

**WELCOME TO THE GLOBAL GRANT REPORT**

Your answers to the questions in this report will help us measure Rotary's impact in the world, publicize your successful activities, and document your good stewardship practices. Thank you for taking your time to complete this report carefully and accurately.

**Objectives**

Your global grant was approved to fund the following activity(ies):

Humanitarian project;

**Rate your progress toward achieving your project's objectives:**

Excellent

**If no progress has been achieved to date, explain why.**

N/A

**Have the objectives been modified?**

No

**If yes, explain how and why.**

There were no modifications to the stated project objectives. However, there were slight changes in the numbers of students served, which changed from the projected 5,445 students to 5,731 students. This is due to the fact that school enrollments grow each year and the exact 2014 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.

The list of schools funded by the grant has been updated. The list of schools submitted with the original application included the best candidates we had for the program at the time of submission (approximately 9 months prior to the project implementation). As is typical when working in a developing country, not all of our initial candidate schools turn out to be good long-term partners. We have an extensive vetting process, through which schools must demonstrate their commitment by attending meetings, completing paperwork, and contributing sweat equity. If they do not comply with these requirements, schools can be replaced with others that do. All this takes place prior to any school receiving books, computers, or training. The goal is to ensure that Rotary's funds are invested in the best schools possible, which maximizes the project's chances for long-term success.

The only other minor change to the grant was the technology used in the Computer Center at La Colina School. We had planned to use an innovative, less expensive technology called N-Computing, but the workstations based on this new technology were unable to meet the school's needs as expected. As a result, the computers were traded for the type of reliable machines that have been installed in the Computer Centers funded by prior Global Grants. Despite the change, the project remained within the budget stated in the original application.

**List your project activities to date. In your description, tell us where the activity took place, who participated, and what has been accomplished.**

No.	Activity	Description	Status	Completion Date
1:		Textbook projects were established in 7 communities, serving a total of 1,080 students. With assistance from the		

	Educational program	<p>cooperating organization, participating Rotarians from Grosse Ile and other clubs delivered math, science, social studies, and Spanish language textbooks to students at project schools. Teachers at textbook project schools, as well as other interested teachers in the community, received training in how to integrate textbooks into their daily teaching. These projects fulfill the objectives to 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 and 2) target community “basico” schools (grades 7-9) that serve as a bridge out of poverty for impoverished children.</p> <p>Project schools include:          -Chiquival, Quetzaltenango, 70 students          -Chirijuyu, Chimaltenango, 110 students          -Chontalá, El Quiché, 65 students          -Intervida, Quetzaltenango, 123 students</p>	Complete	30/11/2014
--	---------------------	--	----------	------------

**Global Grant Record - GG1326128**

**Grant Title - Guatemala Literacy Project - Chimaltenango, Sacatepéquez, Quetzaltenango**

**Report Type - Final**

**Report Status - Accepted**

**Host District - 4250**

**International District - 6400**

		-Colegio Pixabaj, Sololá, 42 students -Patzicía, Chimaltenango, 380 students -Zaragoza, Chimaltenango, 290 students		
2:	Educational program	One Computer Center was established at La Colina middle school in Quetzaltenango, serving a total of 340 students. The lab was set up with the assistance of the cooperating organization. Rotarians from Grosse Ile and other clubs assisted in the delivery of materials and the inauguration of the lab. Due to an issue with the new technology that was initially installed, the workstations were replaced with more reliable machines. The center fulfills the objective to provide computer access to basico-school youths to increase their technological literacy and prepare them for entry-level jobs.	Complete	30/06/2014
3:		Primary school literacy training was expanded in 4 communities, serving 4,311 students and training 158 teachers. Rotarians from Grosse Ile and other clubs assisted in the delivery of materials. 2013-2014 District 7780		

**Global Grant Record - GG1326128**

**Grant Title - Guatemala Literacy Project - Chimaltenango, Sacatepéquez, Quetzaltenango**

**Report Type - Final**

**Report Status - Accepted**

**Host District - 4250**

**International District - 6400**

	Educational program	<p>Governor Carolyn Johnson (RC Yarmouth, ME) provided oversight of the training curriculum, which was implemented by the cooperating organization. These programs fulfill the objectives to: 1) Provide high-quality, age-appropriate story books to children (grades 1-6) 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.</p> <p>The community clusters are:          Sacatepéquez II: 15 teachers, benefiting 445 students          El Tejar/Parramos (Chimaltenango I): 56 teachers trained, benefiting 1,602 students          Patzicia/Patzun (Chimaltenango II): 57 teachers trained, benefiting 1,531 students          Patzun (Chimaltenango III): 30 teachers trained, benefiting 733 students</p>	Complete	30/11/2014
--	---------------------	--	----------	------------

