

## ROTARY CLUB OF RED DEER LITERACY ALIVE!

Future Global Vision Project  
in collaboration with the  
ROTARY CLUB OF SAN IGNACIO, BELIZE.

### 1. Project Progress

There has been notable progress in all objectives set out for this project. These are supported with data collected from program participants during the duration of the project from August 2011 to Dec. 30 2012.

### 2. How has the project advanced the goals in the areas of focus?

One realistic area of concern in developing countries where literacy rates are low is that other issues emerge in the areas of increased crime rates, high drop- out rates from schools, increased unemployment as well as other emergent social problems.

This project has had some evidence of success by provision of support:

- for teachers to address effective teaching of literacy in age/grade appropriate sequence, using pedagogy that motivates and engages students, honors the positive self esteem of students and identifies learning resources that are appropriate for the communities served.
- by providing improved teacher literacy training giving teachers experience with skills to address a range of student individual differences and entry levels of knowledge which will assist Belize students who have learning difficulties or who have fallen behind their peers.
- by utilizing experts and practitioners in community development to work with Belize parents, community members, youth and various organizations to demonstrate the potential impact that Belize citizens can have in identification of initiatives, and planning of projects that support literacy across the community but starting with the school.
- the organization, planning and implementation of a very successful Community Literacy Night provided a positive exemplar for Belizians to utilize sound, proven community led initiatives to support literacy.

This project has three primary focus areas that align with Rotary major goals:

- one that focuses on improving student achievement by providing teacher professional development to address literacy instruction ,
- secondly, the improvement of school facilities to become literacy rich, safe, healthy and inviting learning environments (eg. attention to proper toilet and water services, development of safe play areas and a beautification of school premises to instill a sense of personal pride and ownership in schools as community learning centers.
- Thirdly, the dimension of building local community leadership by provision of training and mentor-ship by skilled community developers and project managers to encourage sustainability literacy improvement initiatives.

Literacy is critical to the growth and success. As outlined by Rotary International, this is an area of concern in developing countries because where literacy rates are low other issues emerge in the areas of increased crime rates, high drop out rates from schools, increased unemployment as well as other emergent social problems. This project will provide support

for teachers to address effective teaching of literacy in age/grade appropriate sequence, using pedagogy that motivates and engages students, honors the positive self esteem of students and identifies learning resources that are appropriate for the communities served. Improved teacher literacy training will provide teachers with skills to address a range of student individual differences and entry levels of knowledge which will assist Belize students who have learning difficulties or who have fallen behind their peers.

### 3. Specific objectives from the FGV application:

This is intended as a three year program with the that promise that Belizeans will develop skills to sustain and strengthen literacy improvement.

THREE general dimensions form the project:

- 1) Teacher Professional Development/resources
- 2) School Facility improvements
- 3) Community Leadership and Project Management Development

#### **VOCATIONAL TRAINING TEAMS**

FIVE VOCATIONAL TRAINING TEAMS WERE DEVELOPED AND WORKED ON THE INTENDED GOALS OF THE PROJECT as outlined below:

#### ***A. Vocational Training Team #3 Belize Team Visits Alberta June 2011***

Three Belize educational leaders and 2 Rotarians leading facility improvements visit Alberta and participate in professional development sessions on:

- Literacy teaching,
- Literacy resource identification and demonstrated use of resources
- Development of community leadership skills for project management to attempt to engage Belize community members to support initiatives to support literacy (eg. Improvements to school facilities and involvement of the community in literacy awareness and support.

The Belize VTT team trains approximately 15 days in Alberta, meets with the outgoing Alberta educator and community/facility teams and the groups collaborate on the upcoming VTT 1 and VTT 2 project work and support.

The Belize VTT team visits many Central Alberta Schools, travels to Edmonton and participates in additional school visits, meetings with professional development and educational leaders and assists the VTT 1 and VTT 2 teams in identification of schedule details, appropriate resources and testing materials and exploration of the approaches to facility improvements in two of the identified six pilot schools.

The Belize VTT 3 team members attended Rotary meetings of the Rotary Club of Red Deer and also participated in Rotary social functions hosted by the Rotary Club of Blackfalds and the Innisfail Rotary Club.

The Belize VTT 3 team members continued to provide support to the project by being actively involved in the four VTT teams that went to Belize in August and November 2011.

