



# Long Way Home's Impact & Financial Transparency

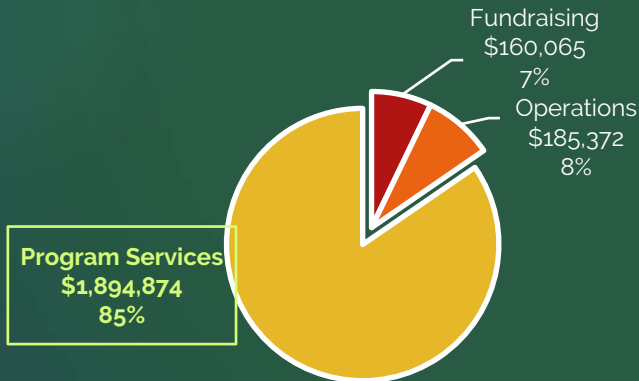
A DETAILED VIEW OF LWH'S IMPACT AND FINANCIAL STORY AS TOLD THROUGH DATA

# LWH'S IMPACT AND FINANCIAL HISTORY AT A GLANCE

- Over the past 15 years, our mission has manifested among an increasing number of participants across a growing and diverse set of programs.
- This document is intended to demonstrate the impact our work has created in Comalapa, Guatemala, and now many other parts of the world.
- It is a thorough and transparent picture of our finances that we believe is essential for any non-profit to divulge

## Our Financial Impact & Efficiency at a Glance

Average Distribution Across Functions  
2004-2018



## Our Impact at a Glance

**3400+ individuals** specifically in Guatemala impacted by our democratic ecosystem

**\$618,121** spent on local employment and **292** jobs created in Guatemala

Community challenges of **waste, water supply, security, sanitation, and health** addressed locally

**~1000+** tons of trash repurposed as Green Building materials

# OUR ORGANIZATION AS A WHOLE

## **Our Mission:**

Our mission is to mobilize people to actively participate in democracy through education.

## **Our Vision:**

Our vision is to equip communities to innovate and act responsibly in the face of local and global challenges.

## **Our Goals:**

- ▶ Educate the (future) electorate through a participatory, empowering, and emancipatory learning process.
- ▶ Cultivate a reciprocal learning ecosystem of democratic engagement, environmental health, and economic justice.
- ▶ Act with integrity and accountability on the frontline of grassroots change.
- ▶ Empower critical thinkers to take meaningful action in a complex world
- ▶ Build environmental awareness and act to mitigate the ongoing climate crisis.

*All programs, operations, and fundraising are committed to this Mission, Vision, and Goals.*

# OUR APPROACH

- Our learning ecosystem is carried out by:
  - students and teachers at our schools, builders, green building students, volunteers, and organizational staff.
- Our learning ecosystem is carried out through:
  - classroom and project-based learning, green building community projects and education, equitable cultural exchange, and self-sufficient schools.
- Our learning ecosystem is inspired by Deweyan principles of:
  - rigorous inquiry, adaptability, creative problem-posing strategies, imaginative experimentation, and courageous exploration.



# IMPACT OF APPROACH MEASURED THROUGH

1. **Multi-faceted educational initiatives** and **diversity** of participants.
2. The embodiment and development of a **democratic participation ecosystem**, reaching each program and all corners of the organization.
3. The **integration of green building** into our Deweyan education ecosystem and its affect on **environmental consciousness**.
4. The **effect on economic, political, and environmental empowerment in communities we partner with**.

# OUR EDUCATION ECO-SYSTEM

DIAGRAM – once matt finishes it  
Include all ways you can get  
involved in education

# WE MEASURE AND MONITOR OUR IMPACT DESPITE CHALLENGES IN QUANTIFICATION

Due to the long-term nature of our vision and mission, relative to the age of our organization, at times it is difficult to measure impact through numbers.

It requires attending to “slowly-changing, fundamental variables that create memory, legacy, diversity, and the capacity to innovate in the both social and ecological components of the ecosystem” (Folke et. AL., 2002: 8)

For instance, the emergence of democracy within a district or country may not be seen politically for generations, especially within Guatemala’s complex and inefficient political landscape. At CETC, the generation we are educating is under 18 years old, therefore, manifestation on a economic and social level will take time.

Nonetheless, the engagement of our students, teachers, and builders in the processes we craft and deliver together, is a demonstration of active participation and grassroots cultivation in itself.

Beyond observations and anecdotes, we measure our impact through the following methods:

- LWH financial and statistical data
- Surveys conducted in San Juan Comalapa, Guatemala
- Public studies and research

# WE HAVE ACHIEVED OUR MISSION THROUGH OUR *GROWING* “STUDENT” BODY,

Our democratic education ecosystem and green construction extends far beyond our CETC school campus.

We provide a multitude of educational initiatives:

- Through our Green Building Academy and “A Guide to Green Building”, green building design and construction methodology is shared.
- Volunteers are supported in becoming actively engaged learners and citizens when in Comalapa.
- Our democratic process is rooted in all programs, inviting participants to think critically and work collectively.

We are also creating a replicable model for a grassroots democratic ecosystem and providing services for consultation and development of our model for other organizations.

## Reach of Green Building Student Body

- **12 Green Building Academy graduates** from **2 academies** from around the globe (e.g., South Africa, France, Guatemala)
- **110 planned Academy participants** for 2019-2021
- **2000+ green building volunteers** (of whom 1349 were long-term volunteers)
- **40 copies** of “A Guide to Green Building” sold since publication in April

## Reach of Democratic Education

**College credit** course: Project Based Learning

**Certificate** course: Studies in Critical Pedagogy & Sustainability

**New schools in Livingston, Guatemala and Zimbabwe** in development and using our Green Building & education model

**Replicable K-11 curriculum** being developed by CETC teachers

# ...OUR HERO SCHOOL ,

Our pioneer school, CETC (or *Hero School*), is one of our central programs in achieving the LWH mission.

Our *Hero School* is built on the assumption that democracy and self-determination are inexorably linked and that education can be a vehicle of empowerment in the pursuit of freedom for individuals and communities.

Our curriculum guides student-driven, community-based projects that address genuine community needs and sustainable building practices.

## CETC Schooling at a Glance

12 grade levels

8 pre-primary students  
69 primary students  
30 middle school students  
21 high school students

28 teachers and  
school staff

## Community-based Project Results

18 smoke  
efficient  
stoves for 7<sup>th</sup>  
grade projects  
(since 2017)



20 water tanks  
for 8<sup>th</sup> grade  
projects  
(since 2017)



1 latrine for 9<sup>th</sup>  
grade projects  
(since 2018)



1 retaining  
walls for 10<sup>th</sup>  
grade projects  
(since 2018)



Water cisterns  
for 11<sup>th</sup> grade  
project starting  
in 2020



Project for 12<sup>th</sup>  
graders TBD  
once curriculum  
complete





# ...OUR DEMOCRATICALLY BUILT GREEN CAMPUS,

LWH has developed its expertise in green building techniques through years of experimentation. We are cultivating environmental consciousness and supporting economic justice through green building. This inclusive process between all parts of our organization is part of our democratic education ecosystem, where we are all students.

The result is the construction of opportunities and local solutions for real time problems.

## Building Team

9 active green builders (total 241 builders employed)

## Campus Features

- 5000 gallon water cistern
- 42,500 gallon water cistern
- Water purification system
- 4 compost toilets
- 10+ retaining walls

## Buildings of 18-part Campus

- 13 classrooms
- Administrative building
- Entrance building and library
- Cafeteria and teacher's lounge (in construction)
- Volunteer housing
- Campus garden

## Waste Material Repurposed

- 15,764 tires used
- 9,100 glass bottles used
- 24,645 trash bottles used



**~1000+ tons of trash repurposed as building materials for all building projects**

# ...AND MANY OTHER GREEN BUILDING PROJECTS AS PART OF OUR DEMOCRATIC ECOSYSTEM

We lead and participate in a multitude of building projects globally to contribute to innovative problem solving across communities. Our green building model and democratic engagement process are shared through these projects.

