

**Apoyando la educación de jóvenes
en Guatemala**

Impact the present, change the future



results

for our youth
2015 annual report



results

for our youth

CasaSito invests in education and personal development.

Our Mission:

We transform the future of Guatemalan youth who have few opportunities so they can reach their academic, personal, and professional potential, and thereby generate change in themselves and their community.

Our Vision:

We create a network of young leaders who, through education, generate change.

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Thank you from our Director:

Dear friends, colleagues and supporters,

Welcome to our Annual Report for 2015! We are delighted to be able to share with you all the exciting developments and challenging obstacles of this past year.

2015 was a year of great challenges and of great change; both in Guatemala and in CasaSito. On a national level, Guatemala saw inspiring, unprecedented political upheaval, massive unified protests by everyday citizens against Government corruption, resignations of the sitting President and other high-level members of the Government due to public pressure and investigations by an internationally supported commission, the beginnings of proposed electoral reform and transparency, historical verdicts in favor of women's rights, prison sentences for important public figures, an Oscar-nominated film depicting indigenous life...and so much more.

This year in CasaSito we continued to refine, develop and expand our programs so that we can best serve the young people with whom we work; and so that we can help to form confident, motivated, informed, inspired agents of change. On an organizational level, 2015 was a year of consolidation, strengthening and planning. We concentrated on updating our image, diversifying fundraising, expanding our extracurricular programs, systematizing evaluation tools, laying out our strategy and desired results, and contracting new staff. Lucy Morales is our new Social Worker in our rural office, and Maritza Ortiz has transitioned from being our Executive Director to the Treasurer in our Board of Directors. Thank you Maritza for the last 5 wonderful years at CasaSito. Our new Executive Director is Rebecca Kronick a native Guatemalan, who specialized in Educational Development.

We saw some fantastic achievements this year: students graduating, gaining recognition and awards, starting new careers and higher education, developing their confidence and crystalizing their future plans. There's simply too much to mention in one Report, but please read on to see examples of just how CasaSito's work has borne fruit in 2015, and how we hope to continue with our mission in the future.

To all those who believe in our mission, support our work, share our goals and understand our challenges.



Our students, our staff, our volunteers, our board and our donors all form part of our big, warm, supportive, collaborative CasaSito family. Within this family, we provide the right kind of personalized support to all those who need it.

THANK YOU on behalf of all of our students, whose world you are helping to change.

what we do

We believe that education is the most powerful resource for personal, family and community development.

We invest in talented youth

CasaSito has been supporting the education of Guatemalan youth since 2008, when our scholarship program was created to help young people with financial limitations continue their education in local schools. Over time, our program of financial aid has developed to contemplate the wider needs of our student population, and to provide essential elements of support that were found to be lacking in the students' school education – allowing us to develop our comprehensive Youth Development Program (see pages 11-16).

We invest in local grassroots projects

Since 2006, CasaSito has been creating alliances with local, Guatemalan-run educational projects and support them financially, and with our volunteer program. In 2012, we changed our strategies and since then, we provide tailor-made support that responds to their expressed needs. Our relationship with our Partner Projects (see page 17-19) focuses on intervention, training and monitoring to improve their self-sufficiency, self-sustainability and self-financing.

Our Values:

Transparency and Honesty

in the manner in which we manage our funds.

Respect

for the dignity of our scholars and their families

Solidarity and Empathy

for our scholars and their families. We always take into account the wellbeing of our participants.

CasaSito supports the education and development of young people and their families in the Sacatepéquez, Alta Verapaz, El Quiché and Quetzaltenango regions of Guatemala; in urban, rural and semi-rural areas; and from Middle School up to University level. We provide an educational program that responds to the social, educational and cultural context of our students and that aims to create a network of young leaders and change-makers.

A Sense of Self-improvement both within the staff and the youth. Self-evaluation and the desire to grow and improve, which means effort and constant work.

A Sense of Belonging we create an environment where all (participants, staff, volunteers, and donors) feel affection and that they are part of our mission.

Social consciousness – being aware of reality and posing solutions

what we do

We invest in rural communities:

For 8 years, CasaSito has supported schools, communities, families and young scholars in rural areas and small villages in Guatemala through our YDP in rural areas (10-14). Taking into account the intense challenges and educational limitations of students living in rural villages, in 2013 our Rural Areas Program was expanded to provide educational services and group activities to more young people in remote areas, allowing motivated young people to create a different future for themselves and their communities.

We invest in organizational growth and strategic planning:

Since 2013, CasaSito has been focused on organizational strengthening and committing to paper both our pedagogical methodology and our desired measureable outcomes for project evaluation. We have always listened to our beneficiaries and evolved accordingly, and amongst our Achievements & Challenges 2015 (see pages 20-22) we count our establishment of achievable organizational goals, outcomes and indicators.



why we do it

In a country where only 3 out of every 10 children will graduate from 6th Grade – and only 1 in 10 will have access to a University education - we believe that educational support is essential and the only way to decrease inequality.

CasaSito's programs have developed to respond to the specific, complex issues facing our beneficiary population and to address the myriad problems that they may face. The services that we provide are based on the expressed needs and desires of our Partner Projects, our students and their families and – along with rigorous program evaluation – take into account more than just our intuition.

CasaSito provides the necessary financial support for many young people to attend school or university who would otherwise not be able to afford tuition fees, school materials, transport, books or uniforms; or who would not be able to continue with their education long-term due to family pressure, financial limitations or imposition of traditional gender roles. We also provide the supplementary personal development that is not addressed through the traditional Guatemalan education system – **our students learn essential skills such as critical thinking, self-expression, analytical and organizational skills, self-esteem, problem-solving and much more.**

why we do it

Our Approach:

We are proud of what our students achieve, because we believe that our programs genuinely empower our students to make different choices - we see winners with unique abilities and motivation to achieve their goals and not youth that need to be saved

Over time, we have become aware of severe obstacles blocking the path to success for our students, and have expanded our programs to combat these: such as racial, gender or economic discrimination, bullying, stress, crippling shyness, family conflict and violence or a lack of information on educational and career options upon which to base decisions.

We only accept students and Partner Projects into our program who demonstrate a motivation to succeed; but who need that extra support and resources to do so. Through our programs these young people flourish on a personal, academic and professional level and develop the tools, knowledge and self-confidence that they need to be able to change their own future.

“Being involved in CasaSito’s activities has changed me so much as a person. I’m now more confident speaking in public, I’ve learnt how to be much more organized and manage my time and I’ve improved my English – all of these things are going to make a difference when it comes to finding a job in my chosen career”.

- 1st year University student, Bachelors in Tourism

Guatemala at a glance

Guatemalan is a country of nearly 15 million people – the most populous in Central America - and one that faces huge obstacles to human development. Over half of the population lives in poverty, and 13% in extreme poverty (particularly exacerbated in the rural areas). Food security is a great problem and half of all children under five are chronically malnourished - the worst level of malnutrition in the Western Hemisphere.