#### ***B. Vocational Training teams #1 and #2 Two VTT Alberta Teams to Belize in August 2011***

#### VTT #2

Five outstanding educators provided in excess of five full days of professional development to the teachers and administrators of the six pilot schools in the project. The Ministry of Education leaders from the Cayo district also participated in the learning experiences which focused on effective approaches to literacy teaching and learning. The VTT team led discussions and planning sessions that assisted the Belize educators with strategies to approach the literacy assessment of students in the pilot schools and to determine essential teaching/learning resources and a series of teaching strategies to address the literacy learning needs of students in the pilot schools. The Alberta teachers used a 'train the trainer' or 'learning coaching' model in all professional development. The intent of this model encouraged the building of instructional leadership capacity of the stronger teachers in the Cayo region.

The VTT 2 group focused on school visits, meeting with school administrators and the parent community and developing a plan for school facility improvements in two of the six pilot schools (limited to two due to available funding for the project). These two schools, St. Hilda's and St. Martin's did receive facility upgrades that started in August 2011 and continued during 2011 and 2012. The VTT 2 team became familiar with the community needs in both the Belmopan and San Ignacio areas, began working with volunteer parents and Rotarians on priority facility improvements that were identified by the Belize community members as high priority and were projects that the community members were willing to provide volunteer labor, materials and other forms of support.

Team leaders from both VTT 1 and VTT 2 met and worked with key educational leaders from the Ministry of Education, local faith/church managers (who serve as the general managers for the non government schools), Rotarians and community members (specifically parents of students in the pilot schools and community members identified by the parent groups or Rotarians as potential supporters of the literacy improvement initiatives.

#### ***C. Vocational Training Teams #4 and #5 November/December 2011***

Five educators formed VTT #4 and VTT #5 included three members who had training and experience in working with developing countries and working on community development.

The work of these teams advanced the work started by the previous VTT teams and significant progress was made in all the intended goals of the project.

A very successful Community Literacy Night was held in Belmopan to increase awareness of Rotary Literacy Alive project, to celebrate the work of the schools, the teachers, and the parent community leaders in the work done to support literacy. Well over 400 community members participating in the community run event (with considerable project guidance and encouragement from the VTT 4 and VTT 5 team members). Teachers from school across the entire Cayo district travelled long distances to get to the event. At the conclusion of the VTT 4 and 5 visit, enthusiasm to expand the project and to replicate the community literacy night became priorities for all the pilot schools and for many of the non pilot schools (many who are keen to selected as pilot schools in a future project/program)

#### ***D. FOLLOW UP FOLLOWING FIVE VTT***

Significant follow up from December 2011 to Dec. 2012 occurred via emails, conference calls, and 2 visits by volunteer Rotarians from the Rotary Club of Red Deer to assist the Belize participants in moving forward on project goals.

By Dec. 31, 2012 all pilot schools had received teaching resources to support the targeted grades (Infant 2, Standard 1 and Standard 2 in the six pilot schools) and all schools had current assessment data on the literacy success of each student in the pilot classrooms. Four of the schools moved the testing to all grades in the school (surpassing the initial goals of the project).

#### 4. Are stated objectives modified, if so, explain why.

The objectives were adjusted to reduce the focus on engaging corporate support from Belize industry/business and to recruit youth leaders. It became clear after the first three VTT team visits that these areas of focus would be more effectively addressed at a later date in a subsequent project. The priority needs for supporting teachers, providing teaching and learning resources, and engaging entry level community support would utilize the available resources for the project.

#### 5. Describe the progress towards the project objectives

This is best described by TABLE ONE, color coded, in the appendix, which shows the original objectives of the project and the assessment of progress by Dec. 2012.

Additional information supporting the success in meeting objectives includes the following:

##### **A. Purchase Of Literacy Support Teaching And Student Resources**

The entire budgeted allocation for resources was spent. All items were purchased through the Ministry of Education Cayo office with ongoing consultation with the Director of Literacy (and the department members). All resources were purchased from local suppliers, or from distributors supported in the Caribbean area.

Each pilot school received an allocation of resources based on student numbers in the pilot classrooms and this was determined by a formula developed by the Ministry of Education in consultation with the pilot schools.

Two laminators (very strong request from participating schools) were purchased and one placed in the Belmopan Ministry office and the other in the Cayo ministry office. This placement was supported with a system of service, utilization and supervision. One IT person in each office is responsible for the training of any teachers using the machines. A nominal fee is charged for lamination services and this is collected by the ministry office and pooled in a fund to cover repair costs to the machines and to ensure a steady supply of laminating film is available. The laminators were purchased in Belize City where parts and service support is available.

