



# Avivara 2010 Annual Report



*“Education is the  
key to our freedom.”*

- Sheny Rodriguez de Cantabal



## Prologue

2010 was a pivotal year for Avivara and its affiliate organization in Guatemala, Asociación Avivará. As a comparatively young organization, Avivara began 2010 with moderate cash reserves and a relatively small and concentrated donor base. However, because of work done by the Board, staff and other volunteers, overall revenues in 2010 increased by 55% (from slightly under \$61,000 in 2009 to just under \$94,500 in 2010.) In addition, our number of donors increased from 143 in 2009, to 227 in 2010, a 59% expansion of our donor base. These successes allowed our educational programs in Guatemala to grow proportionately and move Avivara into a position of greater financial stability.

## Table of Contents

### Mission & Philosophy

#### I. Program Accomplishments

[Educational Improvement Grants](#)  
[Scholarships](#)  
[After-School Programs](#)  
[Service & Study Abroad \(SAGE\)](#)  
[Other Programs](#)

#### II. Organizational Accomplishments

[Policy Adoptions](#)  
[Communications](#)  
[Development \(Fund-Raising\)](#)  
[Board & Staff Development](#)

#### III. Financial Reports

[2010 Statement of Income & Functional Expenses](#)  
[2010 Statement of Financial Position](#)  
[Comparison to BBB Accountability Standards](#)

#### IV. Looking Ahead

[Program Goals for 2011](#)  
[Organizational Goals for 2011](#)

#### V. Acknowledgements

[Board of Directors](#)  
[Staff & Volunteers](#)  
[Corporate Sponsors](#)  
[Partner School Leaders & Donors](#)

(Note: The headings in the Table of Contents in light red are also navigation links to that section of the report.)



**Gustavo Valle**, our Director of Programs, travelling to one of the rural school we work with.

## Mission and Philosophy

**Our mission is to improve the quality of and access to education in Guatemala, and cultivate interconnectedness between the peoples of Guatemala and the United States.**

Guatemala has been identified as one of the poorest and most economically disparate countries in the Western Hemisphere. Now in its post-conflict recovery after nearly four decades of civil war and military repression in the late 20<sup>th</sup> century, Guatemala still finds approximately 60% of its population living in poverty and lacking basic functional literacy. This situation is especially pronounced in its rural areas where illiteracy and extreme poverty (the inability to meet minimum daily caloric needs) impacts up to 85% of the population.

With help from the World Bank, the International Monetary Fund, USAID, and other aid organizations, the Guatemalan education system has shown some improvement over the last fifteen years with an increase in the number of school buildings and a commensurate increase in student enrollment. However, due to a weak tax structure, and continued government inefficiency and corruption, most rural schools still find themselves significantly under-funded and unable to purchase even the most basic educational materials and equipment for their students and teachers.



In addition to the clear need for basic teaching materials, school equipment, and student supplies, there is an increasing desire from teachers for professional

training in the use of instructional methods that increase student understanding, critical thinking and problem-solving skills.

The programs developed and administered by Avivara are a concrete response to these situations and are designed to not only improve the quality of education in Guatemala on a school by school, community by community basis, but also to provide financial support to those willing and capable students who wish to continue their education to higher levels of study.

At the foundation of all our programs are four core values:

- ◆ **Justice and Fairness:** We strive to ensure that all people connected with Avivara and its programs are treated in a manner that is just and fair.
- ◆ **Honesty and Transparency:** We are committed to providing frequent, accurate and truthful communications to each of our constituencies.
- ◆ **Dignity and Respect:** Each person, regardless of origin or status, has inherent dignity and the right to be treated with respect, which we endeavor to do in all circumstances.
- ◆ **Service and Contribution:** By extending ourselves in service to others, we commit to improving our world through peaceful means.

Throughout the world many people live under the combined burdens of poverty, violence, environmental degradation and injustice. However, we believe that those conditions are correctable when people of goodwill work together to provide educational opportunities that increase knowledge and understanding, and empower communities and individuals to be dynamic agents of positive social change.

***“Peace can only be attained through knowledge and understanding.”***  
- Albert Einstein

## I. Program Accomplishments

### Educational Improvement Grants

In 2010, Avivara provided over \$21,000 in grants to seven rural schools. Those grants were directed to schools in the villages listed below where the number of families living in basic to extreme poverty significantly exceeded the Guatemalan national average of 54%. In fact, several of the villages had poverty rates exceeding 80%.