**Areas of Focus**

**What was your impact?**

**Global Grant Record - GG1326128****Grant Title - Guatemala Literacy Project - Chimaltenango, Sacatepéquez, Quetzaltenango****Report Type - Final****Report Status - Accepted****Host District - 4250****International District - 6400****Total number of direct beneficiaries:**

5924

**Provide the method, schedule, and results for the measures you identified in the application. Add new measures if needed.****Basic education and literacy**

No.	Measure	Actual Measurement Method	Actual Measurement Schedule	Actual Results
1:	Number of benefiting school-age children	Public records	Every year	5731
2:	Number of institutions participating in program	Grant records and reports	Every year	37
3:	Number of new teaching positions created	Grant records and reports	Every year	1
4:	Other Children participating in our primary school literacy projects become competent and enthusiastic readers, as measured by standardized reading assessments administered in Feb. (pre) and Sept. (post), 2014, by CoEd staff. In 2014, third-graders in the program improved their reading speed by 33% and sixth-graders in the program improved their reading speed by 43%. The sixth-graders' overall improvement of 16% on total score nearly met our target of 20% in just one year (which was an ambitious target).	Testing	Every six months	43
5:	Other Teachers receiving training through our primary			

**Global Grant Record - GG1326128**

**Grant Title - Guatemala Literacy Project - Chimaltenango, Sacatepéquez, Quetzaltenango**

**Report Type - Final**

**Report Status - Accepted**

**Host District - 4250**

**International District - 6400**

	<p>school literacy program adhere to agreed-upon standards for teaching reading, with at least 90% of primary-school teachers who begin the first year of training completing the course and all its requirements. In 2014, 98% of the teachers who began the primary literacy program completed the course and all its requirements.</p>	Direct observation	Every month	98
6:	<p>Other Students receiving textbooks demonstrate interest in their classes. In 2014, a student survey was conducted to assess this outcome, finding that 81% of a sample of textbook program students expressed having much or very much interest in their core classes.</p>	Surveys/questionnaires	Every year	81
7:	<p>Other Textbooks free up class time for students to participate actively in their classes. In 2014, a student survey was conducted to assess this outcome, finding that 48% of a sample of textbook program students indicated that they participated actively in their classes.</p>	Surveys/questionnaires	Every year	48
8:	<p>Other At least 80% of Computer Center students achieve a basic level of</p>			

**Global Grant Record - GG1326128**

**Grant Title - Guatemala Literacy Project - Chimaltenango, Sacatepéquez, Quetzaltenango**

**Report Type - Final**

**Report Status - Accepted**

**Host District - 4250**

**International District - 6400**

	<p>computer competency, as measured by receiving a passing grade (60% or better) on standard curriculum evaluations administered throughout the year by the Computer Center teacher. In 2014, 80% of the Computer Center students received a passing score on the curriculum evaluations.</p>	<p>Testing</p>	<p>Every three months</p>	<p>80</p>
<p>9:</p>	<p>Other The Computer Center teacher achieves competency with the technology, as measured by passing the Microsoft Digital Literacy Exam by the end of her first year of teaching in the Computer Center. By the end of 2014, the new computer teacher hired at La Colina had passed the Microsoft Digital Literacy Exam.</p>	<p>Testing</p>	<p>Every year</p>	<p>1</p>

**Who was responsible for collecting this information? (Select all that apply.)**

Cooperating organization

**Is the local community prepared to continue monitoring these outcomes?**

No

**Explain how you have supported individuals in the local community to monitor project outcomes. If your answer was no, identify who will perform this monitoring role.**

This Global Grant project builds local capacity by training members of the community how to establish and maintain self-sustaining book and computer cooperatives and educating them on the importance of sustainability and saving for the future. Schools learn to manage complex projects, such as a computer center, including diagnosing technical problems, teaching with a planned curriculum, and saving for future replacement of hardware. Staff members of the cooperating organization, Cooperative for Education (CoEd), return to the computer center and textbook program schools periodically to perform additional training, provide technical support, and monitor project outcomes. CoEd staff also visit schools in the primary literacy program throughout the year to monitor project outcomes and provide additional support to teachers through classroom

**Global Grant Record - GG1326128****Grant Title - Guatemala Literacy Project - Chimaltenango, Sacatepéquez, Quetzaltenango****Report Type - Final****Report Status - Accepted****Host District - 4250****International District - 6400**

observations.

