



2022 PROGRESA SPRING UPDATE

We wish to greet all our donors again and share with you part of our work and achievements. At the same time, we deeply appreciate your faithful support, since everything we do is only possible thanks to your trust and help.

As we have reported before, the pandemic forced us to change many things and reinvent ourselves. Now our support for students is not only financial, but we try to be a community that listens and accompanies them in a more comprehensive way. For many of the 92 students we are serving this year, we have become a true family, someone they can trust and who supports them.

During the first semester of the year, classes were virtual, with some activities carried out in person. For the second semester, which will begin in June, several universities have said that they will start classes in person and others that they will manage a real hybrid system. This will mean new changes and adjustments for students, but we are preparing to continue supporting them as best we can.

All of you are a fundamental part of this family. For that reason, we want to share with you the experience of one of our dear donors and friends and what Progresa has meant for him.

WHY I AM A SUPPORTER OF PROGRESA, by Kenneth Hayashi.

In 2019, I was learning Spanish in Quetzaltenango. Although I donated to Progresa since 2009, I have never been an active participant of the program. Being in Guatemala, I contacted the director, Miguel Costop, to see if I could stop by the office in Parramos to learn more in depth about the program. Miguel responded by inviting me to Progresa's annual conference in Guatemala City in April 2019. I accepted his invitation, not knowing what to expect.

When I came to the conference, I was struck by the spontaneity of the students, how cheerful and enthusiastic they were in attending. Many of the students were catching up with one another or meeting each other for the first time. I was also warmly greeted by the Progresa staff as well as Fred, Donna, Jane and Chepe.



Ken (center) with our office staff



During the conference, I saw the active participation as well as the collaboration of all of the students. I was also impressed how Progresa motivated the students during the conference to focus on their shared goals.

Several months after the conference, I became a sponsor. Then I became an active participant in the program by participating in the last three Teaching English Workshops.

For these reasons, I enthusiastically support Progresa and its students. Seeing the endless enthusiasm and optimism of both the students and the staff at Progresa is infectious. The program offers hope at a time when the news headlines are rather depressing. Needless to say, I feel that I receive more from Progresa than I give.

MEET SOME OF OUR NEW STUDENTS

This year our program accepted 40 new students in different majors. Meet some of them and get inspired by their struggles and strong wishes to succeed. If you feel moved to sponsor, totally or partially, any of them, write us at progresas3@gmail.com for more information.

Mandy Yoima Miranda Jiguán

Mandy is one of our new students in 2022. She is 22 years old and lives in Comitancillo in the Department of San Marcos, one of the departments bordered by Mexico. This year, Mandy started to study nursing at Galileo University, and her story has inspired us for her strength and her desire to get ahead.

She is her mother's first daughter. Her father legally recognized her but has never lived with them nor given them economic support. Because of this, Mandy's mother left her in the care of her grandparents while she was working far away. When Mandy was nine years old, her mother returned, but by then she was expecting Mandy's first sister. In the following years, her mother maintained her relationship with her second partner and gave birth to five children, but Mandy didn't live with her mother's new family. This made the economic situation very difficult for her.

Mandy wanted to study, and that is why she struggled to get a scholarship at a public boarding school. When Mandy finished high school and returned home, she found out that her mother went away to live with her partner.

Mandy didn't want to live with them and returned to live with her grandparents, but after some years, her grandparents died. This was another very hard blow for her since she lived with them for many years. Now she lives with her uncles.

Since Mandy finished high school, she has had to support herself. She always wanted to study nursing, but because she lacked the resources, this was not possible. But this didn't stop her desire to study nursing.

She studied teaching in high school because that was available in her town. However, she obtained employment in a pharmacy and then returned to her desire to study nursing. In the past year, she learned about our program and decided to apply for a scholarship with us to study for the career she always dreamed about.

Now she is finishing her first semester of nursing. We hope to find a person or group that is willing to sponsor Mandy and support her efforts to succeed. The annual cost that we hope to cover for her is \$1,500. If anyone feels moved to support her, please write us an e-mail.



Luis Enrique Tum Ajú

Luis is 26 years old and comes from a village in Patzún in the department of Chimaltenango. This year he has started his fifth year of medicine at the University of San Carlos, in Guatemala City. He is an example of struggle and perseverance.

Luis is the first of three children and the only one who studies at the university. His father works in agriculture and sometimes works as a driver. His mother embroiders guipiles and sometimes she works cleaning houses.