Although the country counts several sprawling urban centers (Guatemala City, Quetzaltenango and Chimaltenango being the biggest), a large proportion of the countryside is dedicated to subsistence agriculture and agriculture for export (representing 30% of the labor force). Although nearly half the population is indigenous and the country boasts a rich cultural heritage (with 25 sociolinguistic groups) there is widespread racial discrimination and the long and bloody Civil War (ending in 1996) represented a period of violent persecution and marginalization of vulnerable groups.

Guatemala is a very polarized country, with highly unequal income distribution and migration due to violence, insecurity and a lack of opportunities is high. **Almost half of Guatemala's population is under age 19, making it the youngest population in Latin America.**

However, there are difficulties both in terms of access to education and the quality of education available. In rural areas, some children may walk as many as 2 and up to 4 hours to their nearest school. Government-funded resources and teacher training are very limited and educational standards are low - among sixth graders, only 45% reach national mathematics standards and only 30% reach national reading standards.

Although around $\frac{3}{4}$ of the population is literate, there is a big disparity in school enrollment between rural and urban areas and between the sexes. Of the 2 million children in Guatemala that do not attend school, the majority are indigenous girls living in rural areas. In Guatemala, an average student will receive 5.6 years of schooling – meaning that many will not progress beyond primary school. Less than 40% of students enroll in Middle School, and less than a quarter of the population has some secondary education.

Children are often forced to leave school at an early age due to the need to contribute to the family income. Girls particularly are often forced to take care of siblings, marry early, or carry out domestic chores. The adolescent birth rate in Guatemala sits at 100 per 1000 women aged 15-19.

According to USAID, more than two million out-of-school youth between the ages of 15 and 24 do not have basic life or vocational skills to enter the workforce. Youth face increasingly difficult conditions, including high levels of unemployment, social and economic marginalization, rapid urbanization, increasing crime, and a lack of basic services.

Even when young people do manage to enter the workforce, over 31% end up with insecure or low-paid jobs, and the Minimum National Wage sits at around \$360 per month (whilst the average family size is between 3-5 children).

Sources: UNESCO, USAID, Human Development Report 2014 (UNDP), CIA

Our results 2015: A Snapshot



In 2015

CasaSito supported students, families and communities

In 4 regions of Guatemala



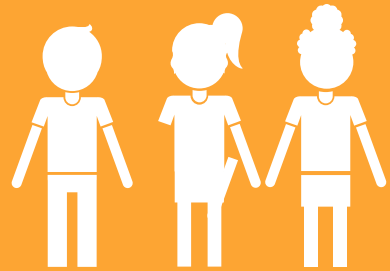
We gave scholarships to

201 young people, allowing them to stay in education.



We supported children, teenagers and adults in

Over 20 communities.



We provided

9 different extracurricular clubs and programs



We carried out

31 Personal Development Workshops with students

and 8 with parents

aimed at changing attitudes and behavior

We provided University scholarships to

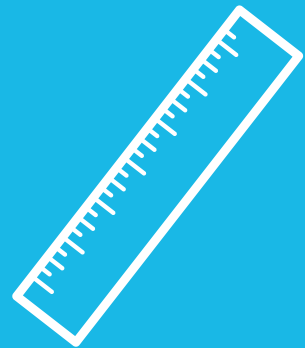
25 students who would otherwise not have had access to higher education

19 students graduated from middle-school

34 students graduated from high-school
our 1st student graduated from university and gained immediate employment



Our results 2015: A Snapshot



We achieved a
**96% retention rate
amongst our scholars**
– making our program sustainable
and long-lasting.



We multiplied the
number of Rural
scholars
5 times over
in **2 years**.



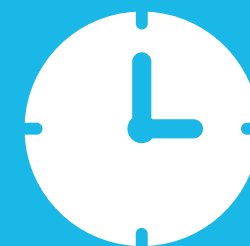
98% of our students
achieved our required
academic grade.



we prevented **201 young people**
from becoming involved
in gang violence, crime
underage pregnancy,
insecure work or migration.



we helped **201 families**
resolve problems, and improve
harmonious relationships
and avoid conflict.



we spent over
2000
hours monitoring,
visiting and
counselling our
students.

Our programs 2015:

Youth Development Program (YDP)

We believe that through providing a holistic educational program we can support and empower our students to permanently transform their future; and create change in their family and community.

Financial Aid: In 2015, CasaSito invested a total of \$115,307.53 exclusively in academic financial aid as part of our comprehensive youth development program

Our YDP in the Rural Areas:

We believe that by combatting the lack of access to education, financial limitations caused by low income and damaging gender stereotypes, talented young people in remote communities can break free from the cycle of rural poverty.

In 2013 CasaSito established our secondary office in Coban, Alta Verapaz, with the aim of extending our successful educational program in more remote areas. Our Rural Areas YDP serves students in both rural indigenous villages and Coban itself – a bustling trade and transport hub and urban center.

2015 marks the fifth year in total of the YDP in Alta Verapaz and El Quiché. From 2014 to 2015, the number of scholars increased from 43 to 86 students from different municipalities from all over the region.

Our students learn how to manage themselves, their time, their responsibilities and the obstacles that they may come across. We provide practical tools that help develop personal management skills.



who are our scholars?

CasaSito works with young people between the ages of 11 and 26 years old, from the regions of Sacatepéquez, Alta Verapaz and El Quiché. The majority of our scholars come from disadvantaged families – in other words, who have limited financial resources, low income, unemployed parents, little access to healthcare and limited education and training opportunities.

Many students come from very vulnerable families, suffering from problems such as: domestic violence, alcoholism, drug addiction, school abandonment, low self-esteem and a propensity to migration.

Our scholars from the rural areas of Guatemala face often insurmountable challenges to continuing their education: long distances to walk to school, lack of quality educational institutions, extreme socioeconomic limitations, ethnic and gender-based marginalization and discrimination, lack of access to basic services and technology and poor living conditions.

