

Request for Funding

Guatemala Literacy Project Global Grant #2012567
2020-2021 Rotary year

Host and International Clubs for GG#2012567

Host Club: Quetzaltenango, Guatemala (D-4250) / Marco Herrera, mherrera@debursa.com
International Club: Windsor-Roseland, ON (D-6400) / Sue Zanin, suezanin@cogeco.ca

Contribution Request

A typical club contribution is \$1,000-\$2,000 but **any amount is welcome**.* We also encourage you to contact us for help obtaining a DDF (District Designated Funds) match to **help your contribution multiply up to 3 times!**

Grant Timeline

Funds Requested: Now through September 15, 2020
Global Grant application submission to TRF: Late November, 2020
Anticipated Approval from TRF: April 2021
Project Implementation: 2021-2022 Rotary year

Issue Funds in USD to:

Guatemala Literacy Project
2300 Montana Avenue, Suite 401
Cincinnati, OH 45211 U.S.A.

Canadian Clubs Issue Funds in USD to:

Rotary Club of Windsor-Roseland
PO Box 23043, 3100 Howard Avenue
Windsor, ON N8X 5B5

**Note: Contributions sent directly to the project at this address will not be subject to the 5% extra support fee levied by The Rotary Foundation. If your club requires funds be remitted directly to TRF, please notify the GLP and add 5% to your pledge. Thank you.*

Project Tours to Guatemala

We invite Rotarians in your club to join us in Guatemala, **Feb. 6-14** or **Feb. 23-28, 2021** (there are also trip opportunities in July 2021)! For more information and to register, visit www.guatemalaliteracy.org. Seats fill fast, so sign up today!

Resources for your club

The GLP has a number of resources to introduce the project to your club, including a PowerPoint presentation and brochures. Visit www.guatemalaliteracy.org or email info@guatemalaliteracy.org to request an informational packet.

What is the GLP?

- A network of Rotarians and the non-profit organization, Cooperative for Education (CoEd), that improves education for underserved students in Guatemala.
- One of the largest grassroots multi-club, multi-district opportunities in Rotary; over 700 Rotary clubs have participated in the GLP since 1997. Approximately 175 clubs and 25 districts will support this year's Global Grant to benefit the GLP.
- "If you want to look for a project that meets the characteristics of Rotary, the GLP is the gold standard." —2017-2018 RI President Ian Riseley

Questions?

Contact Caroline Phelps with the Guatemala Literacy Project, at info@guatemalaliteracy.org or Sue Zanin, Rotary Club of Windsor-Roseland, ON, at suezanin@cogeco.ca.

GLP Global Grant Summary

(This is an excerpt from the Global Grant application.)

1. Project Title: Guatemala Literacy Project: Quetzaltenango & Chimaltenango

2. Host and International Clubs for GG#2012567

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3. Community Needs:

- a. **Who are the beneficiaries?** Our project serves the indigenous peoples in the Western Highlands of Guatemala, where you find one of the lowest literacy rates in the Western Hemisphere. Each year, potential communities that could benefit from our projects are identified by GLP leaders in Guatemala, with help from partner organization Cooperative for Education and the Guatemalan Ministry of Education. See 4 “c” and “d” to learn how the communities are selected, and how the parents must “buy into” the project.
- b. **What needs have been identified?** The targeted communities in Guatemala’s Western Highlands suffer from low literacy due to:
 - *Ineffective teaching methods:* Most of the instruction in primary schools is rote memorization and copying from the blackboard. Students learn to recognize words, never developing comprehension or independent reading skills.
 - *Lack of books:* Another significant contributing factor to the low rates of literacy (40% among rural adults) is the lack of textbooks in grades 7-9. Approximately 90% of these schools have no books.
 - *Lack of computers:* In the Western Highlands, having technological literacy is also critical for getting out of poverty; approximately 60% of entry-level jobs in Guatemala now require computer skills. 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. The cycle of poverty continues. For schools that have received computers under past GLP global grants, their quality of education is transformed; however, this technology could still be used more optimally. Out of a school of ~300 kids, maybe only 25 can fit in the computer classroom at one time. Since those centers were established, new technology is now available such as digital routers that would expand access to the computer center’s local intranet—packed with educational content such as internet simulation, Kahn Academy classes, digital libraries, and much more—to anyone on the school campus.
 - *Pressure from peers and family to drop out:* 90% of Guatemalan children living in poverty never graduate from high school. But we know that it takes 12 years of education for youth in Guatemala to break out of poverty. Many factors cause youth to drop out, including 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. 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.

- c. **How are these needs currently being addressed?** The school systems are under-resourced and typically neglected by the government support structures. There are many NGOs working in Guatemala; however, the need is far greater than current NGOs and the government can effectively serve on their own. Thus, the current educational needs of the community are not being addressed.

4. Activity Description:

- a. **Summarize the proposed activities to be conducted with this grant.**

The GLP Global Grant consists of 4 parts: (1) providing literacy training to teachers and quality children's literature; (2) implementing literacy-strengthening textbook projects; (3) strengthening technological education through computer centers in middle schools; and (4) a youth development program that keeps students in school.

- **Spark Reading Program:** 220 elementary teachers in 20 schools will receive intensive literacy training, along with basic supplies and children's literature appropriate for each grade level. **The primary literacy program will benefit approximately 5,500 students.**
- **Textbook Project:** The textbook project for middle school students will provide textbooks in core subjects like science, Spanish, social studies and math in 4 schools. Teachers in the program are trained in integrating textbooks into their daily teaching. Approximately **264 students will receive textbooks** under the program.
- **Computer Center Project:** GLP computer centers prepare middle-school students to enter the workforce by training students in the use of standard business software. The course of study consists of 100 lessons over a 3-year period. The **computer centers aspect of this project will increase technological literacy for 532 Guatemalan youth in 4 schools** by piloting the use of innovative new routers to expand technology education beyond the walls of the computer classroom to benefit additional subjects.
- **Rise Youth Development Program:** Approximately 673 indigenous young people in 16 communities will benefit from Rotarian mentorship and career development through the youth development program.

