

# Global Grant Application

**GRANT NUMBER**  
GG1989785

**STATUS**  
Approved

## Basic Information

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### Grant title

Guatemala Literacy Project - Quetzaltenango & Chimaltenango

### Type of Project

#### Humanitarian Project

Address community needs and produce sustainable, measurable outcomes

### Primary Contacts

Name	Club	District	Sponsor	Role
Lise Dutrisac	Sudbury	7010	Club	International
Diana Brown Muñoz	Guatemala Oeste	4250	Club	Host

## Committee Members

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### Host committee

Name	Club	District	Role
Miguel Hernandez	Guatemala Oeste	4250	Secondary Contact
Emerson Ordoñez Reyna	Guatemala Oeste	4250	Secondary Contact

### International committee

Name	Club	District	Role
Jennifer McGillivray	Sudbury	7010	Secondary Contact International
Narasim Katary	Sudbury	7010	Secondary Contact International

### Do any of these committee members have potential conflicts of interest?

No

## Project Overview

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### **Tell us a little about your project. What are the main objectives of the project, and who will benefit from it?**

This Global Grant project has four distinct and complementary components that strengthen both traditional and technological literacy in the communities we've targeted. All of these schools and students are located in Guatemala's Western and Central Highlands—the most illiterate part of the country. A projected list of schools showing approximate school sizes is provided later in this application. Please note that these school sizes are based on the results of our community needs assessments conducted in the months leading up to this application, and enrollment in Guatemala can vary greatly from year to year. For this reason, there will be some changes in numbers of students served from the initial application to the final report.

(1) The Spark Reading Program provides professional development that enables primary-school teachers to become experts in reading instruction. The program delivers between 36 and 75 children's books (per teacher) for reading in the classroom every day. The provision of these materials is matched with an intensive teacher training program and in-class coaching, based on the latest best practices in early literacy instruction. Better-trained teachers transform their students into better readers, critical thinkers, and lifelong learners. This aspect of the project will benefit 253 teachers and 5,889 students in 25 schools.

(2) Textbook projects increase literacy for middle-school students in rural Guatemala by giving them access to high-quality textbooks in subjects like math, science, Spanish language, and social studies. Books are provided on the condition that each school rents them to their students for a small fee (\$1.50/month). These fees enter a sustainability fund (managed by CoEd and overseen by local Rotarians), which is used to replace books once they wear out. The textbook projects will benefit 16 teachers and 334 students in 4 schools. Approximately 144 additional teachers and principals will join these teachers in receiving training in how to achieve the objectives of Guatemala's national middle-school curriculum while engaging their students in the learning process. Many of these additional teachers come from schools that have received textbooks under previous GLP Global Grants and are now renewing their books with money saved in their school's sustainability fund.

(3) A computer center prepares middle-school students to enter the workforce by providing 60-90 minutes per week of hands-on technological instruction, using a curriculum that conforms to the standards of Guatemala's National Curriculum and covers approximately 34 lessons over the course of a year. The certified computer teacher will train students in the use of standard business software (word processors, spreadsheets, presentation tools, database tools, web navigation, basic programming, etc). The computer center will benefit 1 teacher and 254 students in 1 school.

(4) The Rise Youth Development Program works to reduce gender disparities in education in Guatemala and provide students the tools they need to succeed in school and in life. (In some areas of Guatemala where we work, there are 1.5 boys in school for every girl.) Rise provides programming to get girls (and some boys) into school and keep them there, helping them envision a brighter future for themselves. Rise trainers provide: (a) education in the areas of workforce preparation, life skills, social and emotional learning (self-esteem, goal-setting, etc.), and gender equality; (b) one-on-one tutoring; and (c) individualized follow-up to help students, especially girls, address barriers to staying in school. Students benefit from extracurricular programming like workshops (some of which involve Rotarians from Guatemala Oeste and other Guatemalan clubs) and field trips to local businesses and universities that help them explore other possibilities for their future, beyond subsistence farming. All students participating in the program are matched with sponsors from Guatemala and other countries around the world who cover a portion of their costs of participating in the program. Many of the students are sponsored personally by Rotarians who are also involved with the Guatemala Literacy Project. The Rise Program will benefit 776 students in 16 communities.

The projects described in this grant are part of the Guatemala Literacy Project (GLP), a network between Rotarians and the nonprofit organization, Cooperative for Education (CoEd), to improve education for underserved students in Guatemala. (Learn more about the GLP in the "Participants" section of this application.) The projects to be established under this Global Grant utilize the same proven approaches as previous projects in the network's 23-year history that provided similar resources, but benefit different people in

different geographical areas. Significant efforts are made to tailor each project to the specific needs of the individual communities served by this Global Grant. This grant will pay for the materials needed to implement these programs—books, computers, school supplies, and other educational resources—as well as essential training to enhance teachers’ pedagogic and technical skills, and to provide students, especially girls, with the skills to stay in school and graduate as the next generation of young leaders.

## Areas of Focus

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### Which area of focus will this project support?

Basic education and literacy

## Measuring Success

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Basic education and literacy

### Which goals will your activity support?

Supporting programs that strengthen a community’s ability to provide basic education and literacy to all;  
Working to reduce gender disparity in education

**How will you measure your project's impact? You need to include at least one standardized measure from the drop-down menu as part of your application.**

Measure	Collection Method	Frequency	Beneficiaries
Total number of direct beneficiaries: CoEd will collect numbers of enrolled students from project schools and maintain ongoing records of training participants from November 2020 to October 2021. In all, the project will provide Spark Reading Program training and materials to 253 primary school teachers (benefiting 5,889 primary students), provide textbooks to 334 secondary school students and corresponding training to 16 teachers (as well as 144 additional teachers and principals, many from schools renewing their GLP textbooks with money saved through their sustainability funds); provide computer education to 254 secondary school students and corresponding training to 1 teacher; and provide Rise Youth Development Program activities to 776 students (for a total of at least 7,667 direct beneficiaries).	Direct observation	Every six months	2500+
Number of benefiting school-age children	Public records	Every year	2500+
Number of institutions participating in program	Grant records and reports	Every year	20-49
Children participating in the Spark Reading Program will	Testing	Every year	100-499

become competent and enthusiastic readers, as measured by results on the Evaluacion de Lectura en Grados Iniciales (ELGI) test, administered by researchers from Del Valle University. 1st- and 2nd-grade students in the program are expected to improve their reading scores significantly more than students without the program.			
Teachers receiving training through the Spark Reading 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. 75% of primary-school teachers who are eligible to receive certification will become certified in the program's methodology.	Direct observation	Every two months	50-99
Teachers receiving textbooks, as well as teachers at schools renewing their GLP textbooks, will participate in the corresponding training. CoEd staff will track training rosters to ensure that at least 80% of teachers are attending the training sessions.	Direct observation	Every six months	100-499
Computer center students achieve a basic level of computer competency in Windows, Office, and Email/Internet, based on the abilities that a student should have at each grade level according to the year of the curriculum that they are currently in. We expect 80% of students to achieve competency, as measured by passing their computer class (which incorporates a total of 34 lessons, covered throughout the school year), reported by the computer center teacher to CoEd staff for analysis.	Direct observation	Every year	100-499
The computer center teacher will achieve competency with the technology by the end of his or 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 test by the end of the first year of teaching in the computer center.	Testing	Every year	1-19
The dropout rate for students in the Rise Youth Development Program will be less than 7% during the 2021 school year.	Grant records and reports	Every year	100-499
Number of new female school-age students	Grant records and reports	Every year	100-499

**Do you know who will collect information for monitoring and evaluation?**

Yes

## **Name of Individual or Organization**

Cooperative for Education

### **Briefly explain why this person or organization is qualified for this task.**

Cooperative for Education (CoEd) has a 23-year history of partnering with individual Rotary clubs and districts to implement literacy projects in Guatemala. Throughout that time, we have seen CoEd excel at maintaining accountability and transparency as it works with local Rotarians to implement past global grants. They have also demonstrated a commitment to carry out strong measurable results plans. They follow guidance from experts such as Michael Quinn Patton to ensure that their measurement plans are effective. CoEd's Director of International Programs, Katie Dawson, who oversees the measurable results collection, holds a graduate certificate in Assessment and Evaluation from the University of Cincinnati. Finally, CoEd knows how to engage local Rotarians and pull in other local experts to assist in measurement collection. For example, for the Spark Reading Program, researchers from Del Valle University will administer the Evaluacion en Grados Iniciales (ELGI) test to first- and second-grade students to evaluate their progress in Spanish literacy (represented in the budget line for monitoring and evaluation from the Universidad del Valle de Guatemala). The methodology and sampling procedures for the ELGI evaluation were developed in consultation with and utilizing official data from the Ministry of Education's Evaluation division. Because this is an official national test in Guatemala, there are restrictions limiting who is allowed to administer the ELGI in Guatemalan classrooms. The Del Valle testers have received training from the research arm of Guatemala's Ministry of Education and are certified to administer the test—a process which would be prohibitive for CoEd staff to obtain themselves. Specifically, Del Valle administers the tests at randomly selected schools, grades them, performs data entry, and sends the data to CoEd for evaluation with assistance from volunteer Ben Kelcey, a statistician in the education department at the University of Cincinnati. Throughout the process, CoEd oversees the involvement of Universidad del Valle and maintains responsibility for directly collecting the information to evaluate all other aspects of the project, including textbooks, computers, and youth development activities.