Luis always wanted to be a doctor, but he knew it was very difficult to achieve. After finishing high school, he worked for two years to save money and start his major. In 2016 he started his studies but soon realized that the expenses were higher than he thought. That year he couldn't buy all the necessary books and so he failed a class. The following year Luis had to work while he made up the failed course. The same thing happened in the following two years but Luis did not give up. In 2020, the pandemic forced classes to be switched to virtual mode and this helped Luis because his costs were reduced by studying from home. However, the pandemic also hit the family's economy as his father was no longer able to work as a driver and his crops suffered losses. In 2021 Luis completed the fourth year of medicine with great effort from his family. For 2022 he had thought to stop studying, work and save to continue in the future because this year he has hospital internships. But he found out about our program and now he has our support to continue with his studies.

His plans when he graduates as a doctor are to work in a public hospital to care for people with fewer financial resources. In addition, he wants to study pediatrics because he has realized that in rural areas there are almost no specialist doctors, much less for children.

Because his family has very few opportunities to support him, our program has committed to paying most of his expenses. Luis's budget for this year is \$2800 and we hope to get one or more sponsors for him so that he can focus on his studies. If you wish to support Luis, please write let us know.

Chaim Michel Velásquez Córdoba

Chaim is a young woman of 24 years of age, originally from Comitancillo, San Marcos. This year she is studying in her 5th year of her medical degree at the University of San Carlos in Guatemala City. She and her family have made great sacrifices so that she is able to be where she is now.

She is the second of three daughters. Regrettably, she has never known her father, who abandoned the family for many years. To help with her expenses, the mother and her three daughters also farm and raise chickens for a living. Despite everything, maintaining expenses for Chaim has been very difficult. Before the pandemic, she was working part-time, with a relative, but for the pandemic, the business closed.

The past year, when she entered her 4th year, she had to return to face-to-face internships. The family had many problems paying her expenses. For this reason, when she learned about Progresá, she made her request and we in evaluating her case, saw she was a good student with much leadership potential.

She performed voluntary work as an interpreter in Casa del Migrante, located in Guatemala City. She was translating for people that spoke the Mam language -- a language she mastered. Besides her practices at the university, Chaim is doing her community service in the emergency room at Roosevelt National Hospital helping patients with various exams and procedures. All of this has demonstrated to us that Chaim has a great calling to be an excellent doctor.

The expenses that we wish to cover Chaim this year is \$2,500. Then Chaim would be able to study for 12 months. If someone wishes to support her, please write to us an email.



WHAT OUR STUDENTS ARE DOING FOR THEIR COMMUNITIES

One of the goals of Progreso is to provide leadership skills to our students so they can promote development in their communities in different ways. Here are some examples of what our students are already doing for their communities.

Jacawitz' Ixchel Tzunux Tum

Ixchel is a young woman of 18 years of age, who lives in the city of Chimaltenango, in the high plateaus north of Guatemala City. This year, she has started her studies in systems engineering at Mariano Gálvez University. She is another student that inspires us a lot for her social work that she is already performing.



She practices Mayan spirituality which has given her a strong connection with her culture and her environment. For some years she has collaborated with the indigenous mayor of her city -- a community authority.

She has actively participated to raise awareness of the values of the Mayan culture to the youth through music and other activities. Also with this group, she supports reforestation campaigns and protection of the community forest in Chimaltenango.

Moreover, she collaborates with the Kaqchikel language community, giving Kaqchikel classes to beginner students and also helps to create audiovisual materials for teaching the language. In addition, she is the community communicator of the Council of Mayan People, an organization that defends the resources and the rights of the indigenous.

In conclusion, Ixchel is a young woman that promises much in the defense of indigenous people and that would be able to use her knowledge in information technology to achieve her goals.

Margarita Tum Ajpop

Margarita is originally from Patzún, Chimaltenango. She is an electrical engineering student in the University of San Carlos of Guatemala. Besides her liking and curiosity for how things work, she has developed a special talent for painting. Today, we would like to tell you a little more about Margarita's artistic side.

Since she was a child, she found drawings and music as a manner of expressing herself. In 2016, she started to learn how to play the guitar and became interested in music. She has been part of the choir in her church and has participated in community events. But her interest in painting began in 2018, where little by little, she has been learning painting techniques and she has been specializing in portraits.

She has had the opportunity to present her works in the National Theater of Guatemala. In addition, she has been present in several organized art exhibitions in the capital of Guatemala.

