ROTARY FOUNDATION
GLOBAL GRANT
APPLICATION - COMMON INFORMATION

Global Grant Project Title : Guatemala Literacy Project - Quetzaltenango, Chimaltenango, & Sacatepéquez

Global Grant Status : Payment Requirements Submitted

Global Grant Tracking Number : 25752

Host and International Sponsor Information

Host Sponsor : Quezaltenango	International Sponsor : Windsor-Roseland
Primary Contact : Balcárcel Lopez, Luis Bernardo [6464560] District : 4250 Club : Quetzaltenango	Primary Contact : BlairMosley, Sheila E. [3424239] District : 6400 Club : Windsor-Roseland

Section A: Grant Committee

Host sponsor Members

Contact Type	Name	Club	District
Primary	Balcárcel Lopez, Luis Bernardo [6464560]	Quetzaltenango	4250
Secondary	Cordon Moran, Raul [2056822]	Quetzaltenango	4250
Secondary	Diehl, John [1791375]	Quetzaltenango	4250

International sponsor Members

Contact Type	Name	Club	District
Primary	BlairMosley, Sheila E. [3424239]	Windsor-Roseland	6400
Secondary	Sullens, Gisele M. [2590494]	Windsor-Roseland	6400
Secondary	Zanin, Susan [6044855]	Windsor-Roseland	6400

Section B –Budget Summary and Financing Summary

Currency Exchange Rate

(1) Name of Local Currency : USD

(2) Exchange Rate to 1 USD : 1.0000

(3) Date Entered : 11 Oct 2011

Application Budget Details

Budget Item	Supplier/Vendor	Amount in Local Currency	Amount in USD
Portable Cooling Fans (3)	Novex	156.0000	156.0000
Social Studies Textbooks (800)	Santillana, SA	7200.0000	7200.0000
Reading Books (5,843)	Grupo Editorial Norma, El Hormiguero	56969.2500	56969.0000
School Supplies	Libreria Progreso, SA	7776.7500	7777.0000
Security Alarm (portable)	Marco Vinicio Paniagua Arceyuz	294.0000	294.0000
Padlocks (2)	Almacén El Vapor	35.0000	35.0000
Network Cabling	Selecom	960.0000	960.0000
File Cabinet	Interiores Corporativos	65.5000	66.0000
White Board	Distribuidora Dals	39.0000	39.0000
Spanish Language Textbooks (800)	Santillana, SA	7200.0000	7200.0000
Chairs (35)	Induplastic	192.5000	193.0000
Desks (16)	Interiores Corporativos	1048.0000	1048.0000
Computer Systems (15)	SEGA	12750.0000	12750.0000
Anti-Virus License	AVG	60.0000	60.0000
Printer	Ofimática	323.0000	323.0000
Computer Server	Corporación Tres Torres	1002.0000	1002.0000
Mathematics Textbooks (800)	Santillana, SA	7200.0000	7200.0000
Science Textbooks (800)	Santillana, SA	7200.0000	7200.0000
Uninterruptible Power Supplies (10)	Corporación Tres Torres	1105.0000	1105.0000
Vacuum for Computer Maintenance	Homemart	84.0000	84.0000
Dustcovers (16)	Sastrería Díaz	136.0000	136.0000

Budget Totals

(1) Budgeted Total in Local Currency : 111796.0000

(2) Budgeted Total in USD : 111796.0000

Section C – Financing Summary

DDF Contributions

Organization	DDF Contribution in USD
5170	3328.0000
6400	43000.0000

Cash Contributions

Organization	Cash Amount in USD
Baker County	250.0000
Cobourg	1500.0000
Dearborn	1000.0000
Gainesville	250.0000
Grosse Ile	3000.0000
Jackson Hole Supper	500.0000
Nanaimo	260.0000
New Brighton/Mounds View	500.0000
Newmarket	500.0000
Peabody	1000.0000
Quetzaltenango	500.0000
Salisbury	1000.0000
Searcy	250.0000
Starke	250.0000
Windsor-Roseland	2000.0000

Financing Totals

(1) DDF Amount in USD : 46328.0000

(2) Rotarian Cash Amount in USD : 12760.0000

(3) Additional outside funding in USD :

(4) Requested Rotary Foundation (TRF) Match in USD : 52708.0000

(5) Total Financing in USD (Cash+DDF+Match) : 111796.0000

Section D – DDF Authorizations

The district Rotary Foundation committee chair and the district governor of each district contributing DDF are required to provide their authorizations to approve the DDF amounts in US Dollars as listed.