- ◆ Cerro Niño (65 students)
- ◆ Don Poncho (96 students)
- ◆ Patzun (75 students)
- ◆ San Jose El Yalu (454 students)
- ◆ Segunda Cruz (45 students)
- ◆ Tunino (80 students)
- ◆ San Jose Pacul (260 students)

The school improvement grants that Avivara distributed in 2010 thus served a total of approximately 1075 students.

The following chart shows how those grants were allocated by different categories of assistance.

Classroom Equipment	5.2%
Teaching Materials	22.6%
Student School Supplies	27.5%
Textbooks/Reference Books	8.7%
Teacher Workshops	1.2%
Food Programs	7.7%
Building Projects	17.0%
Tutoring Assistance Programs	7.5%
Other Expenses	2.6%



These children were among those students who benefited from our providing school supplies throughout the year. They received notebooks, pencils, pens, rulers, pencil sharpeners, and scissors.

In our breakfast program at the school in Segunda Cruz, we have worked closely with the parents to plan the menu so that the children attending school would receive a nutritious breakfast each morning. Avivara purchases the food supplies in bulk, and in turn, the mothers in the village prepare the breakfasts on a rotating schedule.



A major infrastructure project that we funded early in the year was a water delivery project in El Yalu. Before, in order for students to have water to wash their hands or flush the toilets, they would have to hand-carry jugs of water to the school. With labor provided by the people of the village and Avivara supplying all the needed materials, a gravity-fed water system from a spring ¼ mile above the school was installed. This now provides running water to the school's kitchen and bathrooms. (Flushable toilets and hand-washing sinks are a definite improvement.)

## I. Program Accomplishments (Cont.)

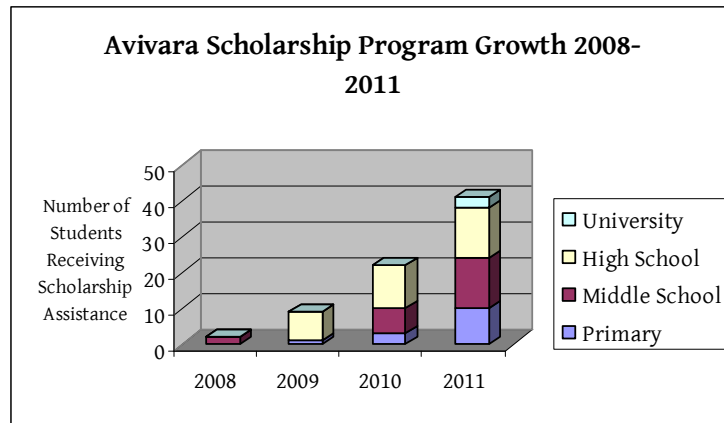
### Scholarships



Since its inception in 2008, the Avivara Scholarship Program has grown from two students receiving assistance in its first

year to over 40 students who will be receiving assistance in the 2011 school year. This past year over \$12,500 was distributed through our scholarship program and we proudly celebrated three of our students graduating from high school.

As can be seen from the graph below, with increased funding we have been able to move steadily towards not only an increase in scholarships awarded, but also a more proportional balance of students receiving assistance at each level of study, including three students who will be continuing on to the university level next year.



To receive a scholarship from Avivara, a student must first be recommended by a teacher who can attest to their commitment to continued education. Then our staff visits the student's home to assess the economic resources available to the family and

their level of support for the student continuing his or her studies.

During these visits we have heard many inspiring, and heart-rending stories. Our scholarship recipients come from families who have experienced the trauma of war, extreme poverty, lack of employment, and/or medical misfortune. Some have been abandoned, others have been abused. However, our decision to award a scholarship rests not only on these factors, but on the demonstrated commitment of the student to continue his or her education.

Below are some other interesting facts about our scholarships recipients:

- ◆ They come from 21 different villages.
- ◆ Five have no parents and are either living in foster homes, or are the head of household.
- ◆ Nine have only one parent.
- ◆ Four have a parent with a disabling or life-threatening medical condition.
- ◆ Nine have jobs outside the home.



Nancy Xiamora (upper left) is one of Avivara's scholarship recipients. At age 13, her mother died and her father abandoned the family. As the oldest of five sisters, the youngest being 6 months old at the time, Nancy became the primary caretaker for her siblings. In addition to her household duties, she attended

school in the mornings when she could and worked afternoons in nearby Antigua. Now 19, she is beginning her last year of high school and hopes to continue studying at the university level in the future. We are proud to support a young woman with her character and determination.

