
Request for Funding: Guatemala Literacy Project Global Grant #2694025: 2026-2027 Rotary Year

Host and International Clubs for GG#2694025

Host Club: Ciudad de Guatemala (D-4250) / Juan Ignacio Calzada, ignacio.calzadavm@gmail.com

International Club: Leavenworth (D-5060) / Karen Haire, karenhaire@nwi.net

Contribution Request

A typical club contribution is \$1,000-\$2,000 but **any amount over \$250 is welcome**. * We also encourage you to contact us for help obtaining a DDF (District Designated Funds) match to **help your contribution multiply up to 2.8 times!**

Grant Timeline

Funds Requested: Now through December 1, 2026

Global Grant application submission to TRF: March 1, 2027

Anticipated Approval from TRF: March 2027

Project Implementation: 2027-2029 Rotary years

Issue Funds in USD to:

Guatemala Literacy Project
2300 Montana Avenue, Suite 401
Cincinnati, OH 45211-3909 U.S.A.

Canadian Clubs Issue Funds to:

Rotary Club of Windsor-Roseland
PO Box 23043, 3100 Howard Avenue
Windsor, ON N8X 5B5

****Note:** Contributions sent directly to the project at this address will not be subject to the 5% extra support fee levied by The Rotary Foundation. If your club requires funds be remitted directly to TRF, **please notify the GLP** and add 5% to your pledge. Thank you.*

Project Tours to Guatemala: Feb. 7-14, 2027¹; Feb. 23-28, 2027; July 11-17, 2027; and Sept. 30-Oct. 4, 2027.

We invite Rotarians in your club to join us in Guatemala! Seats fill up fast, so [sign up](#) today!

Resources for your club

Visit <https://www.guatemalaliteracy.org/spread-the-word> to find the resources you need to introduce the project to your club, including a PowerPoint presentation.

What is the GLP?

- A network of Rotarians and the nonprofit organization, Cooperative for Education (CoEd), working together to improve literacy in Guatemala.
- One of the largest grassroots multi-club, multi-district opportunities in Rotary; more than 850 Rotary clubs have participated in the GLP since 1997. Approximately 125 clubs and 25 districts will support this year's Global Grant to benefit the GLP.
- *"If you want to look for a project that meets the characteristics of Rotary, the GLP is the gold standard."* —2017-2018 RI President Ian Riseley

Questions?

¹ The 2027 GLP Tour is at capacity. You can still join the waitlist!

Contact Savannah Gulick with the Guatemala Literacy Project, at info@guatemalaliteracy.org, or Karen Haire, Leavenworth Rotary Club, at karenhaire@nwi.net

GLP Global Grant 2694025 Summary

(This is an excerpt from the Global Grant application.)

1. Project Title: 2026-2028 Guatemala Literacy Project

2. Host and International Clubs for GG#2694025

Host Club: Ciudad de Guatemala, GUA (D-4250) / Juan Ignacio Calzada, ignacio.calzadavm@gmail.com

International Club: Leavenworth, WA / Karen Haire, karenhaire@nwi.net

3. Area of Focus: Basic Education and Literacy

4. Community Needs:

- a. **Who are the beneficiaries?** Our project serves the Indigenous peoples in the Western Highlands of Guatemala, where you find one of the lowest literacy rates in the Western Hemisphere. Each year, potential communities that could benefit from our projects are identified by GLP leaders in Guatemala, with help from partner organization Cooperative for Education and the Guatemalan Ministry of Education.
- b. **What needs have been identified?** The targeted communities in Guatemala's Western Highlands suffer from low literacy due to:
 - **Ineffective teaching methods:** Instruction in primary schools lags far behind international best practices for early literacy education based in the Science of Reading. Students learn to recognize words in isolation, never developing comprehension or independent reading skills. Since literacy is the foundation for all later learning and a prerequisite for escaping poverty, there is a great need to improve the quality of literacy instruction at the earliest grade levels (from preschool through grade 6).
 - **Lack of books:** Another significant contributing factor to the high rates of illiteracy in the departments this grant will serve—33% among Indigenous Guatemalans—is the lack of textbooks in the region's secondary schools (grades 7-9). Approximately 90% of these schools have no books. In addition, teachers lack the necessary preparation to use textbooks effectively to build independent learning and critical thinking skills in their students. Students pass through these critical years of schooling without advancing their basic literacy skills.
 - **Lack of technology access:** In Alta Verapaz, Baja Verapaz, Chimaltenango, Guatemala, Huehuetenango, Quetzaltenango, Quiché, Sacatepéquez, San Marcos, Sololá, and Totonicapán, digital literacy is also critical for escaping poverty; approximately 60% of entry-level jobs in Guatemala require computer skills. The problem is that most students in this area have no access to high-quality technology training and therefore no way to prepare for professional jobs. Young people leaving school are condemned to a life of subsistence farming or illegal migration, and the cycle of poverty continues.
 - **Pressure from peers and family to drop out:** 90% of Guatemalan kids living in poverty never graduate from high school. But we know that it takes 12 years of education for youth in Guatemala to break out of poverty. There are a lot of factors causing youth (especially girls) to drop out, such as gangs, teen pregnancy, and limited financial resources that force families to make tough choices between feeding their children or educating them. In some areas where we work, girls are especially disadvantaged and there is great gender disparity in education, with 1.5 boys in school for every girl.
- c. **How are these needs currently being addressed?**

The school systems are under-resourced and typically neglected by the government support structures. There are many NGOs working in Guatemala; however, the need is far greater than current NGOs and the government can effectively serve on their own. Thus, the current educational needs of the community are not being addressed.

