Request for Funding: Guatemala Literacy Project
Global Grant #2578323: 2025-2026 Rotary Year

Host and International Clubs for GG#2578323
Host Club: Vista Hermosa (D-4250) / Gustavo Cruz, cgustavocruzg@gmail.com
International Club: Fruita (D-5470) / Joni Ellis, joni.ellis57@gmail.com

Contribution Request
A typical club contribution is $1,000-$2,000 but **any amount over $250 is welcome. *** We also encourage you to contact us for help obtaining a DDF (District Designated Funds) match to **help your contribution multiply up to 2.8 times**!

Grant Timeline
Funds Requested: Now through December 1, 2025
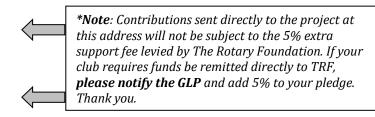*Global Grant application submission to TRF:* March 1, 2026
Anticipated Approval from TRF: June 2026
Project Implementation: 2026-2028 Rotary years

Issue Funds in USD to:
Guatemala Literacy Project
2300 Montana Avenue, Suite 401
Cincinnati, OH 45211-3909 U.S.A.

Canadian Clubs Issue Funds to:
Rotary Club of Windsor-Roseland
PO Box 23043, 3100 Howard Avenue
Windsor, ON N8X 5B5

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

Project Tours to Guatemala: Feb. 1-8, 2026, Feb. 17-22, 2026, and July 12-18, 2026.
We invite Rotarians in your club to join us in Guatemala! Seats fill fast, so sign up today at
https://www.guatemalaliteracy.org/get-involved/volunteer/ !

Resources for your club
Visit https://www.guatemalaliteracy.org/spread-the-word to find the resources you need to introduce the project to your club, including a PowerPoint presentation.

What is the GLP?
- A network of Rotarians and the nonprofit organization, Cooperative for Education (CoEd), working together to improve literacy in Guatemala.
- One of the largest grassroots multi-club, multi-district opportunities in Rotary; more than 850 Rotary clubs have participated in the GLP since 1997. Approximately 150 clubs and 25 districts will support this year's Global Grant to benefit the GLP.
- *"If you want to look for a project that meets the characteristics of Rotary, the GLP is the gold standard."* —2017-2018 RI President Ian Riseley

Questions?
Contact Savannah Gulick with the Guatemala Literacy Project, at info@guatemalaliteracy.org, or
Joni Ellis, Fruita Rotary Club, at joni.ellis57@gmail.com.

GLP Global Grant 2578323 Summary

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

1. Project Title: 2025-2027 Guatemala Literacy Project

2. Host and International Clubs for GG#2578323
Host Club: Vista Hermosa, GUA (D-4250) / Gustavo Cruz, cgustavocruzg@gmail.com
International Club: Fruita, CO / Joni Ellis, joni.ellis57@gmail.com

3. Area of Focus: Basic Education and Literacy

4. Community Needs:

a. **Who are the beneficiaries?** Our project serves the Indigenous peoples in the Western Highlands of Guatemala, where you find one of the lowest literacy rates in the Western Hemisphere. Each year, potential communities that could benefit from our projects are identified by GLP leaders in Guatemala, with help from partner organization Cooperative for Education and the Guatemalan Ministry of Education.

b. **What needs have been identified?** The targeted communities in Guatemala's Western Highlands suffer from low literacy due to:
   - **Ineffective teaching methods***:* Instruction in primary schools lags far behind international best practices for early literacy education based in the Science of Reading. Students learn to recognize words in isolation, never developing comprehension or independent reading skills. Since literacy is the foundation for all later learning and a prerequisite for escaping poverty, there is a great need to improve the quality of literacy instruction at the earliest grade levels (from preschool through grade 6).
   - **Lack of books***:* Another significant contributing factor to the high rates of illiteracy in the departments this grant will serve—33% among Indigenous Guatemalans—is the lack of textbooks in the region's secondary schools (grades 7-9). Approximately 90% of these schools have no books. In addition, teachers lack the necessary preparation to use textbooks effectively to build independent learning and critical thinking skills in their students. Students pass through these critical years of schooling without advancing their basic literacy skills.
   - **Lack of technology access:** In Alta Verapaz, Baja Verapaz, Chimaltenango, Guatemala, Huehuetenango, Quetzaltenango, Quiché, Sacatepéquez, San Marcos, Sololá, and Totonicapán, digital literacy is also critical for escaping poverty; approximately 60% of entry-level jobs in Guatemala require computer skills. The problem is that most students in this area have no access to high-quality technology training and therefore no way to prepare for professional 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***:* 90% of Guatemalan kids living in poverty never graduate from high school. But we know that it takes 12 years of education for youth in Guatemala to break out of poverty. There are a lot of factors causing youth (especially girls) to drop out, such as gangs, teen pregnancy, and limited financial resources that force families to make tough choices between feeding their children or educating them. In some areas where we work, girls are especially disadvantaged and there is great gender disparity in education, with 1.5 boys in school for every girl.

