Global Grant Application

GRANT NUMBER	STATUS
GG2463588	Draft

Basic Information

Grant title
Guatemala Literacy Project 2024-2025

Type of Project
Humanitarian Project
Address community needs and produce sustainable, measurable outcomes

Primary Contacts

Name	Club	District	Sponsor	Role
Susan Zanin	Windsor-Roseland	6400	Rotary Club	International
Oscar Enrique Saenz Wirtz	Nueva Guatemala	4250	Rotary Club	Host

Committee Members

Host committee

Name	Club	District	Role
Ana Luisa Chuy Alvarez	Nueva Guatemala [Rotary Club]	4250	Secondary Contact
Diego Eduardo Furlán de la Vega	Nueva Guatemala [Rotary Club]	4250	Secondary Contact

International committee

Name	Club	District	Role
Manmander Matharu	Windsor-Roseland [Rotary Club]	6400	Secondary Contact International
Aruna Koushik	Windsor-Roseland [Rotary Club]	6400	Secondary Contact International

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

A conflict of interest occurs when someone is in a position to make or influence a decision about a grant or award that could benefit them, their family, their business, or an entity in which they serve in a paid or voluntary leadership or advisory position.

For each Rotary member who serves on the grant committee, list all relationships that the member has with any scholarship recipients, cooperating organizations, project vendors, or other individuals or organizations that will benefit from the grant.

Next, list all relationships that district officers and other members of the sponsor clubs or districts (other than the members of the grant committee) have with any award recipients, cooperating organizations, project vendors, or other individuals or organizations that would benefit from the grant.

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 served. 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 96 children's books (per teacher) for reading in the classroom every day, along with take-home workbooks designed to help kids learn to read in 50 days or less, enabling students to catch up on learning lost during the pandemic. The provision of these materials is matched with an intensive teacher training program, in-class coaching, and a step-by-step guide, based on the latest best practices in early literacy instruction and learnings from MIA evaluations of Spark students benefiting from recent GLP Global Grants. Better-trained teachers transform their students into better readers, critical thinkers, and lifelong learners. This aspect of the project will benefit 190 teachers and 4,449 students in 26 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 the schools rent 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 213 students in 2 schools. Approximately 173 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) A computer center prepares 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. A certified computer teacher trains students in the use of standard business software (word processors, spreadsheets, presentation tools, database tools, web navigation, basic programming, etc). The computer center will benefit 1 teacher and 115 students in 1 school.

(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 programing 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 Nueva Guatemala and other Guatemalan clubs) and opportunities to gain insight into local businesses or post-secondary education, helping 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 1,252 students in 21 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 are based on the same proven approaches as prior projects in the network's 27-year history, but benefit different people in different geographical areas, and are continuously evolving based on the most recent learnings from previous GLP grants. In addition, significant efforts are made to tailor each project to the specific needs of the individual communities served by this Global Grant and to collaborate with Guatemala's Ministry of Education (primarily at the local levels) to encourage broader adoption of these proven methods. 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. All Rotary contributions to this project will be matched at least $1 for $1 (often much more than that) by the cooperating organization, Cooperative for Education, through long-term partnerships with private and family foundations, Guatemalan corporations, and individual donors.

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? Find tips and information on how to measure results in <u>the Global Grant Monitoring and Evaluation Plan Supplement.</u> **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 2025 to October 2026. In all, the project will provide Spark Reading Program training and materials to 190 primary school teachers (benefiting 4,449 primary students), provide textbooks to 213 secondary school students and corresponding training to 7 teachers (as well as 173 additional teachers and principals, many from schools renewing their GLP textbooks with money saved through their sustainability funds); provide computer education to 115 secondary school students and corresponding training to 1 teacher; and provide Rise Youth Development Program activities to 1,252 students (for a total of at least 6,400 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	50-99
2nd and 3rd graders whose teachers are completing Spark advanced training will become competent and enthusiastic readers, as measured by results on the Medicion Independiente de Aprendizajes (MIA) and/or other comprehensive reading evaluation tools, implemented by Spark Program trainers. This subset of Spark students is expected to improve their reading scores significantly during the evaluation period, gaining early literacy skills that are critical to "vaccinating" a child against illiteracy for life.	Testing	Every year	100-499
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	Direct observation	Every six months	100-499