## Houses Built

**3 houses** for local Guatemalan families

## Water Systems Built

Installed **6 water systems** with Engineers without Borders, affecting **1080 families** in Guatemala



## Latrines, Water Cisterns, Retaining Walls Built

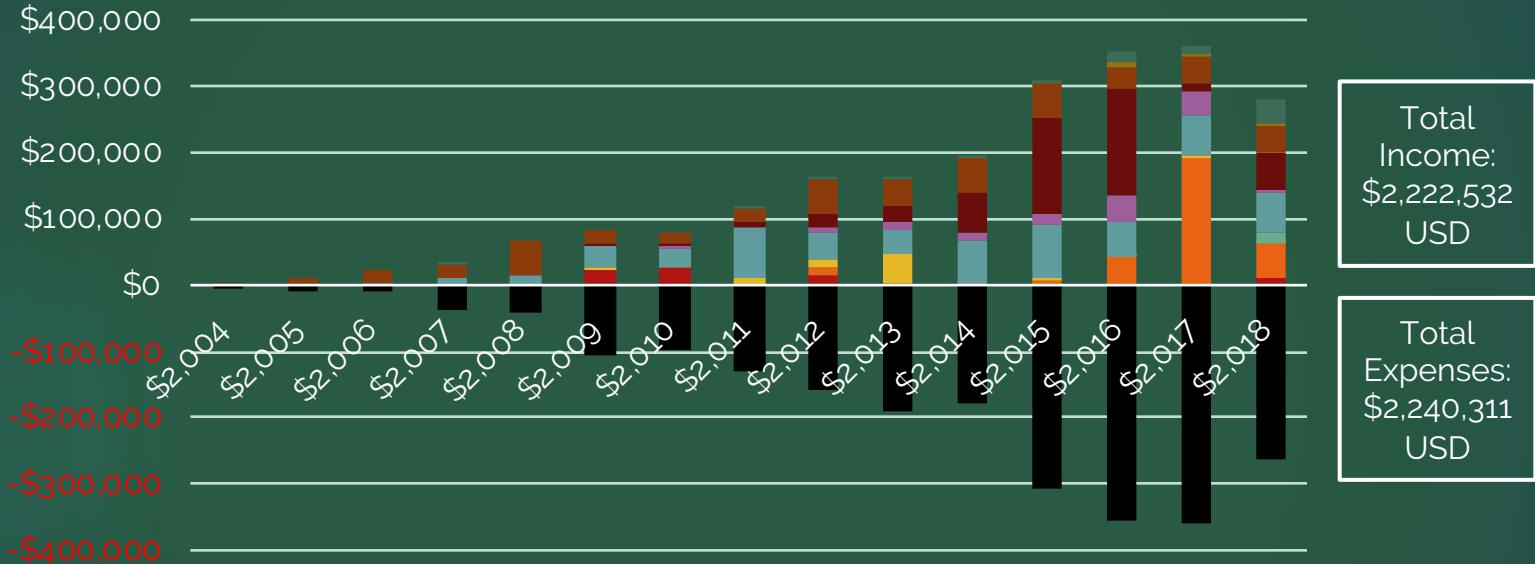
- **1 Latrine and 1 retaining wall** for a health clinic in Guatemala
- **1 Latrine and 1 retaining wall** for primary school in Guatemala
- **1 retaining wall and 1 classroom** for orphanage center in Venezuela
- **Water cisterns** for 2 Comalapan families
- **Set of retaining walls** in Guatemala
- **1 retaining wall** for a church in Guatemala

## Other Centers Built

- Supported a build of an **orphanage center** for **175 people** in South Africa
- Supported a build of a **school in South Africa**
- School building for **300 people** and a retaining wall in Guatemala
- **Health center** for volcano relief in Guatemala, using **~300 tires and ~3000 eco-bricks**

DEVELOPING FINANCIAL SUCCESS AND  
SUSTAINABILITY  
OUR STORY

# ALL INCOME IS DIRECTED TOWARDS FULFILLING OUR MISSION OR EXPANDING OUR CAPABILITIES



- Awards
- Construction Projects
- Corporate Donors
- Fees for Educational Products
- Fees for Experience Programs
- Fees for Other Products
- Grants
- Individual Donors
- InKind
- Other

# OUR STRATEGY IS A DIVERSIFIED SET OF INCOME SOURCES TO CREATE FINANCIAL STABILITY

On average, **only 12% of non-profits exist 5 years after founding**. Financial sustainability is vital for a non-profit's ability to generate and contribute impact, yet it is often the most challenging. We have been able to reach a steady point of financial stability due to our unique approach of income diversification across 17 sources.

Categories of Income Sources	Income Sources / Definitions
Fees for Educational Products	Green Building Academy tuition, Green Building Manual sales, Education Model sales, Workshops, English Classes, and CETC Tuition
Fees for Experience Programs	Individual Volunteers, Service Groups, and Internship fees
Fees for Other Products	Special Events ticket and auction sales, and LWH Merchandise sales
Construction Projects	External parties/individuals who hire our construction services and staff for green building projects
Individual Donors	Donations from individuals
InKind	Donations in the form of goods
Corporate Donors	Donations from corporations
Grants	An endowment provided by a foundation or governmental agency
Awards	An endowment provided by an organization in recognition of achievements
Other	Miscellaneous income (e.g., interest, refunds, food sales, loans, uniforms, and school supplies)

Source; Nonprofit Quarterly (2014)

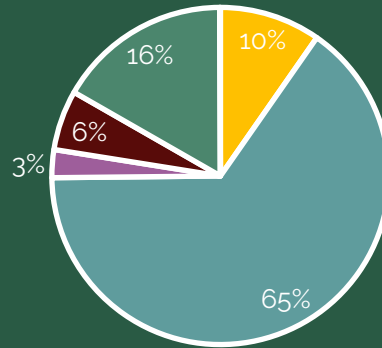
# THIS DIVERSITY WAS BUILT UP SINCE OUR FOUNDING, RELYING ON INDIVIDUAL DONORS AT FIRST

2004 (Founding)



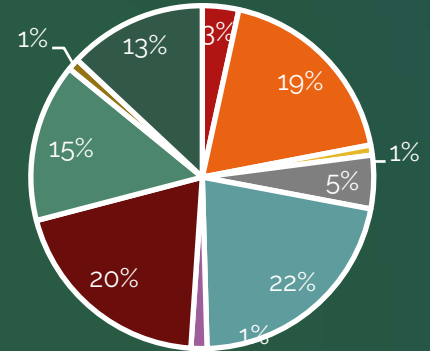
\$3,427

2011



\$113,905

2018 (Present)



\$280,310

- Awards
- Fees for Educational Products
- Grants
- Other

- Construction Projects
- Fees for Experience Programs
- Individual Donors

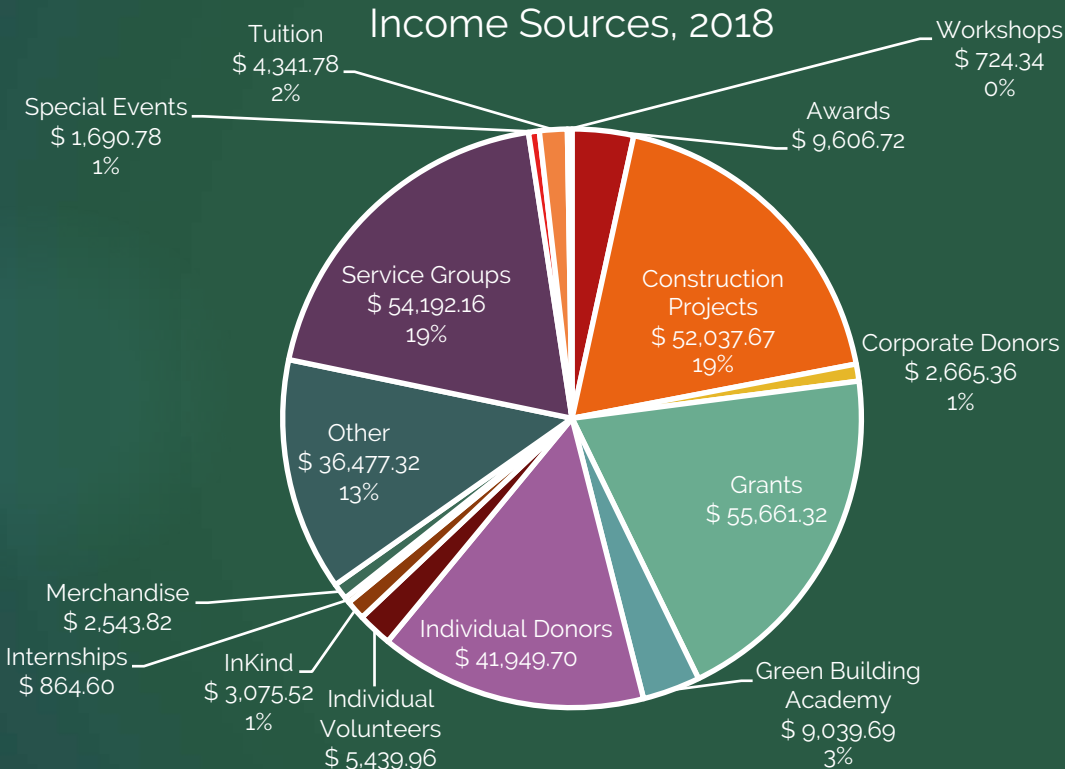
- Corporate Donors
- Fees for Other Products
- InKind

LWH started off with 100% of funding from individual donors.