c. **How are these needs currently being addressed?**

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

5. Project Implementation:

a. **Please describe the training, community outreach, or educational programs this project will include.**
The GLP Global Grant aims to break the cycle of poverty in these communities by providing students with three competencies that enable them to walk the pathway out of poverty: (1) Reading (2) Technology; and (3) Graduation.

- **Reading:** At the primary-school level, the **Spark Reading Program** will provide 180 elementary teachers in 28 schools with intensive literacy training, along with basic supplies and children's literature appropriate for each grade level, **benefitting approximately 3,872 students.** In middle schools, the **Textbook Program** will provide textbooks in core subjects like science, Spanish, social studies and math to **207 students in 4 schools**. Teachers in the program are trained in integrating textbooks into their daily teaching, further ensuring that students continue to build literacy and critical thinking skills at this level.
- **Technology:** The **Technology Program** provides middle and high-school youth with badly-needed digital literacy training that positions them with necessary tech skills for future employment or further education. The program's current priority is to bring the excellent curriculum and resources developed over two decades of establishing Computer Centers in rural middle schools to benefit even more students beyond those studying in the 57 existing physical labs. To that end, **approximately 70 youth** will receive technology access through this grant, thanks to a pilot model utilizing laptops. All of these students are also participating in the Rise Youth Development Program, further layering GLP programs to maximize their impact.
- **Graduation:** Through the **Rise Youth Development Program,** approximately **1,270 Indigenous young people** in 19 communities will benefit from Rotarian mentorship, career development, and comprehensive social support (including mental health counseling) that help them persist in school until they reach the milestone of high-school graduation. Students in Rise also receive an academic scholarship, many of which are paid for by Rotarians from around the world.

b. **What other Rotary Club/s or organizations are involved?**
This past Rotary year, 141 clubs and 27 Districts contributed to the GLP Global Grant. We are currently in discussion to renew each club's commitment, as well as find more club and district partners.

Our other partners include our Host and International Sponsor Clubs of Vista Hermosa and Fruita, and the cooperating organization, the nonprofit Cooperative for Education (CoEd).

c. **How has the benefiting community been involved in planning this 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 of Education 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. 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.

d. **How will the benefiting community be involved in implementation?**
Community involvement has long been a hallmark of GLP programs. Local communities take an active role in developing and managing the programs for the long term, investing in improving their own communities both financially and emotionally. The GLP provides the initial investment to deliver materials—alongside the training to ensure that the knowledge to maintain the programs for the long term resides in the communities served. In addition, the textbook component of the GLP utilizes an innovative "revolving fund" model: the community at large will assure that small fees are paid for the use of the textbooks each year. These fees go into a fund used to cover ongoing program expenses and to replace the books after approximately five years. Thus, once the initial investment is made, the projects are financially self-sufficient in perpetuity. The revolving fund model has been used successfully in previous matching grants and global grants since 1997.

Parents and other community members are also involved once project implementation begins. Families commit to contributing small, affordable fees into 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 group meetings 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. The Spark Reading Program incorporates take-home activities for children to practice reading at home with their families, empowering parents—even though they may be illiterate themselves—to take an active role in their children's education.

e. **Please provide an operations and maintenance plan for the equipment or materials you anticipate purchasing for this project. This plan should include who will operate and maintain the equipment and how they will be trained.**
All projects established under this Global Grant are designed to be sustainable for the long term, in part by ensuring that the knowledge to maintain project materials resides within the local communities. Students, teachers, and principals in the Textbook Program receive extensive training on the proper use and care of the books, as well as book covers to protect books from the elements. As part of the Spark Reading Program curriculum, students author their own books on topics or themes important to their lives, increasing the amount of reading materials available in Spark classrooms. Spark teachers also learn strategies to find low-cost or free reading materials to use with their students. As one teacher put it, "You aren't just giving us a fish; you are teaching us how to fish ourselves."