***“Some succeed because they are destined to, others because they are determined to.”***

- Roy Reiman

## I. Program Accomplishments (Cont.)

### After-School Learning Centers

This program area also experienced growth throughout 2010. While we did not add to the number of after-school learning centers we support, the two that do receive funding from Avivara experienced a significant increase in participation and usage by their respective communities.

By the end of 2010, we had 20 students registered in the San Pedro Las Huertas after school program and sadly had to turn other applicants away because of the lack of space. In Zacatecas, they saw the number of students using the library, computers and receiving homework assistance increase to around 50 students a day. This necessitated the addition of a part-time teacher in the afternoons to help meet the needs of the students using the center. In total, our financial support for these two after-school programs was slightly over \$7,500 in 2010.



In addition, to helping the students with their homework, we were able to provide a number of enrichment experiences not typically available to the children.

At the end of the school year we took a field trip to the zoo and Children's Museum in Guatemala City. For many of the children this was their first trip outside of their local village.



### Service & Study Abroad (SAGE)

In our Avivara SAGE program we assist people wishing to come to Guatemala to learn more about the culture and language, as well as work in service projects. 2010 was busy year for us as we hosted a total of 22 people.

Our largest group was a service team from Ballard 1<sup>st</sup> Lutheran Church in Seattle. While only here for a week, during that time they purchased materials and built a classroom in Don Pancho and helped paint the school in El Yalu.



Another visitor who worked with our project over an extended period was Tara Byrne. As part of her doctoral program in Non-Profit/Educational Leadership at Seattle University, Tara spent 3 months with us learning more about our organization, helping us with our website

design and organizing our November fund-raising dinner.



While here in Guatemala, Tara also taught English classes in the village of San Jose El Yalu and worked alongside

Guatemalans as they shoveled out homes in the nearby village of San Miguel Escobar that was buried by mudslides during Tropical Storm Agatha.

## I. Program Accomplishments/Other Programs

### Disaster Relief



The mission of Avivara is focused primarily on improving education in Guatemala. However, when Tropical Storm Agatha dumped over 30” of rain on Western Guatemala in a 48 hour

period in late May, and a number of families in our village of San Pedro Las Huertas had their homes destroyed, we felt that we couldn’t just stand by and not do anything.

We put out a call for help through our website and newsletter and within days we received over \$2,800 in contributions to help the families in our village.

As the contributions came in, we spent several days and nights purchasing blankets, food, cooking utensils and other needed items. In addition, Gustavo helped organize teams of volunteers from the after-school program in Zacatecas to help dig out homes that had been buried under as much as 7-8 feet of mud.



This was a difficult time for many, but thanks to the compassionate response of our donors, we were able to help 18 families get resettled after losing their homes and belongings.

### Affiliated Programs: Becas Especiales Uspantan

In October of last year, we were approached by a group of Peace Corp volunteers who had established a scholarship program similar to Avivara in the town of Uspantan in the Department of Quiche. These volunteers had been able to put into place a community organization that was distributing and administering scholarships from donations that had been gathered up to that point by the Peace Corp volunteers and their families. However, the volunteers were getting ready to return to the U.S., and they had been receiving queries from their donors if their donations could be tax-deductible.

After vetting the Uspantan program and reviewing the situation with our Board of Directors, we agreed that both organizations could benefit from Avivara being the intake organization for donations made to Becas Especiales Uspantan. We also agreed that Avivara would handle all of the accounting that goes along with that responsibility. Each quarter, we would then pass through to the Guatemala community group administering the Uspantan scholarships all monies collected on their behalf in the U.S. For this service Avivara would receive a 10% administrative fee, which would go to support our own scholarship programs.

Over the last three months of 2010, this arrangement worked very well and helped the Uspantan group collect enough funds to award 78 junior high and high school scholarships for the upcoming school year.

Because of the success of this affiliation, we have also entered into a similar agreement with another group of Peace Corps volunteers working in the village of Cahabon in the Department of Alta Verapaz. We are looking forward to assisting these groups and seeing even more Guatemalan students being able to continue their education.