As to CoEd's suitability as a partner on a higher level, their financial records are overseen by independent auditors in both the U.S. and Guatemala. They have proven to be trustworthy stewards of resources, throughout a long history of serving as the "bank" for similar projects by holding sustainability funds in-trust until such time that the schools need them to purchase new equipment and/or materials (see the 'Financing' section of this application for more detail). (In fact, families in Guatemala often feel more comfortable contributing their child's sustainability fees to a third party that will not be tempted to "borrow" from the fund when other needs arise.) The organization also has 20+ years of experience providing some of the logistical support for Rotarian volunteers to travel to the projects and assist in the delivery of materials.

## **Location and Dates**

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Humanitarian Project

**Where will your project take place?**

**City or town**

Computer Center: San Pablo (254 students); Textbook Programs: CEDCOM (60 students), La Libertad (61 students), Chanchicupe (123 students), and Cabañas (90 students); Spark Reading Programs in 4 schools in the Chimaltenango/Sacatepéquez Cluster (40 teachers and 1,024 students), 2 schools in the Quetzaltenango Cluster (62 teachers and 1,568 students), 5 schools in the Santa Apolonia A Cluster (37 teachers and 733 students), 4 schools in the Quetzaltenango B Cluster (59 teachers and 1,640 students), 4 schools in the Santa Apolonia B Cluster (42 teachers and 1,045 students), and 4 schools in the Zaragoza Cluster (44 teachers and 1,021 students); and Rise Youth Development Program: Santiago Sacatepéquez (74 students), Santa Maria Cauqué (26 students), Santo Domingo Xenacoj (68 students), Santa Lucía Milpas Altas (73 students), Magdalena Milpas Altas (33 students), Cerritos Asunción (58 students), Patzún (64 students), Saquitacaj (45 students), Chimazat (44 students), Hacienda María (53 students), Paley (60 students), Las Camelias (36 students), Pajales (24 students), Yepocapa (76 students), Caliaj (22 students), and Caquixajay (20 students).

**Province or state**

Alta Verapaz, Baja Verapaz, Chimaltenango, El Progreso, Quiché, Huehuetenango, Quetzaltenango, Sacatepéquez, San Marcos, Sololá, and Totonicapán

**Country**

Guatemala

**When will your project take place?**

2020-08-01 to 2022-03-31

**Participants**

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**Cooperating Organizations (Optional)**

Name	Website	Location
Cooperative for Education	<a href="http://coeduc.org/">http://coeduc.org/</a>	2300 Montana Avenue, Suite 301 Cincinnati United States

**Supporting Documents**

- GG1989785\_MOU\_Signed.pdf

**Do any committee members have a potential conflict of interest related to a cooperating organization?**

No

**Why did you choose to partner with this organization and what will its role be?**

The projects described in this grant are part of the Guatemala Literacy Project (GLP), a network of Rotarians and the 501(c)(3) nonprofit organization, Cooperative for Education (CoEd), to improve education for underserved students in Guatemala. (See the GLP website at [www.guatemalaliteracy.org](http://www.guatemalaliteracy.org).) The GLP was founded in 1997, when Rotarians Enrique Gandara and Juan Forster, from the Guatemala Oeste and Sur clubs, approached CoEd to begin developing literacy programs in Guatemalan schools. Rotarians Gandara and Forster recruited the Rotary clubs of North Raleigh, NC and Lander, WY to serve as International Co-Sponsors, and the Guatemala Literacy Project (GLP) was born. This informal network of clubs and districts grew over the years, and today the GLP is comprised of 7 Guatemalan clubs and over 600 international clubs from the US, Canada, Cayman Islands, Saint Kitts and Nevis, England, Germany, Poland, and Japan. In any given year, over 150 clubs and districts financially participate directly in GLP project replications—either as funders or volunteers.

The GLP is an optimal partnership between Rotary clubs—that provide professional expertise, oversight, local

relationships, and funding—and CoEd, which provides technical expertise, field staff, logistical support, and follow-up. The fruits of this partnership are projects that are sustainable for the long-term: Many GLP projects are still thriving 20 years after they were founded—an impressive sustainability record by any measurement.

For this grant, Cooperative for Education shall:

- Work with the host club to develop and implement the community needs assessment and make recommendations for the program scope, implementation plan, and budget.
- Collaborate with the host and international partners in the purchase and distribution of books, computers, and other educational materials to schools in the designated areas served by Global Grant #1989785.
- Provide training to teachers, principals, secretaries, and students to ensure the programs' success (e.g. management of the fees collected by the schools, referred to as “revolving funds,” proper use of educational materials, etc.)
- Serve as the “bank” for the project rental fees (“revolving fund”), holding the sustainability funds in-trust until such time that the schools need them to purchase new equipment and/or materials.
- Provide logistical support for a team of approximately 50 Rotary volunteers for the inaugurations and visits to participating schools.
- Contract with independent auditors at its own expense in both the U.S. and Guatemala to provide oversight of the organization’s financial records.
- Ensure that the project is transparent, accountable, and compliant with all RI rules and stipulations.
- Maintain contact with Rotary sponsors by phone, email, and in-person.

### Partners (Optional)

#### **List any other partners that will participate in this project.**

Approximately 149 Rotary clubs and 19 Rotary districts will provide support for the projects established under this Global Grant.

### Rotarian Participants

#### **Describe the role that host Rotarians will have in this project.**

Members of the Guatemala Oeste Club will:

- Participate in the development of the community needs assessment and resulting recommendations for schools the grant will serve, scope of the project, and budget proposal.
- Oversee the implementation plan for the projects.
- Assist in hosting a cadre member from The Rotary Foundation during required site visits.
- Travel to project schools to help implement the projects in person, and may participate in teacher training.
- Participate in the Rise Youth Development Program, including a career skills workshop and hosting groups of students at their workplaces when feasible.\*

- Ensure the sustainability of the activities and outcomes, overseeing the monitoring and evaluation of the projects.
- Manage project spending, accounting, and reporting, in consultation with RC Sudbury.
- Maintain frequent communication with RI partners via e-mail, work together to file an accurate and complete final report and independent financial review, and provide ongoing oversight of the project in Guatemala.
- Host approximately 50 international Rotary volunteers, who will travel to Guatemala to inaugurate and support the new programs.

A member of the Guatemala Oeste club, currently Diana Brown Muñoz, will serve on the GLP Advisory Board until the grant is deemed closed by The Rotary Foundation. This governing body of Rotarians meets multiple times per year to provide input and advice on behalf of the 100+ sponsor clubs on topics such as project development, signage, and budget.

\*Note that any Rotarian who will participate in Rise Youth Development Program workshops will be required to read the Rotary Youth Protection Guide before attending program activities. In addition, they will be required to read and sign Cooperative for Education's Youth Protection Policy; the signed policies are kept on file by CoEd. Any volunteer, Rotarian or non-Rotarian, who participates in activities with students will never be left unsupervised with students unless they have completed necessary background checks and additional training.

### **Describe the role that international Rotarians will have in this project.**

Members of the Sudbury Club will:

- Work with their district and others to help build a broad base of club and district support for Global Grant #1989785 initiatives, and work in cooperation with Cooperative for Education to maintain accurate, up-to-date records of contributions deposited directly into the project bank account.
- Be apprised of the results of the community assessment and participate in decisions and recommendations resulting from the assessment that will determine which schools the grant will serve, scope of the projects, and budget proposal.
- Serve as the custodian of project funds, including establishing a separate USD bank account to receive direct-to-project funds as well as grant disbursements from The Rotary Foundation, and forwarding grant payments promptly to Cooperative for Education as reimbursement for project spending, contingent on review and approval of project spending.
- As much as possible, send representatives from its club or district to Guatemala to participate in the inauguration of the computer, textbook, and primary school reading programs; help deliver the physical assets (such as the books and supplemental educational materials); and spend time with the students who benefit from the Rise Youth Development Program.\* The club will actively promote and encourage involvement of Rotarians whose clubs contributed to this grant.
- In cases where physical distance to project sites is large, and additional oversight is needed, work in partnership with Cooperative for Education staff, volunteers, and Rotarians from other clubs to ensure that proper oversight is maintained.

