

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

ADIVIMA ANNUAL REPORT 2024

GUATEMALA SCHOLARSHIP PARTNERS



JANUARY TO DECEMBER 2024

INTRODUCTION

This annual report details the most notable initiatives and experiences of the Scholarship Program during the recent period. It presents the specific activities implemented with the primary objective of strengthening the academic skills of young beneficiaries to achieve this goal. Priority was given to strategies designed for their comprehensive development, both educationally and personally. The results obtained demonstrate a positive and significant impact on the advancement and appropriate vocational guidance of scholarship recipients.

The scholarship program fosters in its students moral principles and values, as well as the confidence necessary to fully develop within their communities and society at large. This approach seeks to strengthen their opportunities to become citizens who contribute positively not only to their own lives, but also to the well-being of their families and the communities whose rights were violated during the Internal Armed Conflict and the construction of the Chixoy Hydroelectric Plant. It also actively promotes awareness that all citizens enjoy the same human rights.

During 2024, the scholarship program provided support to young

people, primarily women (75%) and men (25%), between the ages of 12 and 18 from rural areas with limited access to education. Recognizing the limited educational opportunities available to women in these regions, the initiative prioritized their inclusion, offering them the opportunity to pursue the careers of their choice. **This support seeks to empower them as future professionals and help their families overcome extreme poverty.**

The scholarship program has a carefully designed beneficiary selection process. Initially, the call for applications is disseminated in various rural communities, which generates applications by the end of the year. At the beginning of the following year, a committee composed of the board of directors and administrative staff conducts home visits to applicants. These visits aim to thoroughly understand the socioeconomic conditions of their families. Once the visits are completed, the committee analyzes the



ADIVIMA staff visit applicants to assess their socioeconomic need,

information collected to make the final decision on the scholarship award.

The scholarship program has a tutor dedicated to monitoring the beneficiaries' learning. Her role is to identify areas where students are struggling in various subjects. Based on this diagnosis, personalized teaching methodologies are designed to improve each student's academic performance.

During 2024, ADIVIMA provided scholarships for elementary and secondary education to 60 young people from different communities in the municipalities of Rabinal and Cubulco in the department of Baja Verapaz.

A key objective for 2024 was to eradicate school dropout rates among the young beneficiaries of the scholarship program.

Thanks to the strategies implemented, students were kept committed to their academic training throughout the entire school year.

BACKGROUND

The Association for the Comprehensive Development of Victims of Violence in the Maya Achi Verapaces (ADIVIMA) was founded on April 24, 1994, as a non-profit community-based association created by men and mostly women of the Maya Achi ethnic group, survivors of serious human rights violations and acts of genocide committed against the civilian population during the internal armed conflict in the different communities of Alta Verapaz, Baja Verapaz, and Quiché.

Our main objective is to seek access to criminal and restorative justice, comprehensive development, the reconstruction of the social fabric, the recovery of cultural identity, the recognition of historical memory, and the clarification of the truth to guarantee non-repetition.



Applicants are chosen based on their level of poverty and desire to learn.

In 2007, the scholarship program was created thanks to the financial support of our collaborators at the Jefferson and Arlington Unitarian Churches in the United States. We

recognize the efforts of the committee in raising funds that they have promoted year after year within the church to implement the scholarship program with Maya Achí youth. **As a result of this effort, by 2024, the scholarship program has changed the lives of one hundred Maya Achí youth, including 73 young women and 27 young men** who have graduated as Certified Accountants, Certified Business Administration Teachers, Primary and Pre-primary Education Teachers, Bachelors of Science and Letters, Bachelors in Computer Science, Bachelors of

GRADO	EDADES	MUJER	HOMBRE	TOTAL
Primero básico	12-13	07	04	11
Según Básico	13-14	09	02	11
Tercero Básico	14-15	07	05	12
Cuarto diversificado	15-16	08	03	11
Quinto diversificado	17-18	04	03	07
Sexto diversificado	17-19	06	02	08
TOTALES		41	19	60

Maturity, and Bachelors in Office Secretarial Work, and Bachelors of Science and Letters with a focus on Medicine. These young people now have better job opportunities by obtaining a degree in an academic profession.

