



Education  
for the Children

2020 ANNUAL REPORT



# EDUCATE, NURTURE, EMPOWER

---

## OUR VISION

That young people from all backgrounds have the ability to access quality education and opportunities for rewarding employment.

---

## OUR MISSION

Driven by a commitment to equal opportunities, Education for the Children has worked with disadvantaged young people and families from the Jocotenango area since 2003 to access quality education, nutritious food, healthcare and social support. We aim to empower young people with the skills and confidence to be successful in their chosen careers.

---

---

## VALUES

- Highly individualised approach
  - Long-term commitment
  - Holistic support
  - Community centred
- 

## 4 PILLARS

- Education
  - Nutrition
  - Healthcare
  - Social Support (incl. psychological support, housing, legal advice)
-



# OUR IMPACT IN 2020



## EDUCATION

700 students in education  
98% retention rate (School of Hope)  
93 High School Graduations  
88% High School Retention & Graduation Rate  
92% High School Pass Rate  
98 Students Studying at University  
2 University Graduations



## NUTRITION

4,249 hampers were distributed from Mar-Dec  
385 families supported, ensured had enough to eat



## HEALTHCARE

51 students referred for medical assistance  
58 girls received the HPV vaccine  
29 students diagnosed with longer term medical conditions



## SOCIAL SUPPORT

43 students received in-person psychological sessions  
14 legal cases managed  
From March: services expanded for staff and parents:

- Thousands of phone calls to survey families and manage distress and impact of pandemic
- 500 toys collected - distributed to students at Christmas

# A BRIEF GLANCE AT 2020

## FEBRUARY

Parent leadership committee improved the playground, building equipment out of recycled materials

## APRIL

The social department commenced weekly "trust circles" to support staff as they adapted to working from home and the fear and uncertainty brought on by the pandemic.

## JUNE

We kicked off a school improvement paint project kicked off, to create vibrant and creative spaces, led by two of our scholarship students.

## AUGUST

9th graders began to receive vital virtual tutoring using simple smartphones and one-day data packages.

## OCTOBER

Our 1st virtual graduations took place, uniting students and supporters virtually to celebrate their monumental accomplishments. 93 8th grade & 9th grade graduates fulfilled their dreams against the odds.

## DECEMBER

A successful toy drive resulted in all students at the School of Hope receiving a gift and a special food hamper to bring joy during the holiday season

## JANUARY

The School of Hope opened with 475 students including 42 new kindergartners. Our Further Education department supported 183 students in high school, college and university.

## MARCH

On March 16th the School of Hope was forced to close due to the COVID-19 pandemic. The team leapt into action in order to coordinate remote learning and food hampers.

## MAY

The Randal and Foux Foundations granted an amazing £39,000/\$54,000 in order to provide all of our families with monthly life saving medication and essential food staples and cleaning supply packs.

## JULY

Two of our Further Education students, Olga and Claudia graduated from University with degrees in Education from Universidad Rafael Landívar in Guatemala City.

## SEPTEMBER

Staff returned to The School of Hope in-person after 5.5 months of working fully from home

## NOVEMBER

The virtual ball was held connecting supporters from around the world and raising over £14,485/\$20,051

## OBSTACLES & RESILIENCE: ADAPTING IN THE FACE OF A PANDEMIC.....

Reflecting on 2020, I'd describe it as a whirlwind. Nothing could have prepared our staff, students, and families for all they would have to learn and overcome.

In March, we imagined the school closure and subsequent Guatemalan lockdown, would last only a few weeks. It turned into the rest of the school year.

If I had to describe the foundation in just one word it would be resilient. We constantly adapted, learned, and tried again in order to overcome hundreds of obstacles in our path. The teachers, parents, staff, and students could have given up at several points, but nobody did. Everyone kept fighting, giving it their all.

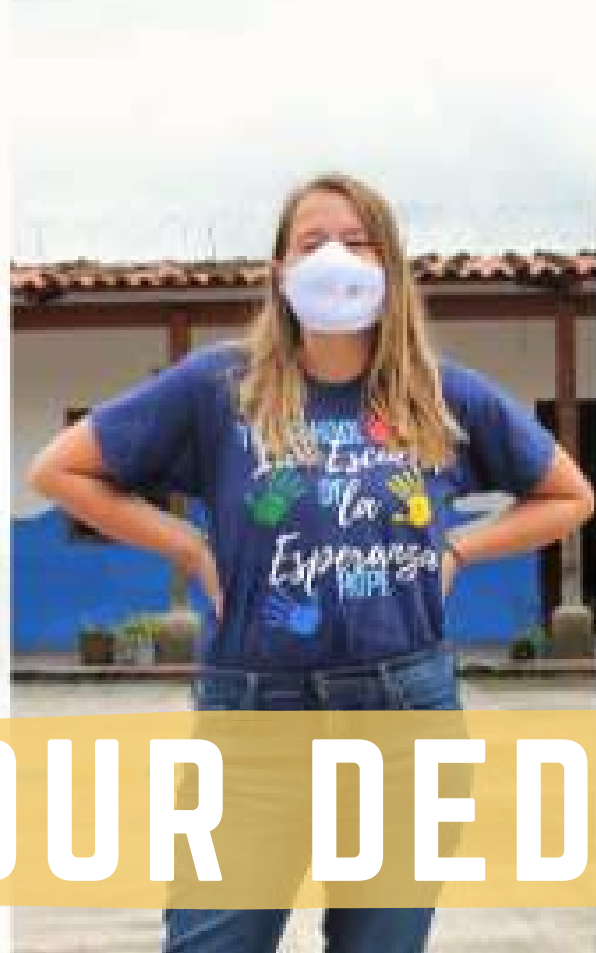
This resilience and dedication seen throughout the organization led to the results in this report. There were, and will continue to be, numerous challenges. Lack of technology and internet in homes, the low education levels of parents, constantly changing restrictions and government mandates, lack of transportation and loss of jobs. There is much to proud be of, changes we made which will be permanent long after the crisis passes. Everyone learned so much. We were able to drastically increase parental involvement in education, grow our teacher's technology skills and collaborate more effectively between the different areas of the program.

2021 will be very hard. We face a year filled with more need and less time. But our students have always had to beat the odds to make it, they have always faced unspeakable challenges and been limited by their context. And now, the pandemic has only widened that gap.

We have hundreds of students who are striving for a better future, to use their education, to help their families, to be able to finally relax, secure in safety and stability. Through ingenuity, collaboration, and persistence we will meet the increased need. We won't let them down.

