Global Grant Record - GG1422606

Grant Title - Guatemala Literacy Project - Quetzaltenango, Chimaltenango & Sololá

Report Type - Final

Report Status - Accepted

Host District - 4250

International District - 5080

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 5,681 students to 6,207 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.

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 13 communities, serving a total of 2,081 students. With assistance from the cooperating organization, participating Rotarians from		

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		Coeur d'Alene 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 objective to improve literacy at the middle-school level. Project schools include: -Belén, El Quiché, 41 students -Bola de Oro, Chimaltenango, 380 students -CEI, Chimaltenango, 100 students -Choquiac, Quetzaltenango, 420 students -Filadelfía, Chimaltenango, 100 students -La Esperanza Jocotenango, Sacatepéquez, 162 students -Llanos del Pinal, Quetzaltenango, 235 students -Molina Nacional, Quetzaltenango, 215 students -Monte Sión Totonicapán,		
	Educational program		Complete	30/11/2016

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		Totonicapán, 80 students -Parraxquin Nacional, Chimaltenango, 46 students -Parracaná, Quetzaltenango, 159 students -Tierra Colorada Quetzaltenango, Quetzaltenango, 100 students -Vision y Fe, Chimaltenango, 43 students		
2:	Educational program	One Computer Center was established at El Estor Diversificado school in Izabal, serving a total of 170 students. The lab was set up with the assistance of the cooperating organization. The center fulfills the objective to prepare students to enter the workforce.	Complete	31/03/2016
3:		Primary school literacy training was expanded in 38 communities, serving 3,956 students and training 146 teachers. Rotarians from Coeur d'Alene 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		

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	Educational program	storybooks and training to primary school teachers. The community clusters are: -Patzicia/Patzun (Chimaltenango II): 21 teachers trained in 6 schools, benefiting 607 students -Patzun (Chimaltenango III): 53 teachers trained in 10 schools, benefiting 1,345 students -Chimaltenango IV: 34 teachers trained in 11 schools, benefiting 921 students -Sumpango/Xenacoj: 24 teachers trained in 9 schools, benefiting 698 students -Patzicía/Chimazat: 14 teachers trained in 2 schools, benefiting 385 students	Complete	28/02/2017

Areas of Focus

What was your impact?
Total number of direct beneficiaries:
6419

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:	Other Total number of direct beneficiaries: CoEd will collect			

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	numbers of enrolled students from project schools and maintain ongoing records of training participants from November 2015 to October 2016. In all, the project will provide reading education training and materials to 144 primary school teachers (benefiting 3,898 primary students), provide textbooks to 1,663 secondary school students and corresponding training to 44 teachers; provide computer education to 120 secondary school students and corresponding training to 1 teacher (for a total of 5,870 direct beneficiaries).	Direct observation	Every six months	The project provided reading education training and materials to 146 primary school teachers (benefiting 3,956 primary students); provided textbooks to 2,081 secondary school students and corresponding training to 65 teachers and principals at these schools; and provided computer education to 170 secondary school students and corresponding training to one teacher.
2:	Number of benefiting school-age children	Public records	Every year	6,207
3:	Number of institutions participating in program	Grant records and reports	Every year	52
4:	Other Children participating in our primary school literacy projects will become competent and enthusiastic readers, as measured by standardized reading assessments administered in Feb.			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

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	(pre) and Sept. (post), 2016, by CoEd staff. 3rd and 6th grade students in the early literacy program are expected to show gains on a reading assessment 5% greater than those of a comparison group (from the same schools before receiving the program).	Testing	Every six months	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. Results indicated that first-graders participating in our primary school literacy projects 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.
5:	Other 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.	Direct observation	Every month	98% (65 of 66 first-year teachers) completed the course and all its requirements
6:	Other Teachers receiving textbooks will participate in the corresponding training. CoEd staff	Direct		The overall attendance rate for all textbook teacher