A member of the Sudbury club, currently Lise Dutrisac, will serve on the GLP Advisory Board until the grant is deemed closed by The Rotary Foundation. The GLP Advisory Board is a governing body of Rotarians that provides input to the projects as described in the answer to the above question.

\*Note that any Rotarian who will interact with Rise Youth Development Program students will be required to complete the youth protection activities described in the answer to the above question.



# Budget

## What local currency are you using in your project's budget?

The currency you select should be what you use for a majority of the project's expenses.

Local Currency	U.S. dollar (USD) exchange rate	Currency Set On
USD	1	27/06/2019

## What is the budget for this grant?

List each item in your project's budget. Remember that the project's total budget must equal its total funding, which will be calculated in step 9. Every global grant includes a match of at least \$15,000 from The Rotary Foundation's World Fund. Project budgets, including the World Fund match, must be at least \$30,000.

#	Category	Description	Supplier	Cost in USD	Cost in USD
1	Signage	Rotary Signage for All Programs	Proveedores Varios	1000	1000
2	Project management	Program Manager for All Programs	CoEd	31562	31562
3	Monitoring/evaluation	Evaluations and Measurable Outcomes for Primary Reading Program	Universidad Del Valle de Guatemala, S.A.	31000	31000
4	Equipment	Textbooks for Textbook Program	Santillana SA; Susaeta Ediciones SA	29568	29568
5	Supplies	Supplementary Materials for Textbook Program	Anaja, SA; José Obdul Castillo	697	697
6	Equipment	Computer Systems and Peripherals for Textbook Program	IMEQMO, S.A.	3000	3000
7	Training	Textbook Training and Coaching for Teachers (5 trainers)	CoEd	84429	84429
8	Training	Textbook Training Expenses	Libreria Progreso, SA; Alma Choc; Grupo RB, S.A.; Proveedores Varios	11304	11304
9	Equipment	Reading Books and Materials for Primary Reading Program	Proveedores Varios	145840	145840

10	Training	Trainers for Primary Reading Program (6 trainers)	CoEd	101657	101657
11	Training	Training Expenses for Primary Reading Program	Proveedores Varios	24756	24756
12	Equipment	Computer Systems and Software for Computer Center	Sega, S.A.; Tecnasa, S.A.; IMEQMO; Kremlin Saul Castellanos	24704	24704
13	Equipment	Center Installation for Computer Center	Hector Rafael Poncio/Alarmas Universales; Maynor Bonilla; Sega SA; PriceSmart, CIPRO, S.A.; Novex, S.A.; Tecnasa, S.A.	4725	4725
14	Equipment	Center Furnishing for Computer Center	Interiores Corporativos; Distribuidora Dals; Plasticos San Lucas; Librería Progreso	3749	3749
15	Training	Training Expenses for Computer Center	Proveedores Varios	300	300
16	Equipment	Projector Equipment for Supplemental Educational Materials	IMEQMO, S.A.	9775	9775
17	Equipment	School Furnishings and Supplies for Supplemental Educational Materials	ABSA, S.A.; Carpintería Hernández; Librería Progreso	4666	4666
18	Training	Meals and Transportation for Student Field Trips in Youth Development Program	Proveedores Varios	9343	9343
19	Training	Trainers for Youth Development Program (10 Trainers)	CoEd	80142	80142
20	Supplies	School Supplies for Primary Reading Program	Proveedores Varios	28980	28980
21	Supplies	Supplies for Computer Center	Librería Progreso; Educación para el Futuro	50	50

Total budget: 631247 631247

## Supporting Documents

- GG1989785\_Needs\_Assessments.pdf
- GG1989785\_Training\_Plan.pdf

## Funding

**Tell us about the funding you've secured for your project. We'll use the information you enter here to calculate your maximum possible funding match from the World Fund.**

#	Source	Details	Amount (USD)	Support*	Total
1	Cash from Club	Aberdare	124.00	6.20	130.20
2	Cash from Club	Arvada	1,000.00	50.00	1,050.00
3	Cash from Club	Baker County	500.00	25.00	525.00
4	Cash from Club	Barrie	738.00	36.90	774.90
5	Cash from Club	Bude	124.00	6.20	130.20
6	Cash from Club	Burton upon Trent	122.00	6.10	128.10
7	Cash from Club	Byesville	1,000.00	50.00	1,050.00
8	Cash from Club	Cagliari	250.00	12.50	262.50
9	Cash from Club	Calgary	10,000.00	500.00	10,500.00
10	Cash from Club	Carbon Valley (Frederick-Firestone-Dacono)	500.00	25.00	525.00
11	Cash from Club	Clent Hills	247.00	12.35	259.35
12	Cash from Club	Collingwood-South Georgian Bay	1,097.00	54.85	1,151.85
13	Cash from Club	Culver City	1,000.00	50.00	1,050.00
14	Cash from Club	Dartmouth	368.00	18.40	386.40
15	Cash from Club	Downey	5,000.00	250.00	5,250.00
16	Cash from Club	Downtown Los Angeles	250.00	12.50	262.50

17	Cash from Club	Drumheller	75.00	3.75	78.75
18	Cash from Club	Duluth	1,000.00	50.00	1,050.00
19	Cash from Club	Dundas Valley Sunrise	738.00	36.90	774.90
20	Cash from Club	East Nassau	1,000.00	50.00	1,050.00
21	Cash from Club	East Thurrock	247.00	12.35	259.35
22	Cash from Club	Edinburgh	309.00	15.45	324.45
23	Cash from Club	Ephrata	2,000.00	100.00	2,100.00
24	Cash from Club	Grayson County	2,000.00	100.00	2,100.00
25	Cash from Club	Greater Gainesville	600.00	30.00	630.00
26	Cash from Club	Grosse Pointe-Sunrise	1,000.00	50.00	1,050.00
27	Cash from Club	Guelph Trillium	99.00	4.95	103.95
28	Cash from Club	Haddington	124.00	6.20	130.20
29	Cash from Club	Harbor Country (Southwest Berrien County)	500.00	25.00	525.00
30	Cash from Club	Holiday	1,000.00	50.00	1,050.00
31	Cash from Club	Inverness Culloden	124.00	6.20	130.20
32	Cash from Club	Jedburgh	124.00	6.20	130.20
33	Cash from Club	Kenai River-Soldotna	1,000.00	50.00	1,050.00
34	Cash from Club	Kenilworth	5,000.00	250.00	5,250.00
35	Cash from Club	Ladysmith	185.00	9.25	194.25
36	Cash from Club	LaSalle-Centennial	483.00	24.15	507.15
37	Cash from Club	Leamington Spa Regency	625.00	31.25	656.25
38	Cash from Club	Livingston Sunrise (Brighton)	1,000.00	50.00	1,050.00
39	Cash from Club	London South	183.00	9.15	192.15
40	Cash from Club	Long Meadows (Hagerstown)	1,400.00	70.00	1,470.00
41	Cash from Club	Maywood-Proviso	500.00	25.00	525.00

42	Cash from Club	McKinney Sunrise	2,000.00	100.00	2,100.00
43	Cash from Club	Mont-Tremblant	97.00	4.85	101.85
44	Cash from Club	Moses Lake	4,000.00	200.00	4,200.00
45	Cash from Club	Nanaimo	987.00	49.35	1,036.35
46	Cash from Club	Naperville Sunrise	2,000.00	100.00	2,100.00
47	Cash from Club	New Port Richey	3,500.00	175.00	3,675.00
48	Cash from Club	Paramount	600.00	30.00	630.00
49	Cash from Club	Penticton Sunrise	368.00	18.40	386.40
50	Cash from Club	Phoenix East	500.00	25.00	525.00
51	Cash from Club	Pinehurst	500.00	25.00	525.00
52	Cash from Club	Redondo Beach	2,000.00	100.00	2,100.00
53	Cash from Club	Rhondda	124.00	6.20	130.20
54	Cash from Club	Rice Lake	8,000.00	400.00	8,400.00
55	Cash from Club	Rugby Dunsmore	750.00	37.50	787.50
56	Cash from Club	Salmon Arm	300.00	15.00	315.00
57	Cash from Club	Santa Rosa Sunrise	1,000.00	50.00	1,050.00
58	Cash from Club	Scarborough	184.00	9.20	193.20
59	Cash from Club	Snowmass Village	3,000.00	150.00	3,150.00
60	Cash from Club	Southam 2000	250.00	12.50	262.50
61	Cash from Club	Southeast Tulsa	1,000.00	50.00	1,050.00
62	Cash from Club	St. Thomas	1,027.00	51.35	1,078.35
63	Cash from Club	Stratford	184.00	9.20	193.20
64	Cash from Club	Sudbury	14,782.00	739.10	15,521.10
65	Cash from Club	Sugarmill Woods/Citrus County	100.00	5.00	105.00
66	Cash from Club	Summit County (Frisco)	7,000.00	350.00	7,350.00
67	Cash from Club	Sun City West	1,000.00	50.00	1,050.00

