

ROTARY FOUNDATION

GLOBAL GRANT FINAL REPORT



Global Grant Project Title : Guatemala Literacy Project - Western Highlands Region

Global Grant Tracking Number : 25080

Reporting Period : 31 May 2011 through : 01 Dec 2012

Host and International Sponsor Information

Host Sponsor : Valle de Guatemala	International Sponsor : Grosse Ile
Primary Contact : Galvez, Rolando [2340662]	Primary Contact: Lawrence, Robert M. [1263452]
District : 4250	District: 6400
Club : Valle de Guatemala	Club: Grosse Ile

GLOBAL GRANT FINAL REPORT HUMANITARIAN SECTION



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(1) Concisely describe the project's progress during the period covered by this report.

Textbook Projects were established in 5 communities, serving a total of 865 students. Computer Centers were established in 3 communities, serving a total of 511 students. Primary school literacy programs were conducted in 3 community clusters, training 113 teachers and serving a total of 3,245 children. (Project details, including community names, are included in the response to #5, below.)

(2) Describe how the project has advanced the goals of the selected area(s) of focus.

Basic education and literacy: These projects delivered high-quality learning materials—story books, textbooks, and computers—to disadvantaged schoolchildren. The projects leveraged best practices for advancing bi-lingual literacy in areas where children grow up with little or no knowledge of or exposure to the official language (Spanish). The projects also trained teachers, and empowered local leaders to use, manage, and maintain their educational materials and resources. Independent evaluations have shown 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.

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. Approximately 60% of entry-level jobs in Guatemala also require computer skills, yet children in rural areas lack access to the technology necessary to gain these skills. As the digital divide increases, so does inequality and poverty for Guatemala's indigenous people. These projects provided vital educational resources to community schools, thus creating opportunities for rural youths to improve their reading and writing abilities, as well as gain the technical skills they need to continue their education to higher levels, find higher-wage jobs after graduation, and to permanently raise their standard of living.

(3) Describe the specific objectives as stated in the application.

This Grant was requested to support: 1.) Two primary school literacy community clusters that help 2,080 impoverished students develop essential reading and writing skills; 2.) Five sustainable textbook projects that improve the quality of education for 985 young people; and 3.) Three sustainable, state-of-the-art computer centers that help 616 indigenous youth increase their technological literacy and find higher-paying jobs.

Objectives, as stated in the Application, were:

- i. Provide high-quality, age and skill-level appropriate story books to schoolchildren in targeted communities to improve literacy.
- ii. Provide intensive training to teachers in how to use these books to improve student literacy skills.
- iii. Provide computers and training to youths to increase their technological literacy and prepare them for entry-level, professional jobs.
- iv. Provide textbook programs to advance literacy for middle school children in regions of Guatemala with some the lowest literacy rates (30% in some areas) in the Western Hemisphere.
- v. Help students achieve higher scores on reading tests.
- vi. Train local teachers, who will benefit generations of children.
- vii. Provide Mayan youths with marketable technical skills.
- viii. Help shape better educated, more literate children.
- ix. Strengthen and build capacity in the project communities by giving local residents the pride, confidence, and dignity that comes from helping themselves.

(4) If the stated objectives have been modified, explain how and why.

The only modifications to the stated objectives are the numbers of project communities and students served, which changed slightly from 10 communities and 3,681 students to 11 communities and 4,621 students. This is due to the fact that school enrollments grow each year and the exact 2012 school year enrollments were not known at the time the GG was submitted. Once we learned the exact enrollments, we made slight adjustments to the scope and coverage of the project. Additionally, sufficient funds were raised to allow an additional community cluster to participate in the primary school reading program.

(5) Describe in detail the progress toward these objectives.

Textbook Projects were established in 5 communities, serving 865 students. These projects fulfilled the objective to provide textbook programs to advance literacy for middle school children in regions of Guatemala with some the lowest literacy rates (30% in some areas) in the Western Hemisphere. The projects are:

Colegio Preuniversitario, Quetzaltenango, 125 students
IBCE Chuabaj, Sololá, 110 students
IBCE Jucanyá, Sololá, 128 students
IBCE Paxot I, Quiché, 135 students
Jilotepeque Nacional Vespertino, Chimaltenango, 420 students

Computer Centers were established in 3 communities, serving 511 students. These centers fulfilled the objectives to: 1) Provide computers and training to youths to increase their technological literacy and prepare them for entry-level, professional jobs; 2) Train local teachers, who will benefit generations of children; 3) Provide Mayan youths with marketable technical skills. The centers are:

Tacajalvé, Totonicapán, 207 students
Chuchipacá, Quiché, 115 students
Panajxit, Quiché, 189 students

Primary school literacy training was expanded in 3 communities, serving 3,245 students and training 113 teachers. These programs fulfilled the objectives to: 1) Provide high-quality, age and skill-level appropriate story books to schoolchildren in targeted communities to improve literacy; 2) Provide intensive training to teachers in how to use these books to improve student literacy skills; 3) Help students achieve higher scores on reading tests. The community clusters are:

Sacatepéquez: 66 teachers trained, benefiting 1,937 students
Pixabaj: 14 teachers, benefiting 359 students
Chimaltenango: 33 teachers trained, benefiting 949 students

All three projects helped shape better educated, more literate children, as well as strengthened and built capacity in the 11 project communities by giving local residents the pride, confidence, and dignity that comes from helping themselves.