Psycho-Social Support:

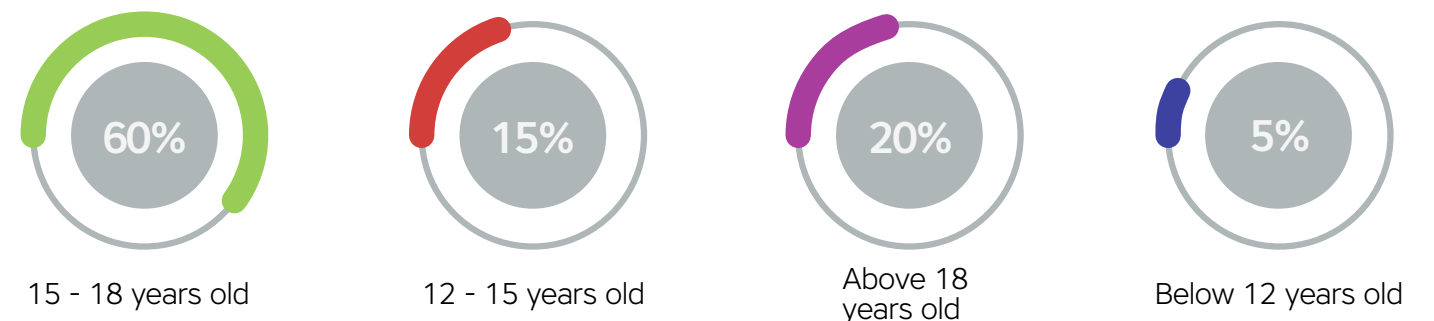
We believe that the psycho-social support that we provide is a crucial space that empowers our youth for the future.

When a scholar encounters a serious situation such as health problems, very low academic performance, bullying and/or family violence; they receive help from our staff psychologists or social workers. In 2015 we provided over 2000 hours of one-on-one mentoring, home and school visits and ongoing follow-up and monitoring with students, schoolteachers and parents. To better support incoming families, in 2015 family orientation sessions were added to the program, and the regularity of in-school monitoring visits was increased.

In 2015, CasaSito partnered with expert workshop leaders and like-minded organizations to provide training on themes from time-management to interview techniques, conflict-resolution, leadership, healthy relationships, sex and contraception, gender and teamwork for students; and for parents themes such as self-esteem, violence and addiction.

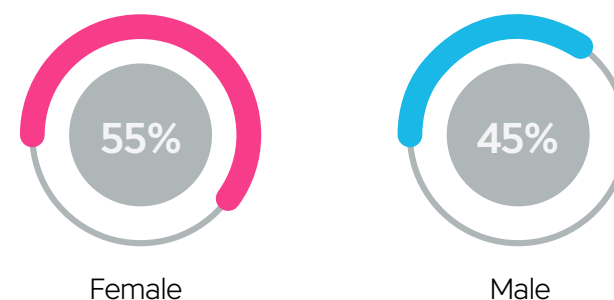
Age

Figure 1: Ages of our students



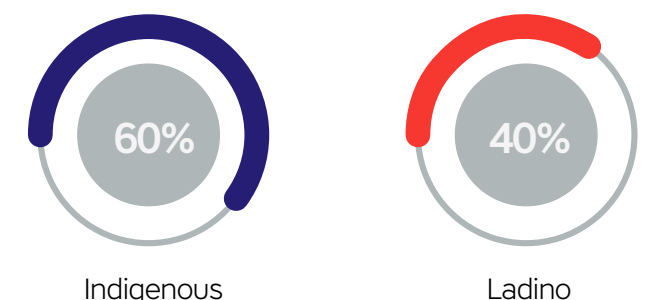
Gender

Figure 2: Gender of our students



Ethnicity

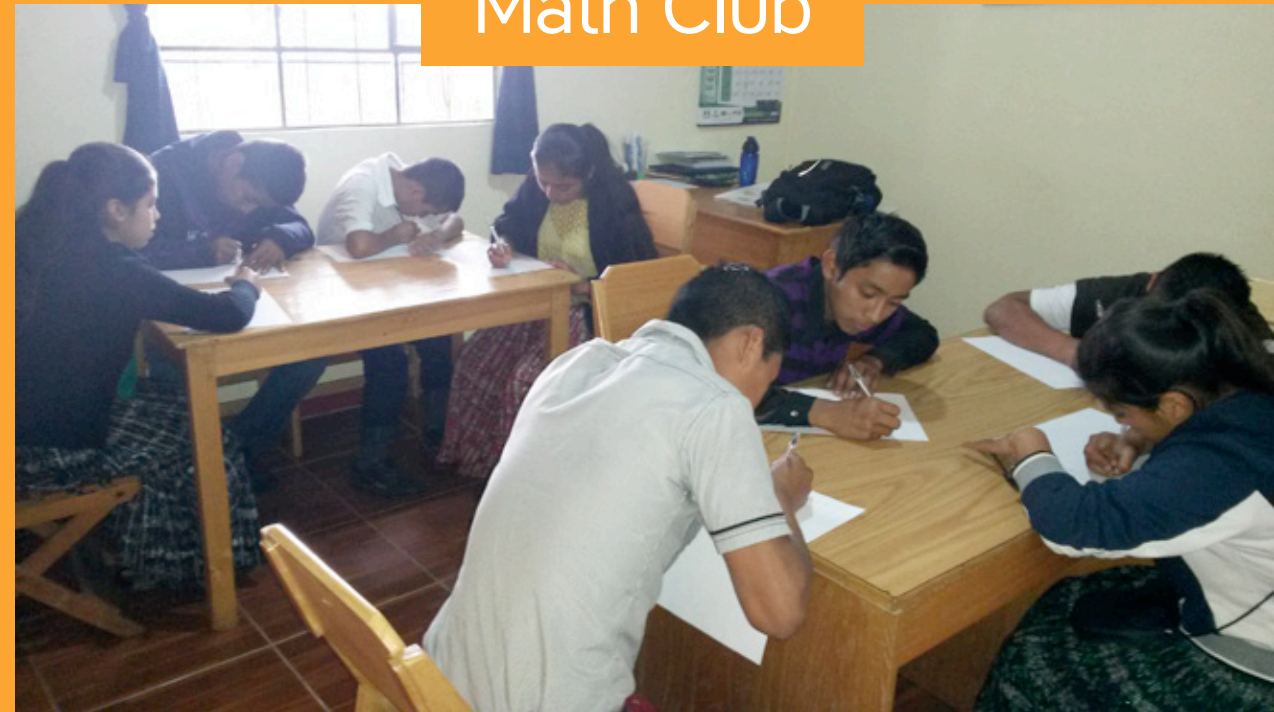
Figure 3: ethnicity of our students



Extracurricular Activities:

As the Scholarship Program has developed, we have introduced an increasing number of academic and non-academic Extracurricular Activities designed to provide invaluable supplementary benefits to the scholarship students.

Math Club



Provides academic support to struggling students. Gives our youth the opportunity to learn or re-learn concepts through engaging and participatory methods, and prepares them for university entrance examinations. In 2015, 80% of the students enrolled in the Math Club finished the course and 87% managed to maintain or improve their grade. This club improves the students' future prospects and raises their academic level, in a country where only 8 in every 100 students passed high school math in 2015.

