to work with a journal and general ledger.

Physics: to improve comprehension of the material we work with the students, explaining formulas, using internet tutorials, and the work of an experiment called "hydraulic hand". We also use recycled materials such as: cartons, serum hoses and syringes. For these reasons, we created groups by grade and community, met in the house of a student in each community, and thus gave support to 23 students in the following towns: 5 Chichupac, 1 Xesiguán, 5 Pacux, 3 Pichec Sacacho, 2 Pichec, 4 la Ceiba, 3 Panacal.

The tutor met with groups or individuals based on the following criteria: the number of students, the degree program they are in, and the school where they are studying. The activities developed were based on the themes seen in class, incorporating new knowledge with practical exercises for their better understanding; the development of activities were carried out according to the curriculum so as not to confuse scholarship students. We used technologies such as computers to watch video tutorials of math, accounting, communication and language arts, and provided preparatory activities prior to evaluations. The work was essential for 19 scholarship recipients to recover from deficiencies identified during the first evaluations.

### LIST OF MIDDLE SCHOOL SCHOLARSHIP RECIPIENTS FOR 2016

#### 7TH GRADE.

No	Student Name	School	Responsible Parent	Community
1	Beberly Ileana Sical Guanche	Telesecundaria Pichec, Rabinal.	María Cristina Guanché Morales	Aldea Panacal, Rabinal.
2	Miriam Lorena Ojom Lajuj	Telesecundaria la Ceiba, Rabinal.	Marina Lajuj Tecú	Aldea la Ceiba, Rabinal.



3	Yosselin Yessenia Rodríguez Toj	Telesecundaria Pichec, Rabinal.	María Clemencia Toj Camó	Caserío Pichec Sacacho, Rabinal.
4	Luis Ángel Manuel Tecú	INEBE, Rabinal.	Silvestra Tecú Tecú	Aldea la Ceiba, Rabinal
5	Brandon Cristofer Bachan Cortez	Telesecundaria Pichec, Rabinal.	María Luisa Cortez Depaz de Sánchez	Caserío Pichec Sacacho, Rabinal.
6	Amalia Sánchez Mendoza	ZAMANEB, Rabinal.	María Mendoza Sic de Osorio	Aldea Río Negro, Rabinal.
7	Vianney Elizabet López Mendoza	Telesecundaria la Ceiba, Rabinal.	Alejandra Chén Chén de López	Caserío Pajales, Quiche.
8	Gilmer Simerio Uscap Chen	Fundación Nueva Esperanza, Rabinal.	Juan Uscap Ivoy	Aldea Rio Negro, Rabinal.
9	Álvaro Antonio Sic Manuel	Telesecundaria Chichupac, Rabinal.	Rosalinda Manuel Xitumul de Sic	Aldea Chichupac, Rabinal.
10	Brenda Maricela Valey Juárez	Telesecundaria Chichupac, Rabinal.	Eliria Juárez Sic de Valey	Aldea Chichupac, Rabinal.
11	Alida Mariela Valey Juárez	Telesecundaria Chichupac, Rabinal.	Adela Chen Ixpatá de García	Aldea Chichupac, Rabinal.

## 8th Grade

No	Student Name	School	Responsible Parent	Community
1	Angélica García Sic	Telesecundaria Chichupac, Rabinal.	Rosalina Sic Chen	Aldea Chichupac, Rabinal
2	Lilián Miliana Chen Sic	Telesecundaria Chichupac, Rabinal.	Florinda Sic Sic	Aldea Chichupac, Rabinal.
3	Yoselin Araceli Sical Vargas	Telesecundaria La Ceiba, Rabinal.	Juana Vargas Alvarado	Caserío Pichec Sacacho, Rabinal.
4	Wendy Carola Sucup Lajuj	Telesecundaria Pichec, Rabinal.	Victoria Sucup Lajuj	Aldea la Ceiba, Rabinal
5	Manuela Natividad Ruiz Raymundo	Telesecundaria Chirramos, Cubulco.	Santos Ruiz Senté	Caserío Chirramos Cubulco
6	Elida Silvana Osorio Uscap	Telesecundaria Pacux, Rabinal.	José Osorio Osorio	Asentamiento Pacux Rabinal.
7	Maynor Alexander Pangan Raxcacó	Telesecundaria Pichec, Rabinal.	Paulina Raxcaco Ic de Pangan	Caserío Pichec Sacacho Rabinal
8	Rolando Lorenzo Gómez Juárez	INEB, Cubulco.	Marcelina Juárez Rodríguez	Colonia El Naranja Cubulco
9	Julio Cesar Valey Sical	INEB Zona 4, Rabinal.	Leonarda Sical Xitumul de Valey	Caserío Pichec Sacacho Rabinal
10	Gleisly Lisbeth Miculax Vargas	INEB Zona 4, Rabinal.	Hermelinda Vargas Perez	Caserío Pacaal Rabinal.