5. Project Implementation:

a. Please describe the training, community outreach, or educational programs this project will include.

The GLP Global Grant aims to break the cycle of poverty in these communities by providing students with three competencies that enable them to walk the pathway out of poverty: (1) Reading (2) Technology; and (3) Graduation.

- **Reading:** At the primary-school level, the **Spark Reading Program** will provide 180 elementary teachers in 32 schools with intensive literacy training, along with basic supplies and children's literature appropriate for each grade level, **benefitting approximately 3,872 students**. In middle schools, the **Textbook Program** will provide textbooks in core subjects like science, Spanish, social studies, and math to **169 students in 3 schools**. Teachers in the program are trained in integrating textbooks into their daily teaching, further ensuring that students continue to build literacy and critical thinking skills at this level.
- **Technology:** Teachers in the **Technology Program** will receive training in the program's curriculum and general pedagogy, as well as in the use, management, and maintenance of computer equipment, in collaboration with instructors from Educational Technology Consulting Iberoamérica (which provides the Internet and Computing Core Certification (IC3-GS5) curriculum). They will also receive follow-up coaching every two to four months (depending on each school's needs) from CoEd staff to ensure that the level of education students receive is on par with international standards and the latest updates to Guatemala's national middle school curriculum. The teachers also learn strategies for engaging students with the material and adapting the curriculum's activities to their students' levels and interests. Similar to the Textbook Program, teachers from other schools in the Technology Program are invited to attend—and complete annual certifications—to ensure that students at these schools receive the most up-to-date education possible.
- **Graduation:** Through the **Rise Youth Development Program**, approximately **1,173 Indigenous young people** in 23 communities will benefit from Rotarian mentorship, career development, and comprehensive social support (including mental health counseling) that help them persist in school until they reach the milestone of high-school graduation. Students in Rise also receive an academic scholarship, many of which are paid for by Rotarians from around the world.

b. What other Rotary Club/s or organizations are involved?

This past Rotary year, 126 clubs and 26 Districts contributed to the GLP Global Grant. We are currently in discussions to renew each club's commitment and to find more club and district partners.

Our other partners include our Host and International Sponsor Clubs of Ciudad de Guatemala and Leavenworth, as well as the cooperating organization, the nonprofit Cooperative for Education (CoEd).

c. How has the benefiting community been involved in planning this project?

The local communities are involved in every step of the process. The initial meetings for our needs assessments typically begin at the departmental level (Guatemala is divided into departments similar to states in the U.S., e.g. Chimaltenango, Quetzaltenango, etc.) by consulting with the Ministry of Education representative for each prospective region to identify the

appropriate schools to receive the programs. Once candidate schools are identified, CoEd staff (along with host Rotarians where feasible) also consult with principals and teachers to assess the school's interest in receiving the programs, and encourage the schools to discuss the project with their parents' committees as well. Some parents' committee representatives typically participate in discussions with CoEd staff and Rotarians at this stage (and there is usually also internal coordination between the principals and parents' committees). Parents confirm their willingness to participate and, if applicable, pay the fees into their "revolving fund" to help make the project sustainable (see more details on this aspect in the 'Funding' section below). CoEd project staff continue to work with each of these communities to develop the project according to their school's specific needs, providing further opportunities to involve the parents' committees in decisions such as the amount of revolving fund fees (and corresponding timeline for replacement of materials), types of materials provided (e.g. which textbook subjects they wish to receive), etc. CoEd ensures that at least one meeting with parents takes place in each community before materials are actually delivered. Once they have participated in this meeting, the parents' committees help communicate the benefits of the projects to (and ensure buy-in from) other parents in the community who were not present at the meetings.

d. How will the benefiting community be involved in implementation?

Community involvement has long been a hallmark of GLP programs. Local communities take an active role in developing and managing the programs for the long term, investing in improving their own communities both financially and emotionally. The GLP provides the initial investment to deliver materials—alongside the training to ensure that the knowledge to maintain the programs for the long term resides in the communities served. In addition, the textbook component of the GLP utilizes an innovative "revolving fund" model: the community at large will assure that small fees are paid for the use of the textbooks each year. These fees go into a fund that covers ongoing program expenses and replaces the books after approximately five years. Thus, once the initial investment is made, the projects are financially self-sufficient in perpetuity. The revolving fund model has been used successfully in previous matching grants and global grants since 1997.

