

Basic Information

Grant title

2023-2025 Guatemala Literacy Project

Type of Project

Humanitarian Project

Address community needs and produce sustainable, measurable outcomes

Primary Contacts

Name	Club	District	Sponsor	Role
Claire Parrish-Lane	Rice Lake	5960	Club	International
Sonja Baudrexel	Valle de Guatemala	4250	Club	Host

Committee Members

Host committee

Name	Club	District	Role
Cristian Monterroso H.	Valle de Guatemala	4250	Secondary Contact
Sylvia Portocarrero Herrera	Valle de Guatemala	4250	Secondary Contact

International committee

Name	Club	District	Role
Robert Buehler	Rice Lake	5960	Secondary Contact International
Heidi Weber	Rice Lake	5960	Secondary Contact International

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

No

Project Overview

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.

(1) The Spark Reading Program provides professional development that enables primary-school teachers to become experts in reading instruction. The program delivers between 30 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 220 teachers and 5,374 students in 20 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 the cooperating organization, Cooperative for Education (CoEd), and overseen by local Rotarians), which is used to replace books once they wear out. The textbook projects will benefit 7 teachers and 276 students in 2 schools. Approximately 193 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. Most 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) GLP computer centers prepare 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. Certified computer teachers train students in the use of standard business software (word processors, spreadsheets, presentation tools, database tools, web navigation, basic programming, etc). The computer centers will benefit 2 teachers and 295 students in 2 schools.

(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 Valle de Guatemala and other Guatemalan clubs) and field trips to local businesses or post-secondary education opportunities 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 1,020 students in 17 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 25-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, 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

Which area of focus will this project support?

Basic education and literacy

Measuring Success

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 2023 to October 2024. In all, the project will provide Spark Reading Program training and materials to 220 primary school teachers (benefiting 5,374 primary students), provide textbooks to 276 secondary school students and corresponding training to 7 teachers (as well as 193 additional teachers and principals, many from schools renewing their GLP textbooks with money saved through their sustainability funds); provide computer education to 295 secondary school students and corresponding training to 2 teachers; and provide Rise Youth Development Program activities to 1,020 students (for a total of at least 7,387 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 primary reading program will 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	Testing	Every year	100-499

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 four 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
Other: 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 teachers will achieve competency with the technology, as measured by achieving certification from ETC Iberoamerica during the training process.	Testing	Every year	1-19
The dropout rate for students in the Rise Youth Development Program will be less than 7% during the 2024 school year.	Grant records and reports	Every year	500-999
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 25-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 staff member overseeing program evaluation, Mayra Sidler Guzman, holds a Master's in Public Administration with a Certificate in Nonprofit Management (with a focus on research, quantitative and qualitative data analysis, and program evaluation design and implementation) from the Northern Kentucky University.

Finally, CoEd knows how to engage local Rotarians and pull in other local experts to advise 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, Ph.D., 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. CoEd trainers across all GLP projects have attended training from the CIESAS Research Center in Mexico in the administration of research instruments suited to each of their program areas, and frequently implement these tools to provide valuable feedback on program design.

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

Humanitarian Project

Where will your project take place?

City or town

Computer centers: IEBC Nojibal (147 students) and Las Flores (148 students); Textbook Programs: IMEB Morelia (138 students), and IEBC Río Blanco (138 students); Spark Reading Programs in 4 schools in the San Juan Ostuncalco Cluster I (27 teachers and 736 students), 4 schools in the San Juan Ostuncalco Cluster II (31 teachers and 767 students), 3 schools in the Jocotenango Cluster (14 teachers and 171 students), 5 schools in the Sacatepéquez Cluster F (74 teachers and 1,928 students), and 4 schools in the Xela Cluster C (74 teachers and 1,772 students); and Rise Youth Development Program: Santiago Sacatepéquez (60 students), San Bartolomé Milpas Altas (60 students), Santa Maria Cauqué (60 students), Santo Domingo Xenacoj (60 students), Santa Lucía Milpas Altas (60 students), Magdalena Milpas Altas (60 students), Cerritos Asunción (60 students), Patzún (60 students), Saquitacaj (60 students), San Jose Poaquil (35 students), Chimazat (60 students), Hacienda María (60 students), Paley (60 students), Las Camelias (30 students), Yepocapa (122 students), Quisaché (60 students), and Experimental Tecpán (53 students)

Province or state

Chimaltenango, Quetzaltenango, Quiché, Sacatepéquez, and Sololá

Country

Guatemala

When will your project take place?