to ensure that at least 80% of teachers are attending the training sessions.			
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	50-99
The computer center teacher will receive a full immersion on the methodology, content and technology skills in the first semester by achieving certification from ETC Iberoamerica during the training process and will prove complete mastery of the technological skills they teach students by earning the IC3 certification upon completing their first year of work.	Testing	Every year	1-19
The dropout rate for students in the Rise Youth Development Program will be less than 10% during the 2026 school year. Therefore, of the 1,252 students who begin the school year as Rise scholars, 1,127 will still be enrolled (or successfully graduate) by the end of the school year.	Grant records and reports	Every year	1000-2499
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 27-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. The organization also has an excellent track record of bringing additional funds to GLP projects through partnerships with private and family foundations, Guatemalan corporations, and individual donors; as well as significant efforts to collaborate with initiatives of Guatemala's Ministry of Education. CoEd has also demonstrated a commitment to carrying out strong measurable results plans. They follow guidance from experts such as Rob Jentsch 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. CoEd maintains responsibility for directly collecting information to evaluate all aspects of this project, including textbooks, computers, Spark Reading, and youth development activities—each of which use

standard measurements implemented across previous GLP Global Grants. More recently, CoEd trainers have attended training from the CIESAS Research Center in Mexico in the administration of Medicion Independiente de Aprendizajes (MIA) research instruments. The MIA tools, which were developed by CIESAS as part of a UNESCO-supported network (Red PAL) with the mission of evaluating international progress toward the Sustainable Development Goals, have been used to evaluate recent GLP grants and as a result, were able to guide improvements to the Spark curriculum and take-home materials to be used under this grant. CoEd's team of Spark trainers continues to investigate new and improved tools for evaluating students' reading progress and to share results with Guatemala's Ministry of Education and other stakeholders.

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, including a February 2023 visit by 2022-23 RI President Jennifer Jones, Guatemalan singer-songwriter Gaby Moreno, and TRF staff as a spotlight project for Basic Education and Literacy during President Jennifer's worldwide Imagine Impact Tour.

Location and Dates

Humanitarian Project

Where will your project take place?
City or town
Computer center: INEB Magdalena Milpas Altas (115 students); Textbook Programs: Instituto de Educación Básica por Cooperativa, El Pinal (107 students) and NUFED No.2 Casería Sacalá, Las Lomas (106 students); Spark Reading Programs in 3 schools in the San Martin Jilotepeque C cluster (16 teachers and 359 students), 4 schools in the Tecpán Guatemala A cluster (14 teachers and 315 students), 1 school in the San Jose Poaquil cluster (7 teachers and 165 students), 2 schools in the San Juan Ostuncalco D cluster (17 teachers and 379 students), 1 school in the Santo Domingo Xenacoj cluster (23 teachers and 545 students), 1 school in the Santiago Sacatepequez G cluster (8 teachers and 213 students), 4 schools in the San Martin Jilotepeque D cluster (28 teachers and 761 students), 3 schools in the Acatenango cluster (25 teachers and 691 students), 2 schools in the San Juan Ostuncalco E cluster (21 teachers and 408 students), and 2 schools in the Antigua H cluster (31 teachers and 613 students),; and Rise Youth Development Program: IEBC Santiago Sacatepéquez (77 students), San Bartolomé Milpas Altas (24 students), Santa Maria Cauque (33 students), Santo Domingo Xenacoj (66 students), Santa Lucía Milpas Altas (58 students), Magdalena Milpas Altas (40 students), Cerritos Asunción (44 students), Patzún (110 students), Saquitacaj (42 students), San José Poaquil (58 students), Chimazat (40 students), Hacienda María (69 students), Paley (57 students), Yepocapa (154 students), Quisaché (41 students), Santo Tomás (45 students), Experimental Tecpán (33 students), San Martin (72 students), Balanyá (100 students), and San Rafael (86 students).