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	will track training rosters to ensure that at least 80% of teachers are attending the training sessions.	observation	Every six months	training seminars offered in 2016 was 90%, exceeding our target of 80%.
7:	Other Computer center students learn to propose solutions, share information, work in teams and use technology to solve real world problems in their communities. The computer center teacher will assign group projects to be completed toward the end of each school year. CoEd staff will collect data on these projects and analyze completion rates among 2nd- and 3rd-year students. We expect 90% of 2nd- and 3rd-year students to complete these projects.	Direct observation	Every year	Overall results indicate that 89% of 2nd- and 3rd-year students at GLP computer centers completed group projects, just shy of our target of 90%.
8:	Other The computer center teacher will achieve competency with the technology by the end of his/her 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 his/her first year of teaching in the computer center.	Testing	Every year	The new teacher hired at the El Estor Diversificado computer center passed the Microsoft Digital Literacy Test during the hiring process before beginning to teach in the new center.

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

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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), visited schools in the primary literacy program throughout the year to monitor project outcomes and provide additional support to teachers through classroom observations. CoEd staff also return to the computer center and textbook program schools periodically to perform additional training, provide technical support, and monitor project outcomes.

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 Coeur d'Alene 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 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.

Quetzaltenango and Coeur d'Alene 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 Quetzaltenango helped review grant purchases and met with Foundation cadre member Maureen Duncan during the advance site visit to review the project and meet with candidate schools. They also hosted Foundation cadre member Bill Stumbaugh on visits to project schools during the interim site visit in February 2017.

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 between each other and with 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 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 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

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Name	Club	Role	Sponsored by	Serving as
Richard Barclay	Coeur d'Alene	**(Primary Contact)**	Club	International
Luis Balcárcel López	Quetzaltenango	**(Primary Contact)**	Club	Host

Committee Members

Name	Club	Role
Marco Herrera Scheel	Quetzaltenango	**(Secondary Host Contact)**
Jaime Quevedo Flores	Quetzaltenango	**(Secondary Host Contact)**

Name	Club	Role
Beverly Lingle	Coeur d'Alene	**(Secondary International Contact)**
Hank Martin	Coeur d'Alene	**(Secondary International Contact)**

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:	Textbooks for Textbook Programs (10,496)	Santillana SA	Equipment	101,675.00	102,152.00
2:	Supplies and Printing for Textbook School Teacher Training	Ricardo Murga, Office Depot, Innovaciones Publicitarias, Librería Progreso, José Castillo	Supplies	2,850.00	5,613.00
3:	Meals and Transportation for Teachers for Textbook School Teacher Training	Proyecto Educativo Productivo, Restaurante Bonanza, Docentes, Hotel Bella Luna	Training	8,000.00	3,535.00

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4:	Reading Books (130 sets) for Primary Reading Program	Alcalá Díaz Suministros Autodidactivos, Carvajal Educación S.A., Editorial Mis Pasitos S.A., Editorial Santillana S.A., Fondo De Cultura Economico de Guatemala, Gare de Creación S.A., Generación de Demanda S.A., Grupo Amanuence S.A., Librería Artemis Edinter, Susaeta Ediciones Guatemala	Equipment	88,850.00	90,263.00
5:	School Supplies (130 sets) for Primary Reading Program	Platino S.A., Librería Progreso, Regina Sanchez, Ofice Depot, Dismorama	Supplies	10,750.00	9,414.00
6:	Standardized Tests (4,000) for Primary Reading Program	Universidad del Valle de Guatemala	Monitoring/evaluation	5,000.00	14,041.00
7:	Meals and Transportation for Teachers for Primary Reading Program	Proyecto Educativo Productivo, Restaurante Bonanza, Hotel Bella Luna, Colegio San Bernardino	Training	4,000.00	1,635.00
8:	Computer Systems (13)	Prisma			