Parents and other community members are also involved once project implementation begins. Families commit to contributing small, affordable fees into the revolving fund. Most parents attend the inauguration of their school's new program (where a representative of the parents' committee also typically gives a speech), sharing their stories with visiting Rotarians and CoEd staff. Parents of students in the Rise Youth Development Program attend group meetings specifically for parents, where they learn how to take an active role in supporting their children's education at home. CoEd staff are occasionally invited to attend additional parent assembly meetings once the program begins and are happy to do so. The Spark Reading Program incorporates take-home activities that help children practice reading with their families, empowering parents—even if they are illiterate themselves—to take an active role in their children's education.

e. Please provide an operations and maintenance plan for the equipment or materials you anticipate purchasing for this project. This plan should include who will operate and maintain the equipment and how they will be trained.

All projects established under this Global Grant are designed to be sustainable for the long term, in part by ensuring that the knowledge to maintain project materials resides within the local communities. Students, teachers, and principals in the Textbook Program receive extensive training on the proper use and care of the books, as well as book covers to protect books from the elements.

Teachers in the Technology Program learn the basics of computer care and maintenance (keeping the room clean, protecting computer equipment when not in use, etc.) as well as more complex tasks like performing regular preventative care and maintenance for the computer equipment (performing software updates, carrying out anti-virus procedures, updating server configurations, etc.) The cooperating organization, CoEd, remains available to answer any questions that arise,

and can even provide remote support to diagnose technical problems. These teachers gain additional knowledge on maintaining the technology by attending seminars offered by CoEd. However, even if these services were no longer provided to GLP partner schools, sufficient knowledge to maintain the projects over the long term already resides in the communities served, thanks to the comprehensive training and experience that local teachers and administrators have gained through the programs.

6. Project Outcomes: Describe the immediate and long-term outcomes of the proposed project, and how these outcomes will be measured?

In the Reading aspect of the project:

- The Spark Reading Program improves reading and writing abilities, helping Indigenous children achieve more in school, continue their education longer, and overcome the challenges and struggles caused by low literacy. We will measure impact through testing (students), and program certification records (teachers).
- The Textbook Program leads teachers to use more effective teaching methods, improving students' analysis skills and level of understanding of course content. We will measure impact through teacher training rosters.

In the Technology aspect of the project:

- The Technology Program provides middle and high-school youth with badly needed digital literacy training that positions them with necessary tech skills for future employment or further education, improving their economic situation and that of their families and communities. We will measure program impact via testing (students) and technical certification (teachers).

In the Graduation aspect of the project:

- The Rise Youth Development Program keeps students in school, helps them envision brighter futures for themselves and their communities, and prepares them with the tools to achieve it. We will measure impact through direct observation of activities as well as grant records and reports.

7. Proposed Budget:

Description	Supplier	Category	USD
Rotary Signage for All Programs	Provedores Varios	Signage	\$ 500
Project Manager for All Programs	Asociación COED	Project Management	\$ 10,800
Textbooks and Supplemental Materials for Textbook Program	Santillana, S.A.; Activa Educa; SUSAETA; José Obdul Castillo; Smartech	Equipment	\$ 18,004
Textbook Training and Coaching (4 trainers, % of time allocated to this grant)	Asociación COED	Training	\$ 43,692
Training Expenses for Textbook Program	Librería Progreso, S.A.; Fredy Del Cid; José Obdul Castillo; Grupo RB, S. A.; Proveedores Varios	Training	\$ 16,524
Reading Books and Materials for Primary Reading Program	Eden del Libro, Fondo Cultura Educativa, Generación de Demanda; Amanuense; Activa Educa, Santillana; Grupo MR; Ricardo Murga	Equipment	\$ 106,233
School Supplies for Primary Reading Program	Librería Progreso S.A., Intermediarios Químicos, Impresos MR	Supplies	\$ 26,100
Trainers for Primary Reading Program (8 trainers, % of time	Asociación COED	Training	\$ 88,138

allocated to this grant)			
Training Expenses for Primary Reading Program	Proveedores Varios; Grupo RB, S.A.; Fredy Alejandro Del Cid	Training	\$ 18,491
Evaluations and Measurable Outcomes	Airtable; ADGN Education, Proveedores Varios	Monitoring/evaluation	\$ 14,058
Computer Systems and Software for Technology Program	GQ Sociedad Anonima; IMEQMO; MAX; SOLAD; Kremlin Saul Castellanos; Tres clics, NetControl	Equipment	\$ 21,289
Supplemental Equipment for Delivery of Technology Education	Novex, S.A.; PriceSmart; CIPRO, S.A.; Maynor Bonilla; José domingo Pirir Chavez; EPA; Proyectos Multiples Promueve; 0; IMEQMO; CEMACO; Interiores Corporativos; ABSA, SA; Interiores Corporativos; Victor Hugo López López; Librería Progreso,	Equipment	\$ 7,240
Training for Technology Program	Hotel Mirador, Proveedores Varios	Training	\$ 1,236
School Furnishings, Projectors, and Supplies, Supplemental Educational Materials	IMEQMO, S.A.; Librería Progreso	Equipment	\$ 4,507
Meals, Transportation, and Communications for Student Seminars in Youth Development Program	Proveedores Varios	Training	\$ 5,000
Trainers for Youth Development (14 trainers, % of time allocated to this grant)	Asociación COED	Training	\$ 50,188
			\$ 432,000