Finally, Technology Program teachers learn the basics of day-to-day computer lab operations, as well as regular preventative care and maintenance for the computer equipment (performing software updates, carrying out anti-virus procedures, updating server configurations, etc.) This helps to protect the investment of previous GLP Global grants, ensuring that even new teachers at GLP Computer Centers are prepared to continue good maintenance and stewardship of Rotary's investment until their revolving fund has accumulated enough to upgrade their equipment. The cooperating organization, CoEd, remains available to answer any questions that arise, and can even provide remote support to diagnose technical problems.

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 ensures

that the textbooks are able to last until enough money has been saved through student contributions to the school's "revolving fund" to replace them. If more complex technical problems arise, school officials may contact CoEd with any questions or for remote technical support. The computers supplied for the Technology Program are purchased with a three-year factory warranty. If replacement parts are needed after this time, CoEd has access to parts suppliers and will aid in acquiring the replacement parts. In addition, when schools are ready to renew their materials with money saved through their revolving funds, CoEd assists with the process, including negotiating with suppliers to obtain volume discounts by purchasing materials for multiple schools at the same time.

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

In the Reading aspect of the project:
- The Spark Reading Program improves reading and writing abilities, helping Indigenous children achieve more in school, continue their education longer, and overcome the challenges and struggles caused by low literacy. We will measure impact through testing (students), and program certification records (teachers).
- The Textbook Program leads teachers to use more effective teaching methods, improving students' analysis skills and level of understanding of course content. We will measure impact through teacher training rosters.

In the Technology aspect of the project:
- The Technology Program provides middle and high-school youth with badly needed digital literacy training that positions them with necessary tech skills for future employment or further education, improving their economic situation and that of their families and communities. We will measure program impact via testing (students) and technical certification (teachers).

In the Graduation aspect of the project:
- The Rise Youth Development Program keeps students in school, helps them envision brighter futures for themselves and their communities, and prepares them with the tools to achieve it. We will measure impact through direct observation of activities as well as grant records and reports.

7. Proposed Budget:

#	Category	Description	Supplier	Cost in USD
1	Signage	Rotary Signage for All Programs	Proveedores Varios	500
2	Project management	Project Manager for All Programs	Asociación COED	10000
3	Equipment	Textbooks and Supplemental Materials for Textbook Program	Santillana, S.A.; Activa Educa; José Obdul Castillo; Smartech	17458
4	Training	Textbook Training and Coaching (4 trainers, % of time allocated to this grant)	Asociación COED	42990
5	Training	Training Expenses for Textbook Program	Librería Progreso, S.A.; Fredy Del Cid; José Obdul Castillo; Grupo RB, S. A.; Proveedores Varios	10733
6	Equipment	Reading Books and Materials for Primary Reading Program	Eden del Libro, Fondo Cultura Educativa, Generación de Demanda; Amanuense; Activa Educa, Santillana; Grupo MR; Ricardo Murga	100209
7	Supplies	School Supplies for Primary Reading Program	Librería Progreso S.A., Intermediarios Químicos, Impresos MR	26100

8	Training	Trainers for Primary Reading Program (8 trainers, % of time allocated to this grant)	Asociación COED	87179
9	Training	Training Expenses for Primary Reading Program	Proveedores Varios; Grupo RB, S.A.; Fredy Alejandro Del Cid	18491
10	Monitoring/evaluation	Evaluations and Measurable Outcomes	Proveedores Varios	13300
11	Equipment	Laptop Computers for Expanding Technology Access	Sega, S.A.	24500
12	Training	Training for Technology Program	Hotel Mirador, Proveedores Varios	600
13	Equipment	School Furnishings, Projectors, and Supplies, Supplemental Educational Materials	IMEQMO, S.A.; Librería Progreso	4878
14	Training	Meals, Transportation, and Communications for Student Seminars in Youth Development Program	Proveedores Varios	7255
15	Training	Trainers for Youth Development (12 trainers, % of time allocated to this grant)	Asociación COED	50807
			Total budget:	**415,000**