##### **B. IMPROVEMENTS TO SCHOOL FACILITIES:**

This dimension of the project included all activities that brought parents of school aged children and other community members involved in supporting literacy by being involved in any of the following:

- identification of priority projects for school facility improvement
- determining supplies needed, expertise locally that could be used, provision of volunteer labor support, communication of support for the Literacy Alive! concept.
- accessing local suppliers for products/services
- gaining appropriate approvals from the Ministry of Education and local government
- managing the purchase of needed resources
- determining a plan to support sustainability of project successes
- planning the non-education portion of the Community Literacy Night (eg. Decorations, audio and visual aides, promotion, food and beverages, prizes)

The community meetings led by VTT 2 and VTT 5 included approximately 100 contacts with local community members, groups, organizations including local libraries, youth groups, parent council school members, local politicians and adolescent youth from local high schools and colleges.

Facility Upgrades to St. Hilda and St. Martin Schools:

St. Hilda's:

- completion of an outdoor classroom, which serves as a covered space during inclement weather, an additional teaching space in suitable weather, a covered/shaded area for student to enjoy lunch and other activities (board games, study, reading).
- Considerable work completed on improving the electrical system of the school with the addition of electrical cabling from one wing of the school to the second wing (however, funds were depleted before this cabling could be pulled through the ceilings of each classroom to add additional light fixtures and at least one additional electrical outlet to each classroom (presently one exists).
- Some shelving improvements in the library

St. Martin's:

-preliminary work on the improvements to a green space within walking distance of the school that could be upgraded to a soccer field and used by the community as well as the school as a play space or area for physical education.

-improvement to the grounds within the fenced school perimeter to facilitate student access to a safe, small open play area

-completion of a library that was started in previous years but never completed: upgrades included the addition of a cement patio with a canopy, lighting installed, shelves improved and a system for library utilization of reading materials developed.

**C. DATA SUPPORTING PROJECT SUCCESS:**

There have been improvements in the reading success of students in the six pilot school classrooms but the impact of this will not be clear until national exam scores of students in the pilot classrooms is obtained. The pilot classrooms include Infant 2, Standard 1 and Standard 2 students and national testing does not occur until Standard 3 and then again in Standard 6. There are early indicators that the national exam scores at Standard 3 have been positively impacted by the project but this may be one of many factors affecting these scores. The widespread focus of literacy by the pilot schools may have contributed to greater student, parent and teacher awareness of effective literacy practices.

Considerable qualitative feedback is available. As part of each of the five VTT visits survey data from all participants was gathered and focus group sessions were held to monitor project successes and challenges.

**D. FOCUS GROUPS WITH EDUCATOR PARTICIPANTS:**

***Has there been notable changes in the teaching approaches to literacy in the pilot schools?***

All schools expressed that their teachers felt they knew considerably more about each one of their students especially in regards to reading strengths and gaps. All schools reported a change in the culture in their schools with a positive language around the teaching of basic literacy skills and the awareness of a common language to address reading processes, interventions and student indicators of growth and challenge. All schools expressed confidence that their teachers could administer the MICO reading assessment screen and identify student literacy levels.

***What have been valuable outcomes of the teacher PD sessions?***

All agreed that the materials and strategies shared were very rich and are being utilized to varying degrees in each school. Materials and leadership by Alberta teachers was outstanding and inspired all schools with hope and encouragement to move forward on changing programming and teaching approaches to reflect current teaching effectiveness/pedagogy. Many of the stronger teachers volunteered to coach other teachers in other schools on the literacy approaches and literacy teaching resources provided by the Alberta teacher teams.

***What concerns have you experienced or suggestions you have for program growth?***

So many promises of resources coming and one delay after another was discouraging for many teachers. Ways to address delays in selection of resources, buying locally and addressing time intensive systems for ordering, payment etc would be very appreciated.

Schools have no budget for basic supplies so any funding to be assigned to schools for discretionary use for needed purchases (with a strong accountability component) would provide some flexibility in schools.

Strong needs by teachers for student resources that support differentiation of instruction and grouping of students for instruction. Also, considerable PD is required in this area.

All six pilot schools were thrilled to receive their own reading assessment materials for testing students and a generous allocation of guided level student reading materials.

