

Subvención Global GG1420737
Título de la subvención - Guatemala Literacy Project
Tipo de informe - Final
Estatus del informe - Aceptado
Distrito local - 4250
Distrito internacional - 5280

INFORME DE SUBVENCIÓN GLOBAL

Sus respuestas ayudarán a medir el impacto de Rotary en el mundo, promocionar sus logros y documentar las mejores prácticas en lo que respecta a la custodia de fondos. Complete este informe cuidadosamente, cerciorándose de ingresar la información correcta.

Objetivos

Su Subvención Global se ha aprobado para financiar las siguientes actividades:

Proyecto humanitario

Califique su progreso en cuanto a los objetivos del proyecto:

Excelente

Si no se ha logrado progreso a la fecha, explique las razones.

N/A

¿Se han modificado los objetivos?

No

En caso afirmativo, explique cómo y por qué.

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 1,312 students to 1,305 students. This is due to the fact that school enrollments grow each year and the exact 2016 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.

Enumere sus actividades hasta la fecha. En la descripción, indique dónde se desarrolló la actividad, quién participó y lo que se logró.

Núm.	Actividad	Descripción	Estatus	Fecha de conclusión
1:		Textbook projects were established in three communities, serving a total of 407 students. With assistance from the cooperating organization, participating Rotarians from RC Vista Hermosa and		

Subvención Global GG1420737**Título de la subvención - Guatemala Literacy****Project****Tipo de informe - Final****Estatus del informe - Remitido****Distrito local - 4250****Distrito internacional - 5280**

	Programa educativo	<p>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 objective to improve literacy at the middle-school level.</p> <p>Project schools include: -Las Flores Nac, Quetzaltenango, 175 students -Colonía El Maestro Nac, Quetzaltenango, 138 students -IBCE Xequistel, Sololá, 94 students</p>	Terminado	30/11/2016
2:	Programa educativo	<p>One Computer Center was established at INEB El Aguacate middle school in the department of Guatemala, serving a total of 210 students. The lab was set up with the assistance of the cooperating organization. Rotarians from RC Vista Hermosa and other clubs assisted in the delivery of materials and the inauguration of the lab. The center fulfills the objective to</p>	Terminado	31/03/2016

Subvención Global GG1420737

Título de la subvención - Guatemala Literacy

Project

Tipo de informe - Final

Estatus del informe - Remitido

Districto local - 4250

Districto internacional - 5280

		prepare middle-school students to enter the workforce.		
3:	Programa educativo	<p>Primary school literacy training was expanded in 11 communities, serving 688 students and training 30 teachers. Rotarians from RC Vista Hermosa and other clubs assisted in the delivery of materials. The training curriculum was implemented by the cooperating organization. These programs fulfill the objective to provide storybooks and training to primary school teachers.</p> <p>Project schools are all located in the department of Chimaltenango and include:</p> <ul style="list-style-type: none">-Chay Balam JV: 4 teachers in training, benefiting 688 students in grades 3-4-San Antonio: 3 teachers in training, benefiting 100 students in grades 3-4-La Colina: 2 teachers in training, benefiting 41 students in grades 3-4-El Llano: 2 teachers in training, benefiting 49 students in grades 3-4-Piero Morari JM: 2 teachers in training, benefiting 43	Terminado	01/03/2017

Subvención Global GG1420737**Título de la subvención - Guatemala Literacy****Project****Tipo de informe - Final****Estatus del informe - Remitido****Distrito local - 4250****Distrito internacional - 5280**

students in grades 3-4
 -Puerto Abajo: 2 teachers in training, benefiting 43 students in grades 3-4
 -Zaragoza: 2 teachers in training, benefiting 50 students in grades 3-4
 -Agua Dulce: 2 teachers in training, benefiting 49 students in grades 3-4
 -La Muchacha: 5 teachers in training, benefiting 138 students in grades 3-4
 -El Mirador: 4 teachers in training, benefiting 88 students in grades 3-4
 -El Eucalipto: 2 teachers in training, benefiting 87 students in grades 3-4

Áreas de interés**¿Cuál fue su impacto?****Número total de beneficiarios directos:**

1351

Indique el método, la programación y los resultados de los criterios de medición identificados en la solicitud. Agregue criterios si fuera necesario.