District	Amount	Position	Name	Authorization
5170	3328.0000	District Governor (DG)	Marley, Arley C. [5249236]	28 Mar 2012
5170	3328.0000	District Rotary Foundation Chair (DRFC)	Schuetz, Carolyn A. [1351596]	28 Mar 2012

6400	43000.0000	District Governor (DG)	Duben, Michael Eric [2546746]	04 Apr 2012
6400	43000.0000	District Rotary Foundation Chair (DRFC)	McBeth, Neil R. [1076355]	04 Apr 2012

Section E: DRFC Authorizations

The Trustees require that the district Rotary Foundation chairs (DRFC) from both the host and international sponsor districts certify the application is complete.

On behalf of the committee, I hereby certify that to the best of my knowledge and ability this grant application is complete, meets all TRF guidelines, is eligible for funding and is sponsored by two qualified clubs/districts.

Club/District	Host Sponsor	International Sponsor	Position	Name	Authorize Application
6400	NO	YES	District Rotary Foundation Chair (DRFC)	McBeth, Neil R. [1076355]	04 Apr 2012

Section F: Primary Contacts Authorization

Authorizations ensure that both sponsors are aware of, and interested in, pursuing the described activities. By submitting their authorizations, the host and international primary contacts agree to the criteria listed and affirm their support of the activities.
All Rotary clubs, districts, and Rotarians involved in these activities are responsible to The Rotary Foundation (TRF) for the conduct of the activities and the subsequent reporting. The signatures of all involved parties confirm that they understand and accept responsibility for the activities. Parties may either sign this page or submit a separate letter of commitment.

 1. All information contained in this application is, to the best of our knowledge, true and accurate, and we intend to implement the activities as presented in this application.

 2. The club/district agrees to undertake these activities as a club/district

 3. We ensure all cash contributions (as detailed in the Global Grant Financing) will be forwarded to TRF or sent directly to the Global Grant account after Trustee approval of the grant.

 4. RI and TRF may use information contained in this application to promote the activities by various means such as The Rotarian, the RI international convention, RVM: The Rotary Video Magazine, etc.

 5. The sponsors agree to share information on best practices when asked, and TRF may provide sponsors' contact information to other Rotarians who may wish advice on implementing similar activities.

6. To the best of my knowledge and belief, except as disclosed herewith, neither I nor any person with whom I have or had a personal or business relationship is engaged, or intends to engage, in benefiting from TRF grant funds or has any interest that may represent a potential competing or conflicting interest. A conflict of interest is defined as a situation in which a Rotarian, in relationship to an outside organization, is in a position to influence the spending of TRF grant funds, or influence decisions in ways that could lead directly or indirectly to financial gain for the Rotarian, a business colleague, or his or her family, or give improper advantage to others to the detriment of TRF.

Name	Host Sponsor	International Sponsor	Authorize Application
BlairMosley, Sheila E. [3424239]	NO	YES	27 Mar 2012
Balcárcel Lopez, Luis Bernardo [6464560]	YES	NO	06 Apr 2012

ROTARY FOUNDATION
GLOBAL GRANT
HUMANITARIAN APPLICATION

Global Grant Project Title : Guatemala Literacy Project - Quetzaltenango, Chimaltenango, & Sacatepéquez

Global Grant Status : Payment Requirements Submitted

Global Grant Tracking Number : 25752

Host and International Sponsor Information

Host Sponsor : Quezaltenango	International Sponsor : Windsor-Roseland
Primary Contact : Balcárcel Lopez, Luis Bernardo [6464560] District : 4250 Club : Quetzaltenango	Primary Contact : BlairMosley, Sheila E. [3424239] District : 6400 Club : Windsor-Roseland

Section A – Project Summary

(1) Where will the project take place?