**Participants****Identify any Rotary clubs or districts other than the primary sponsors and financial contributors who were involved in this grant.**

No.	Organization	Club/District
-----	--------------	---------------

**Describe how the host and international Rotarians committed their time and expertise during the implementation of the project.**

For the projects described in this Grant, members of Grosse Ile Rotary and Guatemalan Rotarians traveled to participating communities to deliver books and assisted in the setup of the computer lab. They also helped host a contingent of approximately 37 Rotary volunteers from the U.S., the U.K., Canada, and Grand Cayman, who traveled to Guatemala to participate in these projects in February 2014.

Grosse Ile Rotarians worked together with CoEd to plan the projects described in this grant. They established goals for the project and worked with their districts and others to help build a broad base of club and district support for their initiatives. Members of Valle de Guatemala participated in the primary school reading program's closing ceremony, in which teachers receive their certification diplomas. They also helped review grant purchases and participated with reviews of the programs in the schools together with The Rotary Foundation cadre member, Bill Stumbaugh.

In coordination with CoEd, Guatemalan and 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.

**How has the cooperating organization participated (if applicable)? What resources or expertise has the cooperating organization contributed?**

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 37 Rotary volunteers for the distribution of books and computers.
- 3) Provided ongoing 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.

**Primary Contacts**

Name	Club	Role	Sponsored by	Serving as
Cristian Monterroso H.	Valle de Guatemala	<b>(Primary Contact)</b>	Club	Host
Robert Lawrence	Grosse Ile	<b>(Primary Contact)</b>	Club	International

**Committee Members**

Name	Club	Role
Emilio Corzo	Valle de Guatemala	<b>(Secondary Host Contact)</b>
Jorge Simán	Valle de Guatemala	<b>(Secondary Host Contact)</b>



**Global Grant Record - GG1326128**

**Grant Title - Guatemala Literacy Project - Chimaltenango, Sacatepéquez, Quetzaltenango**

**Report Type - Final**

**Report Status - Accepted**

**Host District - 4250**

**International District - 6400**

Name	Club	Role
Dennis O'Brien	Grosse Ile	<b>(Secondary International Contact)</b>
William Swasey	Grosse Ile	<b>(Secondary International Contact)</b>

**Budget**

**Click Edit to enter information for each budget item. Actual spent is the amount you spent since the grant was approved. Next, enter the three-letter code of the Currency used for the expenditure and the Exchange Rate for the currency. If you spent grant funds in two currencies, click Split to enter the amounts spent in both currencies. If no funds were spent, enter 0. Add new budget items if needed.**

No.	Description	Supplier	Category	Budgeted cost (USD)	Actual spent (USD)
1:	Vacuum for Computer Maintenance	--		.00	
2:	Anti-Virus License	--		.00	
3:	Portable Cooling Fans (3)	--		.00	
4:	Padlocks (2)	Almacén El Vapor, S.A.		30.18	25.00
5:	White Board	Distribuidora Dals		36.48	.00
6:	File Cabinet	Interiores Corporativos		65.41	73.00
7:	Dustcovers (16)	Fiservicios Digitales/Sastrería Díaz		94.72	154.00
8:	Plastic Book Bags (1,075)	Anaja, SA		129.00	209.00
9:	Chairs (37)	Induplastic		204.61	76.00
10:	Printer	Prisma Servicios, S.A.		339.62	336.00
11:	Security Alarm	Marco Vinicio Paniagua Arceyuz		346.07	332.00
12:	Network Cabling	ACD Comunicaciones		951.15	1,554.00
13:	Desks (16)	Interiores Corporativos		1,038.40	968.00
14:	Computer Server	Corporación Tres Torres		1,089.81	2,254.00
15:	Uninterruptible				