(6) Sufficient progress has been made toward these objectives.

Strongly Agree

(7) What data/information did you collect to demonstrate the success of your stated objectives and how was it collected ?

Data is collected at the beginning and end of every school year (Jan-Oct) by the partner organization, Cooperative for Education, giving a baseline of proven results. For the projects on this grant, the data collected is as follows:

- Primary school literacy programs: A standardized reading pre-test was conducted in March 2012; post-tests were conducted in September 2012 at the close of the Guatemalan school year.
- Computer Centers: Computer teachers evaluated students on three standardized unit evaluations during the school year.
- Computer Centers: Certification testing (Microsoft Digital Literacy Test, IC3 Exam, and Cambridge methodology exam) was administered to all computer center teachers.
- Textbook Programs: Surveys were administered to textbook school teachers, asking them to quantify the benefits of using the books, compared to the previous year when they had no books.

(8) Describe the measurable and observable indicators of success.

- Computer Centers: 89% of Computer Center students demonstrated computer competency by receiving a passing grade on the standardized unit evaluations throughout the year.
- Computer Centers: Combined, the teachers at the Computer Centers passed 8 of 9 exams (Microsoft Digital Literacy, IC3 and Cambridge Methodology Exams).
- Primary school literacy programs: When compared to a group of 4th grade students in the same schools whose teachers weren't benefitting from the training, 4th grade students in a sample of schools funded by this grant scored:
 - 67% higher in vocabulary
 - 50% higher in reading velocity
 - 22% higher in reading comprehension
- Primary school literacy programs: 92% of teachers who began the training completed the course and all its requirements.
- Textbooks: After the introduction of textbooks, students had thorough exposure to 42% more of the curriculum in basic subjects than students did before the arrival of textbooks.
- Textbooks: After the introduction of textbooks, teachers spent 53% less time dictating/writing on the chalkboard than before the arrival of textbooks.
- Textbooks: After the introduction of textbooks, students understood 44% more course content than students did before the arrival of textbooks.
- Job placement data: We surveyed 90 students six months after graduation from our program. 83% were placed either directly in jobs or were continuing their training at local vocational schools.

(9) What objectives are targeted for the next period?

N/A

(10) Who owns the items purchased with grant funds?

All books, materials, and equipment provided by this grant are the property of the recipient schools.

(11) How and by whom will these items be operated, secured, and/or maintained?

With the assistance of the partner organization (CoEd), the RC Valle de Guatemala maintains an inventory (in Excel spreadsheets and in a custom, book-tracking database) of all items purchased and their current location. 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 assumes responsibility, in collaboration with local Rotary partners, for ensuring that the communities do an adequate job maintaining their materials and equipment. CoEd also provides 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.

(12) How will the outcomes of the project be sustained over time?

Rotarians from Grosse Ile and Valle de Guatemala, with logistical and technical assistance from CoEd, will ensure the sustainability of the activities and outcomes. CoEd will provide on-going oversight to these programs and assure that they continue to yield outcomes consistent with the original project plan. CoEd has a 16-year track record of overseeing and maintaining successful long-term projects in Guatemala.

(13) Describe how the host Rotarians committed their time and expertise during the implementation of the project.

Members of the Valle de Guatemala Club visited communities in the targeted regions, learned their needs, and worked with the cooperating organization, CoEd, to develop programs to meet these needs. For the projects described in this Grant, Valle de Guatemala Rotarians traveled to participating communities to deliver books, assisted in the setup of computer labs, and assisted in the training of teachers. They also helped host a contingent of approximately 35 Rotary volunteers from the U.S. and Canada, who traveled to Guatemala to participate in these projects in February and August 2012.

The Valle de Guatemala club also hosted cadre member Michael Barrington for his interim site visit related to this Global Grant.

(14) Describe how the international Rotarians committed their time and expertise during the implementation of the project.

Grosse Ile Rotarians worked together with Valle de Guatemala Rotarians and CoEd to plan the projects described in this grant. Bob Lawrence from Grosse Ile, Rolando Galvez from Valle de Guatemala, and others helped lead this initiative. They established goals for the project and have worked with their districts and others to help build a broad base of club and district support for their initiatives.