***Community Development projects: How is this being approached and received?***

To date these are limited to St.Hilda and St. Martin schools. There have been improvements completed at St. Hilda's and the library at St. Martin's has electricity, fans, appropriate security and shelving (lacking a schedule and someone to monitor usage).

Schools are not sure of their role in this component of the project and see that there is need in both community and schools for improvements but due to time spent on

instructional and school management it is very difficult for principals to take the focused leadership these projects require. However, enthusiasm for any improvements is high and supportive. Some concern was raised over school admin support and potential lack of support by local managers (Church managers)

The interest of parents in the two schools to be more involved in assisting literacy initiatives is strong. Lacking is a process to have them meaningfully involved. They are eager to move forward with the guidance and support of Rotary leaders and supporting VTT experts.

## 8. Measurable and observable indicators of success:

The MICO testing scores and the evaluations from teachers are tangible indicators that the project is making a difference.

The project began in the late fall of 2011 and in the 2012 – 2013 year (without additional funding support as project funding was depleted), all six pilot schools continued with the student testing and development of student interventions to support reading level progress.

The PD provided by the Canadian VTT teams included teaching approaches for ALL the levels of student reading intervention. The resources needed for the teacher to effectively assist each student at their level of success in reading were also provided.

Other successes are evident in the very positive teacher evaluations where there is an expressed appreciation for the value of reading assessment, the structures and approaches needed to test student ability, and the awareness of the interventions the teacher needs to effectively move the student to higher levels of reading achievement.

Data on the community development component in improving school facilities to support literacy are evident in the numbers of parents and community members who attended meetings and discussion forums to identify priorities that the community could lead to support literacy.

The attendance of over 500 community members to the Family Literacy Night was an outstanding success with a benefit that the community can collaborate with schools and make a very positive difference in the awareness of literacy, what it involves, and the positive impact that occurs across a community when literacy is addressed and valued.

## 9. What is targeted for the next phase:

This phase of the project worked with six pilot schools and focused on three grade levels: Infant 2, Standard 1 and Standard 2. Because of the limitations of budget, personnel and resources two of the six pilot schools benefitted from strong coaching support, on site, from the Canadian experts.

Logically, we want to expand the program to the Standard, 3,4, 5 and 6 levels and increase support in all the six pilot schools.

It is essential that the students who were so positively impacted by the program this past year receive ongoing high quality teacher support in instruction that is focused on moving each child from one reading level to the next highest level.

Other positive impacts can follow with more parents understanding how they can assist at home with literacy and be supports for the school in expecting nothing less than grade level appropriate literacy success.

The additional purchase of both digital and text based teaching resources as well as display and teaching manipulatives to support oral language development are priorities for all Infant and Standard 1 and 2 classes.

An ongoing priority is the improvement to school facilities to ensure that a library of reading resources exists, lighting is appropriate to support learning, and student furniture is comfortable and supportive of engagement of learners.

## 10. Who owns the items purchased?

The Ministry of Education, specifically the CAYO district education office owns all equipment, resources and supplies provided for the program. This arrangement has been made between the host and international Rotary partners as the local government body has responsibility, authority and interest in ongoing educational improvement in all schools and also has the infrastructure to communicate with all schools regarding school needs and school achievement. Specific resources have been designated to specific schools but in the final decision, if changes need to be made, Rotary partners trust the Belize Ministry of Education to make the decisions that best meet student needs. The sustainable access of the laminators for teachers was discussed in section 2 of this report.

## 11. How will resources, facility improvements etc. be secured and maintained?

Any purchases or improvements with this project have been arranged in collaboration with the Belize Ministry of Education, specifically the manager of the CAYO office, Mr. Luis Carbello. His office maintains control and authority over all components of the project. His office also is in ongoing communication with the federal Belize Ministry of Education where the Director of Literacy, Dr. Rose Bradley, assists in implementation of the project.

## 12. How will project outcomes be sustained over time?

One of the foundational understandings of this project is that the project must be owned and operated by Belize. Input into planning, input into priority setting and all data collected is under the control of Belize. Collaboration with Canadian experts is in the way of consultation and advisement.

## 13. Host Rotary committees assist:



- Three club members identified as lead contacts for the educational component of literacy, the facility improvement component and the community leadership development component of the project.
- agreement to provide hosting, transportation, training support for the international sponsors when in Belize
- provision of considerable input into the grant proposal, assistance in data collection, report writing, commutation and project promotion
- two lead members from San Ignacio Club visit Alberta to attend one of the District Rotary conferences and will co present with AB project leaders on this project.

