



Drug and Mara Prevention in Marginal Urban and Rural Areas

Ceiba Group Association,
Guatemala



Drug and Mara Prevention in Marginal Urban and Rural Areas

Asociación Grupo Ceiba,
Guatemala

Third Place
Experiences in Social Innovation
Contest in Latin America and
the Caribbean

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1.

Introduction

Mara is a term used for youth organisations from urban-marginal areas, especially in Central America. Its name derives from the marabunta or army ant that devours everything in its path. These gangs largely exist in Guatemala, Honduras and El Salvador. The trend originated in Central American immigrant communities in the United States who adopted the street gang cultures of Los Angeles, Chicago and New York and reproduced the gang system in their own countries when they were deported. The structure and marginal character of the maras have been used for organised crime. In the words of Marco Antonio Castillo, Director of Grupo Ceiba, "maras, like all organised groups, have a fertile presence in spaces where governance is weak and where the power structure is concentrated in the hands of only a few social actors."

Sadly, the armed conflict in Guatemala has left a legacy of violence even though the fighting officially ended in 1996. The peace agreement has led to reduced political conflict but increased economic and social violence. The indigenous population in particular faces the erosion of their culture and significant levels of poverty and

discrimination. This has affected family structure, increasing the proportion of female headed households. The situation is further compounded by domestic violence that impacts negatively on social capital and frequently leads to young people being forced from their homes.

Violence is now the main cause of death of young people between 15 and 29 years old in the middle and low-income countries of Latin America (WHO, 2009). Young people join gangs for many reasons: social status; to gain attention; respect and protection, as well as affective support; extreme poverty and the need to earn an income in order to survive; peer recognition, and a feeling of belonging and appreciation (UNICEF). There is no doubt that the lack of opportunities, in many ways, is one of the principal causes of young people deciding to or having to join these gangs.

Many young people who join a gang and gain a drug habit as a result are not making a choice from a wide range of alternatives. This is often the only option that will provide the young person with a 'family', friends, companions, or an income that will guarantee their survival. Many of these young people were displaced by war during their childhood. They settled in marginal areas of Guatemala City with no access to education and in broken families that may have witnessed the deaths of close relatives. They grew up with no schooling, no family and no personal ties in the severe poverty of a marginal area where crime is the only form of income generation. In the words of Lainie Reisman of the Inter-American Coalition for the Prevention of Violence (IACPV): "gangs have arisen as a response to the social and economic situation of young people in the region" (PAHO 2005). Meanwhile, Carolina Moser and Cathy McIlwaine (2001) state that a lack of social capital is the main cause of social violence in the poorest areas of Guatemala. Similarly, the Statistical Report on Violence in Guatemala 2007

stressed how "tens of thousands of young people join the economically active population each year, but the labour market does not generate enough jobs to absorb the increased offer of employees. The educational system does not offer children adequate skills to join the workforce and they are forced to seek a living in the informal economy. A small fraction of this population - affected furthermore by negative social conditions such as weak social and family integration mechanisms, discrimination and victimisation - can show a tendency to actions that break the law" (UNDP 2007).

There is no clear data available on the number of members of these groups. Some researchers state that the figure could be in excess of 200,000 members in Central America as a whole. The National Civil Police reported 10,500 gang members in El Salvador in 2005. In Nicaragua, a new classification for gangs differentiated "At-Risk Youth Groups" from "Youth Gangs," and the police counted 2,227 gang members in 2005. In Guatemala, police authorities calculated there are between 8,000 and 10,000 active gang members. Meanwhile, a study by the United Nations stated there are around 70,000 gang members in all the countries of Central America. Guatemala has 434 reported groups with 14,000 members and Honduras has the greatest recorded national number of gang members at 36,000. The average age of gang members increased from 18.7 years in 1996 to 20.2 in 2000, and 24.1 in 2006 (PAHO 2008).

Most gang members are men, but there are also a number of women in the groups. There are even maras made up exclusively of indigenous and ladino¹ women (Moser & McIlwaine 2001).

¹ The term 'ladino' is derived from the word 'latino' and is used in Central America to refer to the mestizo or hispanicised population.

2.

