

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

Status - Draft

District Number 5450 (Qualified)

OBJECTIVES

WELCOME TO THE GLOBAL GRANT APPLICATION

Your application has been assigned the reference number GG1412387 , which you can use for tracking and when communicating with The Rotary Foundation or colleagues.

PLANNED ACTIVITIES

In a few short sentences, tell us your objectives for this global grant.

This Global Grant project has three distinct and complimentary components that strengthen both traditional and technological literacy in the communities we've targeted: (1) Primary school reading programs provide storybooks and training to teachers; (2) Textbook projects improve literacy at the middle-school level; and (3) A computer center prepares middle-school students to enter the workforce.

The present project utilizes the same proven approaches as previous projects that provided similar resources, but benefits different people in different geographical areas. This grant will pay for the material component of these programs: books, computers, school supplies, and other educational resources. The training component will be provided either by Rotary volunteers or by staff members of the cooperating organization, CoEd, at no cost to Rotary.

Who will benefit from this global grant? Provide the estimated number of direct beneficiaries.

Primary school reading programs will benefit 159 teachers and approximately 4,300 students in 29 schools.

Textbooks will benefit 32 teachers and approximately 1,300 students in 8 schools.

The computer center will benefit approximately 150 students in 1 school.

All of these schools and students are located in Guatemala's Central Highlands—the most illiterate part of the country. The projected list of schools is provided later in this application.

Which of the following activities will this global grant fund?

Humanitarian project

Humanitarian Project

Where will your project take place?

Computer Program: Almolonga School; Textbook Programs: Bethel, Cajolá, Cantel, Intercultural, Patzicía, El Tablón, El Camán, and Zion Schools; and Primary Reading Programs in 7 schools in the El Tejar/Parramos Cluster, 6 schools in the Patzicía/Patzún Cluster, 10 schools in the Patzún Cluster, and 6 schools in the Chimaltenango Cluster.

Chimaltenango, Quetzaltenango, and Sololá

Guatemala

When do you anticipate your project will take place?

From:2014-03-01 Until: 2015-12-31

Outline your project implementation schedule.

No.	Activity	Duration
	Rotarians and the cooperating organization, CoEd, assess	July, 2014 (1

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1:	community needs and select one school to receive a computer center.	month)
2:	With the local community's help, the selected school makes needed modifications and improvements to the classroom that will house the computer center.	August, 2014 (1 month)
3:	Rotarians and CoEd select 8 schools to receive Textbook Projects.	August – October, 2014 (3 months)
4:	Rotarians and CoEd purchase computer equipment in Guatemala from a local Dell retailer that sets up the computers in the center. One computer teacher from the local community is selected.	September – November, 2014 (3 months)
5:	Rotarians and CoEd select schools to receive primary reading programs.	September – December, 2014 (4 months)
6:	Rotarians and CoEd purchase textbooks in Guatemala.	Late November, 2014 (1 week)
7:	With oversight from the Vista Hermosa Rotarians, CoEd staff sort, package, and warehouse the textbooks. The newly selected computer teacher receives training in the standard Computer Center curriculum.	November 2014 – January 2015 (3 months)
8:	Schools participating in the primary reading program receive training materials (picture books, markers, construction paper, etc.). Classes begin.	January, 2015 (1 month)
9:	Rotary volunteers and CoEd's training staff deliver 18 training sessions to the teachers and principals participating in the primary school reading program.	January – August, 2015 (8 months)
10:	Rotarians from Summit County and other North American clubs travel to Guatemala to assist Vista Hermosa Rotarians 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 books.	February – March, 2015 (2 months)
11:	Rotary volunteers & CoEd staff monitor and fine-tune primary-school teachers' performance in the classroom and evaluate their success at using the early literacy methodology they've learned.	February – December, 2015 (11 months)
12:	CoEd staff & Rotary volunteers visit the Computer Center & textbook programs periodically to perform additional training, provide technical support, and assess program performance.	March, 2015 – Future Years (ongoing)

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What community needs will your project address and how were these needs identified? Provide any relevant data or survey results

Guatemala's Western Highlands 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. As many as half of the area's inhabitants cannot read or write (1); average school attainment is just 4 years (2); two-thirds live in poverty (3), and more than a fifth live in extreme poverty, earning less than \$2 a day (4). Eight in 10 have never used a computer (5). Together, these factors virtually guarantee that the next generation will be no better off than the last.

