
Request for Funding: Guatemala Literacy Project Global Grant #2463588: 2024-2025 Rotary Year

Host and International Clubs for GG#2463588

Host Club: Nueva Guatemala (D-4250) / Oscar Saenz, o.saenz.wirtz@gmail.com

International Club: Windsor-Roseland, ON (D-6400) / Sue Zanin, suezanin@cogeco.ca

Contribution Request

A typical club contribution is \$1,000-\$2,000 but **any amount 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, 2024

Global Grant application submission to TRF: March 1, 2025

Anticipated Approval from TRF: June, 2025

Project Implementation: 2025-2027 Rotary years

Issue Funds in USD to:

Guatemala Literacy Project
2300 Montana Avenue, Suite 401
Cincinnati, OH 45211-3909 U.S.A.



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

Canadian Clubs Issue Funds to:

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



Project Tours to Guatemala: Feb. 2-9, 2025, Feb. 18-23, 2025 and July 13-19, 2025.

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 Sue Zanin, Rotary Club of Windsor-Roseland, at suezanin@cogeco.ca.

GLP Global Grant 2463588 Summary

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

1. Project Title: 2024-2026 Guatemala Literacy Project

2. Host and International Clubs for GG#2463588

Host Club: Nueva Guatemala (D-4250) / Oscar Saenz, o.saenz.wirtz@gmail.com

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3. Area of Focus: Basic Education and Literacy

4. Community Needs:

- a. **Who are the beneficiaries?** Our project serves the indigenous peoples in the Western Highlands of Guatemala, where you find one of the lowest literacy rates in the Western Hemisphere. Each year, potential communities that could benefit from our projects are identified by GLP leaders in Guatemala, with help from partner organization Cooperative for Education and the Guatemalan Ministry of Education.
- b. **What needs have been identified?** The targeted communities in Guatemala's Western Highlands suffer from low literacy due to:
 - **Ineffective teaching methods:** Most of the instruction in primary schools 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 is also the most crucial juncture for catching up on the learning that was missed while in-person learning was interrupted for almost three 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—is the lack of textbooks in the region's secondary schools (grades 7-9). Approximately 90% of these schools have no books. 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 Alta Verapaz, Baja Verapaz, Chimaltenango, Guatemala, Huehuetenango, Quetzaltenango, Quiché, Sacatepéquez, San Marcos, Sololá, and Totonicapán, technological literacy is also critical for escaping poverty; approximately 60% of entry-level jobs in Guatemala require computer skills. 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. 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 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.
- c. **How are these needs currently being addressed?**

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

5. Project Implementation:

a. Please describe the training, community outreach, or educational programs this project will include.

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

- **Spark Reading Program:** 190 elementary teachers in 26 schools will receive intensive literacy training, along with basic supplies and children's literature appropriate for each grade level. **The primary literacy program will benefit approximately 4,450 students.**
- **Textbook Project:** The textbook project for middle school students will provide textbooks in core subjects like science, Spanish, social studies and math in 2 schools. Teachers in the program are trained in integrating textbooks into their daily teaching. **Approximately 210 students will receive textbooks** through the program.
- **Computer Center Project:** A computer center will be set up in one middle school. The center will train students in the use of standard business software. The course of study consists of 100 lessons over a 3-year period. **The computer center project will increase technological literacy among approximately 115 Guatemalan youth** each year.
- **Rise Youth Development Program:** Approximately 1,250 indigenous young people in 20 communities will benefit from Rotarian mentorship, career development, and comprehensive social support (including mental health counseling) through the youth development program.

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

This past Rotary year, 153 clubs and 26 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 Nueva Guatemala and Windsor-Roseland, 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. desktop vs. laptop computers, which textbook

subjects they wish to receive), etc. A variety of program models have been added thanks to learnings over the years—especially in the Computer Centers Program—to ensure that the program is accessible and affordable even for smaller, more rural schools (“Rural Technology Centers” or RTC model) or for schools without a dedicated classroom to house the computers (laptop model). 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?