68	Cash from Club	Tilbury	199.00	9.95	208.95
69	Cash from Club	Toronto Bay-Bloor	98.00	4.90	102.90
70	Cash from Club	Trenton	738.00	36.90	774.90
71	Cash from Club	Tustin/Santa Ana	2,000.00	100.00	2,100.00
72	Cash from Club	Tysons Corner	500.00	25.00	525.00
73	Cash from Club	Venice Sunrise	1,000.00	50.00	1,050.00
74	Cash from Club	Vinings Cumberland	1,000.00	50.00	1,050.00
75	Cash from Club	Walsall	124.00	6.20	130.20
76	Cash from Club	Warwick	250.00	12.50	262.50
77	Cash from Club	Wellington	147.00	7.35	154.35
78	Cash from Club	West Ottawa	97.00	4.85	101.85
79	Cash from Club	Whitby Sunrise	271.00	13.55	284.55
80	Cash from Club	Windsor (1918)	114.00	5.70	119.70
81	Cash from Club	Windsor-Roseland	1,945.00	97.25	2,042.25
82	Cash from Club	Winnipeg St. Boniface-St. Vital	366.00	18.30	384.30
83	Cash from Club	Yorba Linda Sunrise	3,000.00	150.00	3,150.00
84	Cash from Club	York	1,000.00	50.00	1,050.00
85	Cash from Club	Woodstock	750.00	37.50	787.50
86	Cash from Club	Phoenix	1,000.00	50.00	1,050.00
87	Cash from Club	Peoria North	2,000.00	100.00	2,100.00
88	Cash from Club	San Juan Island (Friday Harbor)	200.00	10.00	210.00
89	Cash from Club	Tucson (Casas Adobes)	2,500.00	125.00	2,625.00
90	Cash from Club	Barrie-Huron	373.00	18.65	391.65
91	Cash from Club	Erin	738.00	36.90	774.90
92	Cash from Club	Glen Ellyn	1,000.00	50.00	1,050.00
93	Cash from Club	Port Hardy	738.00	36.90	774.90

94	Cash from Club	Boardman	2,000.00	100.00	2,100.00
95	Cash from Club	Brockville	147.00	7.35	154.35
96	Cash from Club	Centerville	1,000.00	50.00	1,050.00
97	Cash from Club	Coshocton	500.00	25.00	525.00
98	Cash from Club	Fajardo	1,000.00	50.00	1,050.00
99	Cash from Club	Grande Prairie	22,134.00	1,106.70	23,240.70
100	Cash from Club	Hawkesbury	368.00	18.40	386.40
101	Cash from Club	Lindsay	224.00	11.20	235.20
102	Cash from Club	Wayne	1,000.00	50.00	1,050.00
103	Cash from Club	Arbury	65.00	3.25	68.25
104	Cash from Club	Englehart	3,689.00	184.45	3,873.45
105	Cash from Club	Kings Bay-Crystal River	500.00	25.00	525.00
106	Cash from Club	--	100.00	5.00	105.00
107	Cash from Club	New Brighton/Mounds View	500.00	25.00	525.00
108	Cash from Club	North Bay-Nipissing	148.00	7.40	155.40
109	Cash from Club	Parry Sound	369.00	18.45	387.45
110	Cash from Club	Sheffield Vulcan	450.00	22.50	472.50
111	Cash from Club	Starke	1,600.00	80.00	1,680.00
112	Cash from Club	Valle de Guatemala	1,000.00	50.00	1,050.00
113	Cash from Club	Williams Lake	558.00	27.90	585.90
114	Cash from Club	Cortland	3,100.00	155.00	3,255.00
115	Cash from Club	Guatemala de la Asunción	1,000.00	50.00	1,050.00
116	Cash from Club	Lakeville	500.00	25.00	525.00
117	Cash from Club	Orangeville Highlands	1,006.00	50.30	1,056.30
118	Cash from Club	Sylvan Lake	3,720.00	186.00	3,906.00
119	Cash from Club	Woodstock	967.00	48.35	1,015.35

120	Cash from Club	Sun Peaks	630.00	31.50	661.50
121	Cash from Club	Kamloops Aurora Centennial	558.00	27.90	585.90
122	Cash from Club	Fairfax	1,000.00	50.00	1,050.00
123	Cash from Club	Lake Butler	600.00	30.00	630.00
124	District Designated Fund (DDF)	5580	5,000.00	0.00	5,000.00
125	District Designated Fund (DDF)	1060	3,722.00	0.00	3,722.00
126	District Designated Fund (DDF)	5060	10,082.00	0.00	10,082.00
127	District Designated Fund (DDF)	5130	1,000.00	0.00	1,000.00
128	District Designated Fund (DDF)	5280	2,500.00	0.00	2,500.00
129	District Designated Fund (DDF)	5330	1,000.00	0.00	1,000.00
130	District Designated Fund (DDF)	5450	9,000.00	0.00	9,000.00
131	District Designated Fund (DDF)	5495	2,000.00	0.00	2,000.00
132	District Designated Fund (DDF)	6360	500.00	0.00	500.00
133	District Designated Fund (DDF)	6450	2,000.00	0.00	2,000.00
134	District Designated Fund (DDF)	6690	1,500.00	0.00	1,500.00
135	Cash from Club	Aspen	7,500.00	375.00	7,875.00
136	Cash from Club	Bromsgrove	255.00	12.75	267.75
137	Cash from Club	Centerville-Farmington	300.00	15.00	315.00
138	Cash from Club	Cheyenne	2,000.00	100.00	2,100.00
139	Cash from Club	Coeur d'Alene	5,000.00	250.00	5,250.00



140	Cash from Club	Dearborn	1,000.00	50.00	1,050.00
141	Cash from Club	Durham	500.00	25.00	525.00
142	Cash from Club	Gainesville	1,000.00	50.00	1,050.00
143	Cash from Club	Grand Cayman	2,500.00	125.00	2,625.00
144	Cash from Club	Guatemala Oeste	500.00	25.00	525.00
145	Cash from Club	Hillsborough-Charlottetown	1,000.00	50.00	1,050.00
146	Cash from Club	Kingsville Southshore	295.00	14.75	309.75
147	Cash from Club	Leavenworth	1,000.00	50.00	1,050.00
148	Cash from Club	Montague	7,439.00	371.95	7,810.95
149	Cash from Club	Montreal	1,514.00	75.70	1,589.70
150	Cash from Club	North Bay	4,024.00	201.20	4,225.20
151	Cash from Club	Quetzaltenango	1,000.00	50.00	1,050.00
152	Cash from Club	Summerland	1,856.00	92.80	1,948.80
153	Cash from Club	Parker-Cherry Creek Valley	500.00	25.00	525.00
154	Cash from Club	Inverness	1,500.00	75.00	1,575.00
155	Cash from Club	Innisfil	372.00	18.60	390.60
156	Cash from Club	North Raleigh	3,500.00	175.00	3,675.00
157	Cash from Club	Campbell River Daybreak	500.00	25.00	525.00
158	Cash from Club	Spring Hill	100.00	5.00	105.00
159	Cash from Club	Breckenridge-Mountain	500.00	25.00	525.00
160	Cash from district	1130	150.00	7.50	157.50
161	Cash from Club	Waterdown	100.00	5.00	105.00
162	District Designated Fund (DDF)	5470	10,500.00	0.00	10,500.00
163	District Designated Fund (DDF)	5960	6,096.00	0.00	6,096.00
164	District Designated Fund (DDF)	6400	5,000.00	0.00	5,000.00

165	District Designated Fund (DDF)	7010	10,000.00	0.00	10,000.00
166	District Designated Fund (DDF)	7820	1,000.00	0.00	1,000.00
167	District Designated Fund (DDF)	4250	1,000.00	0.00	1,000.00
168	Non-Rotarian contributions to be matched by TRF	Government of Canada	106,256.00	5,312.80	111,568.80
169	District Designated Fund (DDF)	6440	1,000.00	0.00	1,000.00

\*Whenever cash is contributed to the Foundation to help fund a global grant project, an additional 5 percent is applied to help cover the cost of processing these funds. Clubs and districts can receive Paul Harris Fellow recognition points for the additional expense.