Community	City/Village	Country
Sacatepequez II Cluster Community (CORP)	Sacatepéquez	Guatemala
Colegio Welches (Textbook)	Quetzaltenango	Guatemala
Colegio Kairos (Textbook)	Ciudad Vieja, Sacatepéquez	Guatemala
IBCE, Pixabaj (Computer)	Pixabaj. Sololá	Guatemala
El Tejar/Parramos Cluster Community (CORP)	Chimaltenango I	Guatemala
NUFED Xecam (Textbook)	Quetzaltenango	Guatemala
Pixabaj Cluster Community (CORP)	Pixabaj. Sololá	Guatemala
San Martín Jilotepéque Cluster Community (CORP)	Chimaltenango II	Guatemala
INEB San Bartolomé M.A. (Textbook)	Sacatepéquez	Guatemala

(2) List the specific objectives of the project (one per line).

i. This Global Grant project has three distinct and complimentary facets: primary school

reading programs, textbook projects & a computer center. Each facet strengthens both traditional and technological literacy in the communities we've targeted.

ii. Primary Reading Program Objective 1: Provide high-quality, age- and skill-level appropriate story books to schoolchildren in targeted communities to improve literacy (grades 1-6). Many children in Guatemala currently cannot read a single word after two or more years of schooling; many get discouraged and drop out (only 6 in 10 kids finish primary school).

iii. Primary Reading Program Objective 2: Provide intensive training to teachers in how to use these books to improve student literacy skills. (Consists of ½ day seminars and in-classroom coaching).

iv. Primary Reading Program Objective 3: Help students achieve higher scores on reading tests.

v. Primary Reading Program Objective 4: Help indigenous children who speak Mayan dialects at home develop reading, writing, and speaking skills in Spanish. (Grant will include "starter" selections of Spanish text).

vi. Textbook Program Objective 1: Provide textbooks and training to advance literacy for youths in regions of Guatemala with some the lowest literacy rates (30% in some areas) in the Western Hemisphere.

vii. Textbook Program Objective 2: These textbooks will be given to community "basico" schools (grades 7-9). Research shows that basico schools are a bridge out of poverty for impoverished children.

viii. Computer Program Objective: Provide computer access to basico-school youths to increase their technological literacy and prepare them for entry-level jobs.

vix. This grant will pay for the materials provided to these schools: books, computers, etc. Training for all programs will be provided either by Rotary volunteers or by staff members of the cooperating organization, at no cost to Rotary.

(3) Describe how the project advances the goal of the area(s) of focus.

i. Basic education and literacy: The project delivers high-quality learning materials, such as story books, textbooks, and computers, to disadvantaged schoolchildren. The project design leverages best practices (many developed and supported by RI) for advancing bi-lingual literacy in areas where some children enter school with little exposure to the official language (Spanish, in this case). The project also trains teachers, and empowers local leaders to use, manage, and maintain their educational materials and resources. Independent studies show that these types of projects have a positive, measurable impact on the quality of education and level of literacy in the rural communities they serve.

ii. Economic and community development: In Guatemala, young people who suffer from low-literacy have no opportunity to find jobs outside of the declining agricultural sector. Without basic reading and writing skills, rural Guatemalans cannot secure living-wage jobs. Increasingly, mid-level jobs in Guatemala also require computer skills. Yet children in rural areas lack access to technology. As the digital divide increases, so does inequality and

poverty for Guatemala's poor. Providing computer labs, books, and teacher training to community schools creates opportunities for disadvantaged students to gain essential technical skills and improve their reading and writing abilities. This allows them to continue their education to higher levels, find higher-wage jobs, and to permanently raise their standard of living.

(4) Describe in detail the project and implementation plan.

This Grant will support: 1.) Four primary school literacy programs in "community clusters" that help 3,500 students develop essential reading and writing skills; 2.) Four sustainable textbook projects that improve the quality of education for 490 young people; and 3.) One sustainable computer center that helps 120 indigenous youth increase their technological literacy.

Project schools have undergone a careful, year-long screening process by the cooperating organization (CoEd) and Quetzaltenango and Windsor-Roseland Rotarians. All candidates have demonstrated strong leadership and commitment to the programs.

(1) Primary school literacy programs: Train teachers in reading instruction and deliver between 70 and 200 children's books (per teacher) for reading in the classroom every day. Based on the Concentrated Language Encounter (CLE) methodology supported by RI for use in the developing world, the projects increase Spanish literacy for impoverished children. Better trained teachers transform their students into better readers and lifetime learners.

(2) Textbook projects: Increase literacy for middle school students in rural Guatemala, by giving them access to high-quality textbooks. Each child "rents" math, science, Spanish language, and social studies texts for a small fee of $1.50 a month. These fees enter a sustainability fund, managed by CoEd and overseen by local Rotarians, which is used to replace books once they wear out.

(3) Computer center: Help impoverished youth increase their technological literacy, find better-paying jobs, and permanently raise their standard of living. Serving grades 7, 8 and 9, the center provides children with 90 minutes a week of hands-on instruction. The lab will be located in a school that has reliable electrical power.