Province or state
Alta Verapaz, Baja Verapaz, Chimaltenango, Guatemala, Huehuetenango, Quetzaltenango, Quiché, Sacatepéquez, San Marcos, Sololá, and Totonicapán

Country
Guatemala
When will your project take place?
2025-08-01 to 2027-03-31

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 501I(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 9 Guatemalan clubs and over 850 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, volunteers for project activities, oversight, local relationships, and funding—and CoEd, which provides technical expertise, field staff, logistical support, follow-up, on-ground collaboration with other stakeholders, and additional project funding. The fruits of this partnership are projects that are sustainable for the long-term: More than 50 schools have been renewing their GLP books or computers regularly for 20 years or more—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 #2463588.

- 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 30 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.

- Raise additional funding for the projects (at least $1 for every Rotary $1, but often much more than that) through its longstanding relationships with many private and family foundations, Guatemalan corporations, and individual donors.

- Conduct outreach and collaborate with local stakeholders such as Ministry of Education officials, other nonprofits doing similar work (to share best practices and avoid duplication of services), local services to further benefit GLP students (e.g., counseling services for Rise students), etc.

- Provide ongoing enhancement of GLP programs by improving project curriculums with learnings from previous GLP grants, updates to Guatemala's national curriculum, the latest international best practices for educational development, etc.

Partners (Optional)
List any other partners that will participate in this project.
Approximately 150 Rotary clubs and 25 Rotary districts will provide financial support for the projects established under this Global Grant. Representatives of many of these clubs will travel to Guatemala to take part in textbook deliveries and project inaugurations. Members of 9 local Guatemalan clubs will be invited to take part regularly in project activities. Representatives of 26 clubs will meet quarterly to share updates, best practices, and learnings from their respective GLP grants.

Rotarian Participants

Describe the roles and responsibilities that the host and international sponsors will have in this project. Please be specific. Which sponsor will receive and manage the grant funds?

Members of the Nueva 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.*

- Ensure the sustainability of the activities and outcomes, overseeing the monitoring and evaluation of the projects.

- Host approximately 30 international Rotary volunteers, who will travel to Guatemala to inaugurate and support the new programs.

- Utilize the GLP's international network to energize their peers around the world in support of literacy initiatives in their country.

Members of the Windsor-Roseland Club will:

- Work with their district and others to help build a broad base of club and district support for Global Grant #2463588 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.

Together, both clubs will:

- Manage project spending, accounting, and reporting, in frequent consultation by email and virtual meetings.

- 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.

- 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, including 9 local Guatemalan clubs, to ensure that proper oversight is maintained of project activities. This network of local clubs is also frequently engaged in connecting the projects with other potential local partners, arranging meetings with government officials, and more.

At least one member of each club, currently Sue Zanin and Sheila Mosley from Windsor-Roseland and Oscar Saenz Wirtz from Nueva Guatemala, will serve on the GLP Advisory Board until the grant is deemed closed by The Rotary Foundation. Oscar will also be serving as Board Chair. This governing body of Rotarians meets multiple times per year to share information and plan next steps on each active GLP grant, including best practices for Basic Education and Literacy projects, learnings, and challenges. Through these regular meetings, as well as frequent project reports at their club meetings and participation in project activities, members of Nueva Guatemala share their on-ground experiences with oversight and monitoring of grant activities.

*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 how the partnership between the host and international sponsors was formed. What agreement have the sponsors made toward ensuring that the project will be implemented

successfully? How will they manage any challenges that arise throughout the project?