2023-08-01 to 2025-03-31

Participants

Cooperating Organizations (Optional)

Name	Website	Location
Cooperative for Education (CoEd)	https://www.cooperativeforeducation.org	Km. 29.5, Carretera Interamericana 0-00 San Lucas Sacatepéquez Guatemala

Supporting Documents

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.) 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 800 international clubs from the US, Canada, Cayman Islands, Bahamas, Saint Kitts and Nevis, England, Germany, Poland, Italy, 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 #2238721.
- 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.

130 Rotary clubs and 22 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 Valle de Guatemala 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 Rice Lake.
- 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 Valle de Guatemala club, currently Sonja Baudrexel, 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 Rice Lake Club will:

- Work with their district and others to help build a broad base of club and district support for Global Grant #2238721 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 Rice Lake club, currently Claire Parrish, 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	31/05/2022

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	750	750
2	Project management	Project Manager for All Programs	Asociación COED	28825	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	27335
4	Training	Textbook Training and Coaching (5 trainers)	Asociación COED	69230	69230
5	Training	Training Expenses for Textbook Program	Librería Progreso, S.A.; Alma Choc; Grupo RB, S.A.; Proveedores Varios	14130	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	117031
7	Supplies	School Supplies for Primary Reading Program	Librería Progreso S.A., Intermediarios Químicos, Impresos MR	25300	25300
8	Training	Trainers for Primary Reading Program (7 trainers)	Asociación COED	101657	101657
9	Training	Training Expenses for Primary Reading Program	Grupo RB, S.A.; Proveedores Varios	19830	19830

10	Monitoring /evaluation	Evaluations and Measurable Outcomes for Primary Reading Program	Universidad Del Valle de Guatemala, S.A.	32500	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	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	16749
13	Training	Training Expenses for Computer Centers	ETC Iberoamerica	900	900
14	Equipment	Projector Equipment, Supplemental Educational Materials	IMEQMO, S.A.	3150	3150
15	Equipment	School Furnishings and Supplies, Supplemental Educational Materials	ABSA, S.A.; Carpintería Hernández; Librería Progreso	261	261
16	Training	Meals, Transportation, and Communications for Student Seminars in Youth Development Program	Proveedores Varios	2000	2000
17	Training	Trainers for Youth Development (11 trainers)	Asociación COED	44461	44461
18	Operations	Contingency for Price Increases or Currency Fluctuation	Proveedores Varios	28293	28293
Total budget:				576488	576488

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
---	--------	---------	--------------	----------	-------

*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 0.00 USD from the World Fund.

Funding Summary

Total funding:

Total budget:

576,488.00

Sustainability

Humanitarian Projects

Project planning

Describe the community needs that your project will address.

Like the rest of Guatemala's Western and Central Highlands, Chimaltenango, Quetzaltenango, Quiché, Sacatepéquez, and Sololá 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). In the wake of the COVID-19 pandemic, this will also be the most crucial juncture for catching up on the learning that was missed while in-person learning was suspended for two years.

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 Chimaltenango, Quetzaltenango, Quiché, Sacatepéquez, and Sololá, technological literacy is also critical for escaping poverty; approximately 60% of entry-level jobs in Guatemala require computer skills (8). The problem is that most 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, 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, 2016.

How did your project team identify these needs?

After many years of working within the communities of Chimaltenango, Quetzaltenango, Quiché, Sacatepéquez, and Sololá—including an extensive community needs assessment detailed in the community needs documentation uploaded in the 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. Optimally, we seek alignment between the four components of GLP programs (i.e., implementing Spark training at primary schools that feed into middle schools with GLP textbooks or computers), but this is not a requirement to receive the projects. The top priority for GLP projects is to respond to the specific needs as expressed by each school and community, following the lead and commitment of local leadership at each level of implementation.

Our needs assessments include meetings with Ministry of Education supervisors, school principals, teachers, and community leaders, who have expressed a desire for improved education in their schools, as well as consultation with families in the community. The community needs assessments are conducted by CoEd staff in partnership with Rotary volunteers, both of whom will continue to work closely with the selected communities during every step of the process. Given the length of the application and review process, the communities participating in these needs assessments will have to wait two years before seeing any benefit from the projects. During that time, leadership frequently turns over. Therefore, if the current school leaders at the time of project implementation reverse the decisions of previous committees to participate in GLP projects, we will conduct new needs assessments with alternative schools. These are schools that have proactively reached out to the GLP to request the program—and are ready to meet all of the program's requirements—to take the place of any schools that have decided that it is not the best time to implement a GLP program in their school. 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 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.