Computer Club



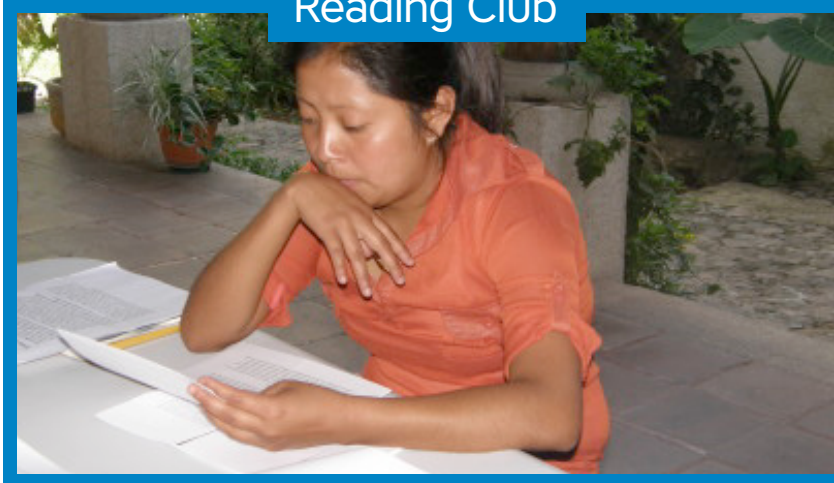
In 2015 CasaSito developed this new club – the main purpose being for our youth to learn more about computer literacy. We have a tutor who teaches skills relating to Word, Excel, and Power Point. By having computers available, they got the opportunity to practice and expand the skills that they learn at school. We also taught research skills, discussed social media, and looked at other online tools that could be of use to them.

Student Mentoring Group



This club – introduced in 2015 – allows older students to provide practical advice and mentoring for younger students who are about to enter University. Providing this essential support fosters confidence amongst graduating students, helps them to overcome common obstacles and forges bonds of solidarity between scholars

Reading Club



We believe that eloquence, literacy and a good vocabulary are essential to successful personal and professional development; and that activities that develop critical thinking allow students to develop a tool that will affect how they plan, perceive and make decisions on their future. One of the most important skills that we seek to develop in our students is the ability to read a book, understand, and analyze; thus forming life skills that support growth at all levels of development. Since memorization and repetition are still a practice in many centers of study, the book club provides an essential education for our youth. Among the books that have been discussed in 2015 are The Little Prince and Metamorphosis.

We believe that strong Extracurricular activities create real, tangible impact amongst our students:

They will become well-rounded individuals - developing sensitivity, creativity, imagination, eloquence, emotional maturity, self-expression, the capacity to dream and awareness of self. Our activities open the minds and the spheres of experience of the students involved, and - as a source of self-examination and expression - also function as a therapeutic tool for students with emotional difficulties.

Creative thinking & problem-solving

Our program allows the students to broaden their minds and their experiences develop imagination and analytical thinking skills.

Self-esteem and self-worth

We believe that Extracurricular Activities are primordial in allowing students to understand their identity and purpose in life, allowing them to value their contributions, think independently and be able to feel that they can in turn create something themselves that has value or validity.

Awareness

We believe that through a long-term program the students will be better able to understand their world, and look for a change. We also believe that it will help students engage with social, personal, familial and community issues, and provide a safe, healthy outlet for negative emotions.

Self Expression

Extracurricular Activities provide a venue for students to express themselves and to feel comfortable doing so – allowing each individual to find their own personal ‘voice’.

Improving social attitudes

Building social bonds, creating capacity for empathy, discipline, avoiding dangerous behavior in at-risk populations (drugs, crime etc.)

CasaSito was immensely proud to see one of our scholars have their painting bought by the curator of the ‘Arte en Guatemala’ museum. Kevin Garcia produced his work of art ‘Costumbres de Guatemala’ as part of CasaSito’s Art Club. He was delighted to be recognized as a talented artist and will continue painting in the future.

Art Club



In 2015, for the first time our scholars participated in an Art Club focused on the analysis and investigation of Guatemalan art and the acquisition and application of practical techniques. Students developed their investigative skills on a variety of subjects and were encouraged to open their minds to new concepts, materials and cultural analysis. They were able to develop their creativity and self-esteem through learning to work with different media (crayon, acrylics, oils, recycled materials and others) and participated in a final exhibition at the end of the course. The personal development of the participating students was so evident that CasaSito will be continuing to develop this Club in 2016 and beyond.

Debate Club



Implemented since 2013 thanks to Developing Scholars, the Debate Club is a 12-week program that teaches youth how to build and defend arguments. Participants learn essential research, analytical, and public speaking skills. Through very practical and interactive exercises, the participants practice debating techniques on different Guatemalan issues like violence, banning alcohol, and the role of women in the government. The Debate Club culminates with a Finals competition where participants demonstrate a firm grasp of the skills learned. In 2015, the 2 topics for the Finals were 1. Would you kill someone for Q10 million that you could use for developing your community? and 2. Is money the way to measure success?

Music Club



Music is a tool of creativity. It motivates students, and instills habits and discipline, determination, responsibility and perseverance. In this club, CasaSito youth have had the opportunity to learn to play instruments like guitar, violin and marimba; Guatemala's national instrument. In 2015, CasaSito partnered with 2 local music schools – Musica en las Aldeas and Sonidos para la Vida – to allow students access to quality music classes.



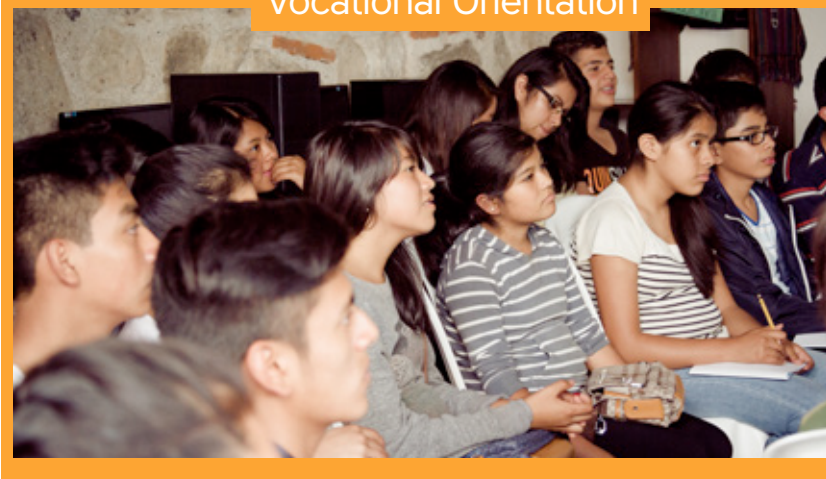
Fostering Social Responsibility amongst Students

CasaSito stipulates that each student is required to carry out a certain number of hours volunteering in their local community. In 2015, students volunteered in local hospitals, schools, churches and care homes for the elderly.