Three 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 primary-grade levels (grades 1-6).

Lack of books: Another significant contributing factor to the high rates of illiteracy in the Western Highlands—40% 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 the Western Highlands, technological literacy is also critical for escaping poverty; approximately 60% of entry-level jobs in Guatemala now require computer skills (8). The problem is that the majority of schools in this area have no computers and therefore no way to prepare their graduates for these jobs. Young people leaving school are condemned to a life of subsistence farming or illegal migration, and the cycle of poverty continues.

Candidates for these programs will attend a "town meeting" session to express their needs and consider whether the programs are a good fit. During these sessions, the parents and teachers typically express a desire for improved education in their schools, as they understand that education is the path out of poverty for their children. Communities that are ready to start a textbook, computer, or reading program then invite our local representatives to do a site visit to better understand the specific needs and begin laying the groundwork. The needs assessment will be conducted by Rotary volunteers and CoEd, who will work closely with the community during every step of the process.

Citations:

- (1) Guatemalans living in extreme poverty suffer a 53% rate of illiteracy: UNDP Human Development Report Guatemala 2009-10, pg. 174.
- (2) World Bank (2003), Poverty in Guatemala.
- (3) World Bank (2009), Guatemala Poverty Assessment "Good Performance at Low Levels", Report No. 43920-GT, pg. 13.
- (4) Ibid.
- (5) CoEd survey of new schools receiving computer centers under a past Rotary Grant, 2010.
- (6) UNDP Human Development Report Guatemala 2009-10, pg. 174.
- (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.

Detail how your project will address these community needs.

- (1) Primary school reading programs train teachers in reading instruction and deliver between 36 and

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108 children's books (per teacher) for reading in the classroom every day (the number of books varies by grade level). The books chosen acknowledge that some children enter school speaking only their indigenous language. For this reason, most 1st- and 2nd-grade books are primarily pictures with easy "starter" Spanish text. The provision of these materials is matched with an intensive teacher training program based on the Concentrated Language Encounter (CLE) methodology, recommended by the former RI Literacy Resource Group. Better-trained teachers transform their students into better readers, critical thinkers, and lifelong learners.

(2) Textbook projects increase literacy for middle-school students in rural Guatemala by giving them access to high-quality textbooks in math, science, Spanish language, and social studies. Books are provided on the condition that each school rents them to their students for a small fee (\$1.50/month). These fees enter a sustainability fund (managed by CoEd and overseen by local Rotarians), which is used to replace books once they wear out. Teachers in the program are trained to integrate textbooks into their daily teaching.

(3) A Computer Center provides young people with 60-90 minutes a week of hands-on instruction, covering 100 lessons over a 3-year period. The certified computer teacher will train students in the use of standard business software (word processing, spreadsheets, etc.) giving them the marketable skills needed to obtain higher-wage jobs.

This grant will fund materials and equipment only. Training for all projects will be provided by Rotary volunteers or CoEd staff, at no cost to Rotary. (Additional details about the training aspect of the projects are included under the "training" question of this application.)

In addition to the books and computers, schools will receive educational materials and supplies that Rotarians will deliver during their in-person visits to the schools. These include laptops, projectors, sports equipment, and other school supplies.

How were members of the local community involved in planning the project? Does your project align with any current or ongoing local initiatives?

The local community is involved in every step of the process. In each prospective community, the local representative of the Guatemalan Ministry of Education is consulted to identify the appropriate schools to receive the programs. Once candidate schools are identified, the parents and teachers are consulted to 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 'Financing' section of this application). The community that receives the computer center will be responsible for renovating the space that will house the center, including providing security, increasing ventilation and air flow, installing lighting, and ensuring reliable electrical power. The computer center teacher will be hired from within the community or as close to the community as possible.

Our program will leverage ongoing efforts by the Ministry of Education to promote literacy in these communities. For example, training provided by our project will enable primary schoolteachers to make best possible use of the storybooks delivered through the Ministry's new "Leamos Juntos"—Let's Read Together—program.