- b. **What other Rotary Club/s or organizations are involved?**

This past Rotary year, 149 clubs and 18 Districts contributed to the GLP Global Grant. We are currently in discussion to renew each club's commitment, as well as find more club and district partners.

Our other partners include our Host and International Sponsor Clubs of Quetzaltenango, Guatemala, and Windsor-Roseland, ON, and the cooperating organization, the nonprofit Cooperative for Education (CoEd).

- c. **How has the benefiting community been involved in planning this project?**

Candidates for the programs attend a "town meeting" session to express their needs and consider whether the GLP is a good fit. Communities that are ready to start one of the literacy programs invite our local representative to do a site visit to better understand the specific needs. Students who will participate in the Rise Youth Development Program suggest themes that they would like to learn about in the programs workshops in the upcoming year. Needs assessments are conducted by the partner organization CoEd with support from members of the Quetzaltenango Rotary Club.

- d. **How will the benefiting community be involved in implementation?**

The key to the sustainability and community involvement in the Textbook and Computer projects is an innovative “revolving fund” model: the community at large will assure that small fees are paid for the use of the books and technology equipment; the fees go into a fund used to cover ongoing program expenses and to replace materials and equipment as it wears out. Thus, once the initial investment is made, the projects are financially self-sufficient in perpetuity. By investing in the projects—both financially and emotionally—the local people experience the pride, confidence and dignity that come from helping themselves. The revolving fund model has been used successfully in previous matching grants and global grants since 1997.

Communities benefiting from the Spark Reading Program are involved through principals, teachers, and parent boards who are part of needs assessments with the Guatemala Literacy Project. They also help communicate the benefits of the project to (and ensure buy-in from) other teachers and parents in the community who were not part of those meetings.

Students who 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 the program’s professional development workshops during the upcoming year.

e. How will the benefits of the project be sustained beyond the grant funding?

In two ways:

- a. The Textbook and Computer projects will result in 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. The projects 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 complex projects, like a computer center, including diagnosing technical problems, teaching with a planned curriculum, and saving for future replacement of the 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, children, and administrators earn the pride, confidence, and dignity that come from helping themselves.
- b. The Spark Reading Program achieves sustainability by building local capacity for reading instruction. Supporting teachers in their professional development and working within the rural school system to promote literacy creates permanent and lasting change in program communities. The teachers who participate in Spark increase their skills, share their knowledge and best practices with teachers in other schools, and promote literacy in their classrooms. The children who benefit from the program take their improved reading abilities, as well as actual books they have authored at school, and share them with their families, friends, and neighbors. They become vital links in the chain for promoting a lifelong culture of reading in their homes, their schools, and their communities.
- c. The Rise Youth Development Program achieves sustainability by transforming the lives of indigenous young people who then contribute to the development of their entire country. Currently, 53% of program graduates are helping to pay for their younger siblings’ education—breaking the cycle of poverty for more young people in their own generation.

5. Area of Focus: With which Rotary area/s of focus is the proposed project aligned?

Basic education and literacy

6. Project Outcomes: Describe the immediate and long-term outcomes of the proposed project, and how these outcomes will be measured?

The literacy training program is expected to improve reading and writing abilities, which will help indigenous children achieve more in school, continue their education longer, and overcome the challenges and struggles caused by low literacy. We will measure impact through testing (students), and program certification records (teachers).

The textbook portion of the project is expected to lead teachers to use more effective teaching methods, decreasing dictation and copying while improving students' analysis skills and level of understanding of course content. We will measure impact through teacher training rosters.

The computer portion of the project is expected to train new students each year with marketable technical skills that will allow them to get better jobs, improving their economic situation and that of their families and communities. We will measure program impact via router usage data and teacher training rosters.

The youth development portion of the project is expected to keep students in school, help them envision a brighter future for themselves, and prepare them with the tools to achieve it. We will measure impact through direct observation of activities as well as grant records and reports.

7. Proposed Budget:

#	Category	Description	Supplier	Cost in USD
1	Signage	Rotary Signage for All Programs	Proveedores Varios	500
2	Project management	Program Manager for All Programs	Asociación COED	29200
3	Equipment	Textbooks and Supplemental Materials for Textbook Program	Santillana SA; Anaja, SA; José Obdul Castillo; IMEQMO, S.A.	24246
4	Training	Textbook Training and Coaching for Textbook Program (2 trainers)	Asociación COED	42215
5	Training	Training Expenses for Textbook Program	Libreria Progreso, SA; Alma Choc; Grupo RB, S.A.; Proveedores Varios	12717
6	Equipment	Reading Books and Materials for Primary Reading Program	Proveedores Varios	124200
7	Supplies	School Supplies for Primary Reading Program	Proveedores Varios	25300
8	Training	Trainers for Primary Reading Program (6 trainers)	Asociación COED	101657
9	Training	Training Expenses for Primary Reading Program	Proveedores Varios	19829
10	Equipment	Routers for Digital Education in Computer Centers	Proveedores Varios	5000
11	Training	Meals and Transportation for Student Field Trips in Youth Development Program	Proveedores Varios	1000
12	Training	Trainers for Youth Development (9 trainers)	Asociación COED	63087
13	Operations	Contingency for Currency Fluctuation	Proveedores Varios	49
			Total budget:	449000