## 9th Grade

No	Student Name	School	Responsible Parent	Community
1	Imelda Yadira Cahuec Osorio	Telesecundaria Pacux, Rabinal.	Julia María Osorio Chen	Asentamiento Pacux, Rabinal.
2	Lucia Ramos Chen	Telesecundaria Pacux, Rabinal.	Maura Chen Gonzales	Asentamiento Pacux, Rabinal.
3	Melisa Elizabeth Tecu Tecu	Telesecundaria La Ceiba, Rabinal.	Emiliana Tecu Corazón	Aldea la Ceiba, Rabinal
4	Sheny Aracely Cojom Ismalej	Telesecundaria Pichec, Rabinal.	Everildo Ismalej Juárez	Aldea Pichec, Rabinal
5	Yosselyn Noemí Cahuec	Telesecundaria Pacux, Rabinal.	Francisca Cahuec	Asentamiento Pacux, Rabinal.
6	Mario Francisco Sic Sic	Telesecundaria Chichupac, Rabinal.	Josefa Sic Sic	Aldea Chichupac, Rabinal.

## LIST OF HIGH SCHOOL SCHOLARSHIP RECIPIENTS 2016

### 10TH Grade

No	Student	School	Degree Program	Responsible Parent	Dommunity
1	Allan Alexander Manuel Iboy	Colegio Centro Cultural de América, Rabinal.	Perito contador	Lorenza Cortez Sarpec	Aldea la Ceiba, Rabinal.
2	Brenny Magaly Tecú Toj	Escuela Normar Bilingüe Intercultural, Rabinal	Bachillerato en Educación	Oliveria Toj Camo	Aldea la Ceiba, Rabinal.
3	Lucas Armando Capriel Cortez	Escuela Normar Bilingüe Intercultural, Rabinal	Bachillerato en Educación	María Nieves Cortez Martínez	Caserío Panacal, Rabinal.
4	Ana Belly Galiego Manuel	Colegio Vida Nueva, Rabinal.	Bachillerato en Ciencia y letras	María Manuel Tecú	Aldea Xesiguán, Rabinal
5	Santa Rosario Manuel Ixpata	Colegio ZAMANEB, Rabinal.	Perito contador	Juan Manuel Jerónimo	Aldea Plan de Sánchez, Rabinal.
6	Elizandra Elizabeth Tecú Morales	Escuela Normar Bilingüe Intercultural, Rabinal	Bachillerato en Educación	Refugio Morales Canahui	Caserío Panacal, Rabinal.
7	Kimberly Elvira Tecú Gómez	Colegio Vida Nueva, Rabinal.	Bachillerato en Ciencia y letras	Norma Gómez Cortez	Aldea la Ceiba, Rabinal.
8	Lesbia Marleny Sical Toj	Escuela Normar Bilingüe Intercultural, Rabinal	Bachillerato en Educación	Lucrecia Toj Díaz	Caserío Panacal, Rabinal.

