



MANAGEMENT REPORT

AUGUST 2020

MANAGEMENT REPORT 19-20

The following document contains the annual report concerning the activities performed by E-ROQ Project © from August 2019 - July 2020.

E-ROQ Project is a **Non for Profit, Non-governmental** organization whose mission is “*to increase the literacy level of venezuelan remote communities with high touristic potential through English education*”. Specifically, we have been teaching in Los Roques Archipelago aiming to promote sustainable tourism as a viable source to encourage local economic growth, thus regional and national development over time.

Our vision is “*to provide quality English education to diverse rural communities located in touristic destinations in Venezuela*”. Our approach is to create curricular designs adapted to demographic needs based on three main pillars: **tourism, environmental conservation, and citizenship values.**

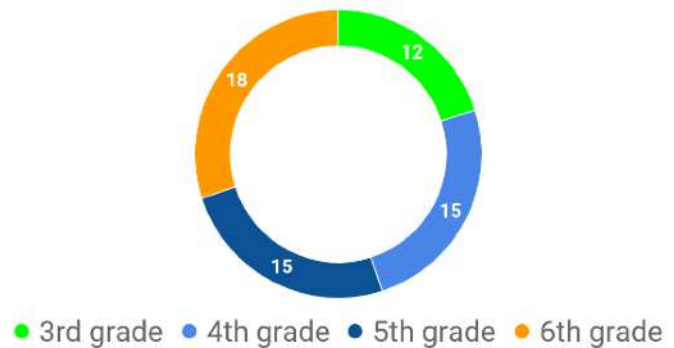
Los Roques community was selected as the first benefited location since it is the second **most touristic destination in Venezuela preferred by international visitors**, mostly non-spanish speakers. It receives an approximate of **70,000 tourists per year** according to the Venezuelan Tourism Ministry. Its local population consists of approximately **2,000 residents** from which only **9 of them speak English** fluently. Local educational institutions are unable to teach a second language to the population due to: lack of technical knowledge, low economic resources, and deficient basic services.



STUDENTS

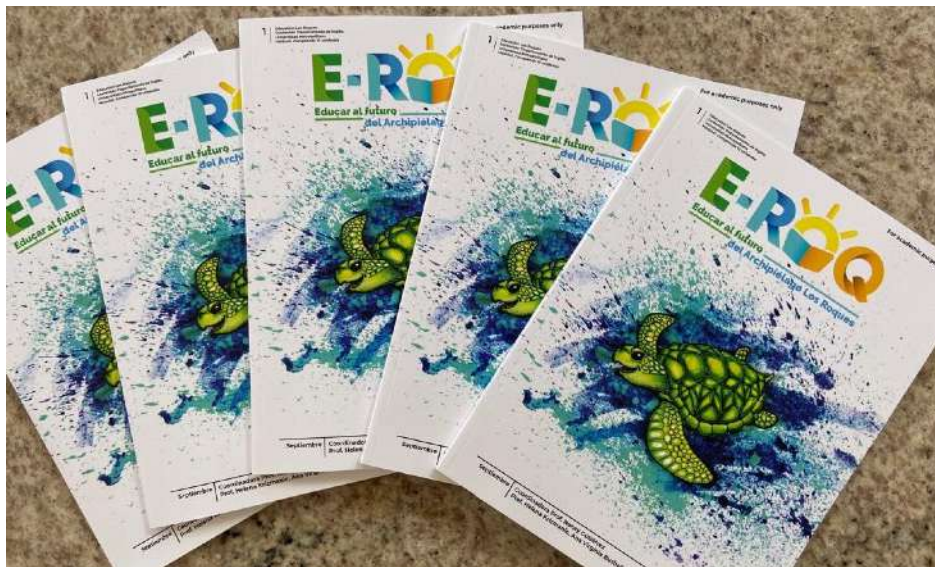
During our first year working as a **socially responsible initiative**, we provided **quality English education free of charge to 60 children** in ages between 7-13 years old from **42 nuclear families**. The students were located in different classrooms divided by age and local school recommendations based on the academic performance of each student. Graph 1.

Graph 1 - Students: 60



Our institution designs a demographically adapted syllabus for the population we chose to educate considering a pre-evaluation made on the specific local needs. We defined 4 levels (turtles - A0, sunshines - A1, surfers - A2, and kites - B1) predicted to be taught in 5 years. A total of **10 academic content units** were created by the *Department of English of Universidad Metropolitana* condensed in **1 book**, following the EROQ guidelines for the **turtle level** (English A0), containing the following lessons:

1. Unit 1: My first day of class - *Goal*: Greetings, and the value of cordiality.
2. Unit 2: At school - *Goal*: Vocabulary of school supplies and counting from 1-10.
3. Unit 3: My favorite Color - *Goal*: Color recognition.
4. Unit 4: At work - *Goal*: Character definition in the future, and the value of work.
5. Unit 5: Under the sea - *Goal*: Recognize my environment, and the value of conservation.
6. Unit 6: The town and the beach - *Goal*: Identify my surroundings and the value of hospitality.
7. Unit 7: People and the way they look - *Goal*: Adjectives, and the value of diversity and inclusion.
8. Unit 8: My body - *Goal*: Recognize body parts, and the value of self-love.
9. Unit 9: My clothes - *Goal*: Vocabulary, good manners.
10. Unit 10: Differences - *Goal*: Small sentences, and the value of diversity, and inclusion.

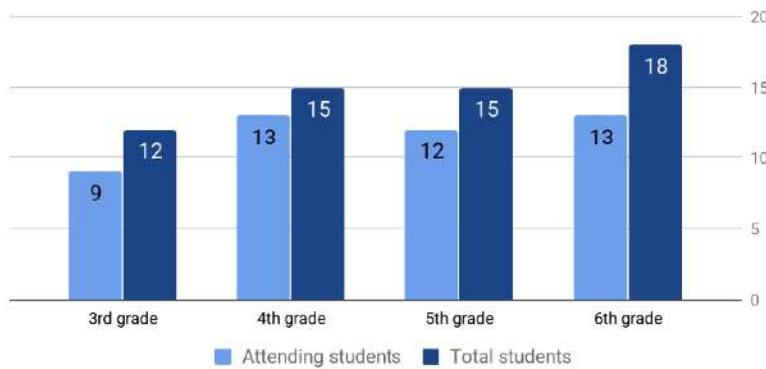


From **September** until **March** a total of **19/22 (86%)** programmed classes were **successfully delivered** to our students, 3/22 programmed classes (14%) were not executed, one of them due to local rallies because of a fuel shortage and the other 2 due to quarantine declaration for COVID-19 and border closure from governmental authorities. During this time the following was registered:

1. Class attendance for **3rd grade = 75%**, **4th grade = 86%**, **5th grade = 80%**, **6th grade = 72%**. Graph 2.

Graph 2 - Average attendance per grade

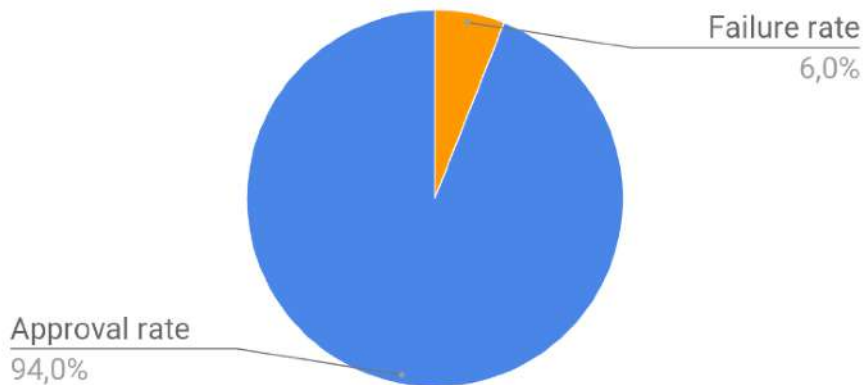
19/22 programmed classes before COVID



2. A total of 6 units were dictated, the **first 3 units were evaluated** after the first trimester. The test was performed by **external advisors from the Department of English of Universidad Metropolitana who elaborated the syllabus**. Graph 3.

Graph 3 - First trimester score (3 units)

52/60 students took the test from UNIMET



3. From the 20 trips that were made, 19 were with an educational purpose (classes) and 1 was a logistics trip made beforehand. Under the educational trips, we had one weekend programmed as a field trip for the kids to learn on-site about sea animals and conservation. The students went with 2 instructors to Francisquí (Los Roques famous beach) in different groups and had a day of having fun in the sun with real animals to learn with and had a practical activity about recycling and waste management.

After the pandemic struck Venezuela and **quarantine was declared on March 15th**, the second-trimester evaluation was postponed. **Flights to Los Roques were suspended and the Ministry of Education closed the schools and enforced home-school programs.** During the first month of the pandemic we organized how to continue the project remotely, and we organized:

1. **9 virtual reviews**, created by our volunteers with video classes and at-home activities.
2. A WhatsApp group with the parent to send assignments to the children.
3. Assignment reviews and constructive feedback on performance, to the children.
4. Certificates, as compensation for their effort.

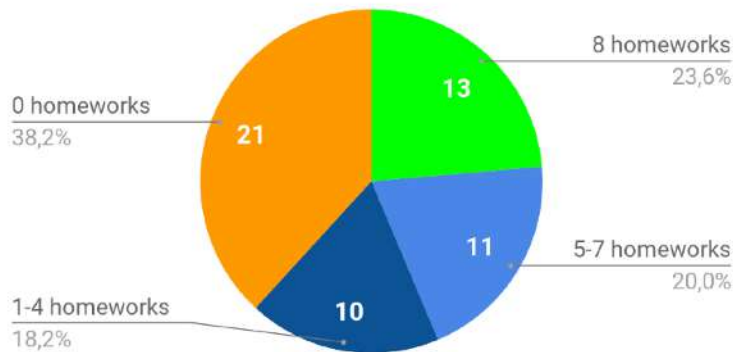
Despite the technological gap rural communities face in comparison to the rest of the world, we managed to overcome the difficulty by elaborating **easy to download, short, and practical educational content.** Graph 4.

After our first year we believe that the **regular teaching in vivo modality is more effective in remote communities who have deficiencies in basic services and technologic breaches.** This conclusion is reflected in our students' engagement after the pandemic.

At the beginning of the year, 60 children (100%) were enrolled in our pilot project. In the mid academic year, 55 (91%) continued regularly attending classes. After the pandemic, only the parents of 40 children (67%) remain in the WhatsApp group chat where assignments and reviews are sent. Graph 5.

Graph 4 - Percentage of homework completed (6 units)

8 homework reviews for students after COVID



Graph 5 - Amount of students throughout the year



VOLUNTEERS

The **teaching personnel** in charge of imparting classes consists of **young bilingual volunteers** either pursuing superior education or recent university graduates. E-ROQ organizes a rigorous **recruitment process** once a year measuring **English proficiency, teaching capabilities, adaptability, creative skills, and previous volunteer experience**. After the selection of the team is over, a capacity building process to train the new instructors starts. Instructors are given lectures and challenged with practical activities before stepping foot in Los Roques in the topics of:

1. Pedagogy, from Universidad Metropolitana (UNIMET), Colegio Integral el Avila, and professional educators to ensure they are able to deliver content in the most efficient way to children.
2. Child psychology, from school counselors of private schools such as Academia Merici and Instituto Cumbres de Caracas (SEARCH Venezuela), who explain children behavior according to ages and provide recommendations on how to handle adverse situations that might happen in the classroom.
3. Group management, from leading group organizations such as SEARCH Venezuela.
4. Social psychology, from the department of community psychology of UNIMET, with the purpose of explaining rural population dynamics.
5. Conservation of the marine environment and ecotourism, from recognized national ecologists, due to the need that the topic must be included within the English lessons to cultivate awareness in our students from a young age.
6. Diversity and inclusion, since we have students with special needs and different learning processes who deserve an equal right to quality education.

The **first cohort of volunteers** in the period 19-20 consisted of **11 instructors** who completed a total of **28 training hours** during **6 weekends**. Our **second cohort** of instructors in the period 20-21 consists of **24 instructors** that have completed **18 training hours** during weekends.

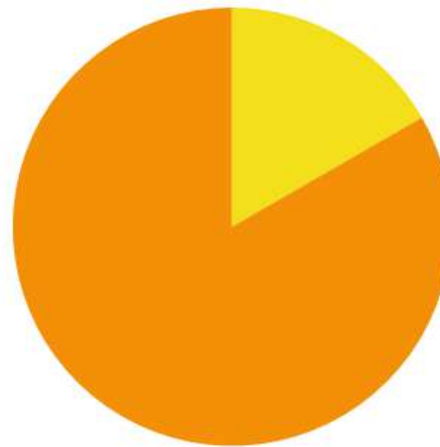


The **volunteer satisfaction** at the end of their first year of work was measured through an **anonymous closed survey** answered by 11 of our volunteers, with the following results:

1. Between 5 descriptions going from organized with clear purpose, methodology, and structure to disorganized, without a purpose, methodology, and structure, 83.3% would describe E-ROQ as organized, with a clear purpose, but with a methodology and structure that require improvements.
 - A. Due to this, the internal structure of the organization was updated, **developing new positions** to be undertaken by repeating volunteers to whom specific work has been delegated by the Board of Directors.
 - B. Each position represents a department of E-ROQ: **education and pedagogics, travel logistics, social media, public relations, and finance.**
 - C. New volunteers were introduced into an E-ROQ department considering their talents and expertise.

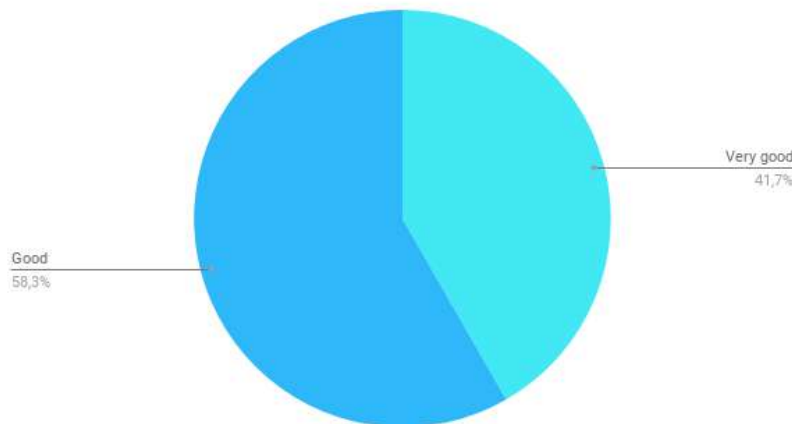
Graph 6 - Volunteers' description of the organization

- Organized, with a clear purpose, methodology and structure
- Organized, with a clear purpose, but both the methodology and structure require improvements



2. 58.3% agreed on describing the capacity-building process that they underwent as volunteers as good, the rest described it as very good.

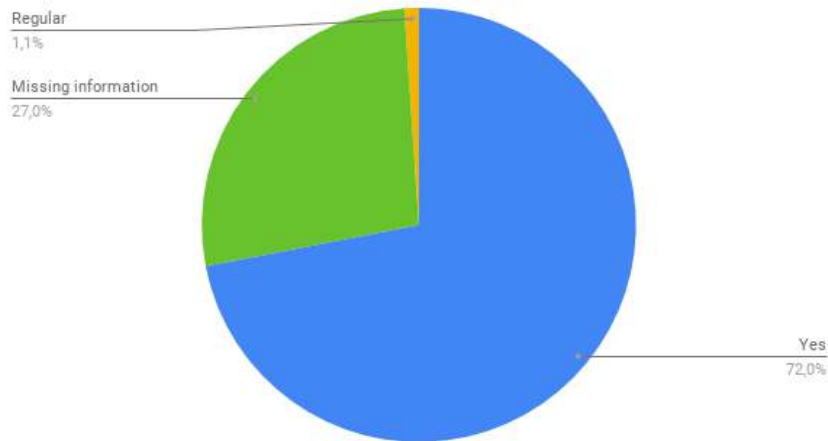
Graph 7 - Capacity building process review



3. When asked if they considered that the capacity-building process was adequate to learn effective children management techniques, 66.7% answered yes, 25% answered that this could have been improved, and 1% that it was regular.

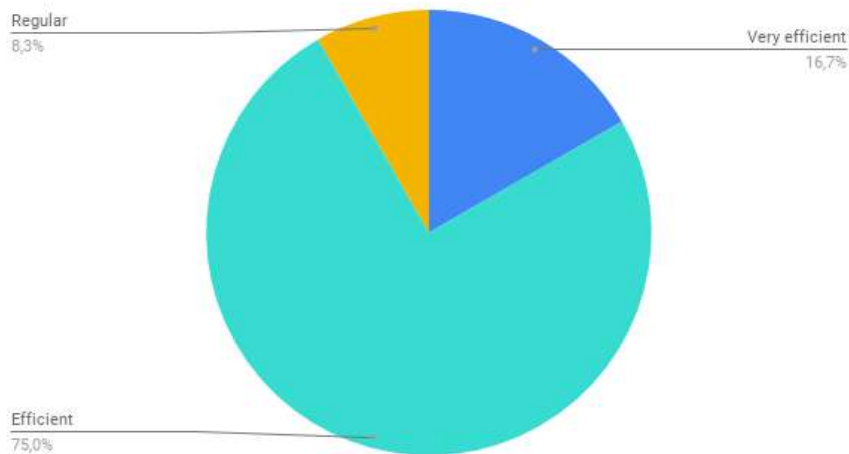
A. In consequence, the capacity-building process for new volunteers 2020-2021, was slightly changed, **adding more training in the area of managing children with special needs, the inclusion of children in groups, group management, ecotourism, and the local environment.**

Graph 8 - Capacity-building was adequate to manage the group