**SARA MILLER, PROJECT DIRECTOR**





# OUR DEDICATED TEAM



# SCHOOL OF HOPE STAFF

NUMBER OF STAFF: 58

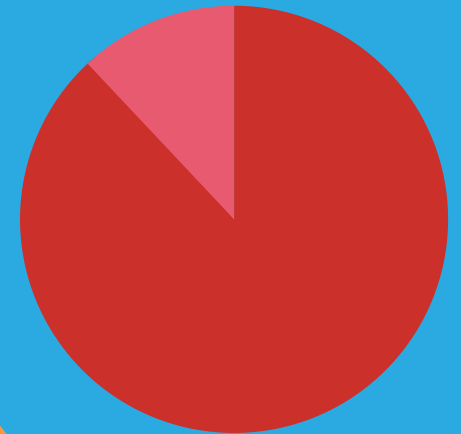
PART-TIME STAFF: 2 FULL-TIME STAFF: 56

LOCAL COMPOSITION OF LEADERSHIP TEAM: 75%

FEMALE COMPOSITION OF LEADERSHIP TEAM: 75%

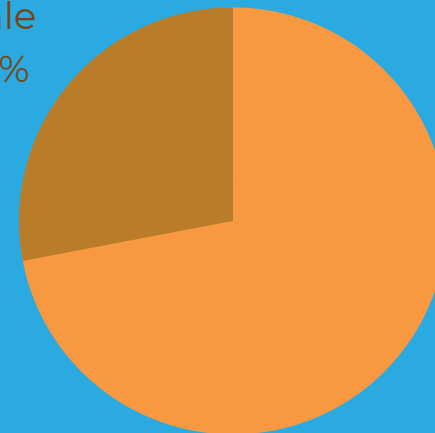


Overseas staff  
12%



Guatemalan staff  
88%

Male  
28%



Female  
72%

## SCHOOL OF HOPE - RESPONDING TO A PANDEMIC

Due to lack of home internet access, we provided students with bi-weekly homework packets focusing on core academic subjects.

Additionally, teachers created weekly videos, shared through WhatsApp groups which also provided students and parents with a place to seek guidance.

To ensure no student was left behind, teachers' phoned students once a month to check in on their progress and well being.

As the pandemic progressed we became increasingly more concerned about our 9th grade students and we were successful in funding virtual classes and internet access, one day a week, from August. The classes both improved academic performance and kept students engaged with teachers and their peers.

To evaluate student literacy we embarked on a monumental task. Passages were sent out each month and students sent in videos of themselves reading. The teachers then called each and every student to ask comprehension questions. For those students who could not send in videos, they read the passage over the phone.





## SCHOOL OF HOPE - IMPROVING OUTCOMES

We're one of five Jocotenango NGO schools who formed a school district in 2020 to exchange experience and learnings. The resource was invaluable to the school leadership team as we grappled with how to successfully run a remote school.

In January, 48 7th graders participated in MAP testing, a standardized test used in the USA. The average level for 7th graders in math was 4th grade based on USA standards and in literacy 5th/6th grade.

Guatemala saw a steep rise in dropout rates from primary school to university. A tragic reality is many parents can no longer afford to keep children in school as they are needed to generate income. Despite only operating normally from January 13th to March 16th, the School of Hope retained an amazing 98% of students.

All graduations were held virtually and we made them special and interactive for the 93 students. One benefit was that former staff, volunteers, sponsors, and the UK team could attend.

Due to the pandemic we were unable to conduct our annual EFTC standardized English exams. We hope to reinstate these evaluations in 2021.



## TEACHER'S VIEWPOINT- ALICIA - LITERACY TEACHER

**'For the last five years I have been teaching the Kaqchikel language, educating students in my native language and teaching important cultural traditions and the history of the Maya people. With the school shut down and the sudden shift to remote learning, Kaqchiel was no longer a focus area in the school because students were falling behind in their core subject areas.**



We refocused in order to help students keep up in Spanish literacy and to complete their reading exams. Over the course of the year I made hundreds of phone calls to students to listen to them read over the phone, organized and distributed their reading packets, and watched hundreds of videos of them reading. Our evaluation programme 'Reading A to Z' focuses on fluency, comprehension, and pinpoints student levels in order to help them grow. It was very challenging, focusing on a whole new area and being responsible for all of the literacy exams. I am very proud that the majority of our students showed growth in their reading levels at the end of the year despite the many challenges.

The COVID-19 pandemic has had many negative effects on the world and on the school, but it has also brought our team closer together and gave me an opportunity for professional growth. This crisis has also taught me to be more empathetic, more resilient, and more creative in my teaching. I learned so much this last year and I look forward to being able to work one-on-one with our lowest readers next year when they return to the school. I am proud to be part of a program guaranteeing the right to quality education to many children and adolescents, even through these very difficult times. '

**“TEACHING AT THE SCHOOL OF HOPE DURING THE PANDEMIC HAS ALLOWED ME TO GROW, LEARN, AND INNOVATE, BUT MORE THAN ANYTHING IT HAS SHOWN ME HOW FORTUNATE I AM BECAUSE I HAVE THE BEST TEACHERS, MY STUDENTS.**

**THEY HAVE MADE ME BELIEVE THAT ANYTHING IS POSSIBLE. I AM THANKFUL FOR THEIR DETERMINATION AND PATIENCE.**

**TOGETHER WE ARE ACHIEVING THE IMPOSSIBLE.”**

*JAYRA, 4TH GRADE  
TEACHER*

*WHO CELEBRATED 5  
YEARS WITH THE  
FOUNDATION THIS YEAR :)*

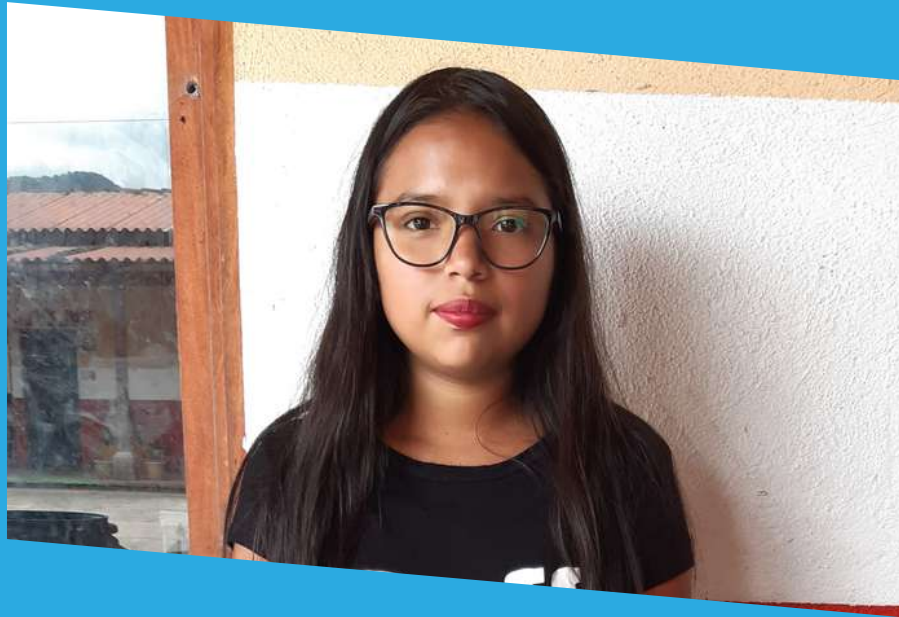


# OUR STUDENTS' VIEW



## JUANA, 2ND YEAR HIGH SCHOOL STUDENT

“The Foundation for me is much more than economic support, it is an organization that helps me overcome, not only academically but also personally.”



