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**

<table>
<thead>
<tr>
<th>Function</th>
<th>2004-2018 Distribution</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Services</td>
<td>$1,894,874</td>
<td>85%</td>
</tr>
<tr>
<td>Fundraising</td>
<td>$160,065</td>
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<tr>
<td>Operations</td>
<td>$185,372</td>
<td>8%</td>
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</table>

**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

“Environmental Education and Education for Sustainable Development”, John Barry
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

1. **12 Green Building Academy graduates** from 2 academies from around the globe (e.g., South Africa, France, Guatemala)
2. **110 planned Academy participants** for 2019-2021
3. **2000+ green building volunteers** (of whom 1349 were long-term volunteers)
4. **40 copies** of “A Guide to Green Building” sold since publication in April

Reach of Democratic Education

1. **College credit course**: Project Based Learning
2. **Certificate course**: Studies in Critical Pedagogy & Sustainability
3. **New schools in Livingston, Guatemala and Zimbabwe** in development and using our Green Building & education model
4. **Replicable K-11 curriculum** being developed by CETC teachers
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 7th grade projects (since 2017)**
- **20 water tanks for 8th grade projects (since 2017)**
- **1 latrine for 9th grade projects (since 2018)**
- **1 retaining walls for 10th grade projects (since 2018)**
- **Water cisterns for 11th grade project starting in 2020**
- **Project for 12th graders TBD once curriculum complete**

TBD
OUR DEMOCRATICALY 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 SUSTAINIBILITY
OUR STORY
### Income Sources

<table>
<thead>
<tr>
<th>Category</th>
<th>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awards</td>
<td>$2,004</td>
</tr>
<tr>
<td>Corporate Donors</td>
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</tr>
<tr>
<td>Construction Projects</td>
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<td>Fees for Experience Programs</td>
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</tr>
<tr>
<td>Grants</td>
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<tr>
<td>InKind</td>
<td>$2,011</td>
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<tr>
<td>Individual Donors</td>
<td>$2,012</td>
</tr>
<tr>
<td>Other</td>
<td>$2,013</td>
</tr>
<tr>
<td>Total Income</td>
<td>$2,222,532</td>
</tr>
</tbody>
</table>

### Expenses

<table>
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<td>Total Expenses</td>
<td>$2,240,311</td>
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**Total Income:** $2,222,532 USD  
**Total Expenses:** $2,240,311 USD
**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.

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

Source: Nonprofit Quarterly (2014)
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.

THIS DIVERSITY WAS BUILT UP SINCE OUR FOUNDING, RELYING ON INDIVIDUAL DONORS AT FIRST.
OUR 15 ACTIVE INCOME SOURCES PLAY DIFFERENT ROLES AT DIFFERENT STAGES OF LWH’S LIFETIME

Income Sources, 2018

- Construction Projects $52,037.67 (19%)
- Corporate Donors $2,665.36 (19%)
- Grants $55,661.32 (13%)
- Service Groups $54,192.16 (13%)
- Other $36,477.32 (12%)
- Special Events $1,690.78 (1%)
- Merchandise $2,543.82
- Internships $864.60
- InKind $3,075.52 (1%)
- Individual Donors $41,949.70
- Green Building Academy $9,039.69 (3%)
- Workshops $724.34 (0%)
- Awards $9,606.72

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

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

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

Program Services $1,894,874 85%
Fundraising $160,065 7%
Operations $185,372 8%

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

<table>
<thead>
<tr>
<th>Expense</th>
<th>% of Expenses for 10/10 Score</th>
<th>LWH’s Performance</th>
<th>LWH’s Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Services</td>
<td>85% +</td>
<td>85%</td>
<td>10</td>
</tr>
<tr>
<td>Fundraising</td>
<td>0-15%</td>
<td>7%</td>
<td>10</td>
</tr>
<tr>
<td>Operations</td>
<td>0-10%</td>
<td>8%</td>
<td>10</td>
</tr>
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We believe that we have effectively mobilized funds raised and received in dedicated support of our mission.

Source; Charity Navigator
...YET FUNDRAISING AND OPERATIONS ARE STILL NECESSARY FOR LONG-TERM IMPACT

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

- **Supplies** $557,459 (32%)
- **Staff Salaries & Wages** $629,070 (36%)
- **Services for Volunteers** $158,375 (9%)
- **Land** $58,245 (3%)
- **Equipment** $29,432 (2%)
- **Other Costs** $316,018 (18%)

The majority of supplies for our programs and local projects were purchased in Guatemala, supporting the economy of our communities.

Within Program Services, most costs were from employment of local teachers and builders in Guatemala.

“Other Costs” includes 39 other expense categories (e.g., accounting fees, equipment, payroll fees, utilities). This diversity and depth portrays the different resources required to fulfill our mission.

50% of land expenses are attributable to loan repayment, rather than the cost of land itself.
EDUCATION AND CONSTRUCTION ARE THE FOUNDATIONS OF OUR PROGRAMMING

Distribution of Costs Between Departments 2004-2018

- **All Departments**: $473,108 (21%)
- **Community Development**: $7,582 (0%)
- **Construction**: $1,162,406 (52%)
- **Volunteer Program**: $193,148 (9%)
- **Outreach**: $112,312 (5%)
- **Education**: $291,755 (13%)

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

*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.

**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

- **Staff Salaries & Wages** $18 (44%)
- **Supplies** $15 (36%)
- **Land** $3 (8%)
- **Transportation** $1 (2%)
- **Other** $4 (10%)

Includes 22 other expense types, (e.g., equipment rental, equipment, other professional fees, vehicle maintenance)

Sources: “A Comparative Carbon Footprint Analysis of On-Site Construction and an Off-Site Manufactured House”, Stockhold Environment Institute; School Planning & Management, archinea.com; hackingtheearthship.blogspot.com; 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**.

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

The **environment in which you learn** in 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

- **CETC**: $757,006.25 (65%)
- **General**: $9,529 (1%)
- **Unclassified/unspecified expenses**: 0%
- **Building, houses, or infrastructure built for Guatemalan communities/individuals that are not clients**: 0%
- **Client led builds**: 0%
- **Partnership projects**: 0%
- **Green Building Academy Continuation**: $2,699.30 (0%)
- **Engineers without Borders**: $95,055 (8%)
- **Parque Chimiya**: $66,466 (6%)
- **Private Clients**: $150,610 (13%)
- **Community Projects**: $81,042 (7%)

$1,162,406 spent on construction

52% of all expenses

CETC has been our largest construction project, as it is the core of our democratic life and original green building.

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)
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 -
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.

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

Expenses on Departments Related to Program Services

- Construction expenses begin to boom in 2009, when our CETC campus construction takes off.
- Education expenses begin in 2012 once more staff and teachers are hired for the school.
- Formal implementation and investment begins in our democratic curriculum at the school.
- Following a large private client project in 2017, our 2018 program services budget fluctuated due to change in staff and fundraising capabilities.
WE ARE CONSTANTLY EVOLVING 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.

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.

*College courses, Workshops, and unclassified expenses

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

Primary & Pre Primary School $136,258 47%
Middle School $115,944 40%
High School $11,177 4%
Green Building Academy $10,763 4%
Other $17,493 6%

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Other $17,493 6%
ALTHOUGH COMPLEX, OUR EDUCATION EXPENSES ARISE MOSTLY FROM LOCAL STAFF SALARIES & WAGES

67% of education expenses attributable to local staff salaries & wages

*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 - CETC $757,006 74%

Education - Primary School $134,475 13%
Education - Pre Primary School $1,783 0%
Education - Middle School $115,944 11%
Education - General $2,750 0%
Education - High School $11,177 1%

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

Total spent on CETC construction = $757,006

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

$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

$713 contributed towards Reforestation in Parque Chimiya

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

~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.
28% of budget is spent in the USA, for a variety 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

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

Expenses Spent Across Different Types of Employment

- Officers & Directors Salaries
- Staff Salaries & Wages
- Temporary Help
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
- 25% for women
- 67% for builders
- 97% for full-time
- 15% for non-CETC
- 75% for men
- 33% for teachers & other
- 3% for temporary

Of costs for foreign employment:
- 0.5% CETC
- 26% women
- 0.5% builders & teachers
- 98% full-time
- 99.5% non-CETC
- 74% men
- 99.5% other
- 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.**

<table>
<thead>
<tr>
<th>Employment with benefits in Guatemala: <strong>13%</strong></th>
<th>Average wage is <strong>$70/month below the $323/month minimum wage.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>58%</strong> of the population have incomes <strong>below the extreme poverty line.</strong></td>
<td><strong>Indigenous people</strong> (a large portion of Comalapans), youth, and women <strong>earn 23% below the national average.</strong></td>
</tr>
<tr>
<td><strong>More than half</strong> of workers in rural areas are <strong>not receiving wages, benefits, and social security required by law.</strong></td>
<td><strong>65-86%</strong> of the workforce works in the <strong>informal sector,</strong> outside basic protections of the law.</td>
</tr>
</tbody>
</table>

Source: Danish Trade Union, Council for International Development Cooperation (2014)
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

Source: Danish Trade Union, Council for International Development Cooperation (2014); "Continuation of the Socio-Economic Study of Families of Tecnico Chixot", Sara Boege, Masters of Public Policy at Oregon State University
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*. 