Windsor-Roseland and Nueva Guatemala have been participating in the GLP for many years. Windsor-Roseland is one of the earliest clubs to become involved, first joining project activities in 2004, with multiple members making a total of 22 trips to work on the projects. Nueva Guatemala has been connected to the GLP since 2018, including hosting past GLP Global Grants. The two clubs became acquainted on project tours and connected over their shared desire to improve education for Guatemalan youth, deciding to partner for the first time by hosting this global grant together.

All Guatemala Literacy Project Global Grants since 2018 incorporate a Terms of Reference document to guide how the two clubs and the cooperating organization will work together throughout project implementation. This document also addresses how challenges will be managed. This document is based on a template approved by Maria Emig in 2018, and is typically created and agreed to by both clubs following grant approval, as the spending process begins. Past Terms of Reference affirm that the Rotary clubs and districts initiate, control, and manage the project, and decisions on project spending must be made jointly by all parties. The majority of grant purchases occur in three major block purchases that are approved by both clubs prior to purchasing. All parties agree to respond in a timely manner to approval requests for unanticipated changes due to project challenges such as COVID, acknowledging receipt of emails within 3 business days and notifying partners if more time is required. All parties have a maximum of 2 calendar weeks to provide feedback and/or approval or disapproval—unless the nature of the decision is deemed urgent. In the case of any disputes, clubs agree to take the question to TRF if a solution cannot be agreed on together. If no agreement can be reached, funds will be returned to TRF according to TRF policy.

Past GLP grants were interrupted by the unprecedented challenge of the COVID-19 pandemic, which required all programs to shift to educating children from home. Despite this, staff of the cooperating organization proposed new ways to continue carrying out project activities and guiding all participating teachers (as well as teachers at all schools already in the GLP family) in how to continue educating children during these unprecedented circumstances. Thanks to the broad network of relationships that CoEd and the local Guatemalan clubs have built over many years, the GLP was in an excellent position to lead the way in responding to these challenges—ensuring that education could continue. Nevertheless, the pandemic did interrupt some project activities, such as measurable results collection, and host clubs of affected grants met often with CoEd staff and troubleshooted challenges with TRF staff as well so that measurable results collection could resume in an acceptable way when the interruptions to learning finally ended. (In this case, by switching to FUDESA for student testing and teacher surveys, instead of Del Valle University, who no longer offered measurable results testing in the wake of the pandemic.) This example shows that the GLP is well-positioned to navigate any challenges to grant implementation, and Windsor-Roseland, Nueva Guatemala, and Cooperative for Education are all committed to ensuring that the projects can achieve their intended impact for the dozens of Guatemalan communities involved, whatever unexpected challenges may arise.

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	21/06/2024

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. Project budgets, including the World Fund match, must be at least 30,000 USD.

#	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	10342	10342
3	Equipment	Textbooks and Supplemental Materials for Textbook Program	Santillana, S.A.; Activa Educa; José Obdul Castillo; Smartech	23809	23809
4	Training	Textbook Training and Coaching (4 trainers, % of time allocated to this grant)	Asociación COED	43890	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	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	118569
7	Supplies	School Supplies for Primary Reading Program	Librería Progreso S.A., Intermediarios Químicos, Impresos MR	22800	22800
8	Training	Trainers for Primary Reading Program (8 trainers, % of time allocated to this grant)	Asociación COED	89462	89462
9	Training	Training Expenses for Primary Reading Program	Proveedores Varios; Grupo RB, S.A.; Fredy Alejandro Del Cid	16274	16274
10	Monitoring /evaluation	Evaluations and Measurable Outcomes	FUDESA	3000	3000
11	Equipment	Computer Systems and Software for Computer Center	GQ Sociedad Anonima; IMEQMO; Smartech Computación; Kremlin Saul Castellanos	20437	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	8351
13	Training	Training Expenses for Computer Center	ETC Iberoamerica, Proveedores Varios	500	500
14	Equipment	School Furnishings, Projectors, and Supplies, Supplemental Educational Materials	IMEQMO, S.A.; Librería Progreso	3070	3070
15	Training	Meals, Transportation, and Communications for Student Seminars in Youth Development Program	Proveedores Varios	5000	5000
16	Training	Trainers for Youth Development (12 trainers, % of time allocated to this grant)	Asociación COED	45235	45235
			Total budget:	422766	422766