14. Describe how the international sponsor will commit his/her time and expertise during the implementation of the project to ensure success. Provide specific examples of activities or tasks for which the international sponsor will be responsible.

- A club Steering Committee has been formed with each member assuming responsibility for one of the many dimensions of the project
- Approval by the club World Community Service Committee, Club Executive, and International Director to have the Belize project as a major international club project
- agreement to promote the project to other clubs and local organizations to contribute support to the project
- approval to be presenters of the project at the Rotary District Conference for 5360 as well as 5370 and to have a booth at the Friendship Centre.
- Responsible for effective communication with BZ to ensure all Rotarian's in both the host and international club are kept up to date on opportunities for involvement, support and promotional.
- Regular visits to Belize to meet, plan and explore workable initiatives in Literacy to be part of the future vision global initiatives.

14. How do the sponsors plan to publicize the program:

All the following exist:

- media coverage in Belize local radio stations, Alberta newspapers and radio stations.
- Television coverage during VTT visits (in both Belize and Canada).
- Promotional brochure widely distributed in both countries
- Professional six foot banners, advertising Literacy Alive! Rotary Future Global Vision Project, that are put up at school sites, convention sites , Rotary meetings and anywhere that the program is being featured.
- Promotional cards, computer flash drives and other teaching supplies (eg. Pencils, pens, rulers) distributed to participants, potential supporters and Rotarians.
- Design of a project Wiki which houses all resources
- Promotion on the the Alberta Rotary District 5370 Belize Literacy Program Websites,
- Promotional videos and full feature powerpoint presentations on project developments.

16. How have beneficiaries participated in promotion of implementation during the reporting period?

- Schools in Belize take responsibility to advertise student achievement and celebrate results and community support.
- Rotary clubs in both countries receive regular updates and are given opportunity to celebrate and support the project.
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## 17. Other co operating organizations involvement?

Red Deer Catholic Schools – provision of release time for literacy experts to participate as consultants in the projects, and generous contributions in media support, photo copying, and communication costs.

Peace Corps – The workers assigned to the Cayo Ministry of Education have been very helpful in supporting the work of this project by assisting in training teachers, assisting in collection and analysis of student achievement data.

## 18. How many direct beneficiaries have participated and/or received a service or benefit from the project?

**EDUCATION DIMENSION:** This included the professional development of teachers, administrators, ministry of education leaders, church general managers, the purchase of resources for both professional development and for student use, testing materials, various teaching support materials including the purchase of two laminators (one for the San Ignacio schools and one for the Belmopan area schools.

### 1. DIRECTLY IMPACTED BY THE PROJECT BELIZE SCHOOLS, EDUCATORS AND STUDENTS

SIX pilot primary schools were selected, using criteria agreed upon between the Ministry of Education Cayo Regional leaders and the Rotary Club members from the host and international clubs. All six pilot schools had to ensure long term commitment to the project, full support of the principal, support by the school parent council, and agreement by all teachers in the school to be part of the project.

Directly impacted, with supporting testing data indicating improvements in literacy levels and teacher instruction in literacy:

TEACHERS: 42

STUDENTS: 1081

*REFER to Appendix 2: Data on Pilot School Participants*

These numbers only include the classrooms in which teaching/student learning resources and mandatory literacy testing was completed. In 5 of the 6 pilot schools all teachers utilized improved teaching approaches to literacy and likely had some positive impact on students in the non pilot grades (including Infant 1, Standard 3,4,5, and 6.

Schools would receive support in resources for Infant 2, Standard 1 and Standard 2. The intention was to add one or two grades as the project expanded into a second phase.

All teachers in all grades would participate in the professional development. Many of the resources donated to the schools could be centralized in a school library (some primitive in development) for use by teachers in upper grades.

Two schools would be the recipients of facility upgrades.

All schools would fully support any literacy initiatives that were community based.

The Ministry of Education, Cayo district manager would be the key contact (and his staff) for all matters pertaining to testing of students, resource selection, government approval and support, arrangements for professional development of teachers, access to and effective utilization of American Peace Corps volunteers who were assigned to the Cayo region, and quality control that ensured any project developments of the Literacy Alive! Initiative did fully align with national plans for education improvement in Belize.