## YAQUELINE, 2ND YEAR HIGH SCHOOL STUDENT

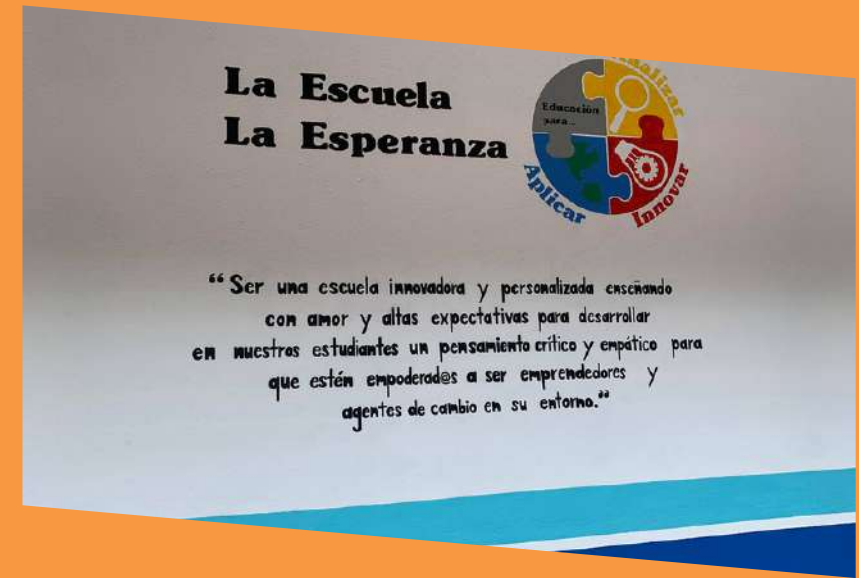
“The Foundation is another family for me who always helps me when I need it the most. They give me services such as: my scholarship, counseling, class materials, orientation, health support, and nutritious food.”

# SCHOOL OF HOPE PROFESSIONAL DEVELOPMENT

The Education Team , led by Kelsey Carlton, led a series of workshops on "Breaking the Cycle of Traditionalism."

Teachers learned new strategies and have applied them in remote and in-person teaching.

Teachers, administrators and students developed a new vision for the school focusing on critical thinking, real-life application, and responsibility.



# PARENT LEADERSHIP

Despite the closure, we continued to have high parent and family involvement throughout the year.

Before lockdown, parents got creative, upcycling playground equipment, furniture and painting the patio.

We were able to hold the annual Back to School night with over 77% of parents attending.

At the start of the pandemic, families helped distribute materials and worked with us to stay in touch with harder to reach families. We also saw strong parental involvement in the WhatsApp groups and support between families to understand the homework.

As restrictions relaxed, families helped paint the teachers' room and sew initials on all student masks for 2021.



# TECHNOLOGY FOCUS

The technology department was vital for our success during 2020 as staff partially worked from home for 7.5 months.

During the first few months, Mario Segura (IT Director) and Mauricio Perez (IT Trainer) focused on supporting staff and teachers as they learnt new software such as video making and calling. They delivered hundreds of sessions to teach staff the tech skills they needed to succeed under very different and difficult work circumstances.

Their support from August onwards as we introduced virtual lessons was vital. They coordinated equipment checkouts, daily data purchases, trained students and parents to use Google Meets, and were always on hand for IT moral support!

We were able to make use of our Mobile Tech Lab to loan technology to staff and scholarship students who had no technology at home.



# NUTRITION

**4,249 HAMPERS WERE DISTRIBUTED TO OVER 385 FAMILIES FROM MARCH TO DECEMBER**

**HAMPERS WERE PACKED WITH STAPLES INCLUDING RICE, BEANS, AND FORTIFIED CEREAL AND PREVENTATIVE HEALTH SUPPLIES BLEACH, SOAP, AND HAND SANITIZER.**

**THEY WERE A CRUCIAL SOURCE OF SUPPORT FOR OUR FAMILIES, WHO WERE DEEPLY AFFECTED BY THE ECONOMIC IMPACT OF THE PANDEMIC ACROSS THE COMMUNITY.**

**A HUGE TEAM EFFORT ENABLED THIS MAMMOTH MONTHLY TASK. FOR MANY MONTHS THIS WAS THE ONLY TIME WE HAD IN-PERSON CONTACT WITH OUR FAMILIES, SO THEY WERE THE MOST HECTIC AND IMPORTANT DAYS OF THE MONTH.**

**IN MAY 89.7% OF OUR POPULATION REPORTED THAT THEY COULD NOT FEED THEIR FAMILIES WITHOUT OUR HELP**

**BY THE END OF 2020, THERE WAS STILL A LARGE AMOUNT OF FOOD INSECURITY WITH 49.7% REPORTING THAT 1 TO 2 TIMES A WEEK THEY DID NOT HAVE ANYTHING FOR THEIR CHILDREN TO EAT.**



# HEALTHCARE HIGHLIGHTS

- 51 students referred for medical assistance
- 8th/9th grade sex education workshops with partners Wings & Abbott
- 58 girls received the Human Papilloma Virus vaccine
- 29 students diagnosed with longer term medical conditions
- 25 new families received water filter system
- 297 students given deworming medicine
- Celena our school nurse led the Covid response - phone calls to affected families, new school protocols, staff training, designed leaflets and videos on virus prevention
- 3 year partnership with Colgate established - virtual training and 500 dental kits
- Medical equipment donated by James Tudor Foundation



# SOCIAL SUPPORT 2020

## In-person initiatives - January - March:

- "Restorative Junior High" trust circles to reconcile differences
- Positive discipline workshops facilitated for parents, teachers and staff
- 43 students received in-person psychological sessions - without daily interaction with students, referrals and reports of violence plummeted.

## March onwards: services expanded to include staff and parents:

Aracely - Social Support Director and Michelle - Psychologist organized:

- Staff - virtual trust circles for staff - alleviate stress and fear
- Students & parents - preventative campaigns - positive dialogue, emotional regulation via homework swaps and online sessions
- 47 parents participated proactively via WhatsApp groups - strategies and techniques to address fears, positive discipline and coping strategies
- Family phone surveys to assess mental health and enable reporting of violence, abuse and negligence
- 314 telephone psychology sessions completed - from Sep to Nov
- 14 legal cases managed
- Over 500 toys collected which were distributed to students with Christmas hampers.