Action in view of the situation

It is clear that the Central American maras generate enormous insecurity issues throughout the region and measures must be taken to protect the public. To date, most of the action taken has been repressive in nature and has led to the violation of basic human rights with indiscriminate arrests, imprisonment and even injuries on several occasions. Large amounts of money have been invested in developing policing systems.

But leading organisations, such as UNICEF, the United Nations Office of the High Commissioner for Human Rights and the Washington Office on Latin America, state the solutions must look at the source of the problem and understand that gangs cannot and should not be approached in isolation. They are a problem related to the community in general, the structures of power and the political decisions that have pushed a generation of young people into fighting for a space in society.

Young people must be offered real and concrete opportunities for development, social reinsertion, education and professional training, work openings and the potential for recognition as citizens. Violence and exclusion are the central underlying problems of gang culture and are therefore the first elements that need to be resolved.

3.

Violence: A violation of human rights

Many international treaties and conventions consider violence against children and adolescents to be a violation of human rights. In 1924, the League of Nations approved the Geneva Declaration on the right of children to the development of their material, moral and spiritual needs. Later, in 1948, Article 25 of the United Nations Declaration of Human Rights stipulated that children are "entitled to special care and assistance." In 1959, the General Assembly approved the Rights of the Child which specifically consecrated the rights of children to education, health care and special protection. In 1989, the Convention on the Rights of the Child was approved unanimously and it came into effect a year later. In 1990, in the World Summit for Children, the World Declaration on the Survival, Protection and Development of Children was approved alongside a plan of action to put this into practice in the 1990s. Finally, in 2000, two Optional Protocols to the Convention on the Rights of the Child were approved: one on the involvement of children in armed conflict, and the other on the sale of children, child prostitution and child pornography.

4.

Guatemalan context

Guatemala has suffered one of the greatest reductions in growth rate in Central America following the world financial crisis of the past two years. This was accompanied by a reduction in imports from the United States of America and a reduced volume of remittances. Furthermore, national levels of poverty and indigence have remained significantly higher than the regional average. In 2006 - the latest data available - 54.8% of the population lived in poverty and 29.1% in severe poverty compared with regional averages of 36.3% and 13.3%, respectively.

5.

Background to the programme

The work of Grupo Ceiba began in Colonia El Limón - a settlement of displaced people of great ethnic and cultural diversity, enormous levels of poverty, low levels of education, a high degree of school abandonment, disintegrating households and a strong mara presence. The children and young people settling and growing up in Colonia El Limón were the children of rootlessness, sociocultural displacement and poverty, making them easy prey for traffickers and urban guerrilla groups in the years before the Peace Agreement. There is no doubt that they represented a threat to State security and therefore to the city.

During the years of armed conflict, paramilitary groups freely entered the settlement and assassinated young people identified by military intelligence as members of urban guerrilla groups. The situation reached such a peak that a particular area of the settlement - a small football field known as Las Cruces today - became a dumping site for the bodies. The current name stands as a record of the number of crosses erected in memory of the dead who were left there, most of them young people.

According to Grupo Ceiba's founder, during the post-war period, many members of demobilised armed groups joined violent organisations linked to crime and drug trafficking which attracted young people with offers of easy income, using them as messengers, drugs mules, assassins and clients in their service. This situation converted the young people of Colonia El Limón into easy prey for violent and illicit activities. This was further compounded by the absence of any form of prevention or accompaniment for the young, poor and homeless population, expelled from an education system with unconstructive disciplinary models and a fundamentalist religious ethos distanced from reality.

In 1989, this combination of adverse situations led Father Pedro Notta of Cristo Nuestra Paz Church in Colonia El Limón to initiate pastoral work with community youth groups, with the support of a group of professionals undertaking some research. This work formed the basis of a youth accompaniment process founded on the identification and strengthening of social community networks. This led to the formation of Grupo Ceiba which acquired the legal status of an Association in 1995. That same year, the Community Leadership Council showed its support for the initiative by providing the group with premises where they could hold several of the programmes that were already under way without a base. These included the Refuge Centre, Accelerated Alternative School, Community Documentation Centre, Computing Centre and the Child Primary Care Centre.

The initial activities were held in the street with organised recreational games, sport and artistic expression of various types that operated as 'hooks' to form links and build trust, establishing pathways for social conversion or social reconstruction processes amongst participants and encouraging the participation of individuals

and their peers. The initial process was known as the Street Chaperone where Grupo Ceiba provided young people with the technical support they needed to carry the programme forward.