Although not a member of the international sponsor club, Rotarian Carolyn Johnson (RC Yarmouth, ME) developed the Concentrated Language Encounter (CLE)-based literacy methodology that was employed by this Global Grant. She provided oversight for all stages of the project implementation, from teacher training, to on-going support, to assessments and evaluations.

In coordination with the partner organization, CoEd, international Rotarians traveled to the project schools, helped deliver the physical assets (such as the books and computer equipment), built relationships with host partner Rotarians and other project partners, and provided oversight for project implementation, spending, accounting, and reporting.

(15) How have you publicized the project to raise public awareness of Rotary involvement?

- Newspaper - No
- Television - Yes
- Radio - Yes
- Banners - Yes
- Fliers - No
- Signage - Yes
- Other (specify) -

(16) How have the beneficiaries participated in project implementation during this reporting period?

From beginning to end, the project beneficiaries play a significant role in the success of the projects.

In the primary school literacy program:

- 1) Teachers attended all necessary trainings to learn the methodology that enables them to effectively teach reading to their students.
- 2) Students participated in the literacy program process, which included creating their own storybooks, acting out dramatizations of the stories, and creating “word walls” in their classrooms.

In the computer center program:

- 1) Students (and parents) paid the fee necessary for the sustainability of the computer program at their schools.
- 2) School administrators managed the fee collection, depositing the funds into the accounts for their schools.
- 3) Teachers attended all necessary trainings to learn the methodology to effectively teach technological skills to their students.
- 4) Students attended classes, creating projects that teach them to apply technology to real-world problems in their communities.

In the textbook program:

- 1) Students (and parents) paid the fee necessary for the sustainability of the textbook program at their schools.
- 2) School administrators managed the fee collection, depositing the funds into the accounts for their schools.
- 3) Teachers attended all necessary trainings to learn the methodology to effectively teach with textbooks.
- 4) Students attended classes, cared for their books, took them home to study and do homework, and will return them at the end of each year.

Through their participation in these projects, the beneficiaries have learned how to establish and maintain self-sustaining book and computer cooperatives and have been educated on the importance of sustainability and saving for the future. By being involved in every step of each program, local communities earn the pride, confidence, and dignity that comes from helping yourself.

(17) Describe the activities of any cooperating organization(s) involved in the project.

The partner organization, CoEd:

- 1) Assisted the host and international partners in the purchase and distribution of books and computers to poorly-resourced schools, maintaining frequent contact with Rotary sponsors by phone, email, and in-person.
- 2) Provided logistical support for a team of 35 Rotary volunteers for the distribution of books and computers.
- 3) Provided on-going training and follow-up at the schools.
- 4) Served as the “bank” for the project, holding the revolving funds in-trust until the schools need them to purchase new equipment and/or materials.
- 5) Maintained financial records that were independently audited in both the U.S. and Guatemala, ensuring that projects are transparent, accountable, and compliant with all RI rules and stipulations.

(18) To date, how many direct beneficiaries does this project have? (Direct beneficiaries are individuals who have participated in the project and/or received a service or benefit from the project.)

101+

(19) To date, how many indirect beneficiaries does this project have? (Indirect beneficiaries are individuals who have not directly received a service or benefit but are related to those who have, or are members of a community that has received some improvement as a result of the project.)

201+

(20) Describe any changes in beneficiary behavior, skills or capacity as a result of the project.

Werner Álvarez, 17, is an 8th grader at Tacajalvé Cooperative School, where Rotary established a Computer Center in January 2012 with funds from GG#25080. He represents how technology education has put him on track to break his family's cycle of poverty.

The 7th of 8 children, Werner is the only one to make it to middle school. Like many rural Guatemalan families, Werner's parents never attended school. His father is a farmer; his mother cannot even speak Spanish, only Quiché. Poverty has separated his family—four of Werner's siblings now live in the United States, searching for opportunities to help those they left back home.

With his parents' limited income, it is unlikely that they will be able to pay for Werner to attend high school next year. Yet his older siblings moved to the US in hopes of supporting the younger ones. Werner's oldest brother encourages him, saying, "You can be someone someday—just keep studying so you can do something with your life." Werner wants to become an English teacher and help his family improve their situation.

Now that Rotary has funded the center at Tacajalvé, Werner is confident in his ability to break the cycle of poverty through education. He took computer classes last year at an academy in town, but after looking at the computers, Werner declared, "I've never seen computers as beautiful as these!" Not only are they equipped with the latest technology and software, but the teacher at the center is more knowledgeable than Werner's previous one. "It's better here because the teacher actually teaches! In the other academy, the teacher just told us to figure it out. Here, if we have questions, the teacher is patient and explains things in different ways and lets us work at it until we understand."