***“It is doubtful that any child will succeed in life if denied the opportunity of an education.”*** – Justice Earl Warren

## II. Organizational Accomplishments

### Policy Adoptions

In 2010, Avivara adopted three important policies which included:

1. The **Avivara Whistleblower Policy** was formulated and adopted to protect persons who have a legitimate concern about any activity or program conducted by Avivara that is perceived to violate national, state or local laws, charitable accountability standards, other adopted policies of Avivara, or the ethics and values of the organization as stated in the Avivara Mission and Philosophy Statement. The complete text of this policy may be accessed at:  
[http://www.avivara.org/images/avivara\\_whistleblower\\_policy.pdf](http://www.avivara.org/images/avivara_whistleblower_policy.pdf)
2. The **Avivara Gift Acceptance Policy** was formulated and adopted in order to guide the staff, volunteers, and Board of Directors off Avivara when discussing possible gifts with donors and/or their advisors. It is intended to establish a clear process for the acceptance and management of all gifts in ways that are beneficial to Avivara and just and transparent to all donors. The complete text of this policy can be accessed at:  
[http://www.avivara.org/images/Avivara\\_Gift\\_Acceptance\\_Policy.pdf](http://www.avivara.org/images/Avivara_Gift_Acceptance_Policy.pdf)
3. The **Avivara Operating Reserve Policy** was adopted to ensure the stability of the mission, programs, employment, and ongoing operations of the organization. The Operating Reserve is intended to provide an internal source of funds for unexpected situations such as a sudden increase in expenses, one-time unbudgeted expenses, unanticipated declines in funding, or uninsured losses. The complete text of this policy is available at:  
[http://www.avivara.org/images/Avivara\\_Operating\\_Reserve\\_Policy.pdf](http://www.avivara.org/images/Avivara_Operating_Reserve_Policy.pdf)

### Communications: The Avivara Website

Throughout 2010, Avivara continued implementation of a strategic communications plan which included a “make-over” to our website as well as frequent updates to its content. An analysis<sup>1</sup> of visits to the Avivara website showed that there was a steady increase in the number of visits since we began tracking this data in late 2009.



### Communications: The Blackboard

The second component of our communications strategy was our newsletter, *the Blackboard*. In 2010 we increased the frequency of the newsletter from quarterly to monthly.

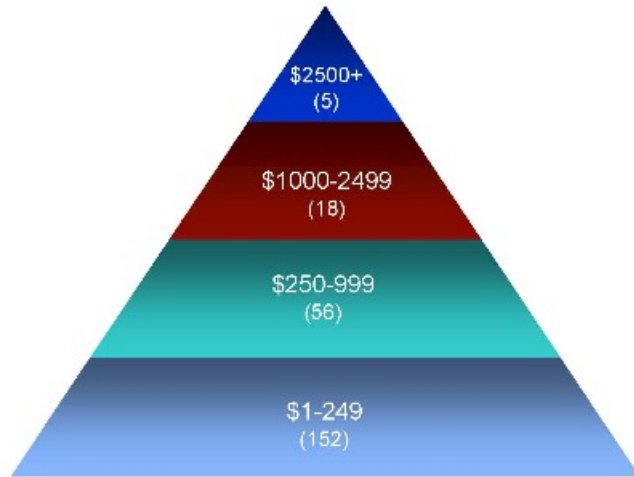
The data from our Blackboard analytics showed that we saw an overall increase in our total number of subscribers, from 336 at the beginning of the year to 384 by the end of 2010. The average open rate for our newsletter was 32.1% which is considerably higher than the non-profit industry average of 14.6%. Our click through rate at 7.3% was also significantly higher than the industry benchmark of 2.8%. Not surprisingly, the edition that generated the most online contributions was our special May 31 newsletter on Tropical Storm Agatha.

<sup>1</sup> This analysis does not give us any information about any specific individual visiting our website, only general information such as pages visited, the city where the visit originated, etc.

## II. Organizational Accomplishments (Cont.)

### Development

As mentioned in the prologue of this annual report, our development efforts over the last year were quite successful. We expanded our number of donors from 143 in 2009, to 227 in 2010, an increase of 59%. We also saw a significant increase in the number of mid-level donors (\$250-\$1000 per year) which increased our percentage of public support from 52% in 2009 to a very healthy 72% in 2010. This meant that while our core group of major donors (in the \$2,500-\$10,000 per year category) remained constant, our donor base at the mid to lower levels increased to provide us a more stable donor “pyramid.”



In nearly all cases, donations came from first establishing a face-to-face relationship between Avivara and the donor. This was accomplished primarily through staff presentations at major fund-raising events, or with school, church or community groups. Interestingly, of our top ten donors, nine have personally visited Guatemala, and seen first-hand the poverty conditions and our work with the schools.