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

Parents and other community members are also involved once project implementation begins. In the case of the computer center, 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 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.

e. Please provide an operations and maintenance plan for the equipment or materials you anticipate purchasing for this project. This plan should include who will operate and maintain the equipment and how they will be trained.

All projects established under this Global Grant are designed to be sustainable for the long term, in part by ensuring that the knowledge to maintain project materials resides within the local communities. Students, teachers, and principals in the Textbook Program receive extensive training on the proper use and care of the books, as well as book covers to protect books from the elements.

As part of the standard Computer Center teacher training process, the teachers learn the basics of computer care and maintenance (keeping the room clean, using dust covers when computers are not in use, etc.) as well as more complex tasks like performing regular preventative care and maintenance for the computer equipment (performing software updates, carrying out anti-virus procedures, updating server configurations, etc.) The cooperating organization, CoEd, remains available to answer any questions that arise, and can even provide remote support to diagnose technical problems. The teachers gain further knowledge about maintaining the technology by attending additional seminars offered by CoEd.

f. Describe how community members will maintain the equipment after grant-funded activities conclude. Will replacement parts be available?

Once teachers and principals are empowered with the knowledge to maintain their materials as described above, responsibility for basic upkeep resides within the community. Basic care of the textbooks and computers ensures that they are able to last until enough money has been saved through student contributions to the school’s “revolving fund” to replace the equipment.

If more complex technical problems arise, school officials may contact CoEd with any questions or for remote technical support. The computers supplied for the new centers are purchased with a three-year factory warranty. If replacement parts are needed after this time, CoEd has access to parts suppliers and will help the schools in acquiring the replacement parts. In addition, when schools are ready to renew their materials with money saved through their revolving funds, CoEd assists with the process, including negotiating with suppliers to obtain volume discounts by purchasing materials for multiple schools at the same time.

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

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

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

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

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

7. Proposed Budget:

#	Category	Description	Supplier	Cost in USD
1	Signage	Rotary Signage for All Programs	Proveedores Varios	750
2	Project management	Project Manager for All Programs	Asociación COED	10342
3	Equipment	Textbooks and Supplemental Materials for Textbook Program	Santillana, S.A.; Activa Educa; José Obdul Castillo; Smartech	23809
4	Training	Textbook Training and Coaching (4 trainers, % of time allocated to this grant)	Asociación COED	43890
5	Training	Training Expenses for Textbook Program	Librería Progreso, S.A.; Fredy Del Cid; José Obdul Castillo; Grupo RB, S. A.; Proveedores Varios	11277
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	118569
7	Supplies	School Supplies for Primary Reading Program	Librería Progreso S.A., Intermediarios Químicos, Impresos MR	22800
8	Training	Trainers for Primary Reading Program (8 trainers, % of time allocated to this grant)	Asociación COED	89462
9	Training	Training Expenses for Primary Reading Program	Proveedores Varios; Grupo RB, S.A.; Fredy Alejandro Del Cid	16274
10	Monitoring/evaluation	Evaluations and Measurable Outcomes	FUDESA	3000

11	Equipment	Computer Systems and Software for Computer Center	GQ Sociedad Anonima; IMEQMO; Smartech Computación; Kremlin Saul Castellanos	20437
12	Equipment	Center Installation and Furnishings for Computer Center	Novex, S.A.; PriceSmart; CIPRO, S.A.; Maynor Bonilla; José domingo Pirir Chavez; EPA, Proyectos Multiples Promueve; Smartech; IMEQMO; Interiores Corporativos; ABSA, SA; Distribuidora Dals; Interiores Corporativos; Victor Hugo López López; Librería Progreso, ETC Iberoamerica	8351
13	Training	Training Expenses for Computer Center	ETC Iberoamerica, Proveedores Varios	500
14	Equipment	School Furnishings, Projectors, and Supplies, Supplemental Educational Materials	IMEQMO, S.A.; Librería Progreso	3070
15	Training	Meals, Transportation, and Communications for Student Seminars in Youth Development Program	Proveedores Varios	5000
16	Training	Trainers for Youth Development (12 trainers, % of time allocated to this grant)	Asociación COED	45235
Total budget:				422,765