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 (along with host Rotarians where feasible) also consult with principals and teachers to assess the school’s interest in receiving the programs, and encourage the schools to discuss the project with their parents’ committees as well. Some parents’ committees representatives typically participate in discussions with CoEd staff and Rotarians at this stage (and there is usually also internal coordination between the principals and parents’ committees). 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. 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 2021 – January 2023 (25 months)
2	With the help of local residents, the schools selected to receive computer centers make needed modifications and improvements to the classrooms that will house the computers.	August, 2023 (1 month)
3	Rotarians and CoEd purchase computer equipment in Guatemala and CoEd sets up the computers in the centers. (This process may happen sooner if funds are available.)	September–November, 2023 (4 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 computer teachers receive 64 hours of training in the standard computer center curriculum. Initial five-hour textbook teacher training	November, 2023 (1 month)

	seminars are also conducted.	
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, 2024 (1 month)
6	Rotarians and CoEd purchase textbooks in Guatemala and arrange delivery to the benefiting schools.	January – February, 2024 (2 months)
7	CoEd’s training staff deliver additional five-hour seminars to Textbook Program teachers.	March 2024 (1 month)
8	CoEd’s training staff 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.	April 2024 (1 month)
9	Rise trainers guide students through the youth development curriculum, while also monitoring student grades, providing social support, and doing individualized follow-up with students at risk of dropping out.	January – November, 2024 (11 months)
10	Rotarians from Rice Lake and other international clubs travel to Guatemala to assist Valle de Guatemala 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, 2024 (2 months)
11	CoEd staff monitor and fine-tune Spark teachers’ performance in the classroom, evaluating student reading performance and teachers’ success at using the early literacy methodology they’ve learned, with oversight from Rotary volunteers.	February – November, 2024 (10 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, 2024 – Future Years (ongoing)
13	Textbook and computer center teachers receive additional training.	June 2024 (1 month)
14	Guatemalan Rotarians in the GLP family participate in graduation ceremonies for Spark teachers and Rise students.	November 2024 (1 month)

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.

Valle de Guatemala Rotarians 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 GG2124415_Training_Plan document uploaded in the Supporting Documents section. In all, 220 primary-school teachers at 20 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 (either in-person or utilizing blended learning—partly in-person and partly virtual) 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, informed by recent findings about neuroscience and the ideal strategies for teaching and learning to read based on these findings. Training also incorporates new tips, strategies and tools that teachers can use if they need to implement hybrid or distance education. 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-grade Spark students learning twice as much as students in a control group without Spark (as measured by a randomized control trial evaluation of student results on the Evaluación de Lectura en Grados Iniciales test, a Guatemalan adaptation of the widely-used Early Grade Reading Assessment). 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 2 schools, with approximately 7 teachers at these schools—as well as about 193 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.

Two schools will receive computer centers. These two technology 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.

Valle de Guatemala Rotarians (as well as other Guatemalan Rotarians from clubs in the GLP family) 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 typically hold Bachelor's Degrees in Education; these staff have been carefully vetted 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 25-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 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!) The benefits of these interventions last long into the future. Thanks to the intensive training and coaching (which are the primary focus of the Spark and Rise components of the GLP, as opposed to the primarily material-provision components of textbooks and computers), GLP projects produce changes in attitudes and behaviors that become part of teachers' and students' repertoire for life. In the Spark Reading Program, previously-trained teachers continue, every day, to teach their students to read better, faster, and earlier. In the Rise Youth Development Program, previously educated youths continue to get better jobs, earn more, and help educate younger siblings. The benefits of previous Global Grants continue to accrue to the beneficiaries and their communities, long into the future. For example, even if the GLP stopped today, the 1,000+ teachers that have received Spark training in previous global grants, will educate approximately 2.1 million future children before they retire—without any further financial investment by Rotary or CoEd.

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. To ensure future access to reading materials, the program empowers teachers with the knowledge to find their own low-cost or free reading materials to use with their students. Access to local reading materials also increases organically over the years thanks to the handmade books that students author as part of the Spark Reading Program curriculum.

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. (Since Guatemala's government mandates free primary school, a revolving fund structure similar to that used by the textbook and computer centers is an impossibility for the Spark Reading Program.) 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 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. Valle de Guatemala 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 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.

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.) Since the reading books provided by Spark remain in the classroom instead of going home with students each night like textbooks do, they will naturally remain in usable condition for far longer, giving the classroom library time to grow through the books that students handmake each year as part of the curriculum.

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.

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," "Vacaciones 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 and computer projects 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 centers 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 25 years and has allowed 222 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

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
Claire Parrish-Lane	Rice Lake	5960	
Sonja Baudrexel	Valle de Guatemala	4250	

District Rotary Foundation chair authorization

Name	Club	District	Status
Margaret Horning	Stillwater Sunrise	5960	
Julio Grazioso	Guatemala Vista Hermosa	4250	

DDF authorization

Name	Club	District	Status
------	------	----------	--------

Legal agreement

Name	Club	District	Status
Lori Zahrbock	Rice Lake	5960	
Edgar López Álvarez	Valle de Guatemala	4250	