# VISITORS & VOLUNTEERS

JANUARY - MARCH

33 VOLUNTEERS

23 VISITORS

8 COUNTRIES

2137 HOURS

AGED 18 - 60+

- Volunteer programme shut down in March
  - 91 volunteers were confirmed for the rest of 2020
- Volunteers worked as classroom assistants and worked one-on-one with students who needed extra help
- 2 interns - IT support and Outreach
  - Sonja Mursula from Finland, remained in Guatemala and continued to support the Outreach team - amazing dedication amidst a global pandemic.



**'BEFORE LOCKDOWN I'D BE INTERVIEWING STUDENTS FOR THE WEBSITE BLOG AND REPORTING ON THE SCHOOL'S FOOTBALL TOURNAMENT. WHEN LOCKDOWN STARTED IT WAS INCREDIBLE TO SEE THE STAFF COME TOGETHER AND ASSIST THE FAMILIES DURING SUCH A DIFFICULT TIME. EVERYONE HAD A SMILE ON THEIR FACE AND THE FOOD DISTRIBUTION WAS SO SLICK. IT TRULY SHOWED THE COMMITMENT TO COMMUNITY.**

**SONJA MURSULA - 2020 INTERN**

**MY MOST MEMORABLE DAY WAS CARNIVAL DAY. SUDDENLY MY FILING DUTIES WERE DISRUPTED BY A FANCY DRESS CONTEST AND CHILDREN RUNNING AROUND BREAKING EGGS FILLED WITH "PICA PICA" ON EACH OTHER (AND ME!).....IF YOU WANT TO GET INVOLVED IN THE DAY-TO-DAY WORKINGS OF AN NGO, EFTC IS THE PERFECT PLACE TO GO.'**