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	for Computer Center	Servicios, S. A.	Equipment	11,950.00	8,290.00
9:	Server (1) for Computer Center	Sega, S.A.	Equipment	1,250.00	1,139.00
10:	Projector (1) for Computer Center	Tecnasa Guatemala, S.A.	Equipment	575.00	650.00
11:	Voltage Regulators (8) for Computer Center	Sega, S.A.	Equipment	1,175.00	650.00
12:	Printer (1) for Computer Center	Tecnasa Guatemala, S.A.	Equipment	350.00	289.00
13:	Network Cabling (1) for Computer Center	Maynor Vinicio Bonilla, Tecnasa Guatemala S.A.	Equipment	1,100.00	1,268.00
14:	Maintenance Kit (1) for Computer Center	Price Mart	Equipment	75.00	52.00
15:	Dustcovers (14) for Computer Center	Kremlin Castellanos	Supplies	175.00	164.00
16:	Desks (14) for Computer Center	Interiores Corporativos	Equipment	1,050.00	1,125.00
17:	Chairs (30) for Computer Center	Induplastic	Equipment	200.00	349.00
18:	Security Alarm (1) for Computer Center	Hector Rafael Poncio	Equipment	375.00	355.00
19:	File Cabinet (1) for Computer	Interiores Corportativos	Equipment	75.00	72.00

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	Center				
20:	White Board (1) for Computer Center	Distribuidora Dals	Equipment	50.00	42.00
21:	Padlocks (2) for Computer Center	Almacen El Vapor, S. A.	Supplies	25.00	26.00
22:	Antivirus Software (1) for Computer Center	Smartech Computación	Supplies	75.00	56.00
23:	Educación para el Futuro Seminar (1) for Computer Center	Educación para el futuro, SA	Training	200.00	126.00
24:	School Supplies (1 set) for Computer Center	Librería y Papelería Progreso	Supplies	100.00	78.00
25:	Cooling Fans (3) for Computer Center	La Increible ABM	Equipment	150.00	.00
26:	Projector Screen (1) for Computer Center	Multicomp	Equipment	50.00	.00
27:	Rotary Stickers and Stamps to label books for Primary Reading Program	Ricardo Murga	Supplies	500.00	273.00
28:	Measurable Outcomes Contractor (400 hours)	Research, Inc.	Monitoring/evaluation	8,000.00	12,635.00
29:	Trainers for Primary				

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	Reading Program (5 trainers, 8,850 hours total)	Cooperative for Education	Training	89,200.00	83,755.00
30:	Laptop Computers (14), Supplemental Educational Materials	Smartech Computación	Equipment	10,500.00	4,253.00
31:	Projectors (14), Supplemental Educational Materials	Smartech Computación	Equipment	6,745.00	6,745.00
32:	Projector Screens (14), Supplemental Educational Materials	Multicomp	Equipment	800.00	262.00
33:	Sports Equipment (35 sets), Supplemental Educational Materials	Deportes Link, Carlos Roberto Tot	Equipment	2,275.00	958.00
34:	Notebooks (4,500), Supplemental Educational Materials	Libreria Progreso, SA	Supplies	625.00	.00
35:	Pencils (4,500), Supplemental Educational Materials	Librería Progreso, Librería y Papelería El Éxito	Supplies	450.00	630.00
36:	Pencil Sharpeners (4,500), Supplemental Educational Materials	Librería Progreso, Librería y Papelería El Éxito	Supplies	400.00	439.00
37:	Pencil Erasers (4,500), Supplemental	Librería Progreso, Librería y	Supplies	625.00	504.00

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	Educational Materials	Papelería El Éxito			
38:	School Supply Kits (3,400), Supplemental Educational Materials	Libreria Progreso, SA	Supplies	7,525.00	.00
39:	Multi-Function Printers (3), Supplemental Educational Materials	Multicopy, S.A.	Equipment	1,750.00	446.00
40:	Desktop Computers (3), Supplemental Educational Materials	Multicomp	Equipment	1,950.00	524.00
41:	Rotary Book Covers for Textbook Program (14,100)	José Castillo	Equipment	.00	2,051.00
42:	Mousepads for Computer Center (27)	José Castillo	Equipment	.00	42.00
43:	Net Control Software for Computer Center (1)	Avangate BV	Supplies	.00	333.00
44:	Air Conditioning for Computer Center	Gustavo A. Zita	Equipment	.00	2,097.00
45:	Desks, Supplemental Educational Materials (3)	Interiores Corporativos	Equipment	.00	360.00
46:	Electronic White Boards, Supplemental Educational Materials (2)	Servicios Diversos, S.A.	Equipment	.00	2,024.00