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. 73015

Funding Summary
Financing subtotal (matched contributions + World Fund): 73,015.00

Sustainability

Humanitarian Projects

Project planning
Describe the community needs that your project will address.

Like the rest of Guatemala's Western and Central Highlands, Alta Verapaz, Baja Verapaz, Chimaltenango, Guatemala, Huehuetenango, Quetzaltenango, Quiché, Sacatepéquez, San Marcos, Sololá, and Totonicapán 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.

Although there is still more work to be done, we have made tremendous progress since the GLP first began its work. In the 1990s, two out of every three people in the rural areas where we work could not read or write. Today, it's just one out of every three. In 1996, only one in 20 went to high school. Today it's one in 10. This is what we can accomplish when we work collectively, when we combine our talents and resources. We can pack a big punch against poverty.

Despite these improvements, the following factors still persist, keeping the regions where the GLP works mired in poverty and 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 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 (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 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 (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 Alta Verapaz, Baja Verapaz, Chimaltenango, Guatemala, Huehuetenango, Quetzaltenango, Quiché, Sacatepéquez, San Marcos, Sololá, and Totonicapán—including an extensive community needs assessment detailed in the Supporting Documents section (to be uploaded prior to grant submission in February 2025)—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. In the first half of 2024, at the cooperating organization's own expense, CoEd engaged an expert consultant in human-centered design to conduct an impact study of the Rise Program. This study involved a comprehensive literature review as well as interviews and focus groups with Rise graduates, current Rise students, and focus groups to reassess what success looks like to these groups, what aspects of the program are working well, and what aspects could be strengthened to

better allow the students the GLP serves to reach their personal goals. CoEd staff also received training from the consultant so that they can conduct similar studies of the computer, Spark Reading, and textbook aspects of the GLP in future years.

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 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.

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 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.)	October 2023 – January 2025 (16 months)
2	With the help of local residents, the school selected to receive a computer center makes needed modifications and improvements to the classroom that will house the computers.	August, 2025 – January 2026 (6 months)
3	Rotarians and CoEd purchase computer equipment in Guatemala and CoEd sets up the computers in the center.	October 2025–January

		2026 (4 months)
4	CoEd's training staff deliver initial, two-day training sessions (7 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 teacher receives 70 hours of training in the standard computer center curriculum.	November, 2025 (1 month)
5	Schools participating in the Spark Reading Program receive training materials (picture books, take-home reading cards, markers, construction paper, etc.) CoEd staff conduct any further initial Spark training sessions that were not conducted in November. Two-day training sessions are conducted for textbook teachers in each of seven regional groups. Classes begin.	January, 2026 (1 month)
6	Rotarians and CoEd purchase textbooks in Guatemala and arrange delivery to the benefiting schools.	January – February, 2026 (2 months)
7	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, 2026 (11 months)
8	Rotarians from Windsor-Roseland and other international clubs travel to Guatemala to assist Nueva 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, 2026 (2 months)
9	CoEd staff monitor and fine-tune Spark teachers' performance in the classroom, evaluating student reading performance (using MIA reading assessments or similar tools) and teachers' success at using the early literacy methodology they've learned, with oversight from Rotary volunteers.	February – November, 2026 (10 months)
10	CoEd staff return to the computer center & textbook program schools periodically to perform additional training, provide technical support, and assess program performance.	March 2026 – Future Years (ongoing)
11	The computer teacher participates in an additional six hours of training.	April 2026 (1 month)
12	Teachers participating in the Spark Reading Program complete additional, one-day training sessions (7 hours for each training level (K-3, 4-6) in each regional cluster).	May 2026 (1 month)
13	Students in the Rise Youth Development Program build leadership skills by getting involved in local service projects.	May – November, 2026 (7 months)
14	The computer center teacher receives an additional six hours of training.	June 2026 (1 month)
15	Spark teachers complete their final seven-hour training session of the year in each of the regional groups.	August 2026 (1 month)