It has been shown that the students not only develop social consciousness and a sense of responsibility, compassion and empathy – but they also become more aware of the world around them and its complexities.

Theater & Personal Expression: Changing Students' Lives:

Vocational Orientation



In Guatemala students must choose a career track between the ages of 14 and 15. However, most individuals don't have the tools to form an opinion about this life changing decision. It is for this reason that in 2015 CasaSito developed our vocational guidance provision, which includes psychometric testing and career information, in an effort to help them select a career that they will both identify with and enjoy.

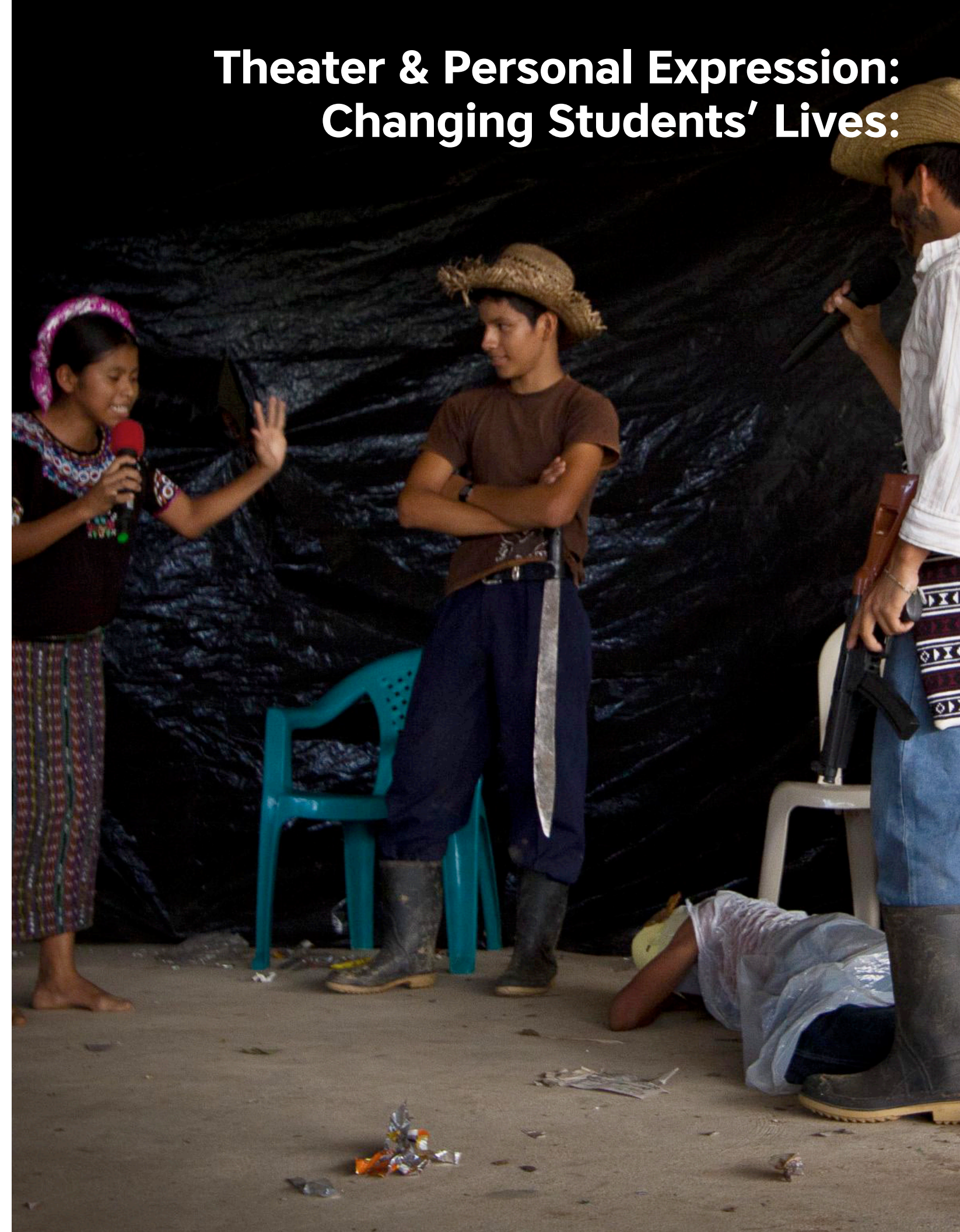
Theatre Club



CasaSito has run this program since 2012 in accordance with the specific pedagogy of the 'Theater of the Oppressed' Model. Each year this Program has an increasing number of applicants from the scholarship population and the participants demonstrate a high level of commitment and enthusiasm for the Program.

Through their weekly meetings the members of the group participate in valuable therapeutic and pedagogical exercises that enable them to express themselves more freely, integrate into the group, overcome shyness and develop intrinsic communication skills.

CasaSito has been able to observe several positive changes amongst the young people participating in the program, due to the opportunity that it gives them to identify and resolve painful issues and the confidence and communication skills that it allows them to develop.





Partner Projects:

The support provided by CasaSito in 2015 allowed our Partner Projects to consolidate their work and relieve pressure on their organizations generated by scarce funding for operational and administrative costs. Continued consultancy and training provided by CasaSito serves to work towards project self-sustainability (particularly in fundraising), increased administrative and organizational capacities and institutional strengthening. Our aim is to eventually encourage self-sufficiency within our Partner Projects.

Semilla de Esperanza y Amor (SEA)

SEA is an educational Project that focuses on the population of San Mateo Milpas Altas - a rural community near Antigua suffering from extreme poverty and multiple social problems. The Project aims to break the cycle of poverty and change the future of the families in the community through the provision of education, health services and nutrition for disadvantaged children and young people, along with providing training for women.

CasaSito supports SEA with the administration and disbursement of funding, along with support with donor management and reporting'º

Brillo de Sol

CasaSito supports this Partner Project with 14 Special Needs Scholarships for its students.

Brillo de Sol is a school that provides a personalized, specialized education for children with problems ranging from learning difficulties to emotional problems, hyperactivity, motor control problems, and autism, (among many others). They provide an education to children unable to succeed in the normal school system and therapy and rehabilitation, along with activities that improve their students' social skills, self-esteem, and capacity for critical thinking

Las Voces del Silencio (LaVosi)

CasaSito principally supports this Partner Project with 7 Special Needs Scholarships for its students.

LaVosi is a specialized educational center for children and teenagers with auditory deficiencies. LaVosi offers a complete primary education and extracurricular activities imparted in Guatemalan Sign Language and aims to provide their students with a sense of community and tools for social integration. Emphasis is placed on empowering their students to make decisions about their future, develop self-esteem and feel accepted in a hearing society.