This grant will fund materials and equipment only. Training for all projects will be provided by Rotary volunteers or CoEd staff, at no cost to Rotary.

(5) What is the estimated start date of the project?

01 May 2012

(6) What is the estimated end date of the project?

01 May 2013

(7) With which area(s) of focus is the Humanitarian activity aligned? Select all that apply

     Peace and Conflict Prevention/Resolution - No
     Disease Prevention and Treatment - No
     Water and Sanitation - No
     Maternal and Child Health - No
     Basic Education and Literacy - Yes
     Economic and Community Development - Yes

Section B – Rotarian Participation

(1) Describe how the host sponsor planned this project.

The host sponsor, the RC of Quetzaltenango, has been involved in developing similar textbook, computer, and literacy projects for the past 8 years. Members of the Quetzaltenango Club have visited communities in the targeted region, learned their needs, and have worked with international Rotarians and the cooperating organization to develop programs to meet those needs. For the projects described in this grant, Quetzaltenango Rotarians will travel to participating communities to deliver books, assist with the establishment of the computer lab, and help host approximately 50 Rotary volunteers from the U.S. and Canada, who will travel to Guatemala to participate in these projects.

(2) Describe how the international sponsor planned this project.

Rotarians from the Windsor-Roseland club have been involved in similar literacy programs with the Quetzaltenango club for the past 8 years. They have long-standing relationships with members of this club, as well as other clubs in Guatemala. Starting approximately eight months ago, Windsor-Roseland Rotarians, Quetzaltenango Rotarians and CoEd began working together to plan the projects described in this grant. Sheila Mosley from Windsor-Roseland, Luis Balcárcel from Quetzaltenango, and others have helped lead this initiative. They established goals for the project in July 2011, and have since worked with their districts and others to help build a broad base of club and district support for their initiatives.

(3) Describe how the host sponsor will commit his/her time and expertise during the implementation of the project to ensure success. Provide specific examples of activities or tasks for which the host sponsor will be responsible.

Rotarians from the RC of Quetzaltenango have worked with the cooperating organization, CoEd, to select the schools entering the projects.

In addition, these Rotarians will review the needs of each community served and oversee the implementation plan for each component of the project. In coordination with CoEd, Quetzaltenango Rotarians will travel to project schools to help deliver the physical assets (such as the books, equipment and other supplies) and may participate in teacher training.

Additionally, Quetzaltenango Rotarians will host approximately 50 Rotary volunteers from the U.S. and Canada who will travel to Guatemala to inaugurate and support the new programs.

Rotarians from Quetzaltenango, with logistical and technical assistance from CoEd and

Rotary volunteers, will ensure the sustainability of the activities and outcomes. The host Rotarians will also maintain frequent communication with RI partners via e-mail, work together to file an accurate and complete final report and independent financial review, and provide on-going oversight of the project in Guatemala.

(4) Describe how the international sponsor will commit his/her time and expertise during the implementation of the project to ensure success. Provide specific examples of activities or tasks for which the international sponsor will be responsible.

Volunteers from Windsor-Roseland and other participating Rotary districts will travel to Guatemala to begin implementation of the computer, textbook, and primary school literacy projects.

Rotarian Carolyn Johnson (who spoke on a literacy panel at the RI Convention in Montreal) developed the Concentrated Language Encounter (CLE)-based literacy methodology that will be employed by this Global Grant. Though Carolyn is not a member of the international sponsor club, she will assist Sheila Mosley in overseeing the project implementation, from teacher training, to on-going support, to assessments and evaluations. Carolyn, a literacy expert and educator with 30 years of experience, has extensive knowledge of CLE and has received the endorsement of the former Rotary Literacy Resource Group.

International sponsor Rotarians, including Sheila Mosley, along with Rotarians from other partnering clubs, will also travel to the project schools, help deliver the physical assets (such as the books and computer equipment), build relationships with host partner Rotarians and other project partners, and oversee project implementation, spending, accounting, and reporting. Many aspects of project oversight can be coordinated remotely by Sheila Mosley and Luis Balcárcel, utilizing methods such as e-mail and phone. In cases where physical distance to project sites is large—-and additional oversight is needed—-international and host sponsors will work in partnership with cooperating organization staff, volunteers, and Rotarians from other clubs to ensure that proper oversight is maintained.