16	The computer center teacher completes the final six-hour training session of the year.	October 2026 (1 month)
17	Guatemalan Rotarians in the GLP family participate in graduation ceremonies for Spark teachers and Rise students.	November 2026 (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. The program also provides students with direct access to telecounseling as needed, in partnership with external providers.

The textbook, computer, and Spark programs are certified by Guatemala's Ministry of Education officials, and CoEd staff meet frequently with Ministry representatives at the local level. Nationally, the Ministry staff are more prone to changes with each national administration and each have different priorities that make building long-term relationships more challenging. The current administration as of 2024 is more open to working together and even met with D4250 District Governor Nominee Diana Brown to learn more about Rotary's work in education in Guatemala. But at the local level, Ministry representatives are invaluable not only to recommend candidate schools/regions for the programs, but also to incorporate program learnings on a wider scale. Ministry representatives have been very interested in the results of MIA testing of Spark students on recent GLP global grants, for example. Initial results from the 2023 pre-test were so alarming to local supervisors in the Quetzaltenango region that they held an emergency meeting to motivate and impress upon teachers the importance of early literacy education. Their early involvement—and commitment to maximizing in-class time for learning throughout the year—seems to have produced a remarkable impact! Initial results from the 2023 post-test show the most significant gains in schools in the Quetzaltenango region, whereas other regions showed little gains or even regression. There are many unique factors to each school, many of which were impacted by closures in response to the protests following Guatemala's controversial national election, or other school activities that took time away from in-class learning. Nevertheless, this experience points to how critical involvement and support of local Ministry officials is to project success (not to mention to adopting initiatives on a wider scale). This is a partnership we hope to strengthen further in this grant and in the coming years.

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

Nueva 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 GG2463588_Training_Plan document uploaded in the Supporting Documents section (to be uploaded prior to grant submission in February 2025). In all, 190 primary-school teachers at 26 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 in best practices for literacy instruction, offered in three units of seven-hour days in November or January, May, and August. Curriculum content is based on the latest best practices in early literacy instruction, informed by recent findings about neuroscience, ideal strategies for teaching and learning to read based on these findings, and learnings from recent MIA assessments. Based on the observed need for fundamental learning recovery following nearly three years of interrupted learning, teachers now receive a Guia de Aprendizaje en Nivel Adecuado (GANA) or "Guide to Learning at the Right Level"—a step-by-step process designed to help students learn to read in 50 days or less, tied to take-home student workbooks (cuadernillos) and the MIA assessments. The in-person training is supplemented by 15 hours (three 5-hour modules) of training delivered via a virtual learning platform (originally developed in response to the

COVID-19 pandemic) that enables teachers to complete lessons and prep work on their own, allowing in-person sessions to focus on more interactive practice. 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). A peer-reviewed article in the International Journal of Educational Development (available at https://www.sciencedirect.com/science/article/abs/pii/S0738059322000803) concluded that Spark's three-part intervention (teacher training, follow-up coaching, and high-quality reading materials) provides a marked improvement over early literacy interventions that provide teacher training in isolation. As "an effective driver of literacy outcomes, including reading comprehension," the Spark Program is receiving international recognition as a model intervention for improving early-grade literacy outcomes in the developing world. Finally, Spark incorporates community outreach to engage parents in the types of activities their children are doing and encourage children to read with their parents. Each student receives take-home reading workbooks or "cuadernillos" (tied directly to the GANA guides and MIA assessments) to complete at home with their families.