## 19. Indirect Beneficiaries:

The indirect impact of the project is widespread but numbers are an approximation. The professional development included all teachers from all pilot schools, numerous Ministry of Education leaders, school administrators, Peace Corps volunteers and volunteers from various faith/religious organizations. If teachers from non pilot schools wanted to join in the professional development they were welcome to attend as well. Given these circumstances total teachers impacted (directly and indirectly) is likely closer to 100. If these teachers utilized the literacy strategies being advocated for the pilot schools then their students would also have been impacted which could have doubled the indirect impact on students to 2000 students.

Further, the 'learning coaching' model utilized by the Alberta literacy expert teams resulted in many Belize teachers volunteering to be facilitators at summer professional development events that were open to teachers from the entire Cayo region. This approach would have positively impacted an additional 100 primary teachers.

-Rotarians - over 20 Rotary clubs in Central Alberta and at least 7 Rotary Clubs in Belize have been part of the discussions and celebrations associated with this project.

-Community Colleges and Universities: In Belize, at least 8 colleges involved in teacher training have had involvement in the project, and in Alberta, three universities and two colleges have had input and provide support for the project.

Additional 500 people – parents, other educators in Belize accessing the materials, other community members aware of the project but not specifically identified including librarians, health care workers, other peace corps project workers.

## 20. What changes have occurred in beneficiary behavior?

-the most significant changes have been in the Belize teachers and community members and Rotarians who have an increase awareness of the potential positive impact of a planned, strategic and purposeful approach to literacy improvement in schools and the essential importance of involvement of the community in this endeavor.

-the Canadians involved have been impacted in the increased interest expressed to support this program and volunteer time to it. Also, all members of the VTT teams have continued to volunteer support to committees and related projects to ensure that the project continues. Many, have expressed their testimonials that they are committed to the project because of the significant strides forward they have witnessed as participants in the journey.

# APPENDIX

Table One : PROJECT OVERVIEW AND PROGRESS TO Dec 31, 2012.

MAJOR DIMENSIONS OF FUTURE VISION PROJECT	LITERACY IMPROVEMENT	COMMUNITY DEVELOPMENT AND LEADERSHIP IN LITERACY	SCHOOL FACILITY IMPROVEMENTS Facilities, Furnishings and Equipment (f/f/e)
<b>GOALS</b>	<ol style="list-style-type: none"> <li>1. Capacity development of poorly trained teachers</li> <li>2. Develop local materials and delivery methods</li> <li>3. Develop a local model of curriculum and delivery renewal that reflects regional values</li> <li>4. Develop digital and non digital resources that can be adapted to the local environment</li> <li>5. Provide a professional development model for trained Literacy Coaches to train other Belize educators</li> </ol>	<ol style="list-style-type: none"> <li>1. Engagement of current community and corporate leaders in support of sustainable literacy development</li> <li>2. Develop the capacity of emerging leaders with a particular emphasis on youth leadership</li> <li>3. Identification of the specific local community values and goals in relation to literacy</li> <li>4. Ensure community buy in and ownership of the project to optimize sustainability.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify priorities for school facility improvements that support literacy rich learning environments that are safe, secure and inviting centres for community learning.</li> <li>2. Implement a local sustainable model for f/f/e renewal based on local community leadership and project management</li> <li>3. Train and utilize AB youth to serve as peer mentors to Belize potential youth. Leaders.</li> <li>4. Engage VTT leads to assist in mentorship of youth facility improvement and leadership.</li> </ol>
<b>PROJECT ACTIVITIES</b> VTT 1 – Education VTT 2 - Facility improvements VTT 3 – Belize leaders to Alberta for training and mentorship. VTT 4 – Education VTT 5 – Facility improvements	<ol style="list-style-type: none"> <li>1. AB educational experts in Literacy (VTT Education) provide professional development to identified Belize lead teachers and principals in effective teaching and literacy leadership.</li> <li>2. Train Educators on facilitation skills and implementation of effective professional development on Literacy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Engagement of current community and corporate leaders in support of sustainable literacy development through instructional Community Leadership VTT leaders.</li> <li>2. Develop the capacity of emerging leaders with a particular emphasis on youth leadership</li> <li>3. Identification of the specific local</li> </ol>	<ol style="list-style-type: none"> <li>1. Implement facilities improvements as models for local leadership development, and project management</li> <li>2. Develop an effective model for furnishing and equipment acquisition and renewal based on local leadership development and mentorship</li> <li>3. VTT from Belize</li> </ol>