Margarita is part of a group of young artists that work to paint murals with messages about her Mayan culture. Her most recent work is found in several walls of Patzún where they held an artistic festival during the month of April. Through art, Margarita is promoting the rescue of her culture and empowering the young people.



2022 STUDENT ROSTER - PROGRESA

UNIVERSITY LEVEL: 91 students

Major / Names	Age	Language	Major / Names	Age	Language
Medicine			Agronomy		
1 Alma Irene López Mendoza	19	Popti'	1 Cristian Adonias Mucia Poz	21	Spanish
2 Angel Gabriel Sipac Bulux	20	Kaqchikel	2 Elizabeth Noemí Ajanel López	23	K'iche'
3 Brenda Leticia Saloj Palax	23	Kaqchikel	3 Ester Marina Ixcot Cojón	22	Kaqchikel
4 Chaim Mishell Velásquez Cardona	25	Mam	4 Jacobo Roderico López de León	29	Spanish
5 Cleily Michelle Batzin Yos	22	Kaqchikel	5 Juan José Luis Toyon Tum	32	Mam
6 Cristian Isai Monterroso de León	21	Spanish	6 Marta Lidia López Hernández	27	Awakateko
7 Daril Zulyvan Ovalle Rodríguez	21	Spanish	7 Mayra Pablo Pablo	24	Mam
8 Diana Myleidy García Mazate	19	Spanish	8 Sayda Johana Pacay Pech	21	Tz'utujil
9 Elder Fernando Tuyuc Semeya	22	Kaqchikel	9 Simeón Cosigua Saloj	29	Kaqchikel
10 Emily Yiuliana Simón Ajú	20	Kaqchikel	10 Gustavo Adolfo Caal Reyes	20	Q'eqchi'
11 Eva Fátima Pú Uz	20	K'iche'	11 Rosa Amalia Vásquez González	25	Achi
12 Jairo Amariel Xocop Chuta	25	Kaqchikel	12 Alvaro Rudy Franklin Ichich Can	22	Q'eqchi'
13 Juan Pablo Tecún Bolon	27	Spanish	Nursing		
14 Lisbeth Isabel Subuyuc Toma	19	Kaqchikel	1 Elgar Dionel López López	25	Achi
15 Luis Enrique Tum Ajú	26	Kaqchikel	2 Juan Alex Humberto Jor Xol	23	Q'eqchi'
16 Madelyn Migdalia Batz Patal	24	Kaqchikel	3 Ashly Patricia Coy López	18	Spanish
17 Nelson Damián Batz Vásquez	19	Tz'utujil	4 Crusita Elizabeth Chalí Mux	21	Kaqchikel
18 Pedro Alexander Barrios Gómez	23	Sacapulteko	5 Gelga Yojana Tzaj Sirín	18	Kaqchikel
19 Rut Yessenia Ibaté Cuá	24	Kaqchikel	6 Juana Hermelinda Chaj Pastor	26	K'iche'
20 Ruth Catherine Chavajay Hernández	22	Tz'utujil	7 Juana Roselia Riz Morente	32	K'iche'
21 Verónica Cristina Saquic Ola	21	K'iche'	8 Mandy Yoima Miranda Jiguan	23	Mam
Social work			9 María Baltazar Baltazar	28	Chuj
1 Magdalena Toma y Toma	32	Ixil	10 Rosario Evarista Say García	20	K'iche'
2 Clara Maribel Bolvito Canahuí	34	Achi	11 Nelson Ernesto Sam Caal	21	Q'eqchi'
3 Consuelo Carrillo Sánchez	33	Ixil	Business administration		
4 Irma Verónica Xicay Miculax	28	Spanish	1 Lourdes Dilian Acuta Rumpich	27	Kaqchikel
5 Juana Ofelia Cocom Tzoc	29	K'iche'	2 Yulisa Elizabeth Bixcul Yaxón	20	Kaqchikel
6 Julia Nicolasa Santiago Pérez	31	Ixil	3 Juana Janeth Ramírez Pablo	23	Tzutujil
7 Karla Gabriela Sic García	24	Kaqchikel	Criminology		
8 María Elena Ixchel Patux Acual	24	Kaqchikel	1 Lizmenia de los Angeles Avila	22	Spanish
9 Matilia Cedillo Cedillo	44	Ixil	2 Yaquelin Mariela Miculax Lajuj	24	Kaqchikel
10 Nora Verónica Sabán Car	25	Kaqchikel	3 Dominga Janelly Tomás Felipe	20	Sacapulteko
11 Pamela Macedonia Toledo Felipe	23	Sacapulteko	Law		
12 Petrona Ixcoy Baten	23	K'iche'	1 Jhony Estuardo Otoy Sajbochol	25	Kaqchikel
13 Reyna Magalí Bocel Castro	26	Kaqchikel	2 Brenda Yuliza Jocholá Boch	26	Kaqchikel
14 Sara Leticia Socón Morales	28	Kaqchikel	3 Daily Eleada De León Morales	17	Kaqchikel
15 Verónica Nathalia Ajucum Cuá	19	K'iche'	Math and physics		
Psychology			1 Alonzo Magnolio Aguilar Raymundo	33	Q'anjob'al
1 Griselda Elizabeth Sol Cajbón	38	Kaqchikel	2 Efraín Mendoza Pablo	27	Mam
2 Alejandra Beatriz Gómez Guzmán	29	Ixil	Physiotherapy		
3 Diana Victoria Cerrate Calderón	20	Spanish	1 María Josefina Cochojil López	22	K'iche'
4 Gloria Noemí Quel López	22	Spanish	2 Elida Gabriela Teletor Jiménez	21	Achi
Systems engineering			Animal husbandry		
1 Jacawitz' Ixchel Tzunux Tum	20	Kaqchikel	1 Adilene Analí Mérida González	28	Mam
2 Olga Graciela Calel Calel	19	Pocomchí			