Textbooks will be delivered to 2 schools, with approximately 7 teachers at these schools—as well as about 173 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.

One school will receive a computer center. The technology teacher 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-GS5) 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 and the latest updates to Guatemala's national curriculum for middle schools. 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.

Nueva 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). Social support for students in the Rise Youth Development Program is provided by staff trainers 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, and agree to abide by CoEd's code of ethics. Students also have the option to receive telecounseling through partnership with local counseling providers. Finally, Rise aims to make parents part of their children's success. Regular group meetings for parents (and individual follow-up throughout the year), 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 27-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 (to be uploaded prior to grant submission in February 2025), 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 invest both financially and emotionally in the program's success for the long term.

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. Likewise, even if the computer and textbook programs stopped expanding today, they would continue running strong in hundreds of communities. Today, more than 50 communities have been regularly upgrading their GLP textbooks or computers through the revolving fund for 20 years or more. How many projects can you name in the developing world that are still running strong 20 years later? The benefits of previous Global Grants continue to accrue to the beneficiaries and their communities, long into the future. The 4,000+ teachers that have received Spark training in previous global grants, will educate more than 2 million 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. Ministry of Education officials are also invited to attend these trainings. In 2023, 28 local Ministry representatives from Sacatepéquez, Chimaltenango, and Quetzaltenango attended a special round of Spark training sessions, getting a 7-hour crash course in the program's methodology. In many regions, local Ministry staff meet regularly with CoEd staff to be apprised of Spark's results and methodology. 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 projects and computer center 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 as detailed in the Supporting Documents section. 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. Nueva Guatemala Rotarians suggest vendors to quote, review the 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 teacher learns 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 teacher gains further knowledge about maintaining the technology by attending additional seminars offered by CoEd. However, even if these services were no longer provided as a courtesy to GLP partner schools, sufficient knowledge to maintain the projects for the long term already resides in the communities served, thanks to the comprehensive training and experience local teachers and administrators have already gained through the programs

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 K-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," "Vacas 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 SUSAETA) and are reviewed by CoEd staff to ensure that they incorporate the standards of Guatemala's national middle school curriculum. Outside the scope of this grant, CoEd is currently working with two schools that have expressed a desire for English textbooks to use with their students. Depending how that pilot project goes, English textbooks may become available as a fifth subject matter option in future textbook expansions.

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.

In addition, corporate partners in Guatemala are invested in the projects' success. Partners such as Megapaca, CEMACO, and Grupo Pit (the umbrella company that owns Domino's Pizza in Guatemala) maintain long-term relationships with CoEd and contribute funding for the projects to help cover expenses outside the scope of this grant. These partners also frequently volunteer their expertise for workshops with Rise students, and contribute their time for hands-on service activities in Spark schools. Rotarians also help arrange occasional donations such as pens from Bic, or donations of Lego kits for Spark activities.

Will any part of the project generate income for ongoing project funding? If yes, please explain.

The textbook projects and computer center 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 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 27 years. More than 50 schools have been regularly replacing their books or computers through their revolving funds for 20 years or more! 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, Toronto, and Melbourne).

Authorizations

Authorizations & Legal Agreements

Legal agreement

Global Grant Agreement - to be authorized by the primary contacts and club presidents (or DRFC chairs if district-sponsored)

This Global Grant Agreement (Agreement) is entered into by The Rotary Foundation of Rotary International (TRF) and the grant sponsors (Sponsors). In consideration of receiving this Rotary Foundation Global Grant (Grant) from TRF, the Sponsors agree that:

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 Global Grants (Terms and Conditions) and will adhere to all policies therein.