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47:	Audio System for Computer Instruction, Supplemental Educational Materials (1)	Price Smart, Intelaf, Steren	Equipment	.00	498.00
48:	Projectors (14), Supplemental Educational Materials	Smartech Computación	Equipment	955.00	.00
49:	Carrying Cases for Projectors (4)	Multicomp	Equipment	.00	131.00
50:	Bookcases (5), Supplemental Educational Materials	Juan José Hernández	Equipment	.00	524.00
			Total budget:	372,425.00 (USD)	
			Total spent:		372,156.00 (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 Coeur d'Alene received the first GG disbursement from TRF in February 2016 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, 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 Quetzaltenango reviewed receipts for purchases made by CoEd through May 2016, and RC Coeur d'Alene disbursed the first payment to CoEd in June 2016; these funds were held in CoEd's separate account for the Guatemala Literacy Project.

RC Coeur d'Alene received the second payment from TRF in August 2016 and held the remaining grant funds until all spending and distribution was completed. In May 2017, RC Quetzaltenango reviewed and approved all receipts for purchases made by CoEd. Coeur d'Alene then disbursed the second payment to CoEd in July 2017. Bank statements for these transactions are attached. (Note: The final bank statement showing the Coeur d'Alene account after disbursing the second payment to CoEd will be sent to Maria Emig separately once it is received.)

Notes about budget variance:

The budget submitted with this original application was based on the practice followed in previous Guatemala Literacy Project Global Grants of using standardized tests to evaluate the primary reading program, with $4,000 originally budgeted for this expense. However, by the time the measurable results were obtained for this grant, the program had

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transitioned to evaluating the primary reading schools using the Evaluación de Lectura en Grados Iniciales test (ELGI for short—a Guatemalan adaptation of the widely-used Early Grade Reading Assessment). This standardized test, administered by certified testers from Del Valle University, enabled the program to obtain results data that can be more easily compared to national data from Guatemala's Ministry of Education. The new practice of using the ELGI test to evaluate the primary reading program was approved by Maria Emig in an email dated September 17, 2015.

New line items have been added to the budget and represent shifts in spending within programs due to certain necessary factors described below. There were no major shifts in spending from one program to another.
-Book Covers for Textbook Programs: These covers include the Rotary logo and pictures of Rotarians, and they were added to provide more recognition of Rotary. This line item is covered by funds that were freed up by purchasing fewer supplemental educational materials and securing better deals on these items.
-Air Conditioning for Computer Center: The Computer Center was established in a community that experiences high heat and dusty conditions throughout the year. It was determined that the cooling fans planned in the initial budget would not be sufficient to protect the computer equipment from these conditions, so air conditioning was purchased instead of the fans.
-Electronic White Boards, Supplemental Educational Materials: These were provided as supplemental materials instead of projectors to certain schools. This change occurred as a result of discussions with teachers and principals at those schools to determine what resources would optimally enhance their quality of education.

Although the total final expenses reflect an overall decrease from the original budgeted amount, there is one additional, necessary expense for this project that is not included here. In order to ensure the computer center would have proper electrical supply, we had to install electrical wiring at a cost of $1,468.00. CoEd agreed to cover this cost out of their own funds, since we believed at the time that this may qualify as a building expense that would be ineligible for Rotary funding. We have since clarified with Maria Emig (in an email to Carolyn Johnson dated April 21, 2017) that wiring can be eligible when it represents a small cost of a larger, comprehensive BEL project. Therefore, we would like to apply any unused GG1422606 funds to help cover the cost of the electrical wiring installation.

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	Fredy Barrios A.	Authorized	2017-08-15
2	Club President	Robert Burton	Authorized	2017-08-15

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

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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.