Acceso a la educación básica y la alfabetización

Núm.	Criterio de medición	Método de medición utilizado	Método de medición utilizado	Resultados
1:				The project provided reading education training and materials to 30 primary school teachers (benefiting 688

Subvención Global GG1420737**Título de la subvención - Guatemala Literacy Project****Tipo de informe - Final****Estatus del informe - Remitido****DISTRITO LOCAL - 4250****DISTRITO INTERNACIONAL - 5280**

	Número de niños beneficiados	Observación directa	Semestral	primary students); provided textbooks to 407 secondary school students and corresponding training to 15 teachers and principals at these schools; and provided computer education to 210 secondary school students and corresponding training to one teacher.
2:	Número de niños beneficiados	Documentos públicos	Anual	1,305
3:	Número de instituciones participantes	Informes de subvenciones	Anual	15
4:	Otro Children participating in our primary school literacy projects will become competent and enthusiastic readers, as measured by standardized reading assessments administered in Feb. (pre) and Sept. (post), 2016, by a Rotary volunteer and CoEd. 3rd and 6th grade students in the early literacy program are expected to show gains on a reading assessment 10% greater than those of a comparison group (from the same schools before receiving the program).	Tests	Anual	Due to evolving best practices for measuring the effectiveness of early literacy interventions, we decided to evaluate the primary reading program using the Evaluación de Lectura en Grados Iniciales test (ELGI for short—a Guatemalan adaptation of the widely-used Early Grade Reading Assessment) to obtain results data that can be more easily compared to national data from Guatemala’s Ministry of Education. The schools participating in the primary reading program were evaluated through testing of a sample of schools that have received (or been selected to receive in future years) primary literacy teacher training under other GLP global grants. Results indicated that first-graders benefiting from Guatemala Literacy Project primary literacy training in 2016 scored 45% better on reading fluency, 21% better on reading comprehension, and 33% better on writing than a comparison group of first-graders from the same schools scored in 2015 before their teachers were trained.

Subvención Global GG1420737**Título de la subvención - Guatemala Literacy Project****Tipo de informe - Final****Estatus del informe - Remitido****DISTRITO LOCAL - 4250****DISTRITO INTERNACIONAL - 5280**

5:	<p>Otro Teachers receiving training through our primary school literacy program will adhere to agreed-upon standards for teaching reading. This will be measured by CoEd staff, who will track training rosters and complete observations to ensure that the methodology is employed in the classroom. 90% of primary-school teachers who begin the first year of training are expected to complete the course and all its requirements.</p>	Observación directa	Mensual	100% (30 of 30 first-year teachers) completed the course and all its requirements
6:	<p>Otro : Students receiving textbooks will demonstrate increased interest in classes. CoEd staff will assess this measurement by collecting and analyzing student surveys from Aug.-Nov., 2016. We expect at least 20% more students in the group that received textbooks to report having much or very much interest in classes, compared to a control group of students without the program.</p>	Informes de subvenciones	Anual	<p>Due to numerous differences between the students receiving textbooks and the proposed control group, we deemed that a student survey would not produce as meaningful results as a study of data from the schools as to whether students are effectively using the textbooks. School records indicate that 99.8% of students at the three project schools are using the textbooks effectively.</p>
7:	<p>Otro Teachers receiving textbooks and corresponding training will</p>			

Subvención Global GG1420737**Título de la subvención - Guatemala Literacy Project****Tipo de informe - Final****Estatus del informe - Remitido****Distrito local - 4250****Distrito internacional - 5280**