Describe any training, community outreach, or educational programs, if applicable, and who will conduct them. How will recipients be selected?

Vista Hermosa Rotarians will work in conjunction with CoEd to select communities to receive the educational programs detailed throughout this application. In all, 29 schools will receive training in early literacy instruction (provided at no cost to Rotary in conjunction with the materials paid for by this global grant), to be provided to 159 primary school teachers over the course of 18 group training sessions. Each teacher will also receive at least 3-4 in-class coaching sessions to provide feedback on his/her use of the methodology in the classroom.

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Textbooks will be delivered to 8 schools, with up to 32 middle-school teachers receiving corresponding training by CoEd staff (provided at no cost to Rotary) over the course of 3 sessions per year. These teachers will receive sample lesson plans and learn how to use the textbooks to achieve the objectives of Guatemala's national middle school curriculum.

One school will receive a computer center, with one teacher selected by CoEd with oversight from Vista Hermosa Rotarians. The teacher will receive training in the use, management, and maintenance of the technology in collaboration with instructors from Educación para el Futuro (who provides the project-based curriculum developed by the University of Cambridge) and CoEd. They also receive ongoing pedagogical training on a monthly basis from CoEd staff to ensure that the level of education the students receive is on par with international standards. School principals at the textbook and computer schools will also receive training in how to collect student fees and maintain the revolving fund that their school will use to replace project materials as they wear out or become obsolete.

Areas of Focus

Basic education and literacy

Basic education and literacy

Which goals will your activity support?

Involving the community to support programs that strengthen the capacity of communities to provide basic education and literacy to all

How will you meet these goals?

The project delivers high-quality learning materials, such as storybooks, textbooks, and computers, to under-resourced schools in impoverished communities. The project design leverages best practices (many developed and supported by RI) for advancing bilingual literacy in areas where some children enter school with little exposure to the official language (Spanish, in this case). The project also trains teachers and empowers local leaders to use, manage, and maintain their educational materials and resources. Independent studies show that these types of projects have a positive, measurable impact on the quality of education and level of literacy in the rural communities they serve.

In particular, past research clearly demonstrates the value of providing computer skills and textbooks to youths in rural areas as part of their preparation for the workforce. In 2007, Marroquín University in Guatemala City conducted a study to evaluate the effectiveness of computer centers and textbook programs established by previous Rotary grants. 89 students were randomly selected and surveyed, six months after graduating from secondary school (grades 7-9).

The study found that 83% of graduates used skills learned in previously-built computer centers to further their education in vocational schools or to acquire higher-paying, non-farm-based jobs. Top careers for students attending vocational school included teaching (19%), accounting (13%), and computer programming (12%). 100% of the students surveyed believed that computer classes were 'helpful' or 'very helpful' in their lives. Of the textbook program graduates surveyed, 90% considered the program to be 'helpful' or 'very helpful,' with 75% saying that they use what they learned from the books in their current studies.

How will you measure your impact?

No.	Measure	Measurement Method	Measurement Schedule	Target

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1:	Other	Direct observation	Every six months	2500+
2:	Number of benefiting school-age children	Public records	Every year	2500+
3:	Number of institutions participating in program	Grant records and reports	Every year	20-49
4:	Other	Testing	Every six months	1-19
5:	Other	Direct observation	Every month	50-99
6:	Other	Surveys/questionnaires	Every year	1000-2499
7:	Other	Direct observation	Every six months	20-49
8:	Other	Testing	Every three months	100-499
9:	Other	Testing	Every year	1-19

Who will be responsible for collecting information for monitoring and evaluation?

CoEd will assist Vista Hermosa Rotarians in collecting monitoring and evaluation information, as well as obtaining enrollment and training records.

For the primary school reading programs, a Rotary volunteer and CoEd will pre- and post-test students to evaluate their progress in Spanish literacy (in February and September, respectively). Post-test scores are expected to be at least 10% higher than the scores of students in the same schools before receiving CORP. Also, CoEd staff track training rosters and complete classroom observations to ensure that at least 90% of the primary-school teachers in their first year of CORP complete all program requirements.