In analyzing our donation sources we found that they broke down into the following major categories and percentages:

<i>Donation Category</i>	<i>% of Total Donations</i>
<b>Individual Contributions (general)</b>	<b>51.6%</b>
<b>Individual Contributions (Special Events)</b>	<b>23.5%</b>
<b>School Partner Contributions</b>	<b>9.6%</b>
<b>Church Related Contributions</b>	<b>2.5%</b>
<b>Corporate Matching Gifts</b>	<b>0.6%</b>
<b>Foundation Grants</b>	<b>0.3%</b>
<b>Affiliated Programs Contributions</b>	<b>11.4%</b>
<b>Federated Campaigns (United Way, etc.)</b>	<b>0.5%</b>

Our major fund-raising “special event” of the year was our Fall Fund-raising Dinner which occurred in early November at the Montlake Community Center in Seattle. 120 people attended the event, which brought in a total of \$20,090 in donations that night and another \$2,700 from sale of Guatemalan craft items, a raffle, and net profit from the dinner itself.



## II. Organizational Accomplishments (Cont.)

### Board Development

There were several transitions on the U.S. Board of Directors in 2010. **Teresa Woodward**, our first Secretary stepped down after completing her two year term, and **Veronica Cruz** resigned from the Board due to time commitments to her regular work and accounting studies.

However, in turn we added two new members to the Board, **Susan Clauson** who took over the role of Board Secretary, and **David Craig**, who brought our numbers back up to five voting members.

Interestingly, both Susan and David were members of the Ballard First Lutheran Service Team that visited Guatemala in February.

The other three members of the Board, **David Austin**, President; **Mary Austin Seymour**, Vice President; and **Tom Friedman**, Treasurer all indicated their desire to continue on into their second term as Board officers.

As part of their regular duties, the Board reviewed the organizations financial statements on a quarterly basis, approved the operating budget for 2011, and developed and implemented an Executive Director Evaluation Process. (See Below)

In addition, each board member took on a major role in the planning and implementation of our Fall Fund-Raising Dinner in November.

### Staff Development

As mentioned above, the Executive Director, **Gary Teale**, was formally evaluated for the first time in 2010. This was a 360° evaluation which included ratings and comments from Board members and our Guatemalan staff. It also included a listing of organizational goals and role specific goals for the Executive Director to implement or

accomplish during the 2010 calendar year. One of the main recommendations to come out of the evaluation was for Gary to take more opportunities to visit and work in the rural villages. To accomplish this goal, he now teaches one day a week at the school in El Yalu.

Staff development for our other full-time staff included **Ann Austin** continuing her studies in Spanish and increasing her skills and work experience with presentation software and related tools (Publisher, Powerpoint, videography, photography, etc.)



Ann has also continued to incorporate her love and knowledge of art into many of the learning activities she plans with her students.

**Gustavo Valle** has focused much of his spare time (what little there is) on readings about educational theory, teaching methods and parenting techniques. And like Ann, he has worked on becoming more proficient in the use of presentation software for his parent, teacher and fund-raising presentations.



### III. Financial Reports

#### 2010 Statement of Income & Functional Expenses\*

	Amount in \$	% of Total
<b>INCOME</b>		
Contr. Gifts & Grants (U.S.)	\$ 86,005	91.1%
Donations (Guatemala)	2,993	3.2%
Program Fees (SAGE)	1,125	1.2%
Other Revenues	4,307	4.5%
<b>TOTAL COMBINED INCOME</b>	<b>\$ 94,430</b>	<b>100%</b>
<b>EXPENSES</b>		
<b>U.S. Expenses</b>		
U.S. Administration	\$ 482	0.8%
U.S. Fundraising Expenses	4,350	7.6%
U.S. Educational Programs	1,147	2.0%
<b>Total U.S.</b>	<b>\$ 5,979</b>	<b>10.4%</b>
<b>Guatemala Program Expenses</b>		
Program Administration	2,134	3.7%
School Improvement Grants	21,828	38.0%
Scholarships	12,568	21.9%
After School Centers	7,633	13.3%
Study/Service Abroad (SAGE)	4,456	7.8%
Disaster Relief	2,852	4.9%
<b>Total Guatemala Expenses</b>	<b>\$ 51,471</b>	<b>89.6%</b>
<b>TOTAL COMBINED EXPENSES</b>	<b>\$ 57,450</b>	<b>100%</b>
<b>NET OPERATING SURPLUS</b>	<b><u>\$ 36,980</u></b>	

\* These are summary combined statements for informational purposes only. More detailed financial statements for Avivara and Asociación Avivará may be obtained by [Contacting Us](#) on the Avivara Website.