The scholarship program represents and will continue to represent a valuable opportunity for young people to improve their lives and pursue an academic education. It is hoped that this sustained support will be extended to more families, contributing to the goal of countering machismo and the deep-rooted belief that only men should have access to education.

ADIVIMA empowers scholarship recipients by allowing them to choose educational institutions close to their communities or those they believe offer the best preparation. While it is not limited to private or public institutions, they are provided guidance on the advantages of the various diversified degree programs available in our municipality. **Ultimately, it is the scholarship recipients themselves who make the decision about which profession they wish to pursue.** We deeply respect their choices, as our vision is to facilitate their access to education.

NARRATIVE REPORT OF THE 2024 SCHOLARSHIP PROGRAM

In 2024, 39 applications were received from young people aspiring to become beneficiaries of the ADIVIMA scholarship program. The selection committee prioritized and conducted home visits to meet with the families and learn about their socioeconomic conditions. The information gathered is a fundamental basis for selecting beneficiaries. Each applicant is notified of the committee's decision regarding whether or not they are eligible. Applicants are invited to the first general assembly to be introduced to the scholarship program family and to be informed of the program's operating rules.

This year, ADIVIMA provided scholarships to sixty young people at the elementary and secondary levels. These include young descendants of Maya Achí families, survivors of serious human rights violations committed during the Internal Armed Conflict, and families from communities whose human rights were affected and violated during the construction of the Chixoy Hydroelectric Plant.



Students and parents are required to attend 3 general assemblies every year.

The support process, including monitoring, training, mentoring, and reinforcement, has yielded favorable results. **At the end of the year, 58 young people successfully completed their studies and advanced to the next year.**

The sixty young scholarship recipients of the scholarship program are from the communities of: La Ceiba, Panacal, Chuacotzij, Pichec Sacacho, Nimacabaj, Xesiguán, Pichec Santa Ana, Pichec Santa Rosa, Plan de Sánchez, Pachica, Patixlán, San Isidro Nimacabaj, Chuaperol, El Sauce, Chichupac, Asentamiento Pacux, Palimonix, Concul, Coxojabaj and Piedra del Tigre Communities that belong to the municipality of Rabinal, of the municipality of Cubulco who are from families affected by the construction of the Chixoy Hydroelectric Plant who were displaced from their communities and were forced to live in semi-urban spaces without conditions to survive. The ADIVIMA Association contributes to

the training of professionals from the Maya Achi people, so that in the future they have the opportunity to contribute to their communities, mainly with life projects, and they can also be the new generation of leaders or defenders of human rights who will fight for the State of Guatemala to comply with the Public Policy of Reparation.

GENERAL MEETINGS HELD DURING 2024

First General Assembly

The first general meeting of the scholarship program was held on Sunday, February 11th, a key event to formally kick off the 2024 school year. **The main purposes of the meeting were to provide detailed information on the program regulations, formalize the participation agreement through the signing of agreements, and deliver the advance payment of the first disbursement to the scholarship recipients and their parents.**

The event began with a welcome to all attendees, followed by the pleasant news of the continued valuable support for the program. A special moment was the presentation and welcome of the 13 new members who joined the scholarship family as part of the induction process. A historical overview of the

scholarship program's creation and its fundamental objectives was shared, and the hard work and significant efforts of the members of the Unitarian Churches of Jefferson and Arlington, along with the Digno organization, were recognized in their fundraising efforts to make these educational opportunities possible for young people.

The young people were advised of the unique opportunity and privilege of participating in the ADIVIMA scholarship program. This special program is dedicated to supporting the descendants of families who suffered serious human rights violations during the Internal Armed Conflict. ADIVIMA assumes full responsibility for the management of the resources that, with great effort and dedication, are transferred by the Unitarian Church of Jefferson and Arlington to benefit the youth of the Maya Achí community. Parents were also invited to assume their supportive role and ensure that their children are dedicated to their studies, an effort that will benefit their own growth and future.

The scholarship recipients' guardians were informed of the fundamental requirements stipulated in the agreement to maintain financial support. One aspect is the passing of all subjects or modules corresponding

to the students' educational level. After each bimonthly or quarterly evaluation period, scholarship recipients must submit their transcripts to the ADIVIMA offices to process the disbursement of the agreed funds. Additionally, as part of their comprehensive education, they are expected to actively participate in activities organized by the Community Museum of Historical Memory. These extracurricular experiences seek to foster the development of essential skills for their growth as students and future human rights defenders.