Major / Names	Age	Language
Accounting (CPA)		
1 Irma Elizabeth Tuyuc Salazar	27	Kaqchikel
Chemistry and pharmacy		
1 Kevyn Francisco Sánchez	30	Spanish
Electric engineering		
1 Nahúm Abisaí Xirum	19	Spanish
Electronic engineering		
1 Margarita Leticia Ajpop Sipac	23	Kaqchikel
Food engineering		
1 Diana Ixquic López Toj	28	Spanish
Forestry		
1 Dayerlin Yoosbeth Ramos Gómez	21	Spanish
Geology		
1 Aura Ixmucané Catú Simón	22	Kaqchikel

Major / Names	Age	Language
Graphic design		
1 Teresa Maribel Churunel Guarcax	20	Kaqchikel
Music and art		
1 Wilmer Aram Ajú	29	K'iche'
Political science		
1 Osman Edgardo Alarcón Berganza	27	Spanish
Special education		
1 Manuela Wendy Ramirez Cotiy	31	K'iche'
Sociolinguistics		
1 Beberlin Paola Aju Upun	22	Kaqchikel
SECONDARY LEVEL: 1 Student		
Agriculture technician (secondary level)	18	Mam
1 Evelyn Yesenia Méndez Díaz		

Some data about our students in 2022

- ▶ This year our program is supporting 92 students, only 1 at secondary level. This because there is more access to secondary school now than several years ago.
- ▶ 67 (73%) of our students are women and 25 (27%) are men. This shows our efforts to promote women leadership and development.
- ▶ 76 (83%) speak a Mayan language and 16 (17%) speak only Spanish, but only a few are not indigenous.
- ▶ 49 (53%) study at the public university and 43 (47%) at a private university. There is only one public university in the country, with several branches. It shows the small interest of the government in higher education.

Would you like to teach English to some of our students?

Our Teaching English Planning Committee is evaluating the possibility of again having our Teaching English Program in person. The proposed dates are Dec. 5th. - Dec. 13th.

If you would like to participate, let us know by writing us an email by June 30th. If a face to face program won't be possible, we will organize a virtual program again. We don't want to leave our motivated students without the opportunity to improve their language skills. Help us make this possible.



We thank our faithful donors for making all this work possible!

Please make your checks payable to Redwood Forest Friends Meeting and be sure to state "**for Guatemala scholarship program**" in the memo section of your check. Mail it to:
 Redwood Forest Friends Meeting
 Attn: Guatemala Scholarship Program
 P.O. Box 1831, Santa Rosa, CA 95402
 You can also donate through PayPal; please visit our website for more information:
<http://www.guatemalafriends.org/donate>

Contact us:

Let us know of any comments, questions, or suggestions you may have. We welcome all messages and ideas from our donors and supporters. Write us an email at:
progrsa3@gmail.com
 or visit our website and Facebook page
 Web: **www.guatemalafriends.org**
 Facebook: **Asociación Progresá Quakers**