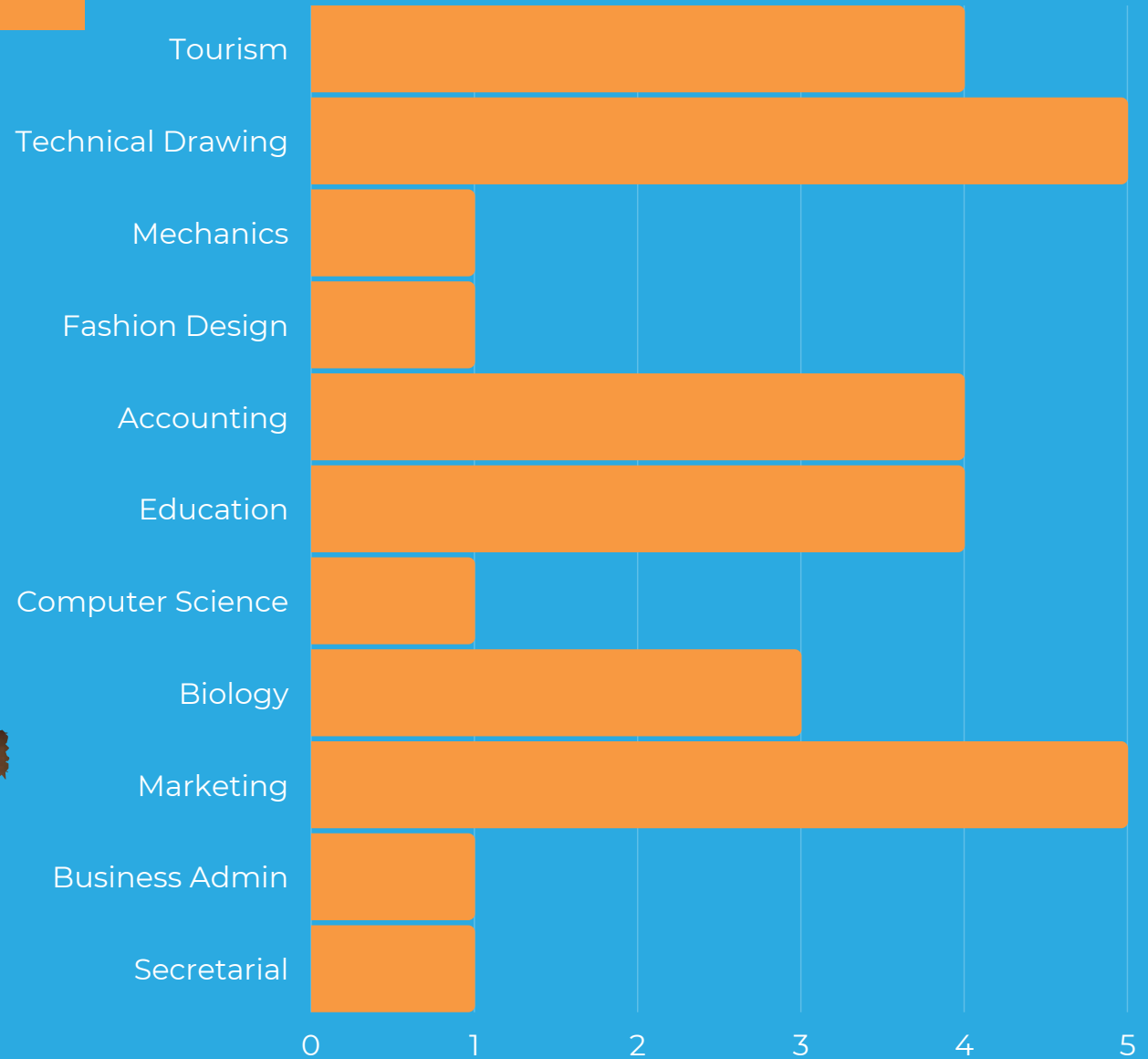


# FURTHER EDUCATION PROGRAMME

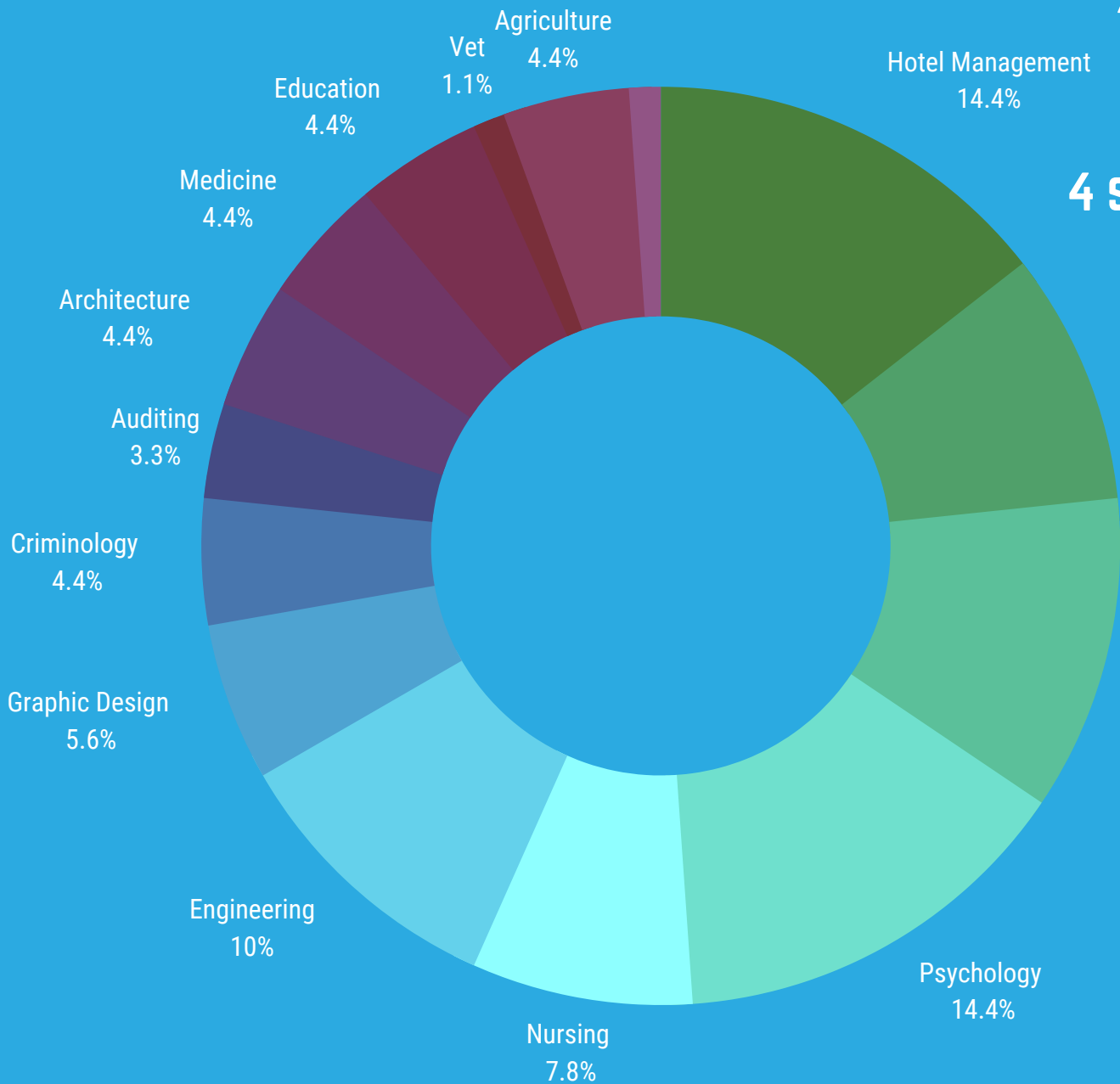
In 2020, the high school retention rate was 88%. Of the 85 students who completed the year, 92% of them passed. Furthermore, the high school graduation rate was 88%.



## HIGH SCHOOL GRADUATES BY CAREER 2020



# UNIVERSITY CAREERS



**98 STUDENTS STUDYING AT UNIVERSITY**

**88% UNIVERSITY RETENTION RATE**

**86 STUDENTS COMPLETED THE YEAR**

**4 STUDENTS GRADUATED FROM UNIVERSITY**

## 2020 GRADUATES



Claudia, Olga & Rony- Associates Degree in Education and Psychology

Vilma - Degree in Business Administration

**Augusto's road to graduation has always been tough, but economic decline, as well as his mother's recent accident, made it nearly impossible.**

Augusto worked 14 hour days, 7 days a week for only Q20 (\$3) per day. Both he and his brother struggled to keep on top of their virtual coursework. He was barely keeping up when his mother's accident made everything harder. His brother needed to stop working in order to care for their mom and young brother, leaving Augusto as the only source of income.

He shared his story with the foundation and we had to help. With rent and food covered, Augusto took the month off work and used the foundation as a quiet place to catch up with his studies. The team even brought him lunch each day so he did not waste time walking home, and they knew there would not be enough to eat.

His hard work paid off and not only did he graduate, but he also found a job as a sales associate in a motorcycle shop. He now earns over Q1,000 (\$130) per month plus commission on each sale and has a manageable schedule.

It is amazing how steep the odds are stacked against our students and how hard they work to keep overcoming them.

# GRADUATE STORY

## AUGUSTO, 20



# SOCIAL SUPPORT



Our psychologist, Ilse Galindo supported students with 432 phone calls to navigate the knock-on effects of the pandemic.

Students were referred for many issues including, abuse, low self-esteem, sexual assault, addiction, and depression.

From September until the end of the year, Ilse resumed outdoor, in-person sessions.

As seen in The School, of Hope the number of cases reported was significantly lower in 2020. This reduction is due to a steep reduction in face to face time when they are most likely to ask for help or a member of staff sees risk signs.

Workshops in 2020 were limited and so sexual reproductive health materials and pandemic coping strategies were shared with students via homework packets and online. Trust circles were also used.



# EMPLOYMENT SUPPORT



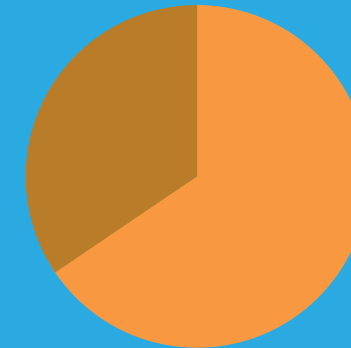
Diana Gomez de Paz, careers counsellor, joined us in August and has been instrumental in assisting students finding and applying for secure employment.

In the final quarter of 2020:

- 14 students found stable, well-compensated employment
- 15 students found well-paying temporary employment over the vacation

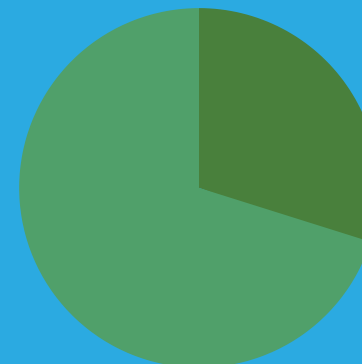
The programme focused on our graduating high school class and university students. This year students have found roles as accountants, cashiers, maintenance personnel, factory workers and sales associates.

Job has no benefits  
34.5%



Job receives benefits  
65.5%

Related to Area of Study  
29.9%



Not Related to Area of Study  
70.1%

# NEW FOR 2020

## ENTREPRENEUR PROGRAMME



Our partnership project with Project Apoyo provides selected students with small business grants. In order to receive the award, prospective candidates submit small business proposals. Kimberly and Guadalupe were chosen by the scholarship team because of their experience and previous achievement.

After receiving the funds, the Foundation facilitated purchases and scholarship team members, Diana and Patty worked closely with the students as they launched their businesses. They held check-in meetings, found community mentors and connected them with recommended vendors.

# COVID IMPACT ON EMPLOYMENT

COVID devastated the largely unofficial economy in Guatemala. The families we serve work in unregulated sectors often for long hours and with little pay. They live day to day on what they earn.

The foundation is located close to the popular tourist destination of Antigua, and the rapid decline of tourism is a consequential huge impact to the area. It will be well into 2021 before tourism picks up, especially as the popular Easter 'Semana Santa' processions were cancelled.