#### 2010 Statement of Financial Position\*

	12/31/2010	12/31/2009	\$ Change	% Change
<b>ASSETS</b>				
<b>Current Assets</b>				
Cash in Checking (U.S.)	\$ 25,620	\$ 28,914	\$ (3,294)	-11.4%
Cash in Checking (GUA)	966	936	30	3.2%
Cash in Savings (U.S.)	25,001	0.00	25,001	100.0%
Cash in Savings (GUA)	1,552	775	777	100.4%
Operating Reserve (U.S.)	15,000	0.00	15,000	100.0%
Undeposited Funds (U.S.)	2,595	2,245	350	15.6%
Cash on Hand (GUA)	177	286	(109)	-38.1%
<b>Total Current Assets</b>	<b>\$ 70,911</b>	<b>\$ 33,156</b>	<b>\$ 37,755</b>	<b>113.9%</b>
<b>Fixed Assets</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>0.0%</b>
<b>TOTAL ASSETS</b>	<b><u>\$ 70,911</u></b>	<b><u>\$ 33,156</u></b>	<b><u>\$ 37,755</u></b>	<b><u>113.9%</u></b>
<b>Current Liabilities (GUA)</b>				
Deferred Compensation	\$ 1,547	\$ 772	\$ 775	100.3%
<b>TOTAL LIABILITIES</b>	<b>\$ 1,547</b>	<b>\$ 772</b>	<b>\$ 775</b>	<b>100.3%</b>
<b>EQUITY</b>				
Net Assets From Prior Yrs.	\$ 32,384	\$ 12,141	\$ 20,243	166.7%
Current Yr. Surplus/Loss	\$ 36,980	\$ 20,243	\$ 16,737	82.7%
<b>TOTAL EQUITY</b>	<b>\$ 69,364</b>	<b>\$ 32,384</b>	<b>\$ 36,980</b>	<b>114.2%</b>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b><u>\$ 70,911</u></b>	<b><u>\$ 33,156</u></b>	<b><u>\$ 37,755</u></b>	<b><u>113.9%</u></b>

### III. Financial Reports (Cont.)

#### Comparison to Better Business Bureau Charitable Accountability Standards

Clearly, 2010 was a very successful year for Avivara financially. However, we always remember that our primary purpose is not to raise money; it is to prudently distribute the donations we do receive to help improve education in Guatemala and maintain organizational sustainability. To help us accomplish that, we use three standards established by the Better Business Bureau Wise Giving Alliance to measure our effectiveness in managing our financial resources.

#### Standard 1. Percentage of Fund-Raising Expense to Total Donations Received:

This standard compares the total amount spent on fund-raising to the total amount of donations received. The BBB benchmark is set at a maximum of 35%. In 2010, Avivara received a total of \$88,998 in donations and spent \$4,350 on fund-raising. Thus, our percentage of **4.9%** is significantly (and favorably) below the BBB benchmark.

#### Standard 2. Percentage of Program Expenses to Total Expenditures:

This standard compares the amount of money spent on program expenses to the organization's total expenditures for the year. The BBB minimum is set at 65%. When looking at the combined income statements of both Avivara and Asociación Avivará, the percentage of money spent on program-related expenses (\$50,484) compared to total expenditures (\$57,450) was **87.9%**. Again, this is a very favorable comparison to the BBB standard.

#### Standard 3. Ratio of Retained Earnings to Annual Budget:

To encourage non-profits to **not** accumulate excess amounts of money that should be going towards their mission and programs the BBB has set the maximum amount of retained earnings (net equity) for a non-profit organization to be an amount not greater than three years of operating expenses. Applying that standard to Avivara, our retained earnings should therefore not exceed \$210,150 (our 2011 operating budget of \$70,050 times 3.) Currently, Avivara has slightly over \$69,000 in total retained earnings. As per the Operating Reserve Policy adopted by the Avivara Board of Directors at their December, 2010 meeting, \$35,000 (roughly equal to six months of operating expenses) of those retained earnings will be placed into a separate Operating Reserve Fund. This "rainy day" fund exists to ensure continued operations and the fulfillment of commitments to our Guatemalan employees, schools and scholarship recipients in the event of a significant downturn in revenues, or an unexpected major expense.

The remaining \$34,000 of our retained earnings will be unrestricted and used during the first three quarters of 2011, when our revenues typically fall short of our budgeted expenses. Our cash flow analysis shows that over 61% of our total annual revenues typically come in the 4<sup>th</sup> quarter of each year with the other 39% spread over the first three quarters, while our expenses are fairly evenly distributed over all four quarters.