General Assemblies set the expectations for maintaining the scholarship.

New members of the program were explained the accounting rules and regulations for the settlement of disbursements. The scholarship covers tuition, school supplies, typing or computer tuition, school uniforms, tuition, transportation, and other expenses incurred during the study process. Parents were informed of their responsibility to assume part of their children's

educational expenses, with food as their main commitment.

They were again explained that the scholarship program maintains its objective of providing the opportunity to study for 75 percent of women and 25 percent of men, so that women can create the conditions and excel professionally in the educational and social spheres and achieve a future with better opportunities for advancement. Finally, the accounting area explained that all support from the scholarship program is made through a check in the name of the parents in charge and then they will have to present the invoices for each of the expenses as part of the settlement process, subsequently the advance disbursement check was delivered to each of the parents to cover expenses corresponding to the first two months and quarters of the 2024 school year.

Second General Assembly

On Sunday, July 27, the second general assembly was held, bringing together parents and scholarship program beneficiaries. The purpose of this meeting was to present a detailed report on the progress and challenges observed in the academic performance of the scholarship recipients during the first half of the 2024 school year. Additionally, an analysis was conducted of the commitments made by each of the parties involved and their adherence to the regulations established in the scholarship program agreement.

The activity began with a welcome to the parents and scholarship recipients, followed by a reflection on the degree of compliance with the commitments each one made at the beginning of the school year. The goal was to raise awareness among students about the

valuable opportunity they have to continually improve their academic performance and thus successfully complete the year.

Through a visual presentation, the parents of the scholarship recipients were informed of the achievements and difficulties identified through the monitoring, reinforcement, and tutoring provided to the students during the first six months of the year. This constant support spanned from first grade to sixth grade, highlighting that each grade presents unique challenges as well as significant progress.

Among the difficulties identified, the following stand out: some students accumulated assignments and then failed to submit them on the requested dates. Time planning was established with the scholarship recipients as a mitigation mechanism.

It was identified that some teachers were not dedicating the necessary time to explaining the content to address this situation. The scholarship program tutor offered individualized support to certain students, reinforcing the topics covered in class. Additionally, parents were asked to discuss this issue directly with teachers and school principals.

Among the achievements, we can highlight that 15 scholarship recipients who failed a subject during the first two months or quarters were provided with the necessary support through tutoring and reinforcement, resulting in the retake of the failed courses and an improvement in their performance.

Furthermore, information was provided on the support provided to the scholarship recipients in research, printing, and video recording projects.

The students have been provided with computers and have received guidance in preparing seminar reports.

A communication mechanism has been designed between scholarship recipients and the scholarship program tutor to provide information and resolve any questions.

Parents were also encouraged to maintain communication with their children, as well as with teachers at the schools.

Finally, the accounting department advised parents and scholarship recipients on the proper way to process disbursements, to assume responsibility for submitting their report cards for check processing, and to prioritize scholarship recipients' expenses.

Third General Assembly

On Thursday, December 5, 2024, the third general assembly of the scholarship program was held. The day began with a welcome to all attendees, beginning with an introduction to the challenges overcome and significant achievements during the 2024 school year.



A moving moment of the assembly was the farewell to the graduating students. With a gesture of deep gratitude, the students who completed their studies addressed a special message to Jefferson and Arlington Churches, recognizing the six years of support that made their academic training possible.

Finally, a space was dedicated to offering important recommendations to parents, with the goal of preparing and strengthening the support of their children for the next academic year. This request for dialogue sought to consolidate the collaboration between the program, families, and students to ensure continued educational success.

MONITORING, TUTORING, AND REINFORCEMENT

The support process involves diagnosing performance levels to determine the pedagogical challenges the scholarship recipients face during their training. A work plan was then developed to strengthen their skills and overcome these challenges, especially in the areas of mathematics, communication, and

language (Spanish, Achí, and English) for students in their second, third, fourth, and sixth years of high school.

Sixth-year high school students were the ones who experienced the greatest difficulties, possibly due to the intense workload of activities typical of their final year, such as seminars, supervised practice, and extracurricular activities at their

schools. It was observed that some students did not manage their time effectively, procrastinating on their assignments and falling behind on their commitments.