	<p>3. Continue professional education discussions via digital technology following each VTT visit.</p> <p>4. Site visits, professional development, literacy training of Belize VTT in several school districts.</p>	<p>community values and goals in relation to literacy</p> <p>4. Ensure community buy in and ownership of the project to optimize sustainability.</p> <p>5. Site visits, professional development, leadership training of Belize VTT in several school districts</p>	<p>works with Alberta leaders in expanding leadership in community development and leadership.</p>
<p><b>INDICATORS OF PROJECT OWNERSHIP (VALUE IN CAYO , BELIZE SCHOOL DISTRICT)</b></p>	<p>1. National and local Ministry of Education officials,</p> <p>2. Cayo teachers, primary school principals</p> <p>3. Rotarians from both Cayo district clubs, and many community members have made commitments to be involved and support the project and were involved in all planning stages for the past year.</p>	<p>1. The community provides leadership for literacy activities</p> <p>2. National and local business partners are engaged in the support of literacy</p> <p>3. Evidence that school facility improvements are valued and maintained.</p> <p>4. Increased involvement of local Rotarians in project support.</p> <p>5. Increase in active Rotaract clubs.</p>	<p>1. F/ f/e effectively support literacy</p> <p>2. An active plan for ongoing renewal has been implemented by community leadership</p> <p>3. Interest by the community in volunteering to support literacy initiatives.</p>
<p><b>EVALUATION AND ASSESSMENT</b></p>	<p>1. The number of teachers engaged in enhanced literacy instructional strategies is increasing</p> <p>2. The literacy scores of students are increasing</p> <p>3. Community participation in support of literacy activities is increasing</p>	<p>1. Monitor the number of local people actively participating in community leadership</p> <p>2. The literacy program is effective, independent and sustainable</p> <p>3. The number of local celebrations of literacy progress is increasing</p>	<p>1. School f/f/e exist to support literacy</p> <p>2. The renewal of f/f/e is occurring</p> <p>3. Increased number of schools with facility improvements.</p>

**COLOR LEGEND:** **GREEN** COMPLETED OR NEAR COMPLETION  
**YELLOW** PROGRESS OCCURING BUT NOT COMPLETE

**Appendix 2:**

**Data on School Participants**

**Los Tambos Primary Government School**

Infant I: 14

Infant II: 18

Std I: 12

Std. II: 14

Teachers: 5

Students: 58

**Sacred Heart Primary Catholic School**

Infant I

Ms. Pat: 27

Ms. Bejos: 25

Ms. Martinez: 24

Ms. Salazar: 26

Teachers 4

Students: 102

Infant II

Ms. Toni Lisbey: 29

Ms. Tut: 31

Ms. Franco: 30

Teachers 3

Students: 90

Standard 1

Ms. Chee: 31

Ms. Paradez: 30

Ms. Medina 31

Teachers 3

Students: 92

Standard 2

Mr. Patt: 25

Ms. Pinelo: 25

Ms. Manzanero 24

Teachers 3

Students: 74

Teachers: 13

Students: 358

**St. Hilda's Anglican Primary School**

Infant I

30

Infant II

27

Std I.

28

Std II.

25

Teachers: 4

Students: 110



**Our Lady of Fatima R. C. School**

Infant I	30
Infant II.....Noelani Chan.....	32
Standard I.....Karina Waight.....	29
Standard II.....Carlos Chavez.....	32

Teachers: 4

Students: 123

**Saint Martin's Government Primary School**

Infant I.....Emily Jeromie Martinez.....	24
Cecilia Moran.....	26
Maria Bott.....	23
Infant II.....Oralia Waight.....	31
Denese Petzold.....	30
Standard I.....Tita Baloma.....	30
Kathleen Garbutt.....	31
Angela Escobar.....	29
Standard II.....Sandi Orellano.....	30
Lisette Uck.....	31

Teachers: 10

Students: 285

**Monsignor Romero R. C. School**

Infant I.....Marina Amaya.....	24
Sandra Monterosa.....	21
Infant II.....Mrs. Alas.....	39
Standard I.....Cynthia Rodriguez.....	28
Standard II.....Yessica Galdavez.....	35

Teachers: 5

Students: 147

**TOTALS ALL SIX PILOT SCHOOLS;**

**TEACHERS: 42**

**STUDENTS: 1081**