Avivara has now achieved a position of relative financial stability. With three full years of financial data to work with, the next step for us will be to begin developing multi-year budgets that support goals identified in a long-range planning process.

*"No man can tell if he is rich or poor by looking at his ledger. It is the compassion in his heart that makes him rich."*  
- Henry Ward Beecher

## IV. Looking Ahead: Program Goals

### Program Goals for 2011

In establishing our program goals for 2011, it is important to keep in mind that not everyone in the world has the same objectives or desires as contemporary North Americans.

There is a large body of international research showing that education generally has a beneficial impact on overall health, economic development and social cohesion in developing nation-states. However, it can also have some unintended and unwelcomed side effects when introduced into more task-simple and less hierarchical social and economic cultural contexts as is found in many rural indigenous villages.

In our own personal experiences, we have felt this tension first-hand. When asked to teach in several of the schools, we have had to deal with complex feelings about the way school “should be” (from our own U.S. experience) and the way school actually is experienced and implemented by the Guatemalan teachers in the rural villages. These experiences have forced us to reflect not only on how others think and live, but also to examine critically our own values and ways of doing things.

Therefore, as we develop plans for the future, we feel it necessary to continually and consciously resist imposing our own taken-for-granted “fixes” for the schools, teachers and students, but to always take the time to integrate the values, perspectives and realities of the teachers and communities we work with.

### School Improvement Grants Program Goals:

In 2010, we provided direct support to seven schools. With our fund-raising success in 2010, we hope to add two more

schools to that list in 2011. As in the past, we will be looking to support schools in rural, poverty-impacted villages that have an energetic and committed faculty that can effectively use the resources we provide to improve the quality of education in their schools.

In addition to increasing the number of schools we support, we would also like to focus more resources on teacher training and development. Finally, we would like to find a way to answer the question: What impact has our support had on improving education in Guatemala.

Over the last three years, we have much anecdotal evidence to show how providing teaching materials and student supplies has improved the morale of the teachers and the ability of the students to participate more fully in the learning process. However, we would also like know at a deeper level: Has our help had a measureable and positive effect on building teacher capacity and improving student learning? These are a much more difficult questions to answer, and will likely require the development of assessment tools that are culturally appropriate and methodologically valid and reliable for the settings where we work.

Over the next two years we plan to seek funding for the development of more sophisticated measures of our organizational impact on building teacher capacity and student learning. This process will require the involvement of the teachers we work with to ensure the validity and usefulness of the measurement tools we develop.

***“The most important function of education at any level is to develop the significance of each person’s life to himself and others.”***  
- Grayson Kirk

## IV. Looking Ahead: Program Goals (Cont.)

### Scholarship Program Goals

We do not anticipate much change to the model we currently use to select our scholarship students and evaluate their success. However, one of the issues that we will have to consider is that with the increased numbers of students in our program completing their basic secondary level of education (high school), there is the concurrent increase in the funding needed to help those who wish to continue their education on to the more costly university level.

So, one of our major goals in the scholarship program this year is to move beyond a year-to-year budgeting process into a multi-year strategic budgeting/planning process so that we can match our funding resources to projected scholarship needs.

### After-School Learning Centers Goals

We do not anticipate much change in this program area in 2011. We will continue to fund at approximately the same level the two after-school learning centers that we currently support.

### Service & Study Abroad (SAGE) Program Goals

When we began in 2008, we had strong hopes for this program being an integral part of our overall plan and a major funding source for our other programs. Over the last three years, we have been in discussions with several major universities about combining our in-country logistical support with academic offerings from their faculty. As of the end of 2010, those discussions had not yet resulted in the development of a fully functioning study abroad program, but we have had interest shown by

faculty from Rutgers University in putting together a 4-5 week summer program.

Our hope is that the pilot summer program now being discussed with faculty from Rutgers will be the first of several partnerships with universities in the U.S.

### U.S. Educational Programs



This program helps to maintain connections between our partnership schools in the U.S. and in Guatemala. We will continue to make presentations to U.S. schools as invited, and will also seek to establish connections with additional U.S. schools as those opportunities arise.

Overall, it is clear that Avivara is beginning the next phase in its maturation as an organization. On a programmatic level, this means developing more sophisticated measures of the impact of its efforts, and organizationally moving beyond a single year budgeting process, to a multi-year, strategic planning and budgeting process.