### How much World Fund money would you like to use on this project?

You may request up to 234,716.00 USD from the World Fund. 234716

### Funding Summary

	<b>DDF contributions:</b>	72,900.00
	<b>Cash contributions:</b>	217,375.00
	<b>Non-Rotarian contributions matched by the Foundation:</b>	106,256.00
	<b>Financing subtotal (matched contributions + World Fund):</b>	631,247.00
	<b>Total funding:</b>	631,247.00
	<b>Total budget:</b>	631,247.00

## Sustainability

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### Humanitarian Projects

#### Project planning

#### Describe the community needs that your project will address.

Like the rest of Guatemala's Western and Central Highlands, Alta Verapaz, Baja Verapaz, Chimaltenango, El Progreso, Quiché, Huehuetenango, Quetzaltenango, Sacatepéquez, San Marcos, Sololá, and Totonicapán exhibit one of the most extreme combinations of systemic poverty, illiteracy, and inequality in the hemisphere. The indigenous populations that inhabit these regions suffer from malnutrition, poor health, racism, high rates of illiteracy, and low levels of educational attainment. One out of three indigenous Guatemalans cannot read or write (1); their average school attainment is less than 5 years (2); 4 out of 5 live in poverty (3), and 40% live in extreme poverty, earning less than \$2 a day (4). As many as 100% of students in some communities have never touched a computer (5). Together, these factors virtually guarantee that the next generation will be no better off than the last.

Four primary factors lead to low literacy:

**Ineffective teaching methods:** Most of the instruction in primary schools involves rote memorization and copying from the blackboard. Students learn to recognize words, never developing comprehension or independent reading skills. Since literacy is the foundation for all later learning and a prerequisite for

escaping poverty, there is a great need to improve the quality of literacy instruction at the earliest grade levels (from preschool through grade 6).

**Lack of books:** Another significant contributing factor to the high rates of illiteracy in the departments this grant will serve—33% among indigenous Guatemalans (6)—is the lack of textbooks in the region’s secondary schools (grades 7-9). Approximately 90% of these schools have no books (7). Teachers have little choice but to instruct using “chalk and talk” dictation. Students pass through these critical years of schooling without advancing their basic literacy skills.

**Lack of computers:** In Alta Verapaz, Baja Verapaz, Chimaltenango, El Progreso, Quiché, Huehuetenango, Quetzaltenango, Sacatepéquez, San Marcos, Sololá, and Totonicapán, technological literacy is also critical for escaping poverty; approximately 60% of entry-level jobs in Guatemala require computer skills (8). The problem is that the majority of schools in this area have no computers and therefore no way to prepare their graduates for these jobs. Young people leaving school are condemned to a life of subsistence farming or illegal migration, and the cycle of poverty continues.

**Pressure from peers and family to drop out:** Guatemala’s schools are dropout factories. 90% of kids living in poverty never graduate from high school (9). But we know that it takes 12 years of education for youth in Guatemala to break out of poverty (10). There are a lot of factors causing youth (especially girls) to drop out, such as gangs, teen pregnancy, and even low expectations from their own families, who believe that there’s no reason to send their kids to school past sixth grade and therefore choose to spend their limited financial resources on other needs. In some areas where we work, girls are especially disadvantaged and there is great gender disparity in education, with 1.5 boys in school for every girl. (11)

Citations:

- (1) UNDP Human Development Report Guatemala 2015-16, pg. 338.
- (2) UNDP Human Development Report Guatemala 2015-16, pg. 57.
- (3) CIA World Factbook: Guatemala, [https://www.cia.gov/library/publications/the-world-factbook/geos/print\\_gt.html](https://www.cia.gov/library/publications/the-world-factbook/geos/print_gt.html), retrieved 1/19/2019.
- (4) Ibid.
- (5) CoEd survey of new schools receiving computer centers under a past Rotary Grant, 2015.
- (6) UNDP Human Development Report Guatemala 2015-16, pg. 338.
- (7) CoEd capacity building initiative, based on the organization’s experience in meeting with schools to invite them to participate in the textbook program.
- (8) CoEd survey of Guatemalan newspaper ads, 2008.
- (9) Global Education Monitoring Report, “World Inequality Database on Education,” retrieved 12/2019.
- (10) USAID, 2006 Tasas de Rentabilidad de la Educacion en Guatemala, pg. 27.
- (11) Guatemalan Ministry of Education Statistics, 2015.

### **How did your project team identify these needs?**

After many years of working within the communities of Alta Verapaz, Baja Verapaz, Chimaltenango, El Progreso, Quiché, Huehuetenango, Quetzaltenango, Sacatepéquez, San Marcos, Sololá, and Totonicapán—including an extensive community needs assessment detailed in the community needs documentation uploaded in the Budget: Supporting Documents section—we have become familiar with the needs in these regions and determined that they were the appropriate communities to receive these projects.

Our needs assessments included meetings with Ministry of Education supervisors, school principals, teachers, and community leaders, who expressed a desire for improved education in their schools, as well as community assemblies to take a vote on whether they wish to participate in the project. The community needs assessments were conducted mainly by CoEd staff, with oversight from Rotary volunteers, both of whom will continue to work closely with the selected communities during every step of the process. If any communities are unable to fulfill their obligations to participate in the programs, we will select another school that is ready to meet all of the program’s requirements to take their place. For this reason, there may be some changes in the names of schools served from the initial application to the final report.

### **How were members of the benefiting community involved in finding solutions?**

After the communities have committed to participating in the project, local school officials remain in

communication, providing additional information about their specific needs and helping develop a solution that is customized to that specific community. Community members participate in developing a customized fee and savings plan for their computer center or textbook program. Principals, teachers, and the parent board help communicate the benefits of the projects to (and ensure buy-in from) other teachers and parents in the community who were not part of the initial meetings. Students who will participate in the Rise Youth Development Program suggest particular aspects or details of the program’s themes that they would like to learn about in Rise workshops during the upcoming year.

**How were community members involved in planning the project?**

The local communities are involved in every step of the process. The initial meetings for our needs assessments typically begin at the departmental level (Guatemala is divided into departments similar to states in the U.S., e.g. Chimaltenango, Quetzaltenango, etc.) by consulting with the Ministry representative for each prospective region to identify the appropriate schools to receive the programs. Once candidate schools are identified, CoEd staff also meet with principals and teachers to assess the school’s interest in receiving the programs, and encourage the schools to invite the parents’ committees as well. Some parents’ committees send representatives to meetings with CoEd staff at this stage (and there is usually also coordination in the form of internal meetings between the principals and parents’ committees). At these “town meeting” sessions with project staff, parents confirm their desire to participate and, if applicable, pay the fees into their “revolving fund” to make the project sustainable (see more detail about this aspect in the ‘Funding’ section below). CoEd project staff continue to work with each of these communities to develop the project according to their school’s specific needs, providing further opportunities to involve the parents’ committees in decisions such as amount of revolving fund fees (and corresponding timeline for replacement of materials), types of materials provided (e.g. desktop vs. laptop computers, which textbook subjects they wish to receive), etc. CoEd ensures that at least one meeting with parents takes place in each community before materials are actually delivered. Once they have participated in this meeting, the parents’ committees help communicate the benefits of the projects to (and ensure buy-in from) other parents in the community who were not present at the meetings.

Parents and other community members are also involved once project implementation begins. In the case of the computer centers, if the community requests that a desktop computer center be set up in a dedicated classroom, the parents take the lead in renovating the space that will house the computers. The school principal takes the lead in hiring a computer center teacher from within the community or as close to the community as possible. Once the textbook and computer center programs are up and running, parents regularly contribute fees to the revolving fund. Most parents attend the inauguration of their school’s new program (where a representative of the parents’ committee also typically gives a speech), sharing their stories with visiting Rotarians and CoEd staff. Parents of students in the Rise Youth Development Program attend two program workshops specifically for parents, where they learn how to take an active role in supporting their children’s education at home. CoEd staff are occasionally invited to attend additional parent assembly meetings once the program begins, and are happy to do so.

**Project implementation**

**Summarize each step of your project’s implementation.**

Do not include sensitive personal data, such as government ID numbers, religion, race, health information, etc. If you include personal data, you are responsible for informing those whose personal data is included that you are providing it to Rotary and that it will be processed in accordance with Rotary’s [Privacy Policy](#).