3. The Sponsors shall defend, indemnify, and hold harmless Rotary International (RI) and TRF, including their respective directors, trustees, officers, committee members, employees, agents, associate foundations and representatives (collectively Rotary), 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 Rotary 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, government regulation, war, fire, riot, civil unrest, hurricane, earthquake, or other natural disasters, acts of public enemies, curtailment of transportation facilities, political upheavals, civil disorders, outbreak of infectious disease or illness, 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 to TRF 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 from the Sponsors 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 their 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 may use information contained in this application and subsequent reports for promotional purposes, such as in Rotary magazine, in Rotary Leader, on rotary.org and on social media. For any and all photographs submitted with any application or follow-up report, the Sponsor hereby grants to Rotary an unlimited, perpetual, worldwide right and license to use, modify, adapt, publish, and distribute the photograph(s) in any media now known or hereafter devised, including but not limited to, in Rotary publications, advertisements, and Websites and on social media channels. The Sponsor represents and warrants that (a) each adult appearing in the photograph(s) has given her/his/their unrestricted written consent to the Sponsor to photograph them and to use and license their likeness, including licensing the photograph(s) to third parties, (b) the parent or guardian of each child under age 18 or each person who lacks legal capacity appearing in the photograph(s) has given unrestricted written consent to the Sponsor to photograph the child or individual and to use and license their likenesses, including licensing the photograph(s) to third parties, and (c) it is the copyright owner of the photograph(s) or that the copyright owner of the photograph(s) has given the Sponsor the right to license or sublicense the photograph(s) to Rotary.

16. Privacy is important to Rotary and any personal data that the Sponsor shares with Rotary will only be used for official Rotary business. The Sponsor should minimize the personal data of Grant beneficiaries that it shares with TRF to only personal data that TRF specifically requests. Personal data that is shared with TRF

will be used to enable the Sponsor's participation in this Grant process, to facilitate the Sponsor's Grant experience and for reporting purposes. Personal data provided to TRF may be transferred to Rotary service providers (for example, affiliated entities) to assist Rotary in planning Grant-related activities. By applying for a grant, the Sponsor may receive information about the Grant and supplementary services via email. For further information about how Rotary uses personal data, please contact privacy@rotary.org. Personal data provided to TRF or collected on this form is subject to Rotary's Privacy Policy.

17. The Sponsors agree to share information on best practices when asked, and TRF may provide their contact information to other Rotary members who may wish advice on implementing similar activities.

18. 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.

19. To the best of our knowledge and belief, all relationships between grant committee members, district officers, and other members of the sponsor clubs or districts and any scholarship recipients, cooperating organizations, project vendors, or other individuals or organizations that will benefit from the grant have been disclosed in this application. Except as disclosed here, neither we nor any person with whom we have or had a personal or business relationship will benefit or intends to benefit from Rotary Foundation grant funds or have any interest that may represent a potential conflicting interest. A conflict of interest occurs when someone is in a position to make or influence a decision about a grant or scholarship that could benefit them, their family, their business, or an entity in which they serve in a paid or voluntary leadership or advisory position.

Primary contact authorizations

Global Grant Agreement - to be authorized by the primary contacts and club presidents (or DRFC chairs if district-sponsored)

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District Rotary Foundation chair authorization

I hereby certify that this global grant application is complete, meets all Foundation guidelines, is eligible for funding, and that the sponsoring club and/or district is qualified.

All Authorizations & Legal Agreements Summary

Primary contact authorizations

Name	Club	District	Status
Susan Zanin	Windsor-Roseland [Rotary Club]	6400	
Oscar Enrique Saenz Wirtz	Nueva Guatemala [Rotary Club]	4250	

District Rotary Foundation chair authorization

Name	Club	District	Status
Susan Goldsen	Passport to Service [Rotary Club]	6400	
José Interiano Torre	Usula [Rotary Club]	4250	

DDF authorization

Name	Club	District	Status

Legal agreement

Name	Club	District	Status
Jorge Mario León Avilés	Nueva Guatemala [Rotary Club]	4250	
Aruna Koushik	Windsor-Roseland [Rotary Club]	6400	