The computer center has transformed Werner's future. The technical skills he is learning are crucial for success in continued education, as well as in the workplace. Werner now confidently asserts, "I know I can do it."

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BUDGET SECTION



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Budget Item	Supplier/Vendor	Actual Amount in Local Currency	Budgeted Amount in Local Currency	% Variance
		0.0000		100.0000
Chairs (112)	Induplastic	485.1200	581.1300	19.7900
Computer Systems (48)	Sega, SA	42581.2800	39519.0000	7.1900
Desks (51)	Interiores Corporativos	4001.6200	3115.0900	22.1500
Dustcovers (51)	Fiservicios Digitales/Sastrería Díaz	475.2200	301.8900	36.4700
File Cabinets (3)	Interiores Corporativos	181.9200	196.2300	7.8600
Ink Cartridges (3)		250.6000	0.0000	100.0000
Network Cabling (3)	Asertec	2284.2700	2853.4600	24.9100
Network Switches (3)		250.6000	0.0000	100.0000
Padlocks (6)	Almacen El Vapor, S.A.	89.1000	90.5700	1.6400
Plastic Book Bags (1,310)	Anaja, SA	157.8700	165.1800	4.6300
Portable Cooling Fans (14)		475.2200	0.0000	100.0000
Printers (3)	Prisma Servicios, S.A.	1196.6100	1018.8700	14.8500

Reading Books (1,492)	Fondo de Cultura Económica de Guatemala, Grupo Editorial Norma, El Hormiguero, Aldisa, Amanuense, Artemis Edinter, Carvajal, Gare de Creacion	14920.0000	17335.5400	16.1800
School Supplies (3,400)	Libreria El Progreso, Progreso Cinco, Novex	3922.1000	4109.3400	4.7700
Security Alarms (3)	Marco Vinicio Paniagua Arceyuz	1016.5000	1038.2200	2.1300
Servers (3)	Corporación Tres Torres	3235.6200	3269.4300	1.0400
Surge Protectors (3)		603.3100	0.0000	100.0000
Textbooks (5,240)	Santillana, SA	45850.0000	48240.0000	5.2100
UPSs (40)	Corporación Tres Torres	3613.4400	3199.1200	11.4600
White Boards (3)	Distribuidora Dals/Manuel Alfredo Fuentes Mendoza	102.1000	109.4300	7.1700

Budget Total in Local Currency: 125693.0000

Explanation for budget items with a variance of more than 10%.

Budget Item	% Variance	Explanation of Variance
	100.0000	
Chairs (112)	19.7900	Actual number of chairs purchased was 105. Price increased between initial quote and purchase.
Desks (51)	22.1500	Actual number purchased was 48. Price decreased between initial quote and purchase.
Dustcovers (51)	36.4700	Price decreased between initial quote and purchase.
Ink Cartridges (3)	100.0000	Items were donated in-kind by partner organization at no cost

Network Cabling (3)	24.9100	Line-item changed to "Network Cabling & Switch (3)". Price of switches was included in network wiring. Vendor changed to ACD Comunicaciones.
Network Switches (3)	100.0000	Price of switches was included in network wiring (above).
Portable Cooling Fans (14)	100.0000	Items were donated in-kind by partner organization at no cost.
Printers (3)	14.8500	Price decreased between initial quote and purchase.
Reading Books (1,492)	16.1800	Actual number of books purchased was 2,390. More teachers enrolled in training than initially expected.
Surge Protectors (3)	100.0000	Items were donated in-kind by partner organization at no cost.
UPSs (40)	11.4600	Better UPSs could be used by using fewer of the more expensive model.

GLOBAL GRANT FINAL REPORT AUTHORIZATION SECTION



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By submitting my authorization of this report, I confirm that, to the best of my knowledge, these global grant funds were spent according to Trustee-approved guidelines and that all of the information contained herein is true and accurate. Original receipts for all expenses incurred will be kept on file for at least five years, or longer if required by local law, in case they are needed for auditing purposes. I also understand that all photographs submitted in connection with this report will become the property of RI and will not be returned. I warrant that I own all rights in the photographs, including copyright, and hereby grant RI and TRF a royalty-free irrevocable license to use the photographs now or at any time in the future, throughout the world in any matter it so chooses and in any medium now known or later developed. This includes the right to modify the photographs as necessary in RI's sole discretion. This also includes, without limitation, use on or in websites, magazines, brochures, pamphlets, exhibitions, and any other promotional materials of RI and TRF.

Name	Position	Authorized Date
Dennis O'Brien	Club President	11 Dec 2012
Jorge Siman	Club President	11 Dec 2012