(5) How do the sponsors plan to publicize this project?

The sponsors will publicize the project through signs and plaques at the schools, and through newspaper stories in the local Guatemalan press.

Section C – Cooperating Organization

(1) Cooperating Organizations

Name of Organization	Address	Contact	Website
Cooperative for Education (CoEd)	6 Avenida 2-44, Guatemala City, Guatemala	Joseph Berninger, Executive Director	http://www.coeduc.org

(2) Provide background information about the cooperating organization(s), including the role to play in the project activity.

Cooperative for Education (CoEd) is a Cincinnati, Ohio and Guatemala City-based 501(c)(3) organization established in 1996. CoEd's partnership with Rotary Clubs has a 14-year, successful track record of implementing traditional and technological literacy projects that address the root causes of poverty in Guatemala, rather than merely treating its symptoms. Brothers Joe and Jeff Berninger, Co-Founders and Directors of the organization, both come

from the private sector (IBM and Procter & Gamble, respectively). They apply best practices in business to their NGO, including maintaining and promoting transparency, accountability, and efficiency.

For this Grant, representatives from CoEd will assist the host and international RCs in the purchase and distribution of books and computers to poorly-resourced schools. They will maintain contact with Rotary sponsors by phone, email, and in-person. When distributing the materials, CoEd will provide logistical support for approximately 50 Rotary volunteers. CoEd will also assist in providing on-going training and follow-up at project schools (see Section E, Point #3 for more detail on the training aspect of each project component). Furthermore the organization also serves as the "bank" for the project, holding the sustainability funds in-trust until such time that the schools need them to purchase new equipment and/or materials (see Section D, Point #2 for more detail).

CoEd's financial records are overseen by independent auditors in both the U.S. and Guatemala. CoEd staff will ensure that the project is transparent, accountable, and compliant with all RI rules and stipulations.

(3) Identify any host or international project committee members, or members of the host or international sponsors, who are employees, board members, or officers of one of the cooperating organizations.

    None.

Section D – Project Planning

(1) Who will operate, secure, and maintain the items purchased with grant funds, ensuring the items continue to function and making necessary repairs? This includes equipment, assets, and materials.

    The schools that participate in the project receive training, instruction, and on-going support from the partner organization (CoEd) in coordination with the host sponsors and Rotary volunteers on how to manage and maintain the items--mainly story books, textbooks and computer equipment--purchased with grant funds. In addition, CoEd will assume responsibility, in collaboration with local Rotary partners, for ensuring that the communities do an adequate job maintaining their materials and equipment. CoEd will also provide logistical and technical support, as needed. Based on our experience with similar projects in the past, we know that if the programs are well planned, with appropriate training provided, the communities have an excellent track record of managing and taking care of their own assets.

(2) Who will own the items purchased with grant funds at the end of the project? This includes equipment, assets, and materials. Items cannot be owned by a Rotary Club or a Rotarian.

    All books, materials, and equipment provided will become the property of the recipient schools.

CoEd will serve as the "bank" for the project, holding the revolving funds in-trust until such time that the schools need them to purchase new equipment and/or materials. These revolving funds are comprised of deposits made by participating families. These

sustainability deposits are saved and utilized for the sole purpose of replacing books and computers as they wear out. 100% of deposits are used for this purpose--and to pay for basic upkeep/maintenance. No profit is made. No commissions are charged. Revolving funds established under GG 25752 are not kept in a separate bank account, since they are not Global Grant funds. Rather, they are savings deposits provided by community members themselves to purchases future books and computers. The revolving funds will be managed in perpetuity by CoEd. There is currently no plan to transfer them to PTAs or the local schools. In most communities, parents would not agree to contribute to the revolving fund UNLESS it is managed by a respected NGO. To put it bluntly, they do not trust the school principal or parents committee to hold the money. In a poor country like Guatemala, there is just too much temptation to "borrow" from the fund when other needs arise.

(3) How will the primary host sponsor maintain an inventory of the items purchased with grant funds, including location after distribution?

With the assistance of the cooperating organization (CoEd), the RC of Quetzaltenango will maintain an inventory (in Excel spreadsheets and in a custom, book-tracking database) of all items purchased and their current location. These inventories can be provided to TRF or local auditors as needed. In addition, as part of the training, teachers and school administrators learn how to maintain their own materials and resources.

(4) What arrangements have been made for customs clearance if items will be purchased and shipped from outside the project country?