For the textbook projects, CoEd will collect data on students' level of interest and involvement in their classes by surveying a representative sample of students receiving textbooks as well as a comparison group of students who do not have textbooks. At least 20% more students in the textbook group are expected to report much or very much interest in classes, and that they have an important or very important role in their classes.

For the computer project, CoEd will assess whether students achieve a basic level of computer competency with standard evaluations developed by Cambridge University to measure a student's progress through the curriculum. At least 80% of students are expected to pass these evaluations, which are administered by the computer teacher and collected and analyzed by CoEd staff. Finally, the computer teacher is expected to demonstrate competency with the technology by passing the Microsoft Digital Literacy Exam, administered by CoEd staff during the hiring process or initial training.

Primary Contacts

Name	Club	Role	Sponsored by	Serving as
Joni Ellis	Summit County	(Primary Contact)	Club	International

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(Frisco)

.....
 Carlos Rosales Guatemala Vista Hermosa (Primary Contact) Club Host

Committee Members

#	Role	Name	Club
1	(Secondary Host Contact)	Julio Grazioso	Guatemala Vista Hermosa
2	(Secondary Host Contact)	Lurdes Tobias	Guatemala Vista Hermosa

#	Role	Name	Club
1	(Secondary International Contact)	Robert Ashley	Summit County (Frisco)
2	(Secondary International Contact)	Mary Anne Johnston	Summit County (Frisco)

No Rotarian who has a vested interest in the activity (e.g., an employee or board member of a cooperating organization, owner of a store where project goods will be purchased, trustee of a university that a scholar plans to attend) may serve on the grant committee. If any potential conflict of interest exists, disclose it here.

N / A

Cooperating Organization

No.	Name	Website	Street address or P.O. box	City	Country
1:	Cooperative for Education (CoEd)	http://cooperativeforeducation.org	6 Avenida 2-44	Guatemala City	Guatemala

Describe your process for selecting this organization. What resources or expertise will this organization contribute?

Cooperative for Education (CoEd) is a Cincinnati, Ohio and Guatemala City-based 501(c)(3) organization established in 1996. CoEd has a 17-year track record of implementing successful traditional and technological literacy projects that address the root causes of poverty in Guatemala, rather than merely treating its symptoms. CoEd demonstrates transparency, accountability, and efficiency in all its programs. Since 1996, it has served as an excellent Rotary partner by collaborating on many other matching and global grants. It is therefore an obvious choice for cooperation in implementing this grant.

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For this grant, representatives from CoEd will assist the host and international Rotary clubs in the purchase and distribution of books and computers to poorly-resourced schools. They will maintain contact with Rotary sponsors by phone, email, and in-person. When distributing the materials, CoEd will provide logistical support for approximately 50 Rotary volunteers. CoEd will also assist in providing ongoing training and follow-up at project schools. Furthermore, the organization also serves as the “bank” for the project, holding the 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).

CoEd’s financial records are overseen by independent auditors in both the U.S. and Guatemala. CoEd staff will ensure that the project is transparent, accountable, and compliant with all RI rules and stipulations.

VOLUNTEER TRAVELER(S)

No.	Name	Email
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Identify the responsibilities of the volunteer traveler(s) and the specific tasks that each individual will complete.

PARTNERS

List any additional partners who will participate and identify their responsibilities. This may include Rotary clubs, Rotaract clubs, Rotary Community Corps, or individuals.

Ninety-six Rotary clubs and 17 Rotary districts will participate in the implementation of the projects established under Global Grant 1412387.

ROTARIAN PARTICIPATION

Describe the role of the host Rotarians in this activity and list their specific responsibilities.

The host sponsor, Guatemala Vista Hermosa, has been involved in developing similar textbook, computer, and literacy projects for the past 8 years. Members of the Vista Hermosa Club will work with the Summit County Club and CoEd to:

- Select the schools entering the projects.
- Review the needs of each community served and oversee the implementation plan for each component of the project.
- Travel to project schools to help deliver the physical assets (such as the books, equipment, and other supplies) and may participate in teacher training.
- Host approximately 50 Rotary volunteers from the U.S. and Canada, who will travel to Guatemala to inaugurate and support the new programs.
- Ensure the sustainability of the activities and outcomes.
- Maintain frequent communication with RI partners via e-mail, work together to file an accurate and

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complete final report and independent financial review, and provide ongoing oversight of the project in Guatemala.