#	Activity	Duration
1	Rotarians oversee the cooperating organization, CoEd, in assessing community needs in the Guatemalan departments to be served by the projects and select preliminary candidates to receive the programs. (Pre-project groundwork.)	January 2018 – January 2020 (25 months)
2	With the help of local residents, the school selected to receive a computer center makes needed modifications and improvements to the classroom that will house the computers. (This process may happen sooner if funds are available.)	August, 2020 (1 month)

3	Rotarians and CoEd purchase computer equipment in Guatemala and CoEd sets up the computers in the center. A computer teacher is selected from the local community. (This process may happen sooner if funds are available.)	September – November, 2020 (3 months)
4	CoEd’s training staff deliver initial, two-day training sessions (21 hours at each level of instruction (K-3, 4-6) in each regional cluster) to the teachers participating in the Spark Reading Program. The newly selected computer teacher receives 64 hours of training in the standard computer center curriculum. Initial five-hour textbook teacher training seminars are also conducted.	November, 2020 (1 month)
5	Schools participating in the Spark Reading Program receive training materials (picture books, markers, construction paper, etc.) CoEd staff conduct any further initial Spark training sessions that were not conducted in November. Classes begin.	January, 2021 (1 month)
6	Rotarians and CoEd purchase textbooks in Guatemala and arrange delivery to the benefiting schools.	January – February, 2021 (2 months)
7	CoEd’s training staff deliver additional five-hour seminars to Textbook Program teachers and deliver additional, one-day (7 hours for each training level (K-3, 4-6) in each regional cluster) training sessions to the teachers participating in the Spark Reading Program.	March – April, 2021 (2 months)
8	Rise trainers conduct 10-13 workshops for each program community, while also monitoring student grades, providing social support, and doing individualized follow-up with students at risk of dropping out.	January – November, 2021 (11 months)
9	Rotarians from Sudbury and other international clubs travel to Guatemala to assist Guatemala Oeste Rotarians and CoEd staff in delivering materials to the schools and inaugurating the projects. Teachers and students at the textbook schools receive training in the effective use and care of the books.	February – March, 2021 (2 months)
10	CoEd staff monitor and fine-tune Spark teachers’ performance in the classroom and evaluate their success at using the early literacy methodology they’ve learned, with oversight from Rotary volunteers.	February – November, 2021 (10 months)
11	Contract evaluators from Del Valle University administer standardized reading assessments to 1st- and 2nd- grade students at a sample of Spark schools, and other researchers analyze the results.	February, 2021- March, 2022 (14 months)
12	CoEd staff return to the computer center & textbook program schools periodically to perform additional training, provide technical support, and assess program performance.	March, 2021 – Future Years (ongoing)
13	Textbook and computer center teachers receive additional training.	June 2021 (1 month)
14	Each community in the Rise Youth Development Program completes field trips and service projects.	September – November, 2021 (3 months)

**Will you work in coordination with any related initiatives in the community?**

Yes

**Briefly describe the other initiatives and how they relate to this project.**

Our program will leverage ongoing efforts by other organizations in these communities. For example, the Rise Youth Development Program maintains a listing of other organizations providing complementary services, so that students can be referred in cases where their needs exceed the program's competencies. One such organization is the Women's Rights Initiative, which provides legal services in cases of sexual harassment or abuse, as well as several local hospitals and clinics where students can receive healthcare services.

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

Guatemala Oeste Rotarians will work in conjunction with CoEd to select communities to receive the educational programs detailed throughout this application. Complete details about the training that the project will provide can be found in the GG1989785\_Training\_Plan document, uploaded in the Budget: Supporting Documents section. In all, 253 primary-school teachers at 25 schools will receive training in early literacy instruction from CoEd trainers, with oversight from Rotary volunteers (in conjunction with the materials provided). All primary-school teachers participate in 21 total hours of group training in best practices for literacy instruction, offered in units of two seven-hour days in November or January, plus one additional seven-hour day in approximately April. Curriculum content is based on the latest best practices in early literacy instruction. Between group seminars, each teacher in the program receives individual, in-class coaching sessions. During these sessions, teachers learn to take the strategies from the seminars and put them into practice with their own students. Past replications of this training program have resulted in first-graders scoring 69% better than the national average in reading comprehension (as measured by the ELGI test). The program also incorporates community outreach to engage parents in the types of activities their children are doing and encourage children to read with their parents.

Textbooks will be delivered to 4 schools, with approximately 16 teachers at these schools—as well as about 144 additional teachers and principals, many from schools that are renewing their textbooks with money saved in their revolving funds—receiving corresponding training by CoEd staff over the course of three five-hour seminars per year. This training is modeled after the Spark Reading Program, but targets older kids (grades 7-9). These teachers learn to effectively use textbooks to create a student-centered classroom, while implementing Guatemala's national middle school curriculum and building students' literacy and critical thinking skills.

One school will receive a computer center, with a computer teacher selected by the school (with oversight from CoEd and Guatemala Oeste Rotarians). The teachers will receive training in the curriculum and general pedagogy as well as the use, management, and maintenance of the technology in collaboration with instructors from Educational Technology Consulting Iberoamérica (who provides the Internet and Computing Core Certification (IC3-GS4) curriculum) and CoEd. They will also receive follow-up coaching every two to four months (depending on each school's individual needs) from CoEd staff to ensure that the level of education the students receive is on par with international standards. The teachers also learn strategies for engaging students in the material and adapting the curriculum's activities to the level and interests of their students. School principals at the textbook and computer schools will also receive training in how to ensure that parents are depositing their children's fees into the revolving fund that the school will use to replace project materials before they wear out or become obsolete.

Guatemala Oeste Rotarians will provide their expertise to the Rise Youth Development Program by participating in a career skills workshop and hosting groups of students at their workplaces when feasible (after completing required youth protection activities as described in the "Participants" section). Counseling for students in the Rise Youth Development Program is provided by staff members of Cooperative for Education who hold Bachelor's Degrees in Psychology, Education, and Social Work; these staff been carefully

vettted and trained during CoEd's hiring and onboarding process, including passing criminal background checks. They have attended additional training from JUCONI (a foundation in Mexico that addresses the consequences of domestic violence) in techniques for supporting families suffering from violence and trauma. Finally, these staff agree to abide by CoEd's code of ethics. Rise also aims to make parents part of their children's success. Two workshops per year for parents, conducted by CoEd staff, provide coaching on how they should be checking in with their children's teachers regularly and how they can participate in their children's learning. In addition to going over the application process and responsibilities of the program, workshops talk about how parents can create a positive environment at home for learning, using a constructivist methodology to help parents recognize what they are and aren't doing well, as well as how they can motivate/discipline their children in a positive way.

### **How were these needs identified?**

During the Guatemala Literacy Project's 23-year history of implementing similar projects in Guatemala, we have been able to identify trends in needs among local school officials that have guided the development of the basic training component of these projects. The community needs assessments, detailed more fully in the community needs documentation uploaded in the Budget: Supporting Documents section, included meetings with Ministry of Education supervisors, school principals, teachers, and parents to consider whether these programs are a good fit for each community. Once schools and families have committed to participating in the programs, follow-up meetings and communications with school administration and parents' committees help to further identify ways that the training can be customized to best serve the specific communities benefiting from this Global Grant project.

### **What incentives (for example, monetary compensation, awards, certification, or publicity), will you use, if any, to encourage community members to participate in the project?**

The project will teach members of the local community how to establish and maintain self-sustaining book and computer cooperatives; it will educate them on the importance of sustainability and saving for the future; it will build their capacity to maintain more sophisticated projects—like a computer center—including diagnosing technical problems, teaching with a planned curriculum, and saving for future replacement of hardware. Since the teachers trained as part of the project come from the area, the knowledge and skills they gain resides in their local communities. By being involved in every step of each program, the parents, teachers, students, and administrators experience the pride, confidence, and dignity that come from helping themselves.

Additional incentives include the certifications and diplomas presented to teachers completing training. Since the textbook, computer, and reading components of this project are officially recognized by Guatemala's Ministry of Education and carry a MINEDUC logo and certification number on training certificates, these teachers are more likely to receive pay increases and promotions with this kind of training on their resumes. The MINEDUC certification also makes it more likely that teachers will be permitted the time off necessary to attend the training sessions; anecdotal evidence from other projects in Guatemala not certified by the Ministry indicate that many local Ministry representatives do not permit teachers in their area the time away from teaching when the training has not been certified.

As an incentive to participate in the youth development component, students participating in the Rise Program receive sponsorships paid for personally by individuals in Guatemala and other countries around the world—many of whom are Rotarians involved with the Guatemala Literacy Project. The sponsorships help students overcome financial barriers to staying in school, such as tuition and fees, uniforms, school supplies, etc.

The ultimate incentives are the project's long-term benefits: higher levels of literacy and computer skills in the community, which will increase individuals' ability to secure living-wage jobs. Computer skills are especially important in enabling rural Guatemalans to compete for higher-wage, non-farm jobs.

### **List any community members or community groups that will oversee the continuation of the project after grant-funded activities conclude.**

Each component of this project includes extensive training and ongoing support to enable teachers and administrators at local schools to manage and maintain their educational programs well into the future. CoEd staff members are also collaborating with the Ministry of Education to determine the best ways in which the new system and roles of local and regional Ministry supervisors can inform the work of these officials and

enhance sustainability of the projects.

Teachers in the Spark Reading Program receive supplies and participate in extensive professional development that transforms them into literacy professionals who will not only educate an entire generation of students, but also encourage their peers to adopt effective teaching methods. Principals at participating schools also attend all of the seminars so that they can both understand the methodology and provide the necessary support to teachers.