In a second phase of the follow-up, the scholarship recipients' progress was evaluated with teachers in areas such as the quality of their work, punctuality, respect, and participation. The results were encouraging, revealing that 85% of the students showed significant improvement in their overall education. These achievements are attributable to the constant commitment of parents in supporting their children and to the valuable contribution of the tutor, who provided mechanisms, tools, and effective support to raise the students' performance.

Submission of assignments.

Punctuality and responsibility in submitting work.

Determining the qualities and skills of the scholarship recipients.

Interest in learning.

Respect for teachers during communication.

Attendance in virtual classes.

Proper use of school materials.

Identifying areas and topics with learning difficulties.

TUTORING ACHIEVEMENTS

During the tutoring sessions, the students were provided with support tailored to their learning needs, using teaching tools designed to facilitate the understanding of mathematical tasks and exercises. Simplified explanations were offered to address students' difficulties with technical or unfamiliar language.

Additionally, guidance and support were provided in the preparation of presentations, expositions, and experiments.

In the mathematics course, various strategies were implemented to facilitate the students' understanding of basic exercises and operations. Tools such as educational games, worksheets, audiovisual materials, and the development of logical reasoning were used. These methodologies were effective in helping students understand the fundamentals of what they were working on, which in turn contributed to a significant improvement in their performance in this subject.

In the communication and language course, the initial intervention focused on improving spelling through learning, understanding, and applying the corresponding rules. Reading comprehension and



correct letter formation were worked on using materials such as books and printed texts. This strategy was especially beneficial for first-grade students, who made significant progress in their handwriting legibility and reading skills.

Priority attention was given to students who exhibited difficulties during the first two months and quarters, with support sessions organized on different days and times. These students came from the communities of Chichupac, Xesiguán, Pacux, Pichec Sacacho, La Ceiba, Panacal, Plan de Sánchez, Concul, El Sauce, and Nimacabaj in the municipality of Rabinal. In the municipality of Cubulco, priority was given to students from Chirramos and Colonia El Naranjo, based on the aforementioned reasons.

In the reinforcement process the following aspects were taken into account: twice a week individually or in groups, based on the courses left, number of scholarship holders, grade being taken and the establishment where they study to unify criteria, the activities developed were based on the topics seen in classes, incorporating new knowledge with practical exercises for better reading comprehension, the development of the activities was carried out according to the study plan so as not to confuse the scholarship holders using technologies such as the computer to watch tutorial videos of the mathematics, communication and language courses, it is worth noting that the activities developed prior to the evaluations were essential for the young scholarship holders to be able to recover the courses they did not pass during the first evaluations.

CELL PHONES

Due to the COVID-19 pandemic, and with the goal of ensuring the continuity of learning and the completion of assignments and research by the scholarship recipients, 22 smartphones were purchased in 2020. These devices were available to students throughout 2024.

To access the cell phones, students had to submit an application indicating the required usage time. This mechanism allowed for tracking and monitoring device usage. Ten students benefited from the loan of the phones throughout the year.

COMPUTERS

At the beginning of the 2024 school year, scholarship program students were informed about the availability of laptops to support their academic activities, including assignments, seminar and practice reports, and the development of their life projects. **A total of 11 students submitted their applications and used these devices responsibly.**

COMPLETION OF BASIC EDUCATION

By 2024, seven young women and five young men benefiting from the scholarship program over three years have successfully completed basic education. The following students are:

Names
Vany Vanesa Oxlañ Grave
Wendy Dorikzaida Ismaleñ Cajbón
Darlyn Amarilys Lajuñ Capriel
Keyra Milena Tanaika Ruiz de Paz
Juana Mileydi Hernández De la Cruz
María Veronica Osorio Par
José Moisés Ramos Avila
Darwin Yair Ottoniel Tecú de Paz
Selvin Leonardo Grave Grave
Jeffry Alexander Sical Cuxum
José María Mejía Rosales
María Rosmery Osorio Galiego

They will begin their high school studies in 2025.