## **IV. Looking Ahead: Organizational Goals**

### **Staffing**

We do not anticipate any major changes in staffing in 2011. Gary Teale and Ann Austin will continue as full-time volunteers in their respective roles of Executive Director and Associate Director. Gustavo Valle, our only paid employee will continue in his role as Guatemala Director of Programs. However, because of the expansion of his duties in that capacity, it is likely that we will need to add another part-time teacher to our San Pedro After-School Center staff sometime during the year.

### **U.S. Board of Directors**

Our Board currently has five voting members, four of whom are officers. Three of the four officers have their terms officially scheduled to end in early 2012, so we anticipate some discussion on how to handle that transition: Whether to amend the by-laws to allow for extended terms for those board members who wish to continue, or whether to limit terms and seek out other board candidates. We would also hope to increase the size of our U.S. Board to a total of seven voting members by the end of 2011.

### **Communications**

We will continue to maintain a multi-channel approach to communications with a combination of staff presentations, website updates, and our monthly newsletter. We also intend to add a “social networking” component through the use of an Avivara page on Facebook.

### **Development**

We noted the success of our fall fund-raising dinner in November, and will continue to plan some type of annual community-gathering event each fall. However, an analysis of the contributions received that evening showed that we would have likely received the majority of those contributions anyway, without the expense and staff time invested in putting on the event. So we will be looking at some other type of event to bring together our supporters each year, but at a lower cost.

Also, we will be trying a new development strategy in 2011, that of hosting a number of smaller home-based presentations where attendees will be able to interact with staff and committed volunteers on a more personal level. For this to be a successful approach, we will need to host at least sixteen of these smaller events with total contributions at each event averaging around \$1400.

In addition, we will be encouraging our donors to implement other “mini-events” such as garage sales, car-washes, cupcake sales, etc. It is hoped that these will not only raise money for Avivara, but will also help to spread awareness about our organization.

Finally, now with a proven track record, we will be pursuing more aggressively funding in the form of grants from corporations and foundations.

### **Connections with Other Agencies**

In Guatemala, we are hoping to establish a working relationship with USAID staff and the Ministry of Education in their joint project on the “Reform of Education in Guatemalan Classrooms.”

## V. Acknowledgements

No truly successful organization relies on the skills or efforts of any one individual. It is only through collaboration, mutual support and collective sacrifice that a project like Avivara can achieve any measure of success and sustainability.

Therefore, we would like to acknowledge the following individuals and groups for their leadership and support over the last year.

### Our Board of Directors

**G. David Austin, M.D.**, President  
**Mary Austin Seymour, M.D.**, Vice President  
**Teresa Woodward**, Past Secretary  
**Susan Clauson**, Secretary  
**Thomas Friedman**, Treasurer  
**Veronica Cruz**, Past Board Member-at-large  
**David Craig**, Board Member-at-large

### Our Staff

**Gary A. Teale**, Executive Director  
**E. Ann Austin**, Associate Director  
**Gustavo Valle**, Director of Programs

### Our Volunteers

There were numerous people who helped us, not only in Guatemala, but also in putting on our fall fund-raising dinner. Unfortunately, we don't have the room here to name all of them, but we would like to include a special mention of the following people:

**Ruth Carpenter**: Our 2010 Volunteer of the Year  
**Tara Byrne & Scott Luckie** for their work in organizing the November fund-raising dinner.

### Our Corporate/Business Supporters

The following companies and businesses provided us with significant in-kind contributions of goods and services in 2010:

**Kemly Electric**  
**Fry Electronics**  
**Seattle Coffee Works**  
**Ste. Michelle Winery**  
**St. Anthony School**  
**Key Bank of Washington**

### Leadership in our U.S. Partner Schools

The following principals and teachers helped lead their schools in being strong supporters of schools in Guatemala:

**Pam Dellino** – St. Monica School, Mercer Island  
**Bob Rutledge** – St. Bernadette School, Burien  
**Sr. Linda Riggers** – St. Anthony School, Renton  
**Yudi Moir** – Archbishop Murphy High School, Everett  
**Dan Sherman** – St. Madeleine Sophie School, Bellevue  
**Mari Brockhaus** – Thornton Creek Elementary, Seattle  
**Cathy Miller** – Bowman Elementary School, Anchorage

### Our Donors

Finally, thank you to all of our 227 donors this year for supporting our programs and believing in education as one of the most effective means to achieve a more just and equitable world. If you would like to join this select group, please visit the [Donate to Avivara](#) page on our website.

**“Education costs money, but then so does ignorance.”**  
- Claus Moser

**From the Children of Guatemala:**



**Thank you for helping us to receive a better education.**