According to Ceiba's Director, Mr. Castillo, "the young men and women of the Street Chaperone programme are organised in groups of leaders according to their geographical sector. The group plans, organises and executes activities that include elements of self expression, criticism, sport, recreation, capacity building, training and information. Their visits to various sectors get other young people involved in the process. This is the first direct contact with the population."

Mr. Castillo also added, "the community network and street mediators work in the various sectors of the community every day forming contacts between the nodes of the network, identifying other children and young people and creating new groups in different sectors. This dynamic helps participants join community sport, cultural or recreational processes. Depending on their situation, they may also join in other aspects of institutional processes such as accelerated or regular education. This can earn them official accreditation in order to continue their studies or access better employment or training opportunities." The scheme is an example of the enormous potential positive outcome of working closely with the beneficiaries and the community.

Once the accompaniment dynamic was implemented, it immediately became clear that the educational element must respond to the nature of children in the target group, given that the traditional system had failed to integrate and retain them. Many of these young people were already adolescents and had either not finished, or in some cases had not even started, primary education. The Association now runs an alternative education scheme approved by the

Ministry of Public Education of Guatemala and also holds initial employment workshops of various types to provide young people with supported entry into productive life.

The process creates organised youth groups that produce Community Leaders (young people, men and women within the community) and Ceiba Child Educators (young people from the Colonia El Limón) who reproduce the progression and social reconstruction processes they have experienced with other young people within their community. A peer support system is therefore created, and today this forms a key element in programme development. The artistic groups train others in the same skills and hold community musical events, cultural evenings and festivals where the community can see the positive capacities of their young people and where the young can be appreciated and supported. This strengthens the community role in recovery from and prevention against mara membership and drug use amongst the youth. The community is strengthened as people unite and work with and for young people and children within the community itself. Young people are gradually seen as positive agents of change rather than a problem and a danger.



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6.

Programme objective

The programme's objective is to strengthen and consolidate an integrated proposal for community development based on community organisation, the direct participation of young people (men and women), alternative formal education and employment for highly marginalised and socially disadvantaged populations. It aims to generate medium-term sustainable development in the community and achieve the full integration of young people into social life and employment.

The specific objectives are to:

- Facilitate and strengthen capacity building, training and the organisation of at-risk children and young people living in extreme marginalisation in order to contribute to their psychological and social well-being.
- Offer a range of educational spaces appropriate for inter-learning, concentrating on experience and expression as an ideal path toward a personalisation process for children and young people living in situations of extreme marginalisation and social disadvantage.
- Generate a permanent plan for technical capacity building and business training for young people in various specialities.

7.

Programme description

Grupo Ceiba applies a participatory methodology that promotes processes over actions; links are formed through existing social networks and - unlike the traditional model - leaders are selected and programmes are designed according to demand rather than offer. The Grupo Ceiba prevention programme for at-risk children and young people has three axes of intervention.

1. **Street University** operates through human and technological development centres that basically aim to produce research and data analysis related to the daily life of the community and increased social integration of the Grupo Ceiba experience. The process operates through meetings with young people and the community. This framework has included video forums on social awareness, HIV and AIDS, human rights, or reading initiatives and training workshops. The University offers an open door, literally, to the whole community, both children and adults, who do not have to be directly involved in Grupo Ceiba's activities to use the facilities. Open access is offered to the Ceiba library and Internet for research

or work purposes, or simply for people to spend a little time enjoying reading. This approach helps increase the digital literacy of sectors of the population who are clearly excluded from use of this new learning tool within the framework of the information society.

The conceptual basis of the entire undertaking lies in a concept of 'Peace' that is broadly defined to include: the prevention and resolution of youth conflict and the achievement of Urban Peace by dealing with local conflicts and the lack of security; working for new forms of relationships between actors; and the gradual recognition of the interdependence of all sections of the community. The keystone idea is the full recognition of human dignity and legitimate need as 'nonnegotiable' elements. Again, in the words of Director Castillo, the platform for transformation of conflict to peace is "a social space where parties opposed in conflict can recognise that the path to peace lies in the building of a peaceful community."