All of the books and equipment purchased as part of this grant will be sourced in Guatemala. No items will be shipped. Purchasing the resources and materials for the project in country--mainly story books, textbooks, and computers--has the secondary, positive effect of bolstering the local Guatemalan economy.

Section E: Sustainability and Measurability

(1) How will the project build capacity in the community?

In two ways: (1) The project will result in higher levels of literacy and computer skills in the community, which will increase individuals' ability to secure living-wage jobs. (2) The project will teach members of the local community how to establish and maintain self-sustaining book and computer cooperatives; it will educate them on the importance of sustainability and saving for the future; it will build their capacity to maintain complex projects, like a computer center, including diagnosing technical problems, teaching with a planned curriculum, and saving for future replacement of hardware. Since the teachers trained as part of the project come from the area, the knowledge and skills they gain resides in their local communities. By being involved in every step of each program, the parents, teachers, children, and administrators earn the pride, confidence, and dignity that come from helping themselves.

(2) What data/information will you collect to demonstrate the success of your stated objective?

For the primary school literacy projects, a Rotary volunteer and CoEd will also conduct pre- and post-tests with students to evaluate their progress in Spanish literacy (in February and September, respectively). Scores are expected to increase by 20-25% over the school year with the help of the literacy project.

For the textbook projects, CoEd will collect data on students' level of comprehension and their interest in their classes through teacher surveys conducted at the end of their first year using textbooks. Both comprehension and interest are expected to increase by at least 30%.

For the computer project, CoEd will assess whether students achieve a basic level of computer competency—knowledge of Windows, Microsoft Office, & the Internet—with Microsoft's Digital Literacy standardized test. At least 70% of students who take the test are expected to pass.

(3) How will you collect this information?

Answered above.
We wish to use the remainder of the space in this section to provide more detail about the training aspect of each component of this project, as requested by Maria Emig:

This grant will fund materials and equipment only. The human resource part of training for all projects will be provided by Rotary volunteers or CoEd staff, at no cost to Rotary.

Primary school literacy training (CORP): 30 hours of teacher training seminars per year at each level; 6 one-on-one coaching sessions/yr. to provide observation and feedback to the teachers inside their own classrooms. CORP training will be hosted by the largest participating school. A classroom is provided and teachers from nearby schools will commute there.

Textbooks: Training seminars, including 3 visits per year, sample lesson plans and instruction focused on developing critical thinking skills. Trainers also show teachers how to achieve the objectives of Guatemala's new national middle school curriculum, using the textbooks as a guide. These seminars will be hosted by one of the schools receiving books, or in rentable municipal spaces secured (and funded) by the cooperating organization, at no cost to Rotary.

Computers: The teacher will receive initial training at a central site in collaboration with instructors from Educación para el Futuro (who provides the project-based curriculum developed by the University of Cambridge) and CoEd. They also receive ongoing pedagogical training on a monthly basis from CoEd staff to ensure that the level of education the students receive is on par with international standards.

(4) How will the outcomes of the project be sustained over time after the funding has been expended?

Host country & international Rotarians, CoEd, & volunteers will provide on-going oversight for these programs and assure that they continue to deliver outcomes consistent

with the original project plan. All of the projects will become sustainable once established.

The primary school literacy projects achieve sustainability by building local capacity. Training native teachers to promote literacy creates a permanent class of professional teachers that will educate generations of children. Once trained and certified, these teachers will share best practices with other educators, and promote literacy more broadly in their schools. Their students bring books home and share their knowledge with their families, becoming vital links in the chain for building a lifelong culture of reading.

The textbook projects achieve sustainability through an innovative revolving-fund model, created by CoEd. Students pay a small ($1.50/month) fee to "rent" math, science, Spanish and social studies textbooks. All rental fees go into a fund managed by CoEd. After 5 years, enough money has accrued to replace the books. The programs become 100% self-sustaining after the initial investment, and the community has a financial stake in the program. Once up and running, the schools take over the day-to-day management of their projects.

The computer center also achieves sustainability through the revolving fund. Students pay a small fee ($2-$3/month) to use the computers. The fees go into a revolving fund; the fund covers ongoing operating expenses (including the computer teacher's salary) and pays for equipment upgrades. After 6 years, the school has enough money to replace the equipment. Families make a commitment to the project and have a vested interest in its success. Once up and running, the school manages its own computer center. The project also builds local capacity by training the teacher in didactic best practices, as well as management, use, and maintenance of the technology.