	<p>implement the methodology they've learned in the classroom. CoEd staff will track training rosters and complete observations to ensure that the methodology is employed in the classroom. At least 60% of observed teachers are expected to implement the methodology.</p>	<p>Informes de subvenciones</p>	<p>Semestral</p>	<p>In order to maximize the time spent providing coaching during visits to schools, the effectiveness of the teacher training was instead evaluated based on teacher attendance records maintained by CoEd staff. The overall attendance rate for all textbook teacher training seminars offered in 2016 was 90%, exceeding our target of 80%.</p>
<p>8:</p>	<p>Otro : Computer center students will achieve a basic level of computer competency in Windows, Microsoft Office, and the Internet. The computer center teacher will administer curriculum evaluations throughout the school year (Jan.-Oct., 2016). Scores will be analyzed at the end of the year (Nov., 2016) by CoEd project staff. We expect 80% of the 300 students receiving a computer center to achieve basic computer competency, as demonstrated by receiving a score of 60% or better on the evaluations.</p>	<p>Tests</p>	<p>Trimestral</p>	<p>86% (181 of 210 Computer Center students) received a passing score on the curriculum evaluations.</p>
<p>9:</p>	<p>Otro : The computer center teacher will achieve competency with the technology by the end of his/her</p>			

Subvención Global GG1420737**Título de la subvención - Guatemala Literacy Project****Tipo de informe - Final****Estatus del informe - Remitido****Distrito local - 4250****Distrito internacional - 5280**

first year in the program. CoEd staff administer the Microsoft Digital Literacy test during the hiring process or initial training. The computer teacher must pass the Digital Literacy Exam by the end of the first year of teaching in the computer center.

Tests

Anual

The new teacher hired at the El Aguacate computer center passed the Microsoft Digital Literacy Test during the hiring process before beginning to teach in the new center.

¿Quién fue responsable de reunir esta información? (Puede marcar más de una opción)

Organización colaboradora

¿Está preparada la comunidad para seguir monitoreando los resultados?

No

Explique la capacitación que brindó a los integrantes de la comunidad para que pudieran monitorear los resultados. De no haber recibido capacitación la comunidad, indique quién se encargará del monitoreo.

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 observations.

Participantes**Identifique los clubes o distritos rotarios aparte de los patrocinadores principales y contribuyentes financieros, que participaron en la subvención.**

Núm.

Origen

Club/Distrito

Describa el tiempo y los conocimientos contribuidos por los rotarios locales e internacionales en la implementación del proyecto.

For the projects described in this Grant, members of RC Vista Hermosa traveled to participating communities to deliver books and assisted in the delivery of materials to the computer lab. They also helped host a contingent of 48 Rotary volunteers from the U.S., Canada, Grand Cayman Islands, and the United Kingdom who traveled to Guatemala to participate in these projects in February 2016.

District 5280 Rotarians and members of the Vista Hermosa club 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. In Feb 2015, a group from both grant hosts visited 2 primary schools to be benefited by this grant. Members of Guatemala Vista Hermosa have helped review grant purchases (computer equipment in Sep 2015 and textbook & reading books in Oct 2015). Ana Carolina Alpírez and Conchi Cuatango have visited multiple primary schools and middle school in 2015. Ana Carolina Alpírez, Julio Grazioso, Carolina Corzo, and Conchi Cuatango have participated in the

Subvención Global GG1420737

Título de la subvención - Guatemala Literacy Project

Tipo de informe - Final

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Distrito local - 4250

Distrito internacional - 5280

interim site review and/or the final audit of another similar grant #1412387 in Feb 2015 & Jan 2016, both reviewing project status and visiting schools.

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

Describe la participación de la organización colaboradora (si aplica), y los recursos o conocimientos que aportó dicha organización.

The partner organization, CoEd:

- 1) Assisted the host and international partners in the purchase of books and computers for poorly-resourced schools, maintaining frequent contact with Rotary sponsors by phone, email, and in-person.
- 2) Provided logistical support for a team of 48 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 are independently audited in both the U.S. and Guatemala, ensuring that projects are transparent, accountable, and compliant with all RI rules and stipulations.

Contactos principales

Nombre	Club	Contacto	Patrocinador	Función
Richard Ham	Manhattan Beach	(Contacto principal)	Club	
Julio Grazioso	Guatemala Vista Hermosa	(Contacto principal)	Club	

Integrantes del comité

Nombre	Club	Contacto
Carlos Rosales	Southern Oregon University	(Contacto secundario local)
Lurdes Tobias	Guatemala Vista Hermosa	(Contacto secundario local)

Nombre	Club	Contacto
Geoffrey Bremer	Manhattan Beach	(Contacto internacional secundario)
Thomas Jeffry	Manhattan Beach	(Contacto internacional secundario)

Presupuesto

Hac clic en **Modificar** para ingresar cada rubro del presupuesto. Monto utilizado es la suma desembolsada desde la aprobación de la subvención. A continuación, indica el código de tres caracteres de la Moneda en que se realizó el desembolso y el Tasa de cambio utilizado. Si se realizaron desembolsos en dos monedas diferentes, haz clic en **Repartir** para ingresar los gastos correspondientes a cada moneda. Si no se realizó desembolso alguno, escribe 0. Si lo necesitas, podrás añadir nuevos rubros al presupuesto.