In the textbook and computer projects, training seminars empower teachers to successfully utilize, care for, and maintain the provided materials. The fact that all of these materials are locally sourced also provides the added benefit of a locally covered warranty, particularly in the case of the computer equipment. Principals at these schools receive additional training in how to ensure that parents are depositing their children's fees into the school's revolving fund (described in more detail in the 'Funding' section below), which will eventually enable the school to replace their books and computers. Schools receive ongoing logistical support and follow-up training from CoEd staff.

Students who have graduated from past iterations of the Rise Youth Development Program remain involved in the program by mentoring younger students. The students who benefit this year will also go on to provide support to younger students, ensuring community commitment to continuing the program.

## Budget

### **Will you purchase budget items from local vendors?**

Yes

### **Explain the process you used to select vendors.**

Training materials, books, computer equipment, and other supplies are selected by CoEd's Guatemala staff with oversight from local Rotarians. In the two years leading up to the submission of this application, needs analyses for these specific communities were conducted by local Rotarians and CoEd. These visits evaluated each community's needs and each school's capacity and willingness to participate in the program. After these meetings, CoEd staff continue to work in conjunction with representatives from the benefiting schools to adapt the individual projects to each school's specific resources and educational level, including determining exact product needs such as number of textbooks, type of computing equipment, educational level of children's literature for the Spark Reading Program, etc.

Once the exact needs are known, CoEd staff members in Guatemala compare market prices from at least three local suppliers to ensure the lowest price and therefore, the best possible use of Global Grant funds. Guatemala Oeste Rotarians review these quotes and authorize purchases before they are made. All products (textbooks, children's literature, computers, and other supplies) are purchased locally, which both supports Guatemala's economy and avoids the need to ship materials and clear customs.

### **Did you use competitive bidding to select vendors?**

Yes

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

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



As part of the standard computer center teacher training process, the teacher learns the basics of computer care and maintenance (keeping the room clean, using dust covers when computers are not in use, etc.) as well as more complex tasks like performing regular preventative care and maintenance for the computer equipment (performing software updates, carrying out anti-virus procedures, updating server configurations, etc.) The cooperating organization, CoEd, remains available to answer any questions that arise, and can even provide remote support to diagnose technical problems. The teacher gains further knowledge about maintaining the technology by attending additional seminars offered by CoEd.

**Describe how community members will maintain the equipment after grant-funded activities conclude. Will replacement parts be available?**

Once teachers and principals are empowered with the knowledge to maintain their materials as described above, responsibility for basic upkeep resides within the community. Basic care of the textbooks and computers ensures that they are able to last until enough money has been saved through student contributions to the school's "revolving fund" to replace the equipment. (Please see below for a more thorough description of this aspect of the project.)

If more complex technical problems arise, school officials may contact CoEd with any questions or for remote technical support. The computers supplied for the new center are purchased with a three-year factory warranty. If replacement parts are needed after this time, CoEd has access to parts suppliers and will help the schools in acquiring the replacement parts. In addition, when schools are ready to renew their materials with money saved through their revolving funds, CoEd assists with the process, including negotiating with suppliers to obtain volume discounts by purchasing materials for multiple schools at the same time.

**If the grant will be used to purchase any equipment, will the equipment be culturally appropriate and conform to the community's technology standards?**

Yes

**Please explain.**

Materials selected for the textbook and computer programs are reviewed to ensure that they comply with the standards of Guatemala's national middle school curriculum. As for the Spark Reading Program, materials are reviewed by CoEd staff to ensure that they are culturally relevant and appropriate to the age and language level of this Global Grant's beneficiaries. Specific materials include:

-Spark Reading Program: Teacher trainers from the cooperating organization review all literature prior to purchase. The number of books selected depends on the size of the class, and the books themselves vary by grade level based on the literacy skills a student should be developing at that point. The books chosen acknowledge that some children enter school speaking only their indigenous language. For this reason, most kindergarten through second-grade books are primarily pictures with easy "starter" Spanish text. By third and fourth grades, students are reading longer stories that take at least 15 minutes to complete. Fifth- and sixth-graders read books that require multiple days to complete. Students at these higher levels also read different kinds of genres, such as nonfiction. They begin to work in small reading groups to think critically about stories. Books that have been provided in the past include: (Grades P-2:) "Si yo fuera un Koala," "¿Eres tu mi mamá?," "¿Donde vives, caracol?," "Abuelita fue al mercado," (Grades 3-4:) "Max y el pájaro," "¿Qué hace acá una mariposa?," "Selena, selena," "La fiesta sorpresa," (Grades 5-6:) "Don Batuta busca músicos para su orquesta," "Vacas guapas," "Siete noches con Paula," and "La rebelión de las palabras."

-Textbooks: Schools receive books in the core subjects of math, science, social studies, and Spanish language. The books are selected from respectable local Guatemalan publishers (such as Santillana and Norma) and are reviewed by CoEd staff to ensure that they incorporate the standards of Guatemala's national middle school curriculum.

**After the project is completed, who will own the items purchased by grant funds? No items may be owned by a Rotary district, club, or member.**

All books, materials, and equipment become the property of recipient schools.

## Funding

### Does your project involve microcredit activities?

### Have you found a local funding source to sustain project outcomes for the long term?

Yes

#### Please describe this funding source.

The textbook projects and computer center established under this Global Grant will be fully sustainable thanks to their innovative revolving fund model. Students pay a small fee to use the books and equipment for the academic year; all fees go into a revolving fund that will be used to purchase new books and equipment after a specific time period (usually about 5-6 years). This model is described more fully in the reply to the following question.

#### Will any part of the project generate income for ongoing project funding? If yes, please explain.

The textbook projects and computer center established under this Global Grant will be fully sustainable thanks to their innovative revolving fund model. Students pay a small fee to use the books and equipment for the academic year; all fees go into a revolving fund that will be used to purchase new books and equipment after a specific time period (usually about 5-6 years).

The project will train school administrators to ensure that each participating family is depositing their children's fees into the school's revolving fund. Before the project begins, all families commit to paying into the fund, giving them a vested interest in the project's success. The revolving fund is customized to the needs of each community—if the typical fee is too burdensome for families, the fee can be set at a lower amount, simply by lengthening the timeline to planned replacement of their books or equipment.

CoEd serves as the “bank” for the project, holding revolving funds in-trust until the schools need them to purchase new equipment/materials. Due to the structure of the revolving fund (held in trust in a separate account), the fund is always, without exception, managed by Cooperative for Education. These sustainability deposits are saved and utilized for the sole purpose of replacing books and computers as they wear out. 100% of deposits are used for this purpose and to pay for basic upkeep/maintenance. No profit is made and no commissions are charged. The fees paid are savings deposits provided by community members themselves—to purchase future books and computers—managed in perpetuity by CoEd and overseen by local Rotarians.

Although CoEd manages all funds once they are in the bank, school principals do receive training in the administration of the revolving fund at the local level—making sure that families have the knowledge they need to deposit their children's fees into a local bank. Thanks to this training, school administrators can be empowered to oversee the fee collection step of the process, and if 100% of the fees are not deposited, the renewal can simply be delayed until enough funds have accumulated.

Both host and international Rotary clubs agree that allowing CoEd to serve as the project “bank” is the safest, cheapest, and most transparent way to maintain and guarantee the revolving fund. This revolving fund system has been functioning effectively in hundreds of Guatemalan communities for 23 years and has allowed 201 communities to replace their books at least once since 1996. It is a time-proven model and has been featured at a number of Rotary International conventions (Chicago, Salt Lake City, L.A., Montreal, Lisbon, Atlanta, and Toronto).

## Authorizations

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### Authorizations & Legal Agreements

#### Legal agreement

Global Grant Agreement

I confirm and agree to the following:

1. All information contained in this application is, to the best of our knowledge, true and accurate.
2. We have read the Terms and Conditions for Rotary Foundation District Grants and Global Grants ("Terms and Conditions") and will adhere to all policies therein.
3. The grant sponsors ("Sponsors") shall defend, indemnify, and hold harmless Rotary International (RI) and The Rotary Foundation (TRF), including their directors, trustees, officers, committees, employees, agents, associate foundations and representatives (collectively "RI/TRF"), from and against all claims, including but not limited to claims of subrogation, demands, actions, damages, losses, costs, liabilities, expenses (including reasonable attorney's fees and other legal expenses), awards, judgments, and fines asserted against or recovered from RI/TRF arising out of any act, conduct, omission, negligence, misconduct, or unlawful act (or act contrary to any applicable governmental order or regulation) resulting directly or indirectly from a Sponsor's and/or participant's involvement in grant-funded activities, including all travel related to the grant.
4. The failure of the parties to comply with the terms of this Agreement due to an act of God, strike, war, fire, riot, civil unrest, hurricane, earthquake, or other natural disasters, acts of public enemies, curtailment of transportation facilities, political upheavals, acts of terrorism, or any similar cause beyond the control of the parties shall not be deemed a breach of this Agreement. In such an event, the Agreement shall be deemed terminated and the Sponsors shall refund all unexpended global grant funds within 30 days of termination.
5. TRF's entire responsibility is expressly limited to payment of the total financing amount. TRF does not assume any further responsibility in connection with this grant.
6. TRF reserves the right to cancel the grant and/or this Agreement without notice upon the failure of either or both of the Sponsors to abide by the terms set forth in this Agreement and the Terms and Conditions. Upon cancellation, TRF shall be entitled to a refund of any global grant funds, including any interest earned, that have not been expended.
7. The laws of the State of Illinois, USA, without reference to its conflicts of laws principles, shall govern all matters arising out of or relating to this Agreement, including, without limitation, its interpretation, construction, performance, and enforcement.
8. Any legal action brought by either party against the other party arising out of or relating to this Agreement must be brought in either, the Circuit Court of Cook County, State of Illinois, USA or the Federal District Court for the Northern District of Illinois, USA. Each party consents to the exclusive jurisdiction of these courts, and their respective appellate courts for the purpose of such actions. Nothing herein prohibits a party that obtains a judgment in either of the designated courts from enforcing the judgment in any other court. Notwithstanding the foregoing, TRF may also bring legal action against Sponsors and/or individuals traveling on grant funds in any court with jurisdiction over them.
9. This Agreement binds and benefits the parties and their respective administrators, legal representatives, and permitted successors and assigns.
10. If any provision of this Agreement is determined to be illegal, invalid or unenforceable, the remaining provisions of this Agreement shall remain in full force and effect.
11. Sponsors may not assign any of its rights under this Agreement except with the prior written consent of TRF. Sponsors may not delegate any performance under this Agreement without the prior written consent of TRF. Any purported assignment of a Sponsor's rights or delegation of performance without TRF's prior written consent is void.
12. TRF may assign some or all of its rights under this Agreement to an associate foundation of TRF. TRF may delegate any performance under this Agreement to an associate foundation. Any other purported assignment of TRF's rights or delegation of performance without the Sponsors' prior written consent is void.

13. Sponsors will comply with all economic and trade sanctions, including those implemented by the Office of Foreign Assets Control (OFAC) of the United States Department of Treasury, and will ensure that they do not support or promote violence, terrorist activity or related training, or money laundering.

14. This Agreement constitutes the final agreement between the parties. No amendment or waiver of any provision of this Agreement shall be effective unless it is in the form of a writing signed by the parties.

15. Rotary International (RI) and TRF may use information contained in this application and subsequent reports to promote the activities by various means such as The Rotarian, Rotary Leader, rotary.org, etc. Unless indicated otherwise in writing, by submission of the photos, the parties hereby grant to RI and TRF the worldwide right to publish and use the photos, including but not limited to, in RI and TRF publications, advertisements, and Web sites and on social media channels and to license use to others, including, but not limited to, media outlets and its partners and through RI's online image database, for the purposes of promoting Rotary. By submitting the photos, the parties represent and warrant that all persons appearing in the photos have given their unrestricted written consent to use their likenesses and to license use to third parties.

16. The Sponsors agree to share information on best practices when asked, and TRF may provide their contact information to other Rotarians who may wish advice on implementing similar activities.

17. The Sponsors will ensure that all individuals traveling on grant funds have been informed of the travel policies stated in the Terms and Conditions and have been made aware that they are responsible for obtaining travel insurance.

## **Primary contact authorizations**

### **Application Authorization**

By submitting this global grant application, we agree to the following:

1. All information contained in this application is, to the best of our knowledge, true and accurate, and we intend to implement the activities as presented in this application.

2. The club/district agrees to undertake these activities as a club/district.

3. We will ensure all cash contributions (as detailed in the grant financing) will be forwarded to The Rotary Foundation (TRF) or sent directly to the global grant bank account after Trustee approval of the grant.

4. Rotary International (RI) and TRF may use information contained in this application to promote the activities by various means such as The Rotarian, the RI international convention, RVM: The Rotarian Video Magazine, etc.

5. We agree to share information on best practices when asked, and TRF may provide our contact information to other Rotarians who may wish advice on implementing similar activities.

6. To the best of our knowledge and belief, except as disclosed herewith, neither we nor any person with whom we have or had a personal or business relationship are engaged, or intend to engage, in benefiting from TRF grant funds or have any interest that may represent a potential competing or conflicting interest. A conflict of interest is defined as a situation in which a Rotarian, in relationship to an outside organization, is in a position to influence the spending of TRF grant funds, or influence decisions in ways that could lead directly or indirectly to financial gain for the Rotarian, a business colleague, or his or her family, or give improper advantage to others to the detriment of TRF.

## **All Authorizations & Legal Agreements Summary**

### **Primary contact authorizations**

Name	Club	District	Status	
Lise Dutrisac	Sudbury	7010	Authorized	Authorized on 04/02/2020
Diana Brown Muñoz	Guatemala Oeste	4250	Authorized	Authorized on 04/02/2020

### District Rotary Foundation chair authorization

Name	Club	District	Status	
Margaret Walton	Bracebridge	7010	Authorized	Authorized on 04/02/2020
Marcelo Coyi	Belize	4250	Authorized	Authorized on 04/02/2020

### DDF authorization

Name	Club	District	Status	
Herbert Schmidt	Fargo-Moorhead AM	5580	Authorized	Authorized on 04/02/2020
Richard Bricker	Brainerd	5580	Authorized	Authorized on 12/02/2020
Peter Ramage	Redditch Kingfisher	1060	Authorized	Authorized on 05/02/2020
Saroj Bala Jaspal	Yardley & Sheldon	1060	Authorized	Authorized on 05/02/2020
Pete Erickson	Moses Lake	5060	Authorized	Authorized on 04/02/2020
Peter Schultz	Kelowna	5060	Authorized	Authorized on 04/02/2020
Kevin Eisenberg	Calistoga	5130	Authorized	Authorized on 04/02/2020
Kathleen Flamson	Calistoga	5130	Authorized	Authorized on 04/02/2020
Douglas Baker	Downey	5280	Authorized	Authorized on 04/02/2020
Melody St. John	Hollywood	5280	Authorized	Authorized on 11/02/2020
Cheryl Peterson	Temecula	5330	Authorized	Authorized on 05/02/2020
Melanie Rice	Corona	5330	Authorized	Authorized on 06/02/2020
David Willman	Aurora Gateway	5450	Authorized	Authorized on 04/02/2020
Curtis Harris	Evergreen	5450	Authorized	Authorized on 04/02/2020

Jim Bissonett	E-Club of the Southwest	5495	Authorized	Authorized on 04/02/2020
David Simmer	Sedona	5495	Authorized	Authorized on 04/02/2020
Marjorie Haas	Hastings	6360	Authorized	Authorized on 04/02/2020
Kathryn Gallagher	Battle Creek	6360	Authorized	Authorized on 04/02/2020
Rachel Ossyra	Naperville	6450	Authorized	Authorized on 04/02/2020
debi Ross	Orland Park	6450	Authorized	Authorized on 04/02/2020
Price Finley	Upper Arlington	6690	Authorized	Authorized on 04/02/2020
Gary Vaughan	Columbus Short North	6690	Authorized	Authorized on 04/02/2020
Ann Harris Ph.D.	Carbondale	5470	Authorized	Authorized on 04/02/2020
David Wood	Salida	5470	Authorized	Authorized on 06/02/2020
Paul Perez	Prior Lake	5960	Authorized	Authorized on 04/02/2020
J. Kyle Haugen	Prior Lake	5960	Authorized	Authorized on 04/02/2020
Richard Caron	Windsor (1918)	6400	Authorized	Authorized on 04/02/2020
John Chambers	Detroit A.M.	6400	Authorized	Authorized on 05/02/2020
Margaret Walton	Bracebridge	7010	Authorized	Authorized on 04/02/2020
Bill Hagborg	North Bay	7010	Authorized	Authorized on 04/02/2020
Stella Roy	Halifax Harbourside	7820	Authorized	Authorized on 04/02/2020
Louisa Horne	Halifax Harbourside	7820	Authorized	Authorized on 21/02/2020
Francisco Viau	Guatemala Sur	4250	Authorized	Authorized on 04/02/2020
Marcelo Coyi	Belize	4250	Authorized	Authorized on 04/02/2020
Ellen Young	Lake Forest-Lake Bluff	6440	Authorized	Authorized on 06/02/2020
Suzanne Gibson	Barrington Breakfast	6440	Authorized	Authorized on 04/02/2020

## Legal agreement

<b>Name</b>	<b>Club</b>	<b>District</b>	<b>Status</b>	
Rick MacKenzie	Sudbury	7010	Accepted	Accepted on 12/02/2020
Diana Brown Muñoz	Guatemala Oeste	4250	Accepted	Accepted on 04/02/2020