We surveyed our families by phone at the end of 2020. 68% of families reported unemployment due to the pandemic. Older students often contribute to the family income and many scholarship students have lost their jobs. Consequently, 48 % of families reported that their family income is lower than it was before the pandemic.

Employment will continue to be a primary focus in 2021 as the economy slowly recovers. We will focus on new partnerships and specialized opportunities for students as they continue or complete their education..



# SPONSORSHIP 2020

**620 TOTAL SPONSORS**

**9 SPONSORS VISITED SCHOOL (JANUARY - MARCH)**

**93.7% SPONSOR RETENTION RATE**

**91% OF SCHOOL SPONSORSHIPS COVERED**

**70% OF FURTHER EDUCATION SPONSORSHIPS COVERED**

**181 GIFTS RECEIVED**

**63 HAMPERS RECEIVED**

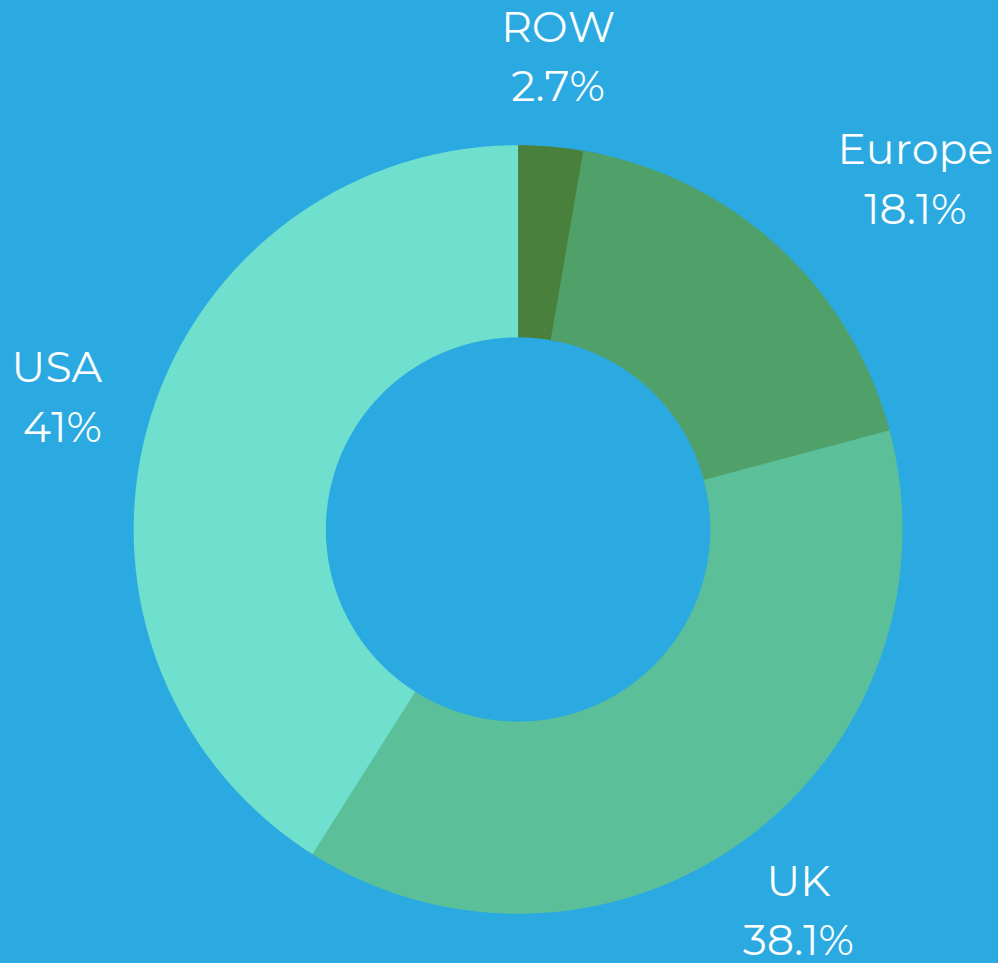
**SPONSORS CONTRIBUTED 58% TO COVID FOOD APPEAL**