Describe the role of the international Rotarians in this activity and list their specific responsibilities.

Rotarians from the Summit County club have been involved with similar literacy programs with Guatemalan clubs for the past 2 years and have established relationships with members of the Vista Hermosa club. In recent months, Summit County Rotarians, Vista Hermosa Rotarians, and CoEd began working together to plan the projects described in this grant. Joni Ellis from Summit County, Carlos Rosales from Vista Hermosa, and others have helped lead this initiative. They have established goals for the project and have begun working with their districts and others to help build a broad base of club and district support for their initiatives.

For the projects described in this grant, volunteers from Summit County and other participating Rotary districts will travel to Guatemala to begin implementation of the computer, textbook, and primary school reading programs.

District 7780 Governor Carolyn Johnson (who spoke on the Basic Education and Literacy panel at the RI Convention in Lisbon) developed the Concentrated Language Encounter (CLE)-based literacy methodology that will be employed by this global grant. Though Carolyn is not a member of the international sponsor club, she will assist Joni Ellis and Carlos Rosales in overseeing the project implementation, from teacher training, to ongoing support, to assessments and evaluations. Carolyn, a literacy expert and educator with 30 years of experience, has extensive knowledge of CLE and has received the endorsement of the former Rotary Literacy Resource Group.

International sponsor Rotarians, including Joni Ellis, along with Rotarians from other partnering clubs, will also travel to the project schools, help deliver the physical assets (such as the books and computer equipment), build relationships with host partner Rotarians and other project partners, and oversee project implementation, spending, accounting, and reporting. Many aspects of project oversight can be coordinated remotely by Joni Ellis and Carlos Rosales, using e-mail and phone. In cases where physical distance to project sites is large—and additional oversight is needed—international and host sponsors will work in partnership with CoEd staff, volunteers, and Rotarians from other clubs to ensure that proper oversight is maintained.

SUSTAINABILITY

Describe the role that members of the local community will play in implementing your project. What incentives (e.g., compensation, awards, certification, promotion) will you provide to encourage local participation?

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 this project's textbook, computer, and literacy programs are officially recognized by Guatemala's Ministry of Education, these teachers are more likely to receive pay increases and promotions with this kind of training on their resumes.

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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.

Identify any individuals in the local community who will be responsible for monitoring outcomes and ensuring continuity of services. How will you support these individuals to help them take on this leadership role?

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.

Teachers in the primary school literacy program each receive extensive training and supplies, transforming 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 teacher trainings so that they can both understand the methodology and provide the necessary support to teachers. Teachers who have completed training can receive ongoing support through refresher trainings offered each year.

In the textbook and computer projects, training seminars empower teachers to successfully utilize, care for, and maintain the provided materials. Principals at these schools receive training in how to collect fees from students and deposit these into their school's revolving fund (described in more detail in the 'Financing' section of this application), which will eventually enable the school to replace their books and computers. Schools receive ongoing logistical support and follow-up training from CoEd staff.

BUDGET

Select the local currency for your budget and enter the current rate of exchange to 1 U.S. dollar. Obtain the current RI exchange rate from Rotary's website. If your country is not on the official RI exchange rates list, visit the Oanda or Bloomberg website to obtain the current rate.

Detail your proposed expenses by adding items to the budget. Note that the total budget must be equal to the total financing of your activity.

Local currency: **USD** Exchange rate to 1 **1**
 USD:

No.	Description	Supplier	Category	Local cost (USD)	Cost in USD
1:	Textbooks for Textbook Programs (8684)	Santillana SA	Equipment	86840	86840
2:	Book Bags for Textbook Programs (1356)	Anaja, SA	Supplies	131	131
3:	Supplies and Printing for Textbook School Teacher Training	Libreria Progreso, SA; Alma Choc	Supplies	969	969