HIGH SCHOOL GRADUATES

The following 8 students successfully completed their high school years and graduated from various majors at the high school level:

Jeackelynne Bibiana Gómez Manuel	Accountant
Deisy Mishell Osorio Lajuñ	Expert in Business Administration
Sandra Zuleny Toñ Ruiz	Accountant
Mirna Griselda Vargas Manuel	Accountant
Anderson Adelso Ajcot Cortez	Accountant
Jason Haroldo López Taperia	Bachelor in Automotive Mechanics
Transita Adelayda Grave Azumatán	Accountant
Brenda Elizabeth Jerónimo Cahuec	Bachelor of Computer Science

The eight young scholarship recipients expressed their joy and satisfaction, along with their parents, at having completed their training and expressed their gratitude for the support they received, which was vital to their achievement.

EXTRACURRICULAR WORKSHOPS

DIÁLOGOS INTERGENERACIONALES

30 jóvenes del programa de becas

Medicina Ancestral



Ceremonia maya



Gira Educativa-sitios de memoria

15 jóvenes achi y 5 sobrevivientes

Río Negro, Kawinal y Los Encuentros



In 2024, thirty (30) scholarship program beneficiaries participated in three intergenerational dialogues on ancestral practices such as Ancestral Medicine, Ancestral Music, and Mayan Ceremony.

They also participated in tours to Historical Memory Sites, visiting Río Negro, Los Encuentros, and Kawinal. Outside the municipality, they also participated in tours to Santa Cruz del Quiché, department of Quiché, to the ruins of Gumarcaj.

Gira Educativa-sitios de memoria

15 jóvenes achi

Santa Cruz del Quiche-Torre de piedras y Templos de Gumarcaj



With the aim of consolidating the knowledge of the young scholarship recipients and encouraging the exchange of experiences regarding memory sites and ancestral practices, two interdepartmental meetings were organized during these enriching sessions. These meetings took place in Santa Cruz del Quiché and Cobán, Alta Verapaz, with the participation of the thirty young scholarship program beneficiaries.

Consulta comunitaria

20 jóvenes del programa de becas

Chichupac



Twenty young people from the scholarship program were actively involved in community consultations held in the community of Chichupac, in the municipality of Rabinal, Baja Verapaz department. The main objective of their participation was to gather valuable information for the future creation of a space for inclusive dialogue.

After implementing various activities, including tours, dialogues, and memorial spaces, a critical analysis of the lessons learned and experiences was carried out for replication in the social environment.

Two young people from the scholarship program participated in an entrepreneurship course taught by INTECAP and coordinated by ADIVIMA.

TECHNICAL COURSES

Two technical courses coordinated with the UNDP and INTECAP were offered to strengthen the students' knowledge and skills. The following courses were offered: Two young people from the scholarship program participated in an entrepreneurship course. Seven young people participated in a basic English course.

DIFFICULTIES

Two young students failed the 2024 school year:

Amelida Leticia Reyes, Second Grade

Breyner Isaí Ariel Ismalej Xitumul, First Grade

The young woman failed to make up the classes with low grades and failed the year due to the student's lack of interest in strengthening her academic skills.

The young man failed to make up the classes but had the opportunity to make them up.

LESSONS LEARNED

The young scholarship recipients have developed a greater awareness of the collective effort that underpins their education and recognize their parents' dedication in their daily search for income to support their families, as well as the responsibility with which ADIVIMA manages resources and the commitment of the donor churches to make funding their scholarships possible.

By instructing young people on the use of available tools and equipment, the development of their skills was encouraged and they were encouraged to implement their own ideas to advance in technological learning. This approach seeks to transform them into innovative individuals, capable of facing both educational challenges and the challenges of everyday life.

Support through tutoring and academic reinforcement, implementing planned work techniques, has proven effective in optimizing young people's knowledge. This approach translates into a significant increase in their academic performance, evidenced by higher quality work submissions, the development of better study techniques, a deeper understanding of the content, and improved grades.

One of the lessons learned is that through the mentoring provided, young people saw the importance of continuing their academic education and thus avoiding dropping out of school and also preventing emigration to other departments or countries.

To provide five young professionals to communities that have survived serious human rights violations, who can eventually contribute to improving the conditions in their communities, anticipating that the Guatemalan State would implement life projects in the communities and would need academically qualified individuals to manage the projects' resources.

Included in this packet is a Power Point document illustrating all the activities in which the students participated during the 2024 school year.