**NEW SPONSOR COORDINATOR VERONICA JOINED IN MARCH**

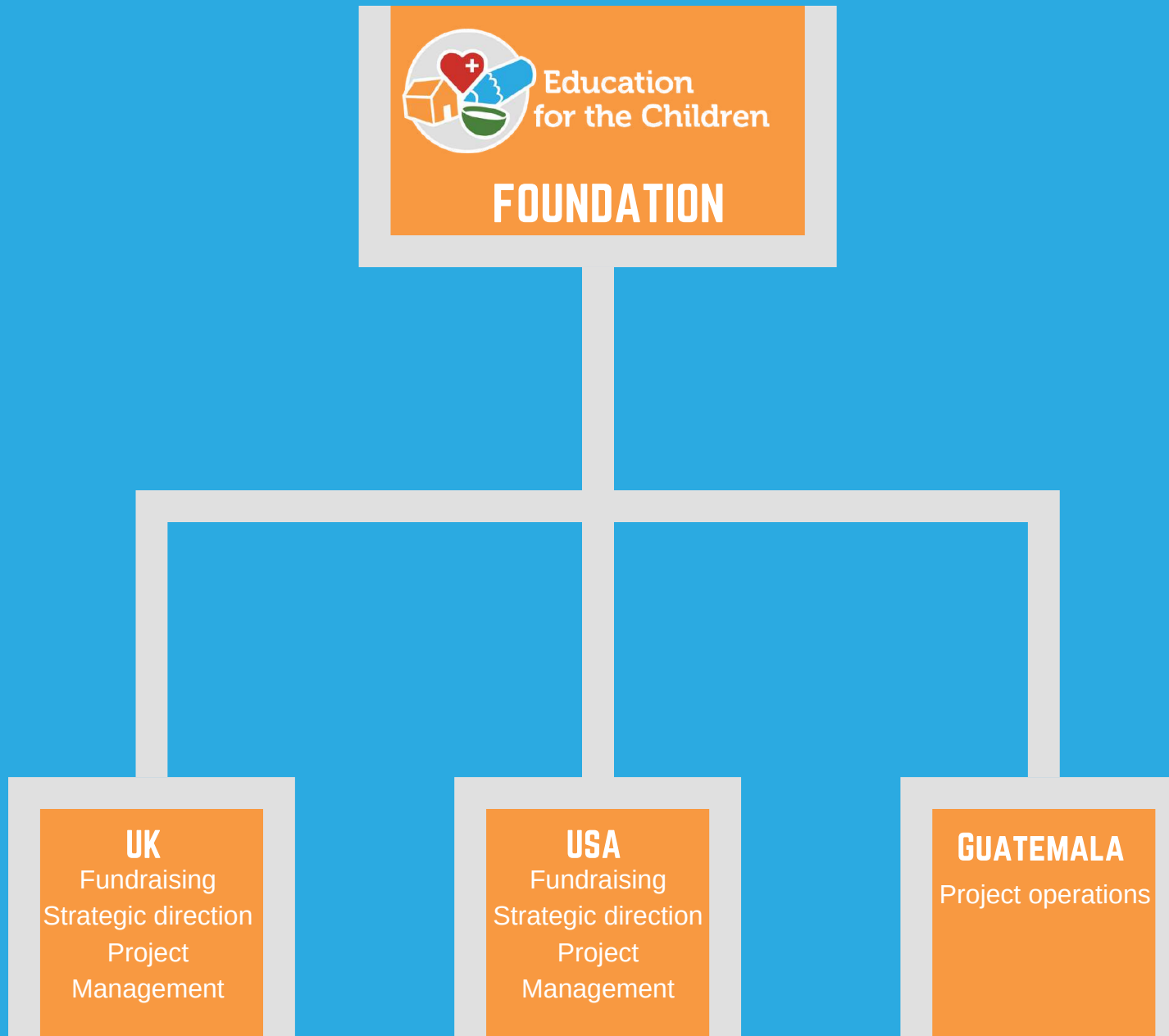
**SPONSORS JOINED IN VIRTUAL GRADUATIONS IN NOVEMBER**



# SPONSORS BY REGION



# THE EDUCATION FOR THE CHILDREN FOUNDATION IS A COMBINATION OF THREE SEPARATE LEGAL ENTITIES REGISTERED IN THE UK, USA AND GUATEMALA

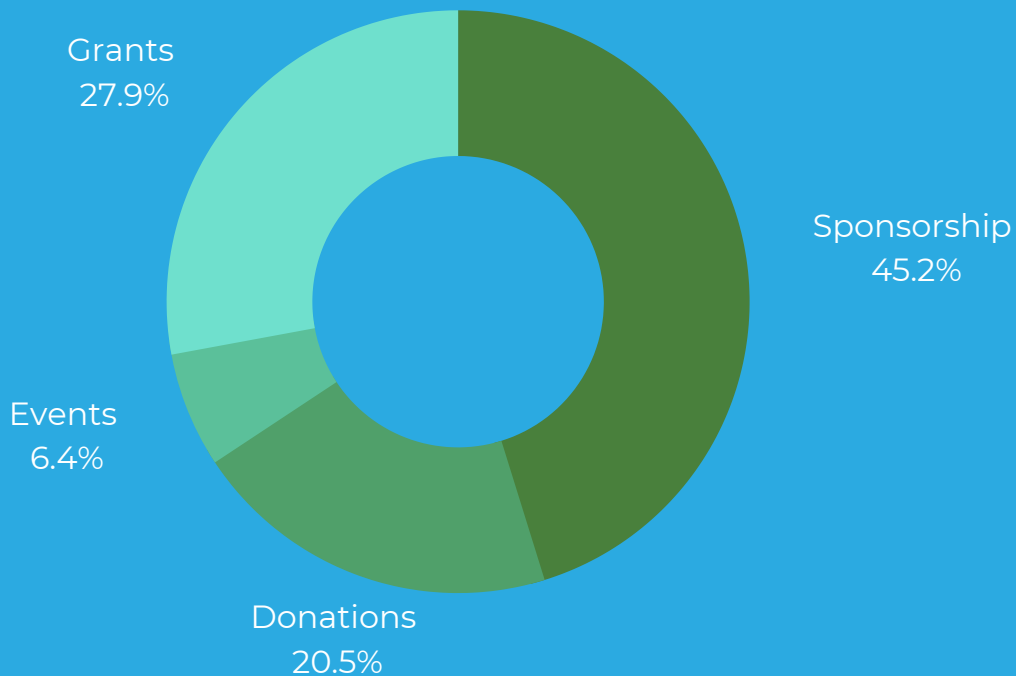


# FINANCIAL SUMMARY

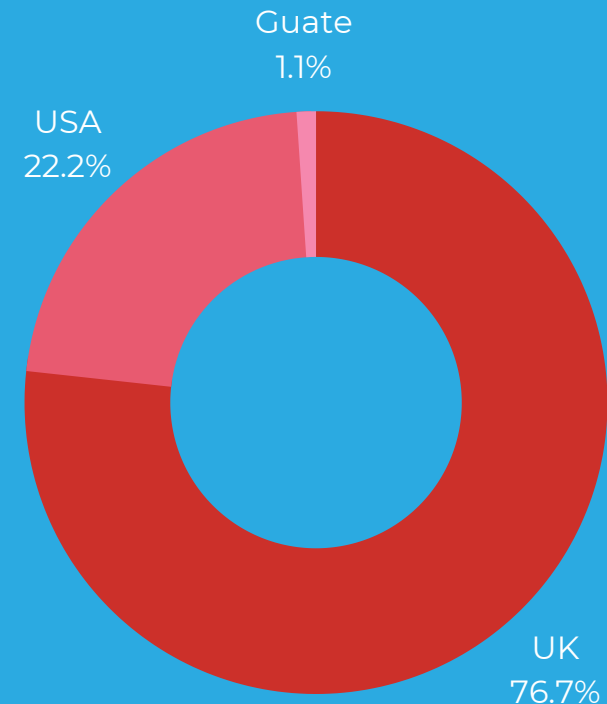
This is a summary of the consolidated accounts of Education for the Children Foundation in the three countries of UK, USA & Guatemala for the period from 1st January 2020 to 31st December 2020. The statutory accounts are independently examined by a Chartered Accountant in each country and approved by the trustees/ board before being submitted to the appropriate regulatory authorities in each of the three countries.