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4:	Meals and Transportation for Teachers for Textbook School Teacher Training	COFA	Training	2520	2520
5:	Reading Books (16920) for Primary Reading Program	Fondo de Cultura Económica de Guatemala, Grupo Editorial Norma, El Hormiguero, Aldisa, Amanuense, Artemis Edinter, Carvajal, Gare de Creacion, Generación de Demanda	Equipment	138370	138370
6:	School Supplies (24960) for Primary Reading Program	Platino, SA; Libreria Progreso, SA	Supplies	16767	16767
7:	Bookcases (100) for Primary Reading Program	Pablo Bautista	Equipment	28500	28500
8:	Standardized Tests (10200) for Primary Reading Program	Universidad del Valle de Guatemala	Monitoring/evaluation	9690	9690
9:	Printing for Primary Reading Program	Plano Plot, SA	Supplies	500	500
10:	Meals and Transportation for Teachers for Primary Reading Program	Baldomero García; Restaurant Chichoy	Training	2999	2999
11:	Laptop Computers	Multicomp	Equipment	9000	9000

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(12) for Tours					
12:	Projectors (12) for Tours	Multicomp	Equipment	6600	6600
13:	Projector Screens (12) for Tours	Multicomp	Equipment	696	696
14:	Sports Equipment (60 sets) for Tours	Deportes Link	Equipment	3900	3900
15:	Notebooks (4000) for Tours	Libreria Progreso, SA	Supplies	560	560
16:	Pencils (4500) for Tours	Libreria Progreso, SA	Supplies	450	450
17:	Pencil Sharpeners (4500) for Tours	Libreria Progreso, SA	Supplies	405	405
18:	Pencil Erasers (4500) for Tours	Libreria Progreso, SA	Supplies	630	630
19:	Multi-Function Printers (4) for Tours	Multicomp	Equipment	2348	2348
20:	Desktop Computers (4) for Tours	Electronica Panamericana, SA	Equipment	2600	2600
21:	Reference Books (25 sets) for Tours	Gare de Creación, SA	Equipment	2500	2500
22:	Computer Systems (17) for Computer Center	SEGA SA	Equipment	14875	14875
23:	Server (1) for Computer Center	Corporacion Tres Torres	Equipment	1200	1200
24:	Projector (1) for Computer Center	Multicomp	Equipment	550	550
25:	UPSs (10) for Computer Center	Corporacion Tres Torres	Equipment	1400	1400

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26:	Printer (1) for Computer Center	Prisma Servicios, SA	Equipment	330	330
27:	Network Cabling (1) for Computer Center	ACD Comunicaciones	Equipment	1050	1050
28:	Maintenance Kit (1) for Computer Center	CIPRO	Equipment	70	70
29:	Dustcovers (18) for Computer Center	Sastrería Díaz	Supplies	207	207
30:	Desks (18) for Computer Center	Interiores Corportativos	Equipment	1296	1296
31:	Chairs (35) for Computer Center	Induplastic	Equipment	210	210
32:	Security Alarm (1) for Computer Center	Marco Vinicio Paniagua Arceyuz	Equipment	350	350
33:	File Cabinet (1) for Computer Center	Interiores Corportativos	Equipment	70	70
34:	White Board (1) for Computer Center	Distribuidora Dals	Equipment	40	40
35:	Padlocks (2) for Computer Center	Almacen El Vapor, S. A.	Supplies	30	30
36:	Antivirus Software (1) for Computer Center	AVG	Supplies	60	60
37:	Educación para el Futuro Seminar (1) for Computer Center School	Educación para el futuro, SA	Training	200	200

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38:	Supplies (1 set) for Computer Center	Libreria Progreso, SA	Supplies	85	85
39:	Cooling Fans (3) for Computer Center	La Increible ABM	Equipment	135	135
40:	Projector Screen (1) for Computer Center	Multicomp	Equipment	58	58
Total budget:				339191	339191

SUSTAINABILITY

Describe the process for selecting these budget items. Do you plan to purchase any items from local vendors? Have you performed a competitive bidding process to select vendors? Do these budget items align with the local culture and technology standards?

Training materials, books, computer equipment, and other supplies are selected with the assistance of CoEd. Each project begins with community needs analyses conducted by local Rotarians and CoEd. These visits evaluate each school's specific resources and educational level in order to guide the selection of materials and curricula that are appropriate to each community's needs. The textbooks chosen for the project incorporate the standards of Guatemala's national middle school curriculum, and are supplied by respected local publishing companies.