Support provided for: Operational Costs (Staff Salaries), Administrative Costs, Student Scholarships, Pedagogical Materials



“Partnering with CasaSito has been a huge help to our organization. It basically helps us to survive on a day-to-day basis! Over time we have been able to learn new ways of doing our own fundraising, and hope that in the near future we can be independent”.

- Director of SEA, CasaSito Partner Project.

Mujb'ab'l yol (MBYL)



For several years CasaSito has supported the development of Mujb'ab'l yol - a Community Radio Project in Quetzaltenango focusing on indigenous rights and political activism. In 2015, MBYL continued its unrelenting fight to legalize community radios in Guatemala, and provided workshops for leaders of community radio programs on human rights, the social and political history of indigenous communities, the role of community radio in a democracy and gender equality issues, among others. These workshops are very important because it is through them that MBYL is able to not only strengthen technical skills of community radio leaders, but also increase the role that community radios play in protecting the rights and culture of indigenous communities.

Support provided for: Staff Salaries With staff salaries, they are able to work and their program, and benefit about 30,000 people in rural areas of western Guatemala

EducArte

EducArte is an educational center based in the urban community of Ciudad Vieja, outside Antigua. Its primary focii are youth education, empowerment and activism, personal development through the Arts and health and nutrition. EducArte provides several community projects, including 'La Maleta Magica' (a mobile Literacy, Reading & Creative Writing Project that aims to use literature as a tool for developing and consolidating critical thinking, social consciousness and self-expression amongst young people) and a Community Library. EducArte also provides preschool education and a catch-up program for older children, with a focus on the psycho-social development of each child and their personal development through the provision of alternative activities.

CasaSito supports EducArte with the administration and disbursement of funding, along with support with donor management and reporting.



Our Achievements 2015:

1. Organizational Strengthening & Strategic Planning for Program Evaluation

CasaSito believes that constant evaluation and evolution is necessary if we are to continue providing the best services possible to our students, families, communities and Partner Projects.

In 2015 we are proud to have vocalized, extrapolated and put on paper achievable organizational goals, outcomes, indicators and strategies, including:

In 2015, CasaSito concentrated on developing a series of organization-wide measureable results (MR)– applicable to all programs and activities; tightly linked to our mission, values and goals; and an essential baseline upon which to focus future quantitative and qualitative program evaluation.

Created internally through detailed discussion and strategic planning, our new MR shall be presented for external evaluation in 2016.

In 2015, we began to plan and structure our activities and implement our Pedagogical Methodology with the MR in mind as projected outcomes.

They are as follows:

- 1. Students who have completed their academic education and who have developed their personal talents and interests.*
- 2. Students with a capacity to generate and/or sustain employment, creating financial stability.*
- 3. Students with critical-thinking abilities: able to manage information, search for new possibilities, make conscious and responsible decisions and contribute to society.*
- 4. Students with the ability to identify behavioral patterns within their families, and to break those that are 'negative'.*

"2015 has been a year of 'reinvention' for CasaSito! We have capitalized on an effective operational methodology, an excellent reputation, dedicated staff and proven project success; and we have begun to take advantage of opportunities for networking, unexplored fundraising alleys, and the host of talented collaborators and technical capacity that will help push CasaSito to the next level.

We have transformed effective methods into tangible tools for evaluation and planning, and streamlined our organizational message".

- Rebecca Kronick, Executive Director of CasaSito





2. Reinventing our image

We believe that in order to appear professional, up-to-date and competitive we need to maintain a fresh, inspiring image.

In 2015 CasaSito put in place a comprehensive 'image re-vamp'. Starting by consolidating and expanding our organizational message and Marketing & Communication Plan through collaboration with external consultants, CasaSito then developed:

- A new logo
- A completely new website design, with updated content
- A more focused Social Media strategy and presence
- Up-to-date marketing materials
- A streamlined organizational message; with reorganized, coherent information for marketing (including the development of our organizational Approach and Values).

Launched in January 2016, these changes to our image seek to reflect the changes coming about in CasaSito as a whole.

3. Diversifying our fundraising

In 2015 CasaSito made a concerted effort to diversify our fundraising efforts and strategies, focusing on:

- **Local, community-based fundraising:** to raise awareness of CasaSito and increase its public profile on a local level, to engage more Guatemalans with our programs and to take advantage of networking opportunities within the local Guatemalan and expat community.

- **Online Crowdfunding:** to diversify online fundraising, increase online visibility and generate significant donations through the use of innovative methods and time-limited campaigns.

Specific Achievements include:

- Local fundraisers in Antigua (including 'NGO Appreciation Nights', a sponsored Farmer's Market and a Gala) that generated increased interest and engagement with CasaSito, and raised valuable funds.

- A successful GlobalGiving campaign that raised \$10,000 through a huge online crowdfunding campaign, established CasaSito as a GlobalGiving 'Superstar' and cemented our online presence for further development in 2016.

Our Challenges 2015:

Ensuring Family Buy In:

Whilst all our students are motivated to finish their studies, sometimes engaging their parents can be difficult for a variety of reasons.

In 2015, we came up against the challenge of an increased number of students at risk of school abandonment due to a lack of family support.

We consider it important to establish a program for parents that allow us to empower them as well as their children; and to turn them into active participants in the developmental process of their children. Until now, our focus has been the students themselves, but in 2016 we intend to develop a Strategic Plan for Family Intervention: including an increased number of workshops for parents, provision of psychological support and family retreats, amongst other things.

Organizational & Administrative Limitations:

The process of developing new strategies, methodologies and outcomes has been rewarding and valuable in 2015; and will allow us to improve and assess the impact of our programs in 2016 and beyond.

However, the next step will be the development of specific evaluative tools (see 'What does the future hold for CasaSito?'). As a small NGO that prides itself on its transparency and its low investment in staff costs, it has proven a challenge to find the time, available staff, materials, funding and technical capacity to develop and implement these practical tools.

Logistical Challenges in the Rural Areas:

CasaSito has attempted to replicate the actions and impact of our successful Sacatepéquez YDP in more rural areas of Guatemala, but this has presented much more extreme logistical challenges than our staff could have foreseen.

The families of our rural scholars often live in impoverished conditions, very far away from our office in Coban and have no access to transport. This has curtailed the full range of activities and services that we have been able to carry out with our group of scholars – only being able to carry out workshops 4 times a year and 2 Extracurricular clubs in Coban itself. Family visits and continued support & monitoring have also proven to be more difficult.

What does the future hold for CasaSito?

If 2015 was a year of 'reinvention' and re-structuring for CasaSito, 2016 shall be the year to implement several changes that we have paved the way for:

1. Fundraising Focus: Corporate Social Responsibility

Towards the end of 2015 we started information-gathering and generating contacts, and in 2016 we will focus on forging alliances, making introductions and presenting proposals to new potential donors in Guatemala and abroad. This will allow us to expand our strategic alliances. At the same time we are looking to partner with local businesses that will open the door for us to negotiate additional benefits for our scholarship students: such as corporate internships, work experience and interview practice sessions.