Núm.	Descripción	Proveedor	Categoría	Costo presupuestoado (USD)	Costo real (USD)
1:	Textbooks for	Santillana			

Subvención Global GG1420737**Título de la subvención - Guatemala Literacy Project****Tipo de informe - Final****Estatus del informe - Remitido****Distrito local - 4250****Distrito internacional - 5280**

	Textbook Programs (2,172)	SA	Equipo	21,720.00	178,707.00
2:	Book Bags for Textbook Programs (342)	Anaja, SA	Suministros	33.00	.00
3:	Supplies and Printing for Textbook School Teacher Training	Libreria Progreso, SA	Suministros	242.00	1,054.00
4:	Meals and Transportation for Textbook School Teacher Training	Hotel Bella Luna, Proyecto Productivo Educativo	Capacitación	630.00	4,200.00
5:	Reading Books (2,948) for Primary Reading Program	Editorial Santillana , Grupo Amanuense, S.A. Generación de Demanda, S.A. Alcalía Días Suministros, Fondo De Cultura Economica	Equipo	24,107.00	188,598.00
6:	School Supplies (4,243) for Primary Reading Program	Platino, SA	Suministros	2,850.00	23,027.00
7:	Bookcases (17) for Primary Reading Program	Juan Jose Hernández Chanta	Equipo	4,845.00	36,200.00
8:	Standardized Tests (1,734) for Primary Reading Program	Universidad del Valle de Guatemala	Monitoreo/evaluación	1,647.00	8,000.00
9:	Printing for Primary Reading Program	Plano Plot, SA	Suministros	85.00	.00
10:	Meals and Transportation for Teachers for Primary Reading	Baldomero Garcia	Capacitación	510.00	.00

Subvención Global GG1420737**Título de la subvención - Guatemala Literacy Project****Tipo de informe - Final****Estatus del informe - Remitido****Distrito local - 4250****Distrito internacional - 5280**

	Program				
11:	Computer Systems (17) for computer center	Prisma Servicios	Equipo	15,619.00	109,650.00
12:	Server (1) for Computer Center	Sega, SA	Equipo	1,260.00	8,690.00
13:	UPSs (10) for Computer Center	Sega, SA	Equipo	1,470.00	3,862.00
14:	Printer (1) for Computer Center	Tecnasa	Equipo	347.00	2,208.00
15:	Network Cabling for Computer Center	Maynor Vinicio Bonilla	Equipo	1,103.00	17,795.00
16:	Maintenance Kit (1) for Computer Center	Price Mart	Equipo	74.00	400.00
17:	Dust Covers (18) for Computer Center	Kremlin Castellanos / José Castillo	Suministros	217.00	1,159.00
18:	Desks (18) for Computer Center	Interiores Corpportativos	Equipo	1,361.00	7,750.00
19:	Chairs (35) for Computer Center	Induplastic	Equipo	221.00	1,712.00
20:	Security Alarm (1) for Computer Center	Hector Rafael Poncio	Equipo	368.00	1,962.00
21:	File Cabinet (1) for Computer Center	Interiores Corpportativos	Equipo	74.00	550.00
22:	White Board fro Computer Center	Distribuidora Dals	Equipo	42.00	320.00
23:	Padlocks (2) for Computer Center	Almacen El Vapor, S.A.	Suministros	32.00	200.00
24:	Antivirus Software (1) for Computer Center	Smartech Computación	Suministros	63.00	2,350.00
25:	Educacion para el Futuro Seminar (1) for Computer Cener	Educacion para el Futuro, SA	Capacitación	210.00	960.00
26:	School Supplies (1 set) for	Libreria Progreso, SA	Suministros	89.00	595.00