All resources (books, computers, and other supplies) are purchased in-country to support the local economy and avoid the need to ship materials and clear customs. CoEd staff members in Guatemala compare market prices from at least 3 competing suppliers to ensure the best possible use of global grant funds.

How will the beneficiaries maintain these items? If applicable, confirm that spare or replacement parts are readily available and that the beneficiaries possess the skills to operate equipment.

All projects established under Global Grant 1412387 are designed to be sustainable for the long-term. Students, teachers, and principals receive extensive training on the proper use and care of the books, as well as heavy plastic bags to protect books from the elements. Computer teachers are trained to manage the centers and perform basic repairs to the equipment. In both cases, the knowledge to maintain project materials resides within the local communities.

Who will own the items purchased with grant funds at the end of the project, including equipment, assets, and materials? Note that items cannot be owned by a Rotary club or Rotarian.

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

FINANCING

The Rotary Foundation funds global grants from the World Fund, and awards range from US\$15,000 to US\$200,000. The Foundation matches cash contributions at 50 percent and District Designated Fund (DDF) contributions at 100 percent. The Foundation will also match non-Rotarian contributions toward a grant, provided they do not come from a cooperating organization or a beneficiary.

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To determine the World Fund match for your global grant, list all sources of funding, specifying contributions from cash, DDF, and other sources. Note that the total financing must be equal to the total budget of your activity.

After you have added all funding sources and the requested World Fund match, click "Save" to save your grant financing.

#	Funding Method	Organization	Amount (USD)
1	Cash from club	Wenatchee North	1500
2	Cash from club	Leavenworth	2000
3	Cash from club	Concord	1000
4	Cash from club	Jeffersons, The	100
5	District Designated Fund (DDF)	6440	6000
6	District Designated Fund (DDF)	7020	2000
7	District Designated Fund (DDF)	6400	5000
8	Cash from club	Grayson County	2500
9	Cash from club	North Raleigh	1600
10	Cash from club	Englehart	842
11	Cash from club	Merrimack	1000
12	Cash from club	Palm Desert	300
13	District Designated Fund (DDF)	5170	1000
14	Cash from club	Boardman	500
15	Cash from club	Ephrata	1000
16	Cash from club	Estes Park	1000
17	Cash from club	Fairfax	5000
18	Cash from club	Valley of the Moon (Santa Rosa)	1000
19	District Designated Fund (DDF)	7710	3000
20	Cash from club	Maywood	500
21	Cash from club	Chapel Hill-Carrboro Sunrise	500
22	Cash from club	Cheat Lake	200
23	Cash from club	Gig Harbor	800
24	Cash from club	Summit County (Frisco)	10000
25	Cash from club	Tysons Corner	500
26	Cash from club	Breckenridge-Mountain	500

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27	Cash from club	Castle Rock High Noon	500
28	Cash from club	Kenilworth	3000
29	District Designated Fund (DDF)	5490	3500
30	District Designated Fund (DDF)	1060	3000
31	Cash from club	Belle Plaine Borough	200
32	District Designated Fund (DDF)	6710	500
33	District Designated Fund (DDF)	5330	2027
34	District Designated Fund (DDF)	7780	10000
35	Cash from club	Aspen	5000
36	Cash from club	Baker County	300
37	Cash from club	Babylon	1500
38	Cash from club	Bath	500
39	Cash from club	Bethel	100
40	Cash from club	Calgary	5000
41	Cash from club	Coeur d'Alene	10000
42	Cash from club	Dearborn	1000
43	Cash from club	East Louisville Sunrise	500
44	Cash from club	Fajardo	1000
45	Cash from club	Glenview	1000
46	Cash from club	Glenview-Sunrise	5000
47	Cash from club	Grand Cayman	2000
48	Cash from club	Grande Prairie	5000
49	Cash from club	Grosse Ile	3000
50	Cash from club	Kittery	200
51	Cash from club	La Quinta	1000
52	Cash from club	LaSalle-Centennial	500
53	Cash from club	Long Meadows (Hagerstown)	1000
54	Cash from club	Manhattan Beach	4000
55	Cash from club	Moses Lake	4000
56	Cash from club	Nanaimo	500

