Request for Funding

Guatemala Literacy Project Global Grant #2238721
2022-2023 Rotary year

Host and International Clubs for GG#2238721

Host Club: Valle de Guatemala (D-4250) / Sonja Baudrexel, sbaudrexel@gmail.com
International Club: Rice Lake, WI (D-5960 / Claire Parrish, claireparrish@ricelakegov.org

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 2.8 times**!

Grant Timeline

Funds Requested: Now through December 1, 2022
Global Grant application submission to TRF: March 1, 2023
Anticipated Approval from TRF: June, 2023
Project Implementation: 2023-2024 Rotary year

Issue Funds in USD to:

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

> ***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. 21-26** or **July 25-30, 2023**! 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; nearly 800 Rotary clubs have participated in the GLP since 1997. Approximately 125 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 Claire Parrish, Rice Lake Rotary Club, at clairemparrish@gmail.com.

GLP Global Grant 2238721 Summary

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

1. Project Title: 2023-2025 Guatemala Literacy Project

2. Host and International Clubs for GG#2238721
Host Club: Valle de Guatemala (D-4250) / Sonja Baudrexel, sbaudrexel@gmail.com
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3. Area of Focus: Basic Education and Literacy

4. 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 lack access to modern technology and therefore have 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.
   - *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. UNESCO estimates that the impact of the pandemic will be greatly felt in this arena, with 24 million *additional* children around the world dropping out of school due to COVID-19.

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.

5. Project Implementation:

  a. **Please describe the training, community outreach, or educational programs this project will include.**
      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) establishing computer centers in rural 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 5,300 students.**
  - **Textbook Project:** The textbook project for middle school students will provide textbooks in core subjects like science, Spanish, social studies and math in 2 schools. Teachers in the program are trained in integrating textbooks into their daily teaching. Approximately **276 students will receive textbooks** through the program.
  - **Computer Center Project:** Computer centers will be set up in two middle schools. The centers will train students in the use of standard business software. The course of study consists of 100 lessons over a 3-year period. The **computer center project will increase technological literacy among approximately 295 Guatemalan youth** each year.
  - **Rise Youth Development Program:** Approximately 1,020 indigenous young people in 17 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, 130 clubs and 22 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 Valle de Guatemala and Rice Lake, WI, and the cooperating organization, the nonprofit Cooperative for Education (CoEd).

  c. **How has the benefiting community been involved in planning this project?**
      After the communities have expressed interest in 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 consultations. 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. Needs assessments are conducted by the partner organization CoEd with support from members of the La Asunción 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.

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. 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.

e. **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 teachers learn 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 teachers gain further knowledge about maintaining the technology by attending additional seminars offered by CoEd.

f. **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.

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 centers 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.

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 course grades (students) and technical certification (teacher).

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	750
2	Project management	Project Manager for All Programs	Asociación COED	28825
3	Equipment	Textbooks and Supplemental Materials for Textbook Program	Santillana, S.A.; Activa Educa; Anaja, S.A.; José Obdul Castillo; IMEQMO, S.A.	27335
4	Training	Textbook Training and Coaching (5 trainers)	Asociación COED	69230
5	Training	Training Expenses for Textbook Program	Librería Progreso, S.A.; Alma Choc; Grupo RB, S.A.; Proveedores Varios	14130
6	Equipment	Reading Books and Materials for Primary Reading Program	FCE. Generación de Demanda; Amanuense; Activa Educa; Eden del Libro; Librería Progreso; Platino; Grupo MR; Ricardo Murga	117031
7	Supplies	School Supplies for Primary Reading Program	Libreria Progreso S.A., Intermediarios Químicos, Impresos MR	25300

8	Training	Trainers for Primary Reading Program (7 trainers)	Asociación COED	101657
9	Training	Training Expenses for Primary Reading Program	Grupo RB, S.A.; Proveedores Varios	19830
10	Monitoring/evaluation	Evaluations and Measurable Outcomes for Primary Reading Program	Universidad Del Valle de Guatemala, S.A.	32500
11	Equipment	Computer Systems and Software for Computer Centers	SERVICOMP de Guatemala, SA; Sega, S.A.; Tecnasa, S.A.; IMEQMO; Kremlin Saul Castellanos	44086
12	Equipment	Center Installation and Furnishings for Computer Centers	Novex, S.A.; PriceSmart; CIPRO, S.A.; Maynor Bonilla; SERVICOMP de Guatemala, S.A.; Hector Rafael Poncio/Alarmas Universales; Tecnasa, S.A. ; Interiores Corporativos; Distribuidora Dals; Plasticos San Lucas; Librería Progreso, Educación Para El Futuro	16749
13	Training	Training Expenses for Computer Centers	ETC Iberoamerica	900
14	Equipment	Projector Equipment, Supplemental Educational Materials	IMEQMO, S.A.	3150
15	Equipment	School Furnishings and Supplies, Supplemental Educational Materials	ABSA, S.A.; Carpintería Hernández; Librería Progreso	261
16	Training	Meals, Transportation, and Communications for Student Seminars in Youth Development Program	Proveedores Varios	2000
17	Training	Trainers for Youth Development (11 trainers)	Asociación COED	44461
18	Operations	Contingency for Price Increases or Currency Fluctuation	Proveedores Varios	28293
			Total budget:	**576488**