2. Consolidating Evaluative Tools to measure outcomes and program impact

In order for all the work we did in 2015 on developing new strategies and Measureable Results to make sense, we need to develop specific, practical tools with which to evaluate these outcomes in our programs, including:

Developing baseline tests for new and graduating students - and for before and after activities and workshops- to evaluate changes in students' knowledge, attitudes and behavior.

Laying out simple evaluation matrixes with which to measure program fulfillment of objectives and adherence to our MR, specifically in relation to extracurricular activities.

One student was previously indecisive and uncertain: "Now, I try to analyze and think, what is, what is convenient for me, or if it is going to benefit me".

3. Re-strategizing our provision and planning of activities for Rural Scholars from our Coban office

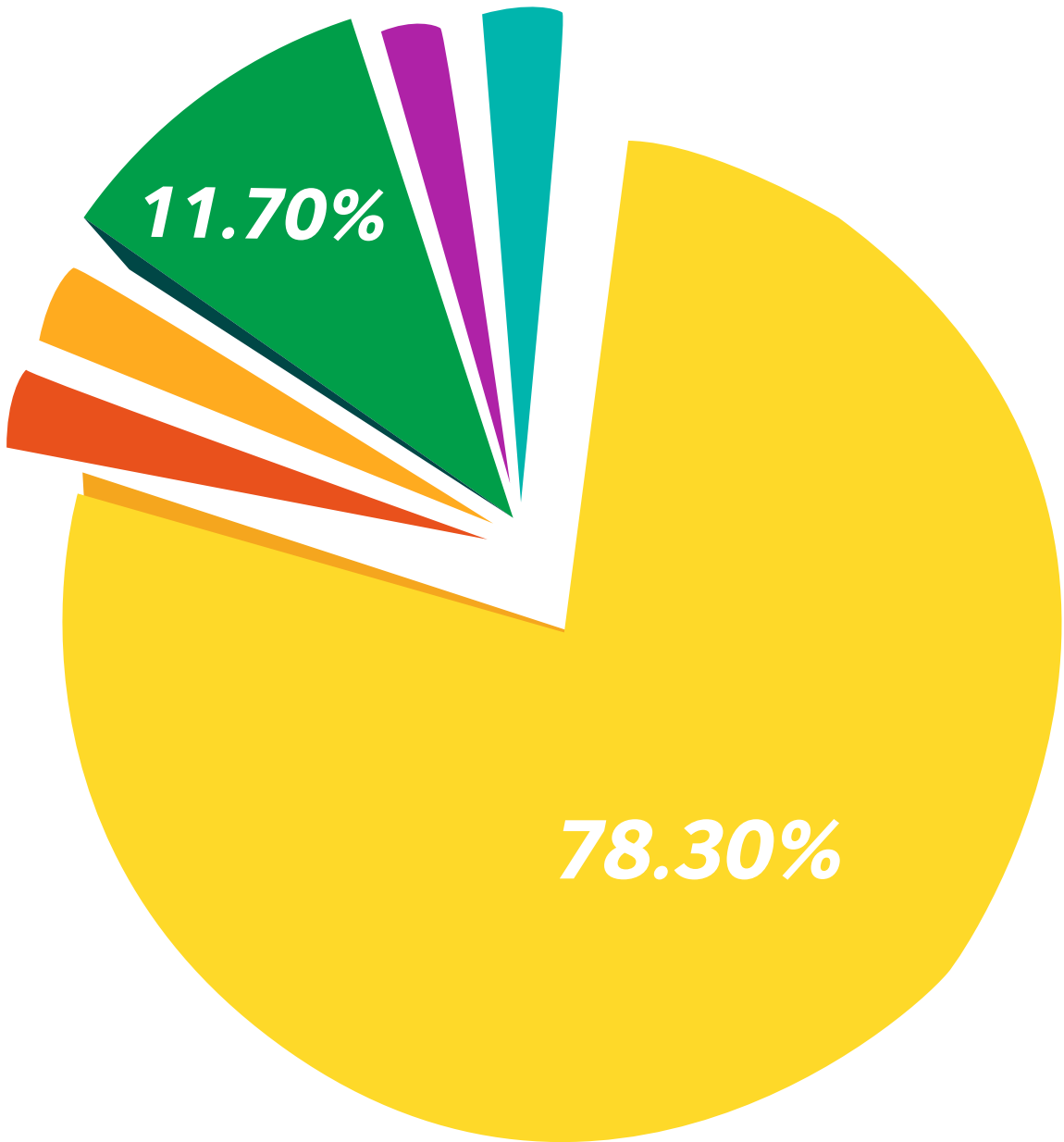
To be able to provide a full range of extracurricular and support activities to scholars living in remote communities we aim to create a manner in which we can take the activities out to the communities themselves, rather than being centralized in Coban. We are also looking to purchase a private vehicle to avoid staff spending too long on the road, to increase time efficiency and to decrease the risks involved in travelling.



Our Finance Report:

Income

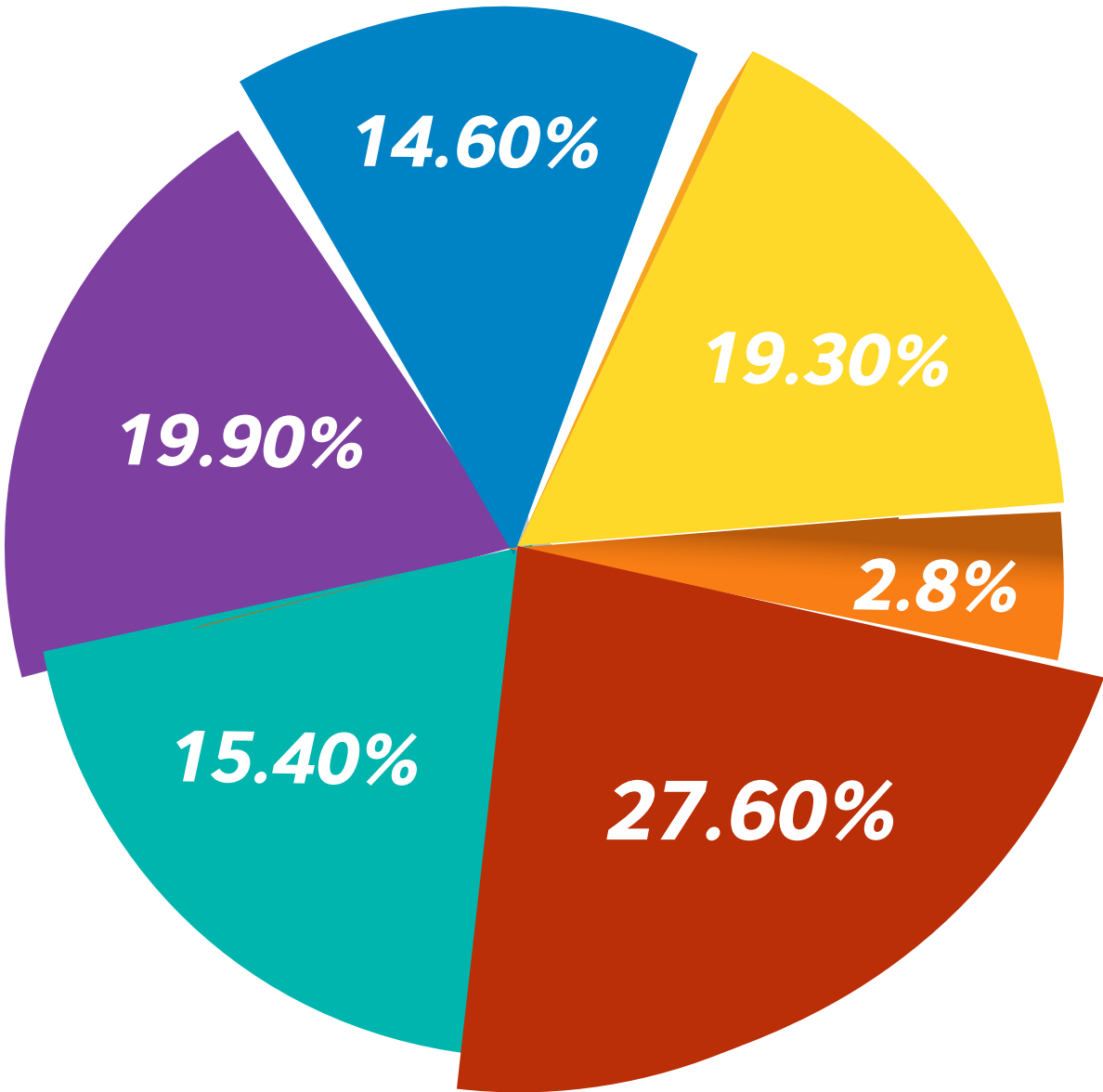
Income	Amount	%
Foundations	\$336,521.90	78.30%
Individuals	\$50,448.70	11.7%
Corporate Donations	\$11,105.06	2.6%
Fundraising	\$10,485.84	2.4%
Volunteer House & Program	\$9,390.43	2.2%
Family Donations	\$9,590.22	2.2%
Interest	\$2,248.55	0.5%
Refund	\$154.92	0.0%
Total	\$429,945.64	100%



Our Finance Report:

Expenses

Expenses	Amount	%
Scholarship Program Sacatepequez	\$114,105.80	27.60%
Total Admin	\$82,307.92	19.90%
Partner Project - Sacatepequez	\$79,847.39	19.30%
Scholarship Program Alta Verapaz and Quiche	\$63,700.40	15.40%
Volunteer House & Program	\$60,130.75	14.60%
Community Projects - Alta Verapaz & Quiche	\$11,570.13	2.8%
Fundraising	\$1,433.59	0.3%
Total	\$413,095.98	100%



Our Collaborators 2015:

DONORS & FRIENDS

Engineers Without Borders, UCLA, USA	Guests of the Volunteers' House	Mayan White Water, USA/Guatemala	USAID, Alianzas, USA/Guatemala
Family Anne Blanche Saveniers, Belgium	Roberto Guzmán, Guatemala (web page hoster)	Rotaract and Rotary Club of Tasmania, Australia	University of Michigan, USA
Family Dijkmans, Holland	Kaffee Fernando, Guatemala	Supermercado La Bodegona, Guatemala	ViaVenture Foundation, Guatemala
Eltham College, Australia	Larme et sourire de Pachamama, Switzerland	Stichting Kinderprojecten Guatemala (SKG), Holland	Yale Alumni Chorus Foundation, USA
Global Giving, USA	Wyllys Terry & Marianne Lee (friends & family), USA		And many generous individuals!
Family Ege, Switzerland			
Barefoot Atlas, England/USA	Espace Saint Francios, Switzerland	Revue Magazine, Guatemala	YogAntigua, Guatemala
Constru Casa, Guatemala	Link for Health, USA	Sierramar Travel, Guatemala	Cruisers Without Borders, by Ursula Loucks
DesgustAntigua, Guatemala	Nelo Mijangos, photographer, Guatemala	Trails Travel, Guatemala	Scwhendinger Family
Eco-filtro, Guatemala	Que Pasa Magazine, Guatemala	Transitions Foundation, Guatemala	Amigos del Arte
Zirbel Family	Rainbow Café, Guatemala	WINGS Association, Guatemala	Caoba Farms
	Ana Maria Ackemans		

Board of Directors Guatemala

NAME	POSITION	NATIONALITY	JOB	AREA OF EXPERTISE
Manuela Rosales	President	Guatemalan	Lawyer	Law
Christoph Ege	Vice President	Swiss	Business Manager	Business, Fundraising
Maritza Ortiz	Treasurer	Puerto Rican	Marketing Manager	Non-profit management
Heini Villela	Secretary	Guatemalan	CEO Olten, SA	Business
Felipe Feldmar	Active Member 1	Guatemalan	Professional Interpreter and Translator	Languages
Any Luna	Active Member 2	Guatemalan	Educational Psychologist	Education
Alice Lee	Active Member 3	Hong Kong	CasaSito Founder	Non-profit management, Fundraising

We would like to thank our 2015 volunteers who contributed their time in various activities such as the scholarship committee, theater club, reading club, art club, debate club, entering data, filming, marketing, and fundraising.

Manuela Rosales
Sergio Paredes
Carlos Monzón
Nidia Barrutia Mendoza
Mildred Valle
Maya Parrilla
Leticia Echeverria
Luisa Fernanda Luna
María Mendoza
Ana Luisa Reyes
Carlos Gómez
Cleyde Castellanos
Manolo Gonzales
Luis Pereira
Juan Pablo Gutiérrez
Maribel Iriondo

Paula Castellanos
María Arriola
Patrick Hackett
Rachel Marascalco
Joseph Berchman
John Marks
Mary Patt Sherman
Wilmer Icó Tzaj
Linda Champagne
Mary Harris Wagger
Bill Harris Wagger
Judy Sadlier
Ruby Nelson
Simon Wright
Jerry Zeilstra

Board of Directors USA

NAME	POSITION	NATIONALITY	AREA OF EXPERTISE
Alice Lee So Fong	CasaSito Guatemala/ USA Founder	Hong Kong	Non-profit management, Fundraising
Greg Schwendinger	Co-Founder and President	American	Engineer and kayaking
Eric Behrs	Secretary	American	Engineering and consulting



Impact the present, change the future

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