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57	Cash from club	New Brighton/Mounds View	500
58	Cash from club	Newburyport	500
59	Cash from club	North Bay	7092
60	Cash from club	Othello	1000
61	Cash from club	Peoria North	1000
62	Cash from club	Snowmass Village	1000
63	Cash from club	Sun City West	2000
64	Cash from club	Tulsa Midtown	1500
65	Cash from club	West Raleigh	500
66	Cash from club	Windsor-Roseland	2000
67	Cash from club	Yarmouth	500
68	Cash from club	Arvada	1000
69	Cash from club	Bath Sunrise	500
70	Cash from club	Denver Southeast	1000
71	Cash from club	Exeter	100
72	Cash from club	Guatemala Vista Hermosa	500
73	Cash from club	Oxford Hills	200
74	Cash from club	Sebago Lake (Windham Area)	300
75	District Designated Fund (DDF)	5080	10000
76	District Designated Fund (DDF)	7430	2000
77	District Designated Fund (DDF)	5440	1000
78	District Designated Fund (DDF)	7010	6684
79	District Designated Fund (DDF)	5450	15000
80	Cash from club	Denver	1000
81	Cash from club	Denver Lodo	1000
82	Cash from club	E-Club One of District 5450	2000
83	Cash from club	Evergreen	1000
84	District Designated Fund (DDF)	7870	1000
85	District Designated Fund (DDF)	7070	1000
86	Cash from club	Aurora Southlands	250
87	Cash from club	Boothbay Harbor	500

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88	Cash from club	Cobourg	920
89	Cash from club	Columbia	500
90	Cash from club	Dover	500
91	Cash from club	Gainesville	1100
92	Cash from club	Hampton	500
93	Cash from club	Hayward	1000
94	Cash from club	Kenai River-Soldotna	1000
95	Cash from club	Kennebunk	250
96	Cash from club	Lake Butler	300
97	Cash from club	Ligonier	75
98	Cash from club	Oshawa (Parkwood)	1000
99	Cash from club	Saco Bay (Saco-Biddeford)	500
100	Cash from club	Searcy	250
101	Cash from club	Starke	1000
102	Cash from club	Brunswick	300
103	Cash from club	Brunswick Coastal	250
104	Cash from club	Rochester	100
105	Cash from club	Wells	200
106	Cash from club	Yakima Southwest	1000
107	Cash from club	York	100
108	Cash from club	Biddeford-Saco	500
109	Cash from club	River Valley (Greater Rumford Area)	300
110	Cash from club	Seacoast Portsmouth	250
111	Cash from club	Wenatchee Sunrise	1500
112	Cash from club	E-Club of the United Services, San Diego	200
113	Cash from club	Washago and Area-Centennial	500

DDF contributions:	72711
Cash contributions:	129179
Other contributions:	0
Endowed/Term gift contributions:	0

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World Fund match (maximum):	137301
World Fund match (requested):	137301
Total financing:	339191
Total budget:	339191

SUSTAINABILITY

Have you identified a local funding source to ensure long-term project outcomes? Will you introduce practices to help generate income for ongoing project funding?

The textbook projects and computer center established under Global Grant 1412387 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 collect these fees from each participating family and deposit them into their 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.

CoEd serves as the "bank" for the project, holding revolving funds in-trust until the schools need them to purchase new equipment/materials. 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.

The revolving fund is designed so that the school administrators can be empowered to manage the fee collections; in the event that they are not collecting 100% of the fees, the renewal can simply be delayed until enough funds have accumulated.

This revolving fund system has been functioning effectively in hundreds of Guatemalan communities for more than 17 years. It is a time-proven model and has been featured at a number of Rotary International conventions (Chicago, Salt Lake City, L.A., and Montreal).

Authorization

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.

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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.

Primary Contact Authorizations

#	Role	Name	Authorization Status	Authorization Date
1	Primary Contact	Joni Ellis		
2	Primary Contact	Carlos Rosales		

DRFC Authorizations

#	Role	Name	Authorization Status	Authorization Date
1	District Rotary Foundation Chair (DRFC)	Ann Tull		
2	District Rotary Foundation Chair (DRFC)	Carlos Andrade Morales		

DDF Authorizations