**Global Grant Record - GG1326128**

**Grant Title - Guatemala Literacy Project - Chimaltenango, Sacatepéquez, Quetzaltenango**

**Report Type - Final**

**Report Status - Accepted**

**Host District - 4250**

**International District - 6400**

	Power Supplies (10)	Corporación Tres Torres		1,103.10	484.00
16:	School Supplies (7,789)	Platino, SA; Librería Progreso, SA		5,607.61	5,523.00
17:	Computer Systems (15)	SEGA SA		13,173.00	11,802.00
18:	Mathematics Textbooks (1,720)	Santillana, SA		16,254.00	15,983.00
19:	Social Studies Textbooks (1,720)	Santillana, SA		16,254.00	16,415.00
20:	Science Textbooks (1,720)	Santillana, SA		16,254.00	16,415.00
21:	Spanish Language Textbooks (1,720)	Santillana, SA		16,254.00	16,415.00
22:	Reading Books (9,038)	FCE de Guatemala, Grupo Editorial Norma, El Hormiguero, Aldisa, Amanuense, Artemis Edinter, Carvajal, Gare de Creacion, Generación de Demanda		55,854.84	56,060.00
				<b>Total budget:</b>	145,080.00 (USD)
				<b>Total spent:</b>	145,078.00 (USD)

**Describe the overall financial management of the grant, including how payments are being issued and who is responsible for issuing them. Share any financial management challenges.**

The RC of Grosse Ile received the first GG disbursement of \$72,540 from TRF in June 2013 and held the grant funds in a separate account. As the project was implemented, partner organization Cooperative for Education (CoEd) advanced funds to the project and made purchases from all suppliers. CoEd has long-time relationships with vendors and maintains a 3-quote purchasing system, as well as multiple levels of purchasing oversight. Nearly all purchases are made from an account that is separate from the organizational funds, as stipulated by TRF. This is to comply with TRF's stipulation that Cooperating Organizations not be allowed to manage actual Global Grant funds. CoEd saves all receipts. RC Grosse Ile disbursed the first grant payment to CoEd's separate account for the Guatemala Literacy Project in May 2014.

**Global Grant Record - GG1326128**

**Grant Title - Guatemala Literacy Project - Chimaltenango, Sacatepéquez, Quetzaltenango**

**Report Type - Final**

**Report Status - Accepted**

**Host District - 4250**

**International District - 6400**

RC Grosse Ile received the second payment of \$72,540 from TRF in May 2014 and held those grant funds until all spending and distribution was completed in September 2014, when RC Valle de Guatemala reviewed all receipts for purchases made by CoEd. Once receipts were approved by Valle de Guatemala, Grosse Ile disbursed the second payment of \$72,540 to CoEd in March 2015. Bank statements for these transactions are included with this report.

Notes about budget variance: Please note that some receipts for purchases (provided) will indicate that some purchases were made from different vendors than indicated in the original budget. This is because the online reporting system does not allow changes to the vendor. Additionally, some line items have no expense listed; this is because those budget line items were received as in-kind donations from the cooperating organization at no cost to the project.

**Identify any unused global grant funds you will be returning to The Rotary Foundation.**

**Funds being returned (in local currency):**

0

**Authorizations**

Both host and international sponsors are required to authorize the report. If the primary sponsor is a club, then the current president authorizes the report on behalf of the club. If the primary sponsor is a district, then the current district Rotary Foundation committee chair authorizes the report on behalf of the district.

After the primary contact affirms that the report is complete, the report will be locked for editing and the officers authorizing this report will receive an email notification requesting their authorization.

#	Role	Name	Authorization Status	Authorization Date
1	Club President	Roberto Sanchez	Authorized	2015-06-05
2	Club President	Rodolfo Salazar Paniagua	Authorized	2015-06-05

By authorizing this report, I confirm that, to the best of my knowledge, these grant funds were spent according to Foundation guidelines and that all of the information contained in this report 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 with this report will become the property of Rotary and will not be returned. I warrant that I own all rights in the photographs, including copyright, and hereby grant Rotary International and The Rotary Foundation a royalty-free, irrevocable license to use the photographs now or at any time in the future, throughout the world in any manner it so chooses, and in any medium now known or later developed. This includes the right to modify the photographs as necessary at Rotary'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.