Subvención Global GG1420737**Título de la subvención - Guatemala Literacy****Project****Tipo de informe - Final****Estatus del informe - Remitido****Districto local - 4250****Districto internacional - 5280**

	Computer Center				
27:	Cooling Fans (3) for Computer Center	La Increible ABM	Equipo	142.00	932.00
28:	Projector Screen (1) for Computer Center	Multicomp	Equipo	61.00	.00
29:	Projector (1) for Computer Center	Tecnasa	Equipo	578.00	4,961.00
				Presupuesto total :	80,000.00 (USD)
				Costo real:	80,000.02 (USD)

Describe la administración financiera de la subvención, incluida la forma en que se gestionan los pagos y quién es responsable de expedirlos. Comuniqué cualquier dificultad en la gestión de las finanzas.

The RC of Vista Hermosa received the GG disbursement from TRF in February 2015 and held the grant funds in a separate account (as shown on the attached bank statement showing \$79,995 in the 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, maintains a 3-quote purchasing system, and has multiple levels of purchasing oversight. Nearly all purchases were 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 saved all receipts. RC Vista Hermosa reviewed receipts for purchases made by CoEd through February 2016 and disbursed the first payment of \$76,209 to CoEd in March 2016; these funds were held in CoEd's separate account for the Guatemala Literacy Project .

RC Vista Hermosa held the remaining grant funds until all spending and distribution was completed in February 2017. At that time Vista Hermosa Rotarians reviewed the receipts for the remaining expenses and disbursed the final payment of \$3,791 to CoEd in March 2017. Bank statements for these transactions are included with this report. Note that the final spending on all line items included in the receipt review exceeded the total grant amount by \$396.86; however, CoEd has agreed to accept the total grant amount as the full reimbursement, covering the additional expenses from their own funds. You can see this reflected above in the cost of Meals and Transportation for Teachers for Primary Reading Program—although total spending on this line item was \$595.28, CoEd agreed to accept \$396.86 less than the total spending and thus the full cost of Meals and Transportation for Teachers for Primary Reading Program applicable to this grant and listed in this report is \$198.42. CoEd also agreed to cover the cost of "Book Bags for Textbook Programs" out of other funds and therefore the total expense listed for this line is 0.

Note that two other line items—"Printing for Primary Reading Program" and "Projector Screen (1) for Computer Center"—also have no expense listed; but in these cases, this is because those budget line items were ultimately deemed unnecessary for project implementation and those funds instead helped make up minor cost differences in other, more crucial line items.

The budget table above does not seem to allocate remaining funds for items with \$0 in the "Spent Amount" column, and as a result displays a total remaining balance of -\$179.02. However, due to reallocation of the unspent funds for those line items, the total remaining balance should calculate to \$0.

Identifique los fondos de la Subvención Global que se devolverán a La Fundación Rotaria.

Subvención Global GG1420737**Título de la subvención - Guatemala Literacy Project****Tipo de informe - Final****Estatus del informe - Remitido****Distrito local - 4250****Distrito internacional - 5280****Fondos que se devolverán (en moneda local):****Autorizaciones**

Tanto los patrocinadores locales como los internacionales deberán autorizar el informe. Si el patrocinador principal es un club, el presidente de club autoriza el informe; si es un distrito, el presidente del comité distrital de La Fundación Rotaria.

Una vez el contacto principal afirma que el informe está completo, no podrá editarse. Los funcionarios encargados de autorizar el informe reciben una solicitud de autorización por correo electrónico.

#	Cargo	Nombre	Estatus de la autorización	Fecha de autorización
1	Club President	Rolando Gonzalez	Authorized	2017-04-04
2	Club President	Shannon Ryan	Authorized	2017-04-05

Al autorizar el presente informe, dejo constancia de que, a mi leal saber y entender, todos los fondos de la subvención se utilizaron conforme a la normativa estipulada por los fiduciarios y que toda la información incluida en este informe es fidedigna y exacta. Todos los recibos originales de los gastos incurridos se conservarán durante cinco años como mínimo, o más tiempo si las leyes locales así lo requieren, por si fuera necesaria una auditoría. Entiendo también que todas las fotografías remitidas en relación con este informe no se devolverán y pasarán a ser propiedad de RI.

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