### 11th Grade

No	Student	School	Degree Program	Responsible Parent	Dommunity
1	Irma Yolanda López Capriel	Centro Cultural de América, Rabinal.	Perito Contador	Silvia Elena Capriel Tecu	Caserío Pacaal, Rabinal.
2	Lidia Lorena Cortez Manuel	Centro Cultural de América, Rabinal.	Perito Contador	Silveria Manuel Sical	Aldea la Ceiba, Rabinal.
3	Lucrecia Deeberlyn Cuxum Ixpata	Centro Cultural de América, Rabinal.	Perito Contador	Manuela de Jesús Ixpatá	Colonia la Ladrillera, Rabinal.

4	Susy Yecenia Tecú Alvarado	Colegio ZAMANEB, Rabinal.	Perito en Administración de empresas	Gloria Azucena Alvarado Camo	Caserío Pichec Sacacho, Rabinal.
5	Walter Okely Xitumul Juárez.	Colegio ZAMANEB, Rabinal.	Perito en Administración de empresas	Corona Juárez Tecu	Aldea Pichec, Rabinal.

#### 12th Grade

No	Student	School	Degree Program	Responsible Parent	Dommunity
1	María Esperanza Acoj Cuxum	Colegio Vida Nueva, Rabinal.	Secretariado oficinista	María Agripina Cuxúm Osorio	Aldea Xesiguán, Rabinal
2	Angelica Osorio Osorio	Colegio Nueva Generación, Rabinal.	Bachillerato en Ciencia y letra	Cruz Pérez Osorio	Asentamiento Pacux, Rabinal.
3	Robín Javier Tecú Sical	Colegio Centro Cultural de América, Rabinal.	Perito Contado	Francisca Victoria Sical.	Aldea la Ceiba, Rabinal.
4	Selvin Gabriel Toj Sical	Colegio Centro Cultural de América, Rabinal.	Perito Contado	Florinda Toj Sical	Aldea la Ceiba, Rabinal.
5	Sandra Mariela Cortez Cortez	Colegio Centro Cultural de América, Rabinal.	Perito Contado	Ángela Cortez De Cortez	Aldea la Ceiba, Rabinal.

#### FINISHING MIDDLE SCHOOL

In 2016, with much satisfaction the scholarship program saw the following students successfully complete their middle school studies: Imelda Yadira Cahuec Osorio, Lucia Ramos Chen, Yosselyn Noemí Cahuec from the Pacux settlement; Melisa Elizabeth Tecu Tecu from the town of la Ceiba, Sheny Aracely Cojom Ismalej from the town of Pichec y Mario Francisco Sic Sic from the town of Chichupac. This has given their parents joy in knowing their children have reached their goals.

#### GRADUATING HIGH SCHOOL STUDENTS

The following students have successfully graduated from their degree programs. María Esperanza Acoj Cuxum from the town of Xesiguán has graduated as Clerk Secretary, Angélica Osorio Osorio from the Pacux settlement graduated with a baccalaureate in computation. Robín Javier Tecú Sical, Selvin Gabriel Toj Sical y Sandra Mariela Cortez Cortez all from the town of La Ceiba graduated as certified accountants.

## LESSONS LEARNED.

- ✓ Among 2016's graduates we recognize the leadership of Selvin Gabriel Toj and Robin Javier Tecu who were also elected as representatives to the national youth memorialist project.
- ✓ The exposure and training given the youth in memorial history has helped them improve their academic preparation and their understanding of the realities of the country.
- ✓ The tutoring and reinforcement given with a methodical plan has helped the students improve their academic performance, bettering the quality of work turned in, their study habits, comprehension and grades.
- ✓ The dedication of all involved with the scholarship program, the beneficiary families, ADIVIMA staff, and donors, greatly contribute to the youths' ability to reach their goal of becoming professionals.
- ✓ Five young people achieved their dreams, which without economic support they surely could not have done. Now they have tools to fight poverty and begin a life with better opportunities.

## PHOTOGRAPHIC ANNEX 2016



Monitoring in the schools where the students study. Parents and teachers participate.



Individual tutoring sessions to improve academic performance.



Selvin, Mariela y Robin achieve their dream of becoming certified accountants.



Scholarship Students and delegation members after the Intercultural Exchange.