Halfway through our lifetime in 2011, we developed a successful service group and individual volunteer program, contributing greatly to revenue.

In 2018, we had 15 active individual income sources with potential for growth.

# OUR 15 ACTIVE INCOME SOURCES PLAY DIFFERENT ROLES AT DIFFERENT STAGES OF LWH'S LIFETIME



Diversification of income sources does not mean that all income sources are equal contributors, but rather allows the flexibility to fluctuate between sources.

For instance, whilst construction projects brought in \$193,124 in 2017, in 2018 earned \$52,038.

Several income sources remain core fund generators (service groups, individual donors, and individual volunteers).

Others may vary greatly depending on our success and focus in the given year.

Overall, this strategy guards against unpredictability inherent in non-profits and leverages potential for consistent growth.

# DIRECTING FUNDS TOWARDS OUR MISSION



# OUR EXPENSES ARE ACROSS A VARIETY OF PROGRAMS

Expense Functions	Definition
Program Services	Costs related to providing programs or services <b>in accordance with our defined mission</b> to program participants, beneficiaries, or members.
Operations	Costs to <b>administer the day-to-day activities</b> and other <b>general management costs</b> (e.g., accounting, legal services, insurance, etc.).
Fundraising	Costs of activities that relate to an <b>appeal for financial support</b> or contribution (e.g., fundraising campaign costs, events, etc.).

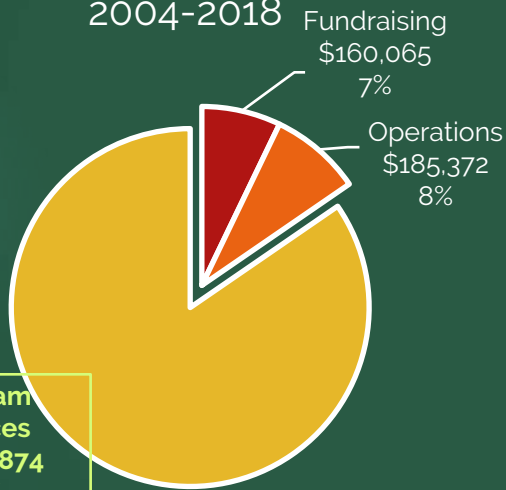
  

Expense Departments	Definition
Construction	All expenses related to any type of <b>construction and building</b> (e.g., CETC school construction, community infrastructure projects, and contracted work).
Education	Costs of <b>education programs</b> including at CETC to local residents and to volunteers and Green Building Academy participants.
Community Development	Costs for other types of Program Services: <b>Microloans and Reforestation</b> .
Outreach	Expenses related to <b>Outreach and Fundraising</b> .
Volunteer Program	Expenses spent on the <b>Volunteer Program</b> .
All Departments	Expenses that are <b>not specific to any particular department</b> and have connections to all. These are mostly operational.

# OVERALL, 85% OF EXPENSES WENT TO PROGRAM SERVICES...

For any non-profit to live up to their mission, most of their budget should be allocated to the programs and services they provide.

## Expense Distribution Across Functions 2004-2018



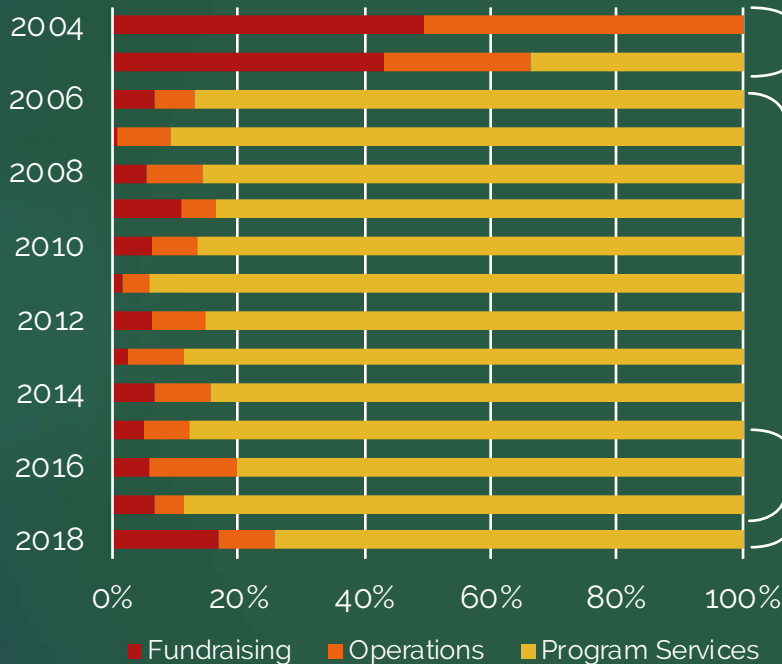
## We assessed ourselves with Charity Navigator's Efficiency Performance Metrics to rate the way we utilize our resources

Expense	% of Expenses for 10/10 Score	LWH's Performance	LWH's Score
Program Services	85% +	85%	10
Fundraising	0-15%	7%	10
Operations	0-10%	8%	10

We believe that we have effectively mobilized funds raised and received in dedicated support of our mission.

# ...YET FUNDRAISING AND OPERATIONS ARE STILL NECESSARY FOR LONG-TERM IMPACT

## Shifts in Expenses Across Functions (2004-2018)



In the couple of years **after founding**, LWH spent entirely on **Operations and Fundraising** to cover **initial startup expenses and fundraising** that would support future programming.

From 2006-2017, **+80% of our budget went to Program Services.**

From **2016-2018** we encountered a **natural departure of staff and fluctuations in income.**

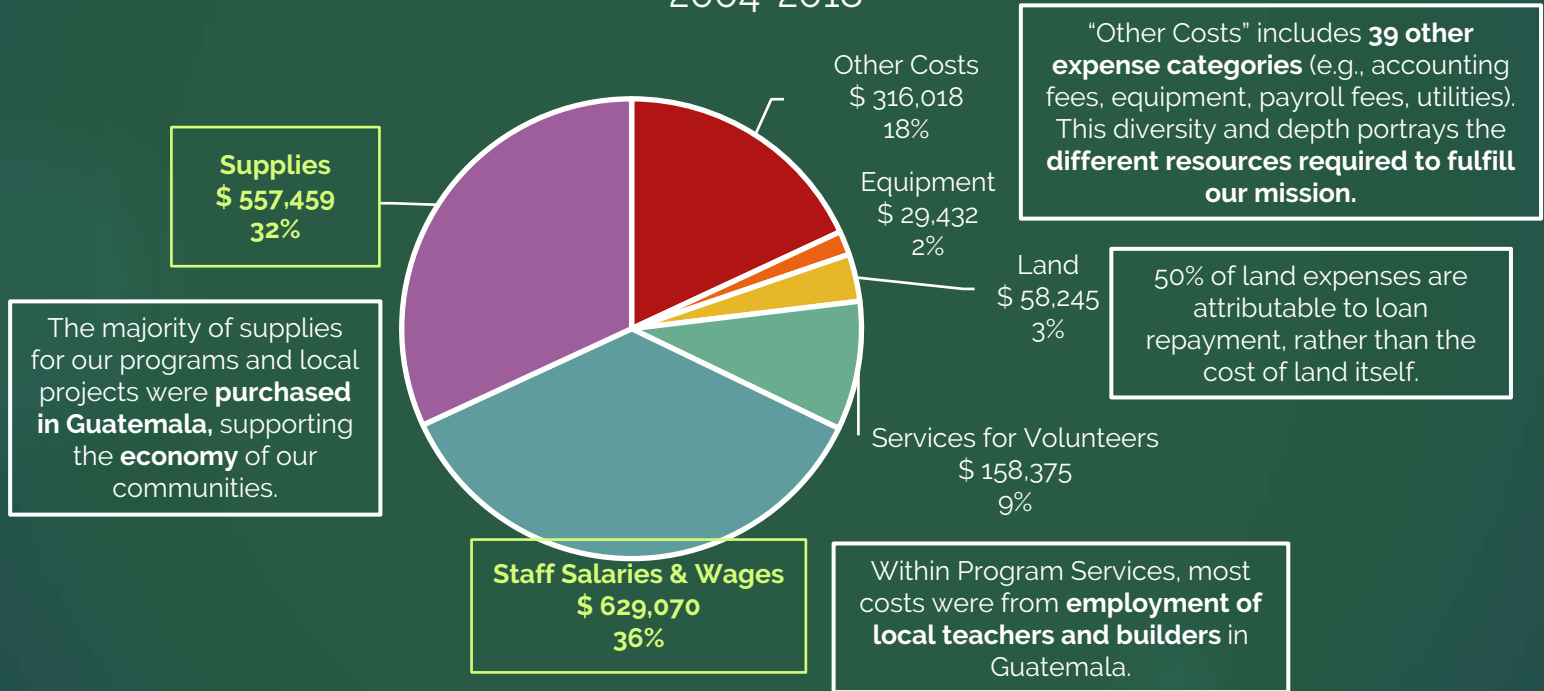
Investment in Fundraising and Operations became important **to return to our regular program services budget.**

Our investment goals were to **increase organizational efficiency and structure**, and to **implement new fundraising strategies.**

We are committed to the **long-term success of our mission**, and therefore **Fundraising and Operations remain integral.**

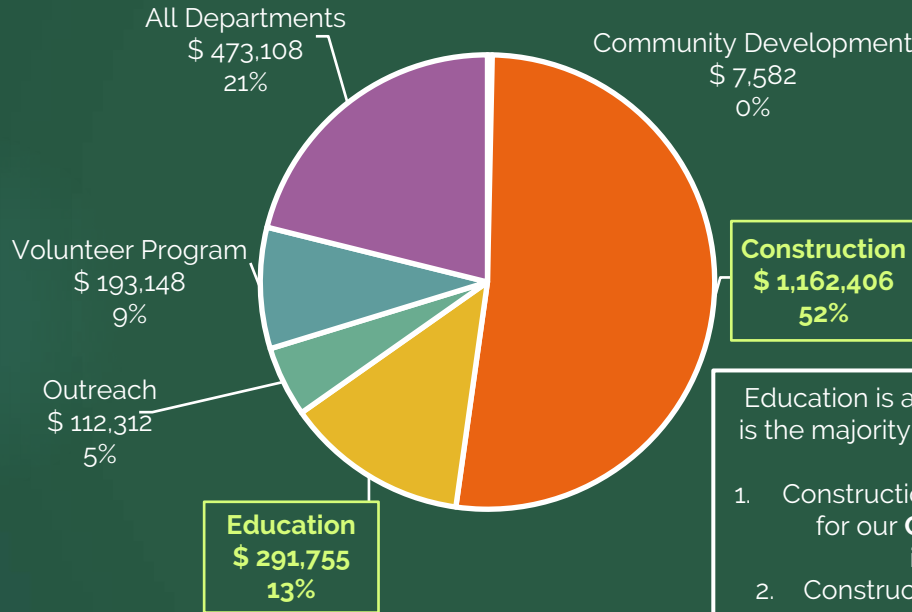
# EXPENSES SPENT LOCALLY PROVIDE ECONOMIC SUSTAINABILITY AND EMPLOYMENT NECESSARY FOR AN ENGAGED COMMUNITY

## Distribution of Expenses Within Program Services 2004-2018



# EDUCATION AND CONSTRUCTION ARE THE FOUNDATIONS OF OUR PROGRAMMING

## Distribution of Costs Between Departments 2004-2018



Relative to other programs, Community Development does not comprise much of our budget because it consisted of an **inexpensive but impactful reforestation program, and currently a small microloan program.**

Education is at the core of our purpose. Construction is the majority of our costs (instead of education) for 3 reasons:

1. Construction **includes** all green building expenses for our **CETC campus and other projects**. An integral part of our education.
2. Construction **started in 2004**, whilst CETC only opened to **students in 2013**
3. An integral platform for our education is through construction projects

DIRECTING FUNDS TOWARDS OUR  
MISSION  
– THROUGH CONSTRUCTION PROJECTS –

# OUR METHOD OF CONSTRUCTION CONSTRUCTION COSTS JUST 17% OF CONVENTIONAL CONSTRUCTION COSTS

Our construction budget was used efficiently and effectively compared to conventional school construction methods. At a lower cost, we still generate positive impact on both the environment and on our students.

## Construction Costs in Context

Comparing similarly built green buildings and traditionally built schools, our green construction techniques are more economical with far fewer greenhouse gas emissions.

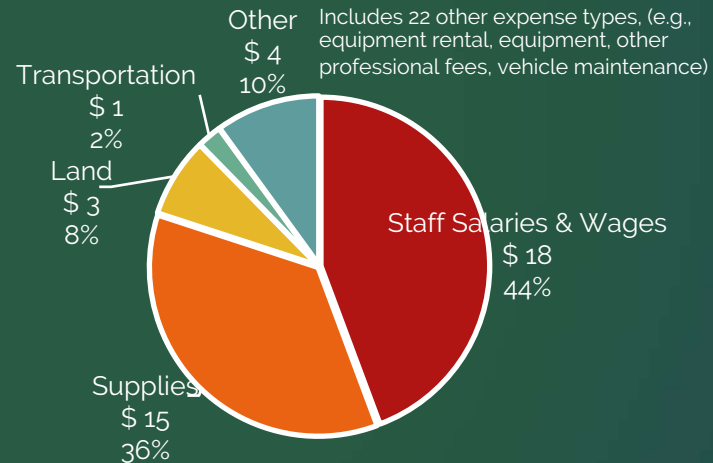
Average cost/sqft of **CETC campus** :  
**\$41\***

- Using sustainable materials
- Enduring product (earthquake resistant)
- For serving the community

Average cost/sqft to  
build **middle school**:  
**\$243**  
Average cost/sqft of  
**Earthship home**:  
**~\$225**

- 0.6 tons of Greenhouse Gases emitted per 10 sqft of traditional home construction
- Materials contribute to 90% of these emissions.

## How \$41/sqft for CETC Construction was Spent 2008-2018



\*The average cost /sqft of CETC campus is based on sqft of indoor and patio space. Average cost/sqft of indoor space is \$70/sqft  
Sources: " A Comparative Carbon Footprint Analysis of On-Site Construction and an Off-Site Manufactured House ", Stockholm Environment Institute; School Planning & Management, [archinea.com](http://archinea.com); [hackingtheearthship.blogspot.com](http://hackingtheearthship.blogspot.com); [home.costhelper.com](http://home.costhelper.com)

# TOTAL CONSTRUCTION COSTS COMPRISE OF 53% OF EXPENSES, ENTIRELY IN FULFILLMENT OF OUR MISSION

Our construction budget was used for a variety of different community-based and green building projects (more details on following page). The reason why green building is a pillar of democratic education ecosystem is described below:

## Mission Alignment

Whilst we always try to construct efficiently and utilize donor contributions the most effectively, we ultimately do not compromise our mission for the sake of frugality.

Creating our **own inclusive and experimental green building process** required **greater investment** - investment to **innovate in partnership with the community** and to address local issues with local resources. This investment is entirely **for the fulfillment of our mission**.

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Our school invested in **greater upfront costs** at its founding (e.g., solar panels) for **longevity and future cost reduction**.

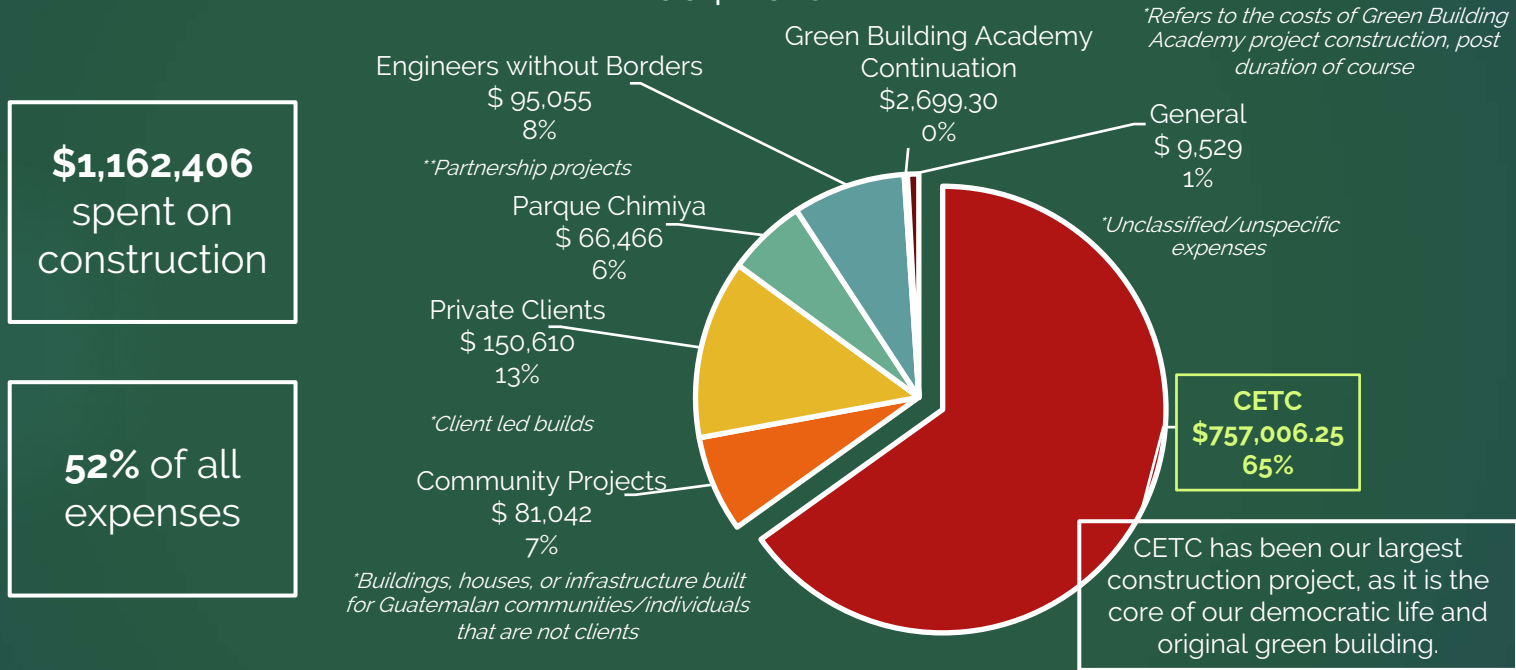
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The **environment in which you learn** impacts how you view yourself and your context. We believe **children deserve beautiful, secure, and resilient spaces to nurture their learning**.



# WITHIN CONSTRUCTION, OUR WORK EXTENDS FAR BEYOND THE CETC SCHOOL CAMPUS

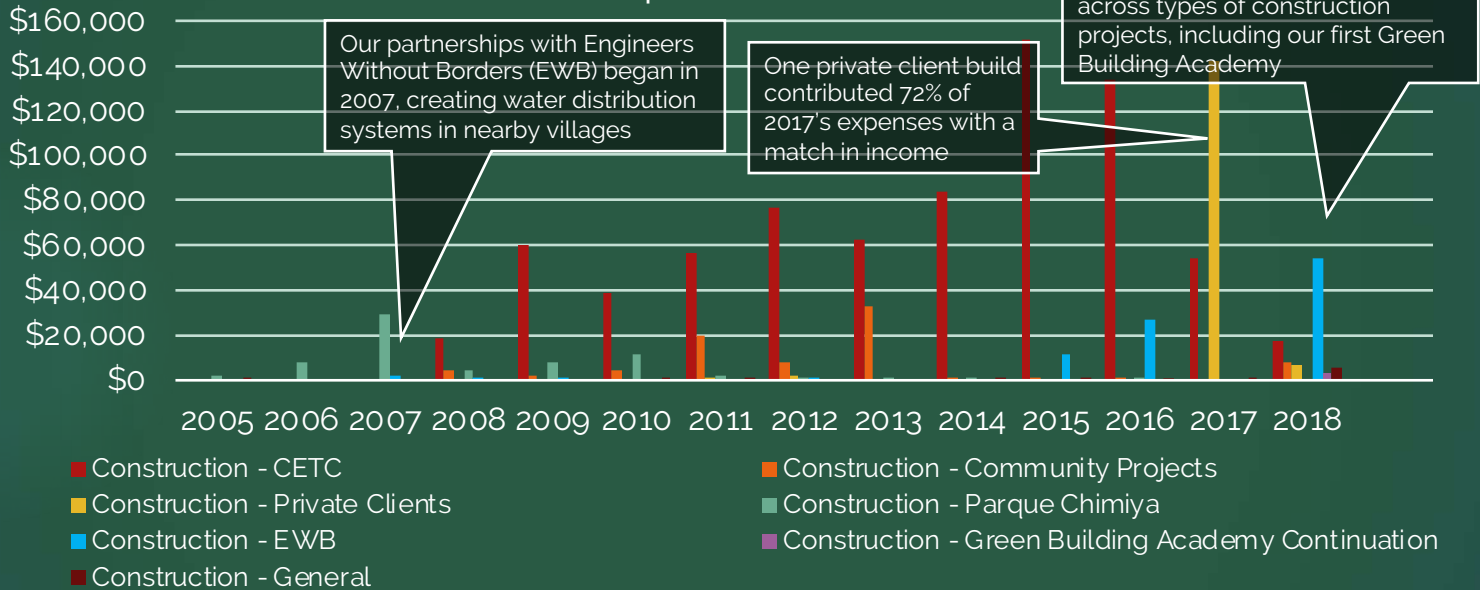
## Distribution of Costs Between Construction Sub-Departments 2004-2018



Project names in sub-departments: Private Clients (Don Gato, John Bushe), Community Projects (Maria, Romeo, Xiquin, Livingston, Yepocapa, Round House & Earthbag Kitchen, San Marcos, Test Tinacos)

# TODAY, WE HAVE THE GREATEST DIVERSITY IN GREEN BUILDING PROJECTS

## Expenses Spent Across Different Construction Sub-Departments



The expansion in our construction projects provides more employment opportunities to local builders, spreads sustainable living to new participants and new communities, and allows for imagination and experimentation with each new build and challenge.

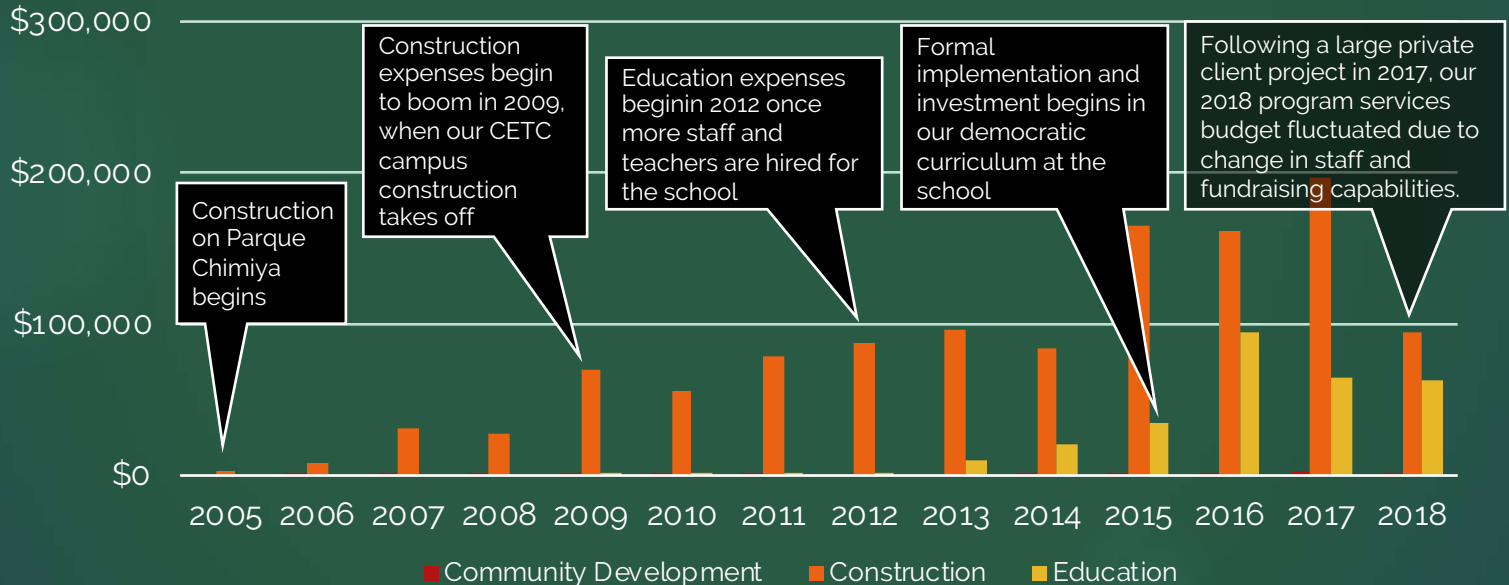
DIRECTING FUNDS TOWARDS OUR  
MISSION  
– THROUGH EDUCATION INITIATIVES –

# JUST AS OUR CONSTRUCTION HAS STRENGTHENED, SO HAS OUR EDUCATION ECOSYSTEM

Our vision and approach has **emerged through different stages** of our lifetime, first rooted in Parque Chimiya, then the CETC school, and finally in a formalized democratic ecosystem.

**Education has always been key** to these stages, **even when not formalized**, education manifests in an **organic, experimental, and participatory process**.

## Expenses on Departments Related to Program Services



# WE ARE CONSTANTLY EVOVLING OUR DEMOCRATIC EDUCATION CURRICULUM AND INCREASING OUR REACH

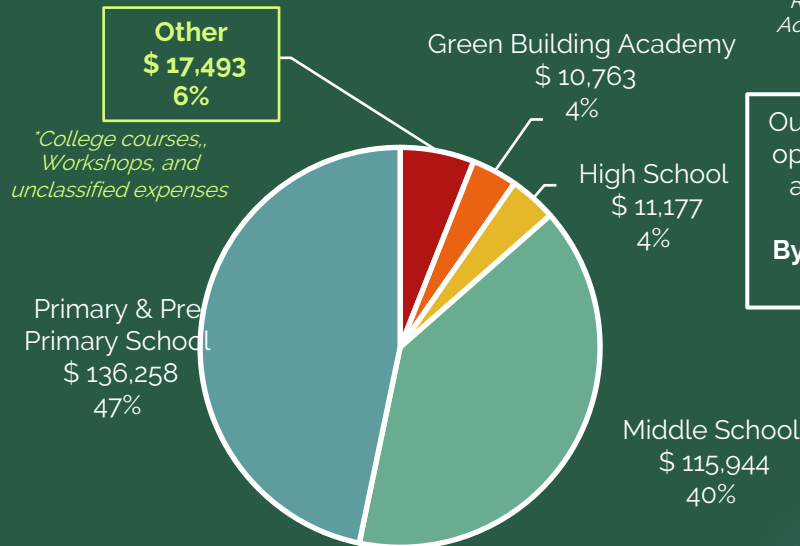
**\$291,755**  
spent on education

**13%** of all expenses

## Distribution of Costs Between Education Sub-Departments 2004-2018

We expect "Other" education expenses to increase in the next 5 years as we grow other educational programs.

Our Primary School, opening to students in 2013, has been our largest and oldest education category, followed by Middle School which opened in 2015.



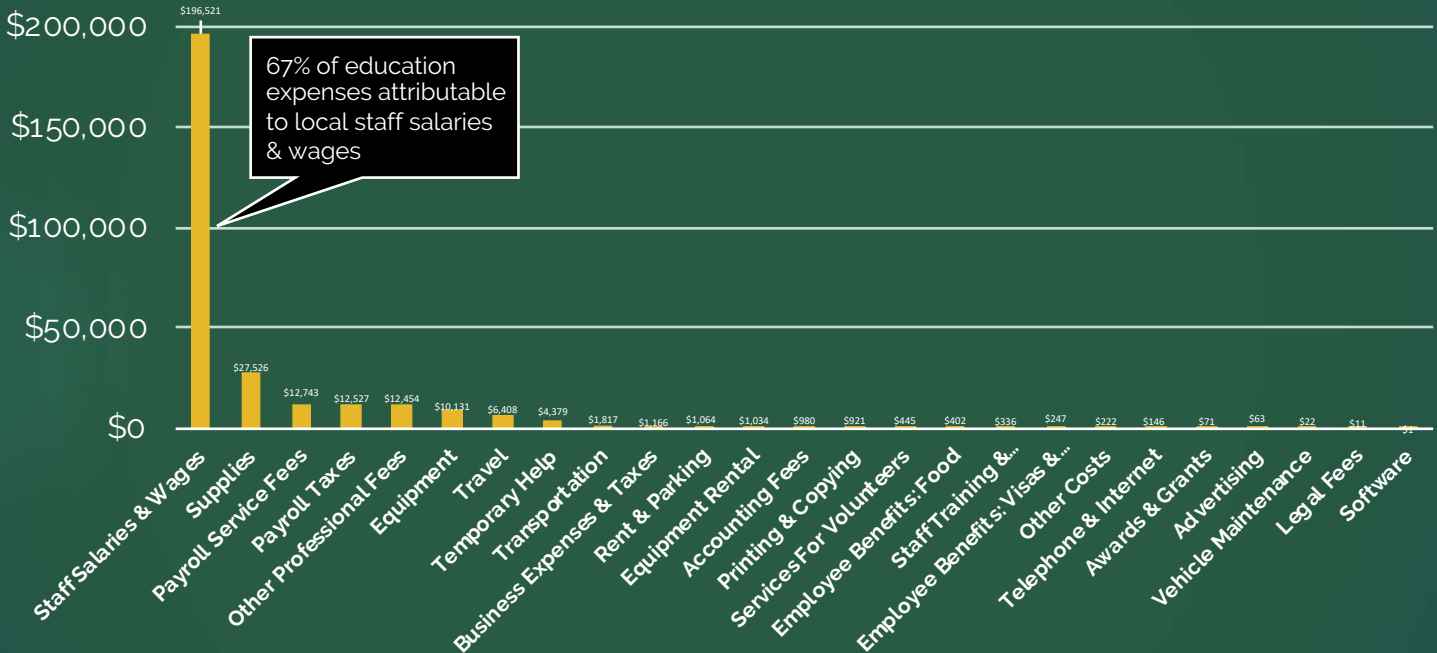
*\*Refers to the costs of Green Building Academy in preparation for and during the course*

Our first High School grade level opened in 2018, and by 2019 we already expanded to another grade level.

**By 2021 we plan to offer full K-12 democratic education.**

# ALTHOUGH COMPLEX, OUR EDUCATION EXPENSES ARISE MOSTLY FROM LOCAL STAFF SALARIES & WAGES

## Education Costs By Expense Type



\*All expense types listed were used for education, although quantities may not be visible in graph

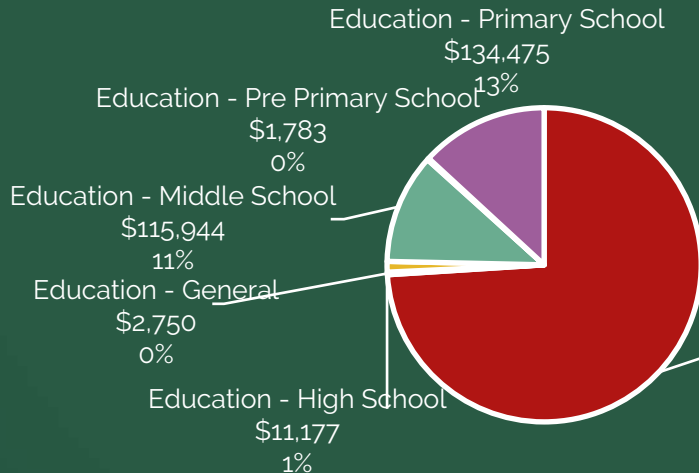
DIRECTING FUNDS TOWARDS OUR  
MISSION  
- THROUGH CETC -

# CETC REMAINS A MAIN PART OF OUR OVERALL BUDGET AS IT IS A CORE ASPECT OF OUR MISSION

**\$1,023,135 USD**  
spent on CETC  
Since start of construction in 2008

All costs from CETC  
have been **46% of**  
**total budget**

## Distribution of Expenses Spent on CETC's Sub-Departments 2008-2018



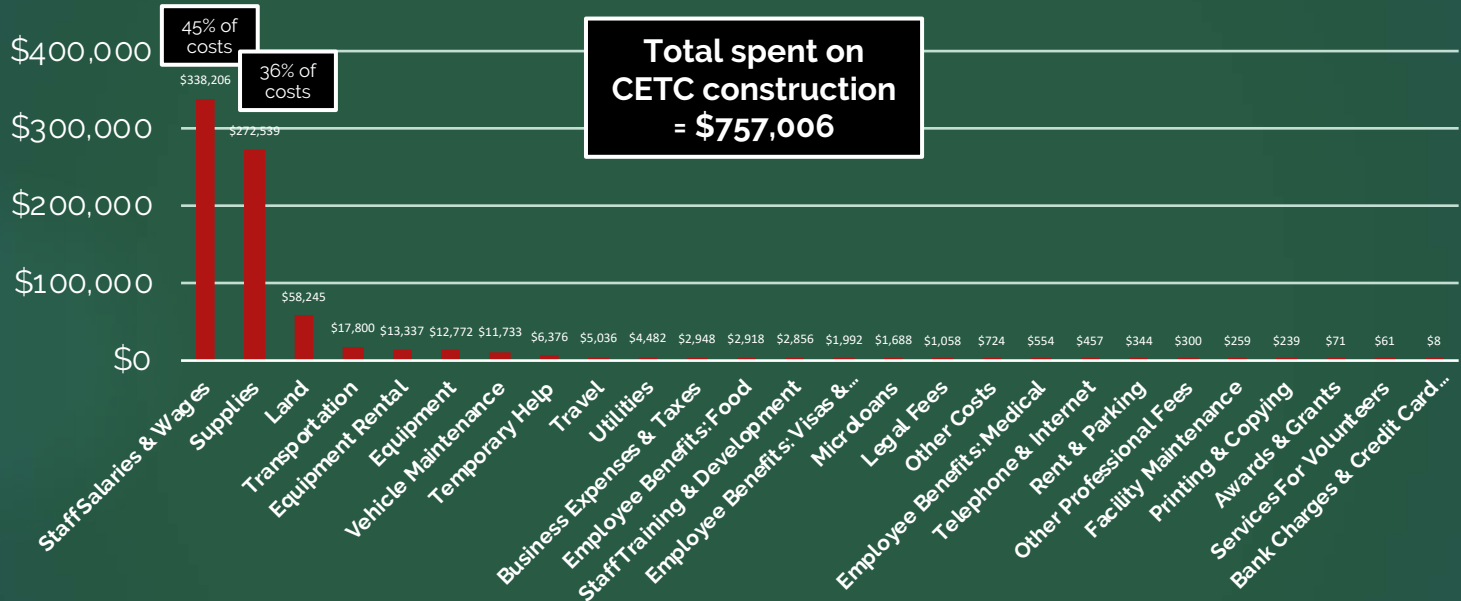
Construction is the majority of CETC costs since campus construction started in 2009, whilst our first grade levels opened in 2012. In general, constructing buildings is more costly compared to education expenses.

**Construction - CETC**  
**\$757,006**  
**74%**



# FOR EXAMPLE, INVESTMENT INTO CETC CAMPUS CONSTRUCTION INCLUDES AN ARRAY OF COSTS

## Expenses on Departments Related to CETC Construction



Due to the participatory nature of our construction projects, builders and the construction team actively learn about the above intricacies involved in building.

\*All expense types listed were used for CETC construction, although quantities may not be visible in graph

DIRECTING FUNDS TOWARDS OUR  
MISSION  
- THROUGH OTHER EXPENSES -

# OTHER COMMUNITY DEVELOPMENT PROGRAMS HAVE NOT BEEN COSTLY, YET REMAIN IMPACTFUL

## MICROLOANS

From 2014-2018



*Supporting locals to be independent and active participants in their community.*

**\$6,869**  
contributed  
to Microloans  
in Comalapa

**38**  
loans to  
**24**  
locals

Used for home improvement, new and existing business ventures, and further teacher education

LWH stated its Microfinance program in 2014 with a total of 6 rounds of loans. We offer financial support to teachers and builders of our organization.

Examples of microloan success:

Maria, our groundskeeper's wife, used her loan to stock the shelves of her corner store. Her weekly income tripled.

Sergio used the loan to invest in their egg farm. Business improved so much that they were able to buy land.

## REFORESTATION

From 2006-2014



*Combating greenhouse gases, supporting air quality, and promoting environmentalism.*

**\$713** contributed towards  
Reforestation in Parque  
Chimiya

**~25,000 trees planted**  
overall

Other community development projects are a small part of our budget relative to other programs. They serve as supplementary support to our mission, while costing little for a large impact.

# ALL INCOME FROM VOLUNTEER FEES SUPPORTS OUR VOLUNTEER PROGRAM

## VOLUNTEER PROGRAM



From 2005-2018

Individual volunteer fee per week = **\$75**  
 Group volunteer fee per individual = **\$400-\$600**  
 (depending on duration)

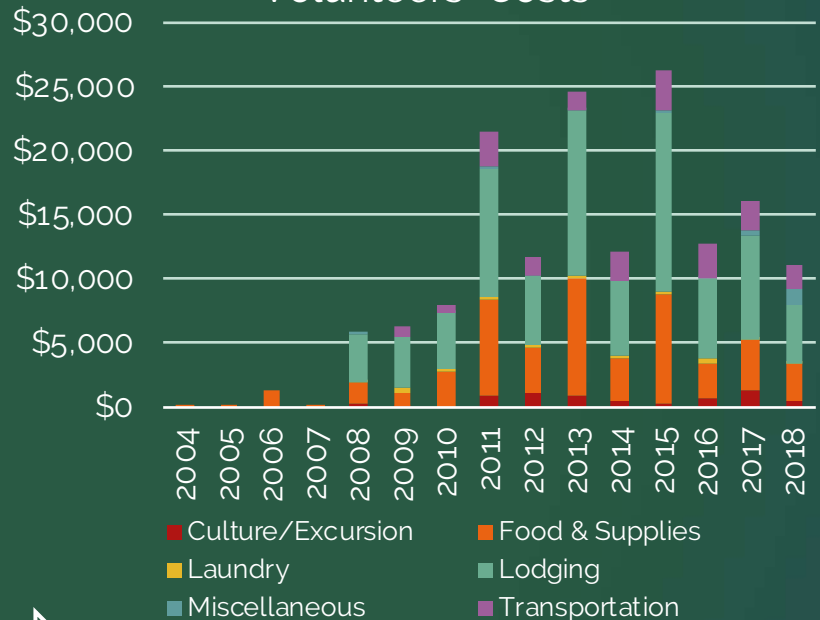
**\$140** average cost to support each volunteer over duration of service (3 days – 6 months)\*

From **1403** number of volunteers:  
 610 were individuals  
 770 were from service groups  
 23 were interns

**\$193,146** spent on Volunteer Program in total

**82%** of which was to provide Services for Volunteers (e.g., lodging, excursions, etc.)

## Breakdown of “Services for Volunteers” Costs



All “Services for Volunteers” expenses are spent locally

\*The average cost to support each volunteer is over the volunteers' entire duration of service, and could range from 3 days to 6 months. In comparison, the individual volunteer fee is for a week, and the group volunteer fee is for 3-7 days of service

DIRECTING FUNDS TOWARDS OUR  
MISSION  
– EXPENSES SPENT IN GUATEMALA –

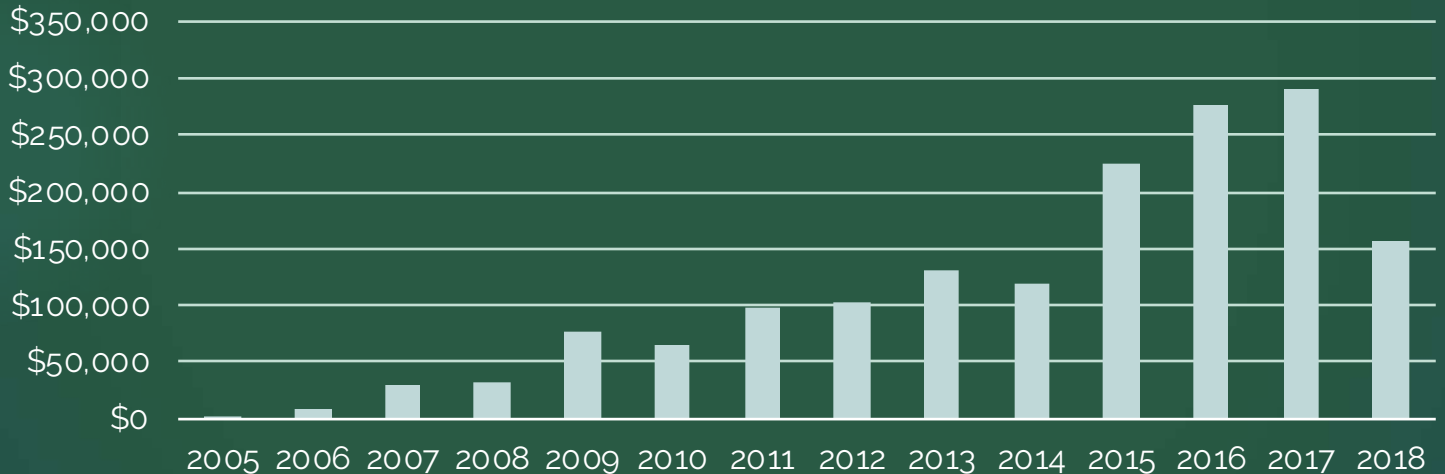
# 72% OF EXPENSES WERE SPENT IN GUATEMALA, DESPITE MANY COSTS ASSOCIATED WITH BEING A USA ENTITY

Total amount spent in Guatemala  
2005-2018:

**\$1,611,518 USD**

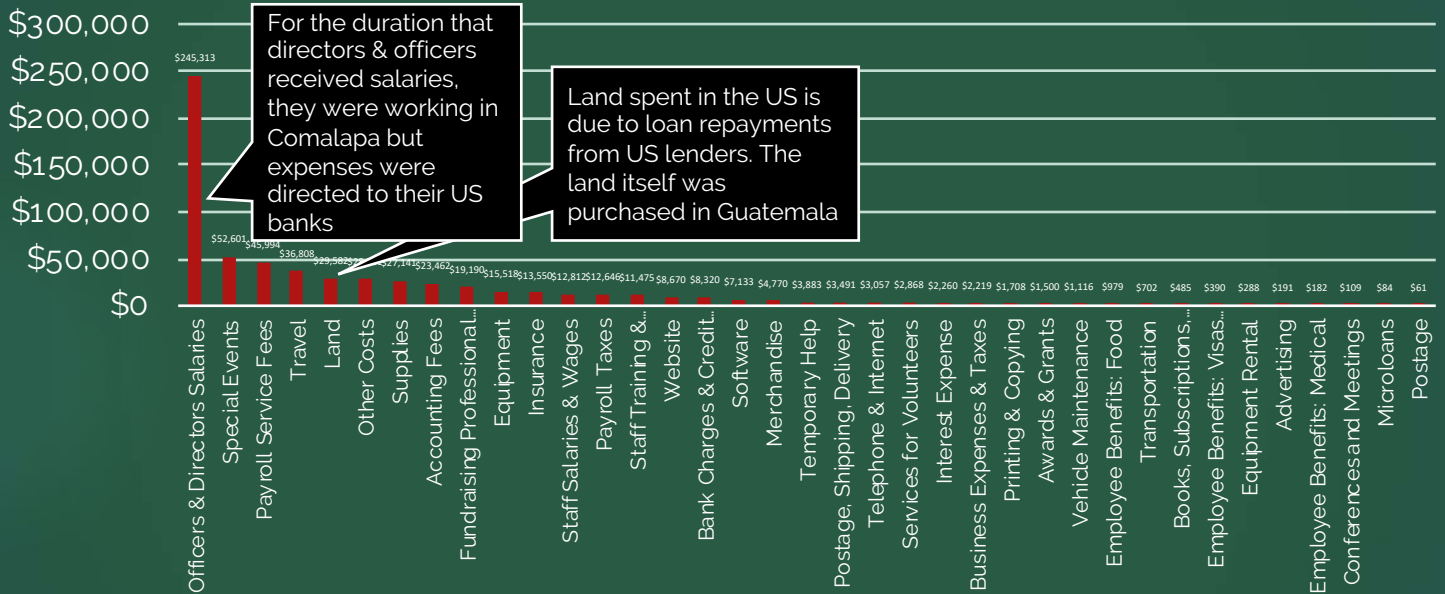
**72% of All  
Expenses**

Expenses Spent in Guatemala by Year








# 28% OF BUDGET IS SPENT IN THE USA, FOR A VAREITY OF COSTS INHERENT IN OPERATIONS AND FUNDRAISING

## Expenses Spent Outside of Guatemala by Type



Costs incurred outside of Guatemala are attributable to 36 expense categories for Operations and Fundraising purposes, many of which are inevitably incurred in the USA since we are USA incorporated.

# IN LINE WITH OUR MISSION, 91% OF EXPENSES SPENT IN GUATEMALA WERE FOR PROGRAM SERVICES

	2005-2018	USD	% of all expenses in Guatemala
On Program Services		<b>\$1,749,231</b>	<b>91%</b>
On Construction		<b>1,107,562</b>	<b>69%</b>
On Staff Salaries & Employment		<b>\$637,202</b>	<b>38%</b>
On Supplies & Equipment		<b>\$576,098</b>	<b>33%</b>
On Education		<b>\$264,735</b>	<b>16%</b>



DIRECTING FUNDS TOWARDS OUR  
MISSION  
– CREATING EMPLOYMENT –

# WE HAVE INVESTED 40% OF OUR COSTS INTO EMPLOYMENT, MOSTLY FOR GUATEMALANS

**\$899,461 USD**  
spent on all  
employment 2005-2018

= **40%**  
of all  
expenses

**322**  
full and temporary  
jobs created

**292** jobs created  
for **Guatemalans**

Expenses Spent Across Different Types of Employment



# 69% OF SUCH INVESTMENT IN EMPLOYMENT IS FOR GUATEMALANS

## Employment for Locals

292 jobs created



\$618,121 spent on local employment

= 69% of all employment costs

## Employment from Foreigners

30 jobs created



\$275,119 spent on foreign employment

= 31% of all employment costs

### Of costs for local employment



85% for CETC	—	15% for non-CETC
25% for women	—	75% for men
67% for builders	—	33% for teachers & other
97% for full-time	—	3% for temporary

### Of costs for foreign employment



0.5% CETC	—	99.5% non-CETC
26% women	—	74% men
0.5% builders & teachers	—	99.5% other
98% full-time	—	2% temporary

# LOCAL EMPLOYMENT IS IMPORTANT TO OUR MISSION BECAUSE...

Unemployment in Guatemala is concealed as underemployment, where many are technically employed, but have temporary and unstable jobs below the minimum wage.

**This issue is heightened in rural areas.**

Employment with benefits in Guatemala: **13%**

Average wage is **\$70/month below the \$323/month minimum wage.**

**58%** of the population have incomes **below the extreme poverty line.**

**Indigenous people** (a large portion of Comalapanans), youth, and women **earn 23% below the national average.**

**More than half** of workers in rural areas are **not receiving wages, benefits, and social security required by law.**

**65-86%** of the workforce works in the **informal sector**, outside basic protections of the law.

# 25% OF EMPLOYMENT IS FOR WOMEN, TYPICALLY DISCRIMINATED AGAINST IN WAGES AND EMPLOYMENT

## Employment for Women

Women have considerably lower employment rates and wages than men in Guatemala.

Earned income of women is **44%** that of men

Women receive **57%** of men's salaries for comparable work

Guatemala has the **lowest Gender Inequality Index (GII) in Central America**, ranked **114 out of 148** countries, reflecting reproductive health, empowerment, and economic activity.

Employment for women is frequently in the **informal sector**, where **pay and benefits are generally lower**.

Many women in Comalapa work **either as a housewife (66%)** or by **sewing and selling textiles/crafts (29%)**, which **lack a steady salary and benefits**.

59 jobs created



**\$229,018** spent on female employment

= **25%** of all employment costs

### Of costs for female employment



89% CETC

11% non-CETC

24% builders & other

76% teachers

92% locals

8% foreigners

96% full-time

4% temporary

# BY INVESTING 59% OF EMPLOYMENT INTO CETC, WE ARE COMMITTED TO CULTIVATING EDUCATION

## Employment at CETC

236 jobs created



\$527,066 spent on employment at CETC

= 59% of all employment employment costs

## Of costs for employment at CETC



28% women	—	72% men
63% builders	—	37% teachers
99.8% locals	—	0.2% foreigners
99% full-time	—	1% temporary

# JOBS CREATED FOR BUILDERS IS SIGNIFICANT, SINCE IT IS A COMMON SKILLSET IN OUR COMMUNITY

## Employment for Builders



241 jobs created

\$417,738 spent on employment for builders

= 46% of all employment costs

### Of costs for employment of builders



79% CETC — 21% non-CETC

5% women — 95% men

99.8% locals — 0.2% foreigners

96% full-time — 4% temporary

# OUR TEAM OF TEACHERS IS EXPANDING AS WE ADD GRADE LEVELS AND GROW STUDENT POPULATION

## Employment for Teachers



56 jobs created

\$195,486 spent on employment for teachers

= 22% of all employment costs

### Of costs for employment of teachers



100% CETC — 0% non-CETC

65% women — 35% men

99.5% locals — 0.5% foreigners

99% full-time — 1% temporary



# OUR HISTORY TO OUR FUTURE

- Our organization has been expanding as a growing ecosystem of democratic empowerment through Green Building.
- We currently have more programs, opportunities, and resources for our *Heroes* to live in democratic principles.
- We also have learnt many lessons from our years of experience and self-reflection that we continuously leverage to do better.
- Our organization has and continues to evolve, and therefore so have our mission, vision, goals and approaches.
- Our priorities continue to be in creating the highest qualities of learning opportunities in order to create democracy and communities of *Heroes*.