**INCOME: £750,077**  
**(\$975,100, Q7,590,786)**

## SOURCES OF INCOME



## SOURCE OF FUNDRAISING BY COUNTRY



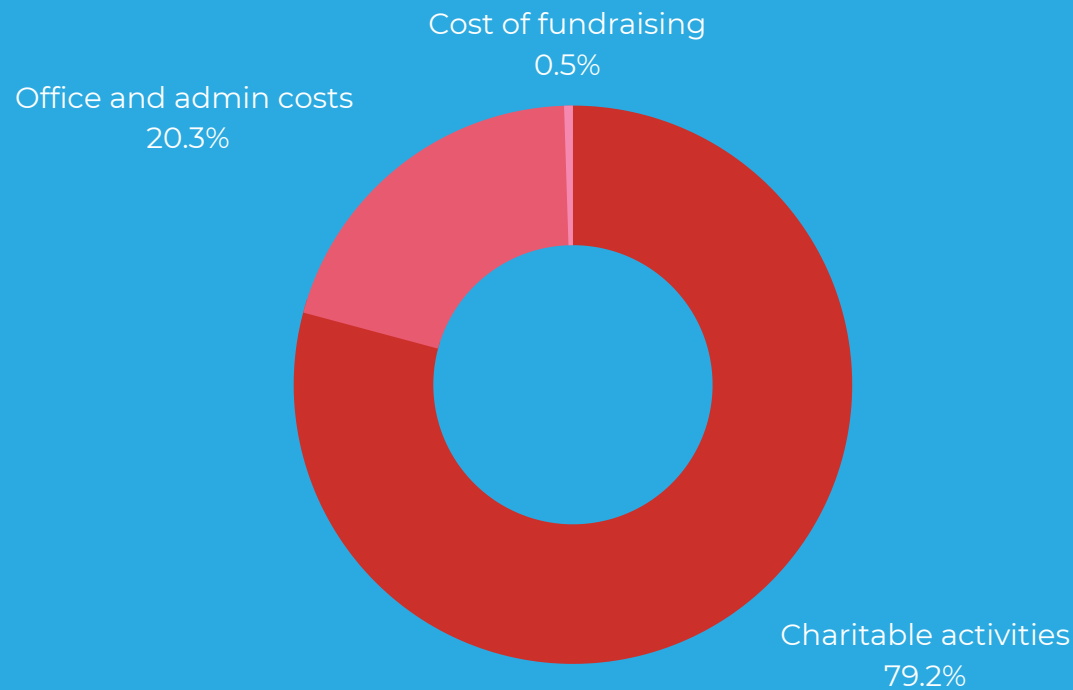
91%  
OF SCHOOL STUDENTS SPONSORED

14  
NEW DONATIONS FROM TRUSTS  
AND FOUNDATIONS

20  
FUNDRAISING EVENTS (INCL ONLINE)

**EXPENDITURE: £829,631**  
**(\$1078,520/Q8,395,866)**

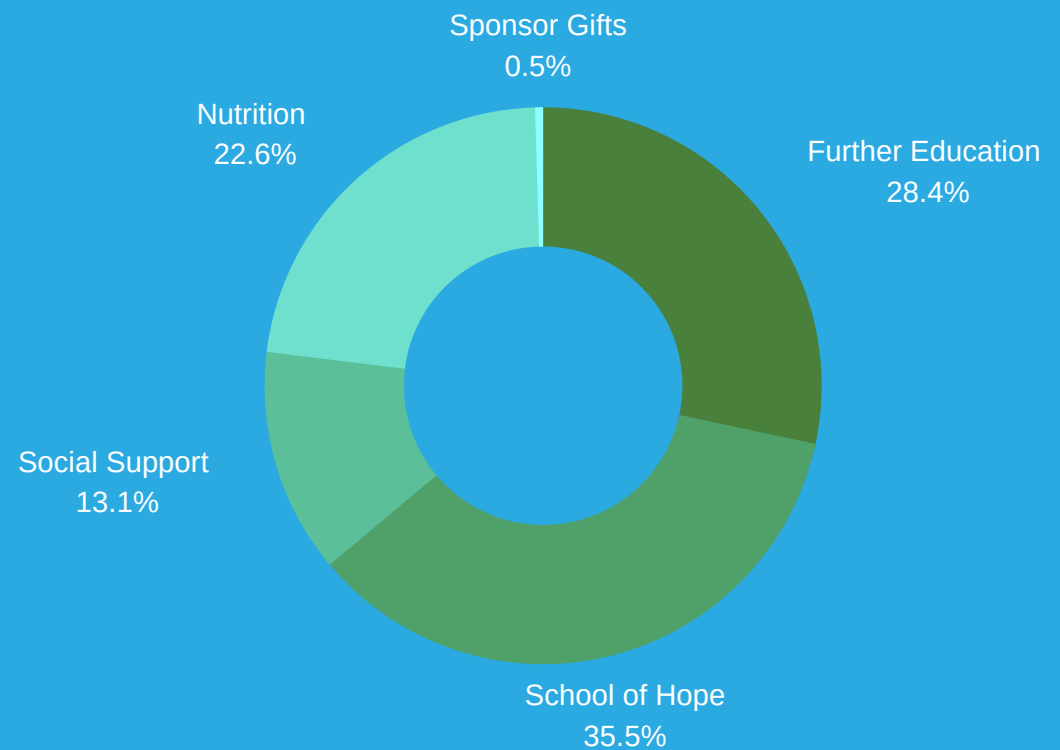
### BREAKDOWN BY AREA



**1:10**

**FOR EVERY £1/\$1.30 SPENT ON FUNDRAISING WE  
GENERATE OVER £10/\$13 FOR OUR PROJECT IN  
GUATEMALA**

### BREAKDOWN OF CHARITABLE ACTIVITIES



\*Impact of the pandemic on our ability to fundraise resulted in the difference between income and expenditure which was funded from reserves. The Trustees aim to maintain reserves at approximately three months of unrestricted charitable expenditure.





**“A HUGE THANK YOU TO ALL OUR DEDICATED SPONSORS AND SUPPORTERS FOR MAKING EVERYTHING POSSIBLE.”**

**DAVID MCKEE, EFTC FOUNDER AND EXECUTIVE OFFICER**

## LOCAL PARTNERSHIPS IN GUATEMALA

Abbott (sexual reproductive health)

Escuela Integrada (neighbouring partner NGO school)

Fundación Sonrisas que Escuchen (hearing exams)

Garden of Hope (community permaculture garden)

Guatemala Sur Rotary Club (water infrastructure)

Jocotenango local health centre (medical missions)

Lead up (reducing violence through peaceful leadership workshops)

Legumex (food supplier)

Oficina de la Mujer (resources for mothers' of our students)

Ready, set, go! (football mentor programme)

Rekko 8 (healthcare administrator)

Teachers 2 Teachers (teacher support)

WINGS (sexual reproductive health)

## UK SCHOOLS/ UNIVERSITIES

Abbey Road School

Boughton-Under-Blean and Dunkirk  
Primary

Hern Hill Primary School

Nottingham Girls High School

Rushcliffe School

Stoborough Primary School

Nottingham Trent University

## USA SCHOOLS/ UNIVERSITIES

College of St. Rose

Hobart & William Smith Colleges

Stetson University

## UK CORPORATE PARTNERS

Carbon

Castlegate Capital

Coffee Central

Bryan Steel

Distinction

Factor 50

Festaff

Fluent Money

Experian

HD Decisions

HSP Tax & Accounts Ltd

MoneyCorp

Podium

SJP

Z Hotels

## UK TRUSTS AND FOUNDATIONS

Bryan Guinness Charitable Trust

Calpe Trust

Foux Foundation

H&M Foundation For Children

John and Susan Bowers Trust

Margaret McEwan Trust

Randal Charitable Foundation

SJP Charitable Foundation

Souter Charitable Trust

The Grace Trust

The Paget Trust [Joanna Herbert Stepney]

The Paquita Filby Trust

The Wallace Bell Charitable Trust

## USA CORPORATE PARTNERS

Ponte Verde Beach Rotary Club

## USA TRUSTS AND FOUNDATIONS

Project Apoyo



**Education  
for the Children**