2. Alternative Education is an axis that is directed at the child and youth population excluded from the formal education system. It offers a form of reincorporation to the educational process that is alternative, innovatory and educational, and which ensures human advancement that is respectful of the languages and intercultural dynamics of recipient communities. The curriculum offered has been approved by the National Education Ministry of Guatemala. It seeks to counteract the exclusion, violence, street living and real and functional illiteracy of children and young people in these areas and to promote a form of shared education for both adults and children. Beneficiaries

include the employed, rural smallholders and the homeless, and anyone who for various reasons may have stopped studying and would like to return to education and self-improvement through alternative education packages appropriate to their social dynamic. Grupo Ceiba offers a systematic alternative education programme with a see-do-learn methodology that offers a personalised learning and development process.

The programme operates on the following three levels:

- "Ceibita" Childcare Centre (preschool)
- "Luz y Esperanza" Grupo Ceiba alternative school (primary, secondary and diversified learning)
- "Grupo Ceiba" Computing and Typing Academy

The accelerated primary programme is especially appropriate for young people facing exclusion. Young people and even adults who have experienced forced displacement and had no access to education in the settlement area, or who simply were unable to access this level of education due to the severe poverty of the household, are able to complete primary education, work through secondary education and graduate like any average person.

3. Educational Enterprise is an initiative that adds to the human capital of young people (men and women) providing training grants that allow them to study. The Enterprise offers business and co-operative technology training with courses on information technology that allow participants to enter the productive process independently through the Technological Services Cooperative or an employer, via the Office of

Labour and Enterprise Advice (OSALE). The training workshops are run for young people between 15 and 24 years in two sections. Workshops are held using teaching materials designed for face-to-face or partly distance learning methods; tutors who are former students of the same programme provide peer support and more advanced students work alongside recent entrants or those who need a little extra help. The programme is made up of two 6-month periods of training but can also be run over a period of 18 months (see Annex 1 for the curriculum structure).

In May 2010, the Ceiba Integrated Cooperative of Computer Services, made up of young people trained in computing by Grupo Ceiba, was inaugurated. The Cooperative is a legally registered profit-making venture that provides technological services. It is duly inscribed in the National Institute of Co-Operatives of Guatemala. Access to credit is currently one of the main problems facing young people who wish to set up as independent workers. Therefore work is under way on a model that will provide access to credit for individuals who can supply a business plan, a board of directors and proof of registration with the tax authorities. Graduates of the Grupo Ceiba programme can join the Cooperative once they are accepted by the Council of Directors. The Cooperative was deliberately created to support young entrepreneurs or young people who have difficulty being accepted by an employer due to a history of violence and drugs.

Distance learning has been developed within the training programmes, using the Internet, a move that provides access for people who work during the day, and even on weekends, as well as young people who want to gain professional skills in technical courses run by the Educational Enterprise or even by the Technological Institute of Monterey

in Mexico. Almost 1,500 students are currently enrolled in the latter sub-programme.

OSALE forms part of the Educational Enterprise, providing training and guidance for young people seeking employment and business opportunities in companies, organisations and associations. It helps them either to become employees or to establish their own companies to provide technological services.

Students on this programme are given grants for transportation and food, support services provided by OSALE and complete paid work placements before they leave the programme. The robotics section of this programme has been very successful, and the team has developed and built a robot that is already being marketed by the Cooperative.

Grupo Ceiba has also branched out into Platforms for Urban Peace and Centres for Conflict Resolution where young people and local actors undergo mediation as a conflict resolution mechanism. A Mobile Mediation Unit was created and over time this has earned the trust of the local population and communities who are now aware that it is a legitimate entity. The Unit, known as the Burrita de la Paz, formally came into operation on 9 April 2010.



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8

Impact and outcome of the programme

One of the most significant outcomes has been seen in the increased area of influence and the number of people served. The project initially only covered the Colonia El Limón neighbourhood of Guatemala City. Soon after, a young former gang member in San Juan de Comalapa asked for a programme to be opened in his community with the support of the local administration. Now, in 2010 the project is operational in the departments of Chimantenalgo, Escuintla, Izabal, Quetzaltenango, Sacatepéquez and Guatemala, in a total of eight municipalities (see Annex 2 for the municipalities served). Additionally, seven neighbourhoods of Guatemala City also run the programme (see Annex 3 for the neighbourhoods served).

Even though it is impossible to know what would have happened to the young people if the programme had not been there, it is clear that improvements have been made to the living conditions of nearly 20,000 at-risk children and young people in Guatemala who have benefitted from the Ceiba Programme since it began. It has reached more than 7,000 children and young

people in each of its axes in recent years (see Annex 4). Almost 95% of the young people who were active in maras when they joined the programme have abandoned the groups and stopped taking drugs.

All these young people have managed to finish school, even at significantly older ages, and are now trained in the areas of technology in demand in the market. They have joined the workforce armed with educational credentials that ensure them good placement and better levels of income. One enormously important outcome is the high rate of success in finding work amongst the young people trained in the Educational Enterprise who go on to seek employment. Meanwhile, those who prefer to set up business independently find that they have the support they need to form associations as their membership of the cooperative allows them to compete successfully. Around 60% of the young people trained in the Educational Enterprise find stable employment. Today, four years after the programme began, 947 students have been placed, 40% of whom are women. About 30% of graduates decide to work independently and around 30 of these have joined the Technological Services Cooperative. According to those running the programme, the main difficulty encountered has been in access to working capital.

At the same time, people in the community have also benefited from programme services, gaining access to libraries and Internet facilities but also support for learning in general and the use of new technologies. Furthermore, they now live in communities with significantly reduced levels of crime, improving security and a better quality of life for everybody.

Lastly, children of preschool age receive the attention they need to ensure that they will not fall prey to organised crime in the future. They have access to a quality education and their parents are given the advice they need to help them build school and home retention factors that will keep their children off the streets.



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9.

Costs and funding

The total cost of the group of activities undertaken is USD 1,162,525.97, of which close to 85% are operating costs. Around 40% of these costs are linked to Educational Enterprise activities.

The Ministry of Education of Guatemala covers 8% of funding and the rest is provided by contributions from international cooperation including the Inter-American Development Bank (IDB) and CORDAID², with each contributing 25% of the total, as well as CASIRA in Canada and TROCAIRE in Ireland. Equally, the Centre for Human Development of the Grupo Ceiba has received technical and financial assistance from UNICEF.

² A foundation in the Netherlands dedicated to the eradication of structural poverty and emergency aid.

10.

Challenges and solutions in programme implementation

One of the main challenges for the programme is working within the framework of a government policy that mainly approaches the problem of the maras through repressive action which overlooks the vulnerability and exclusion faced by most of the young people who join these groups. This situation has led to a basic reliance on international funding. There has also been some experience of police raids that have forced the group to again seek the support of international human rights entities to protect young people who have left the gangs behind them and are making enormous efforts to reintegrate into society.

Another obstacle to programme development is the fear of social participation that results from the recent history of violence due to civil unrest. This is compounded by latent rivalries amongst the young students depending on the sector or gang from which they have come. Unfortunately, there have been several cases of young people who have left the gangs only to be persecuted or even murdered by members of their former gang. In this situation, when a young person is known to be at risk, they are removed from their home and are given a certain degree of protection.

The precarious living conditions and lack of economic resources of all the young people covered by the programme further complicate the situation. Many of them have also experienced marked gender differences and domestic violence. A large number of these young people are unable to attend education and training sessions regularly as they must also work for a living and often have family responsibilities due to early parenthood. One creative answer to this situation exists within the Grupo Ceiba Educational Enterprise where study grants can be provided and workplaces or participation in the Ceiba micro enterprise can be organised relatively quickly.

Additionally, many of the young people have severe learning difficulties. For example, many have very little experience of reading and almost no study or research skills. The teaching model used takes this into account and helps to develop these skills. In general terms, this type of problem has been approached as a whole by strengthening the role and integration of the leadership group.

Meanwhile, prevention work is also undertaken with children. Ceiba implements a model that encourages participatory activities for fathers and mothers in the education process and encourages shared family responsibility, whilst also promoting a feeding programme for children under six.

Overall, Grupo Ceiba has approached some of these difficulties by stepping up activities on shared responsibility in the educational process with parents and heads of families. Larger premises are also being sought, as is the case in Brisas de San Pedro neighbourhood.



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11.

Innovatory aspects

The Ceiba programme is completely different from any assistentialist schemes and the certification of school completion is valued equally and as highly as the professional training in helping young people negotiate the inequity they face in trying to enter the workforce. The project philosophy works on the basis of giving full recognition to the underlying socioeconomic factors that lead young people to maras and drugs in the first place.

Alternative modes of education are offered including accelerated primary education. The young people become qualified in various areas, but as they complete their education, doors open for them and discrimination diminishes. Accelerated primary school is also extremely important for slightly older adolescents.

One of the principal innovations lies in the way the education is managed: active and definitive input is required from the community and beneficiaries at each and every stage of project development and action. The whole system operates on the basis of peer work and example rather than 'lessons' delivered by adults. Here, the community and beneficiaries are the true protagonists of the initiative.



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Grupo Ceiba directors have all worked to facilitate and promote actions originally suggested by the protagonists - the young people and the community where they live - according to their needs and feelings. It is a model that makes a definitive move away from assistentialist youth schemes where adults - generally from very different social and economic context to the recipients - dictate what they should do and how they should do it. The only condition for young people joining and remaining in the programme is that they give up drugs and mara membership. Everything from that point on is built together.

The Community Council provides the premises for the project because it genuinely feels it plays an active role with the actions, decisions and beneficiaries. Another community replicating the project may not provide premises, but this decision is highlighted here to express the community commitment and involvement in project activities. This is now a community that feels supported from within and that plays an active role in seeking solutions rather than simply receiving external aid.

As was mentioned above, it is the young people, many of them former mara members, who now approach other young people who are living on the margins, and show them that with Ceiba support they can find a life within the law, earn an income and create a real family.

A final important innovatory element is how they have directly organised professional technical training that provides employment opportunities. The young people effectively operate job finding services with companies who are happy to welcome these young people due to their excellent training. They also help them to work independently or in partnership as service providers through the Grupo Ceiba-approved Technological Services Cooperative.

The innovative aspects of this programme along with the impact it has achieved helped it win third place in the Social Innovation Experience Contest in 2005 hosted by CEPAL with support from the Kellogg Foundation.



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12.

Lessons learned

Preventing the phenomenon of young people becoming members of maras or to promote their withdrawal demands the full recognition of the enormous social exclusion that they have experienced and that often times joining the gang is their only alternative. In many cases, they are young people that lived in forced displacement during their childhood due to the violence that existed in the country, disintegrated families that confront urban life in marginal areas without access to services and especially without possibilities to continue their education. To reach adolescence and to find oneself without real alternatives, the maras become an attractive alternative; those who join acquire power, income, and are welcomed within a social group.

Even though the technical training is very important to have, the formal certification such as high school (completion of secondary education) gives them advantages in the labour market.

The areas of training for the labour market should respond to those who have the highest possibility for labour insertion or to have alternative, with the necessary support, to generate micro companies, as carried out by Grupo Ceiba.



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Annex

Annex 1

Technology training covers three areas with the following curriculum content:

Graphic and Web design

- Office Skills
- Graphic and Web Design I
- Graphic and Web Design II

Information Security

- Computer Maintenance
- Online IT Support Centre
- Robotics and Educational Electronics

English

- Initial English Language
- Bilingual Call Centre I
- Bilingual Call Centre II

Transverse courses:

Module 1

- Technical English 1
- Human Development 1
- Business Management 1
- Beginning Employment 1

Module 2

- Technical English 2
- Human Development 2
- Business Management 2
- Beginning Employment 2

Module 3

- Solidarity Economics and Cooperativism

Annex 2

Municipalities where the programme operates

- San Benito, Petén
- Morales, Izabal
- Coatepeque, Quetzaltenango
- San Juan Comalapa, Chimaltenango
- Fraijanes, Guatemala
- San Pedro Ayampuc, Guatemala
- San Pedro Sacatepéquez, Guatemala
- Jocotenango, Sacatepéquez
- Escuintla, Escuintla

Annex 3

Neighbourhoods in Guatemala City where the programme operates

- El Limón, zona 18
- Brisas de San Pedro Ayampuc
- Santa Faz, zona 18
- Mezquital en el barrio La Esperanza, zona 12
- Villa Lobos 1, zona 12
- El Esfuerzo, zona 5
- Ciudad Quetzal, San Pedro Sacatepéquez, Guatemala

Annex 4

ACCUMULATED STATISTICS 2006-2009

ALTERNATIVE FORMAL EDUCATION PROGRAMME EL LIMÓN, ZONE 18, GUATEMALA CITY

| LEVEL, PHASE OR GRADE | STUDENTS PER YEAR | | | | TOTALS |
|----------------------------------|-------------------|------|------|------|--------|
| | 2006 | 2007 | 2008 | 2009 | |
| PREPRIMARY | 33 | 26 | 22 | 43 | 124 |
| PRIMARY CHILDREN | 187 | 110 | 114 | 115 | 526 |
| PRIMARY ADULTS | 106 | 126 | 69 | 63 | 364 |
| BASIC LEVEL | 196 | 196 | 330 | 295 | 1,017 |
| INDUSTRIAL UPPER SECONDARY LEVEL | 61 | 82 | 80 | 139 | 362 |
| | 583 | 540 | 615 | 655 | 2,393 |

ALTERNATIVE FORMAL EDUCATION PROGRAMME BRISAS DE SAN PEDRO, MUNICIPIO DE SAN PEDRO AYAMPUC

| LEVEL, PHASE OR GRADE | STUDENTS PER YEAR | | | | TOTALS |
|-----------------------|-------------------|------|------|------|--------|
| | 2006 | 2007 | 2008 | 2009 | |
| PREPRIMARY | 79 | 80 | 57 | 65 | 281 |
| PRIMARY CHILDREN | 124 | 120 | 105 | 112 | 461 |
| BASIC LEVEL | 143 | 132 | 129 | 150 | 554 |
| | 346 | 332 | 291 | 327 | 1,296 |

ALTERNATIVE FORMAL EDUCATION PROGRAMME EL LIMÓN, ZONE 18, GUATEMALA CITY

| LEVEL, PHASE OR GRADE | STUDENTS PER YEAR | | | | TOTALS |
|----------------------------------|-------------------|------|------|------|--------|
| | 2006 | 2007 | 2008 | 2009 | |
| PREPRIMARY | 112 | 106 | 79 | 108 | 405 |
| PRIMARY CHILDREN | 311 | 230 | 219 | 227 | 987 |
| PRIMARY ADULTS | 187 | 110 | 114 | 63 | 474 |
| BASIC LEVEL | 339 | 328 | 459 | 445 | 1571 |
| INDUSTRIAL UPPER SECONDARY LEVEL | 61 | 82 | 80 | 139 | 362 |
| | 1010 | 856 | 951 | 982 | 3799 |

COMPUTING AND TYPING ACADEMY EL LIMÓN

| LEVEL, PHASE OR GRADE | STUDENTS PER YEAR | | | | TOTALS |
|---------------------------------|-------------------|------|------|------|--------|
| | 2006 | 2007 | 2008 | 2009 | |
| COMPUTERISED TYPING | 52 | 66 | 81 | 125 | 324 |
| OFFICE SKILLS | | 25 | 16 | 230 | 271 |
| BILINGUAL CALL CENTER | | 26 | 12 | 34 | 72 |
| ON LINE SUPPORT CALL CENTER | | 7 | 11 | 25 | 43 |
| GRAPHIC AND WEB DESIGN | | 21 | 18 | 54 | 93 |
| COMPUTER REPAIR AND MAINTENANCE | | 28 | 22 | 79 | 129 |
| EDUCATIONAL ROBOTICS | | 8 | 16 | 13 | 37 |
| | 52 | 181 | 176 | 560 | 969 |

ALTERNATIVE FORMAL EDUCATION PROGRAMME "GRUPO CEIBA" APPLIED INFORMATION TECHNOLOGY ACADEMY, SAN JUAN COMALAPA CHIMALTENANGO

| LEVEL, PHASE OR GRADE | STUDENTS PER YEAR | | | | TOTALS |
|------------------------|-------------------|------|------|------|--------|
| | 2006 | 2007 | 2008 | 2009 | |
| INFORMATION TECHNOLOGY | | 211 | 273 | 396 | 880 |
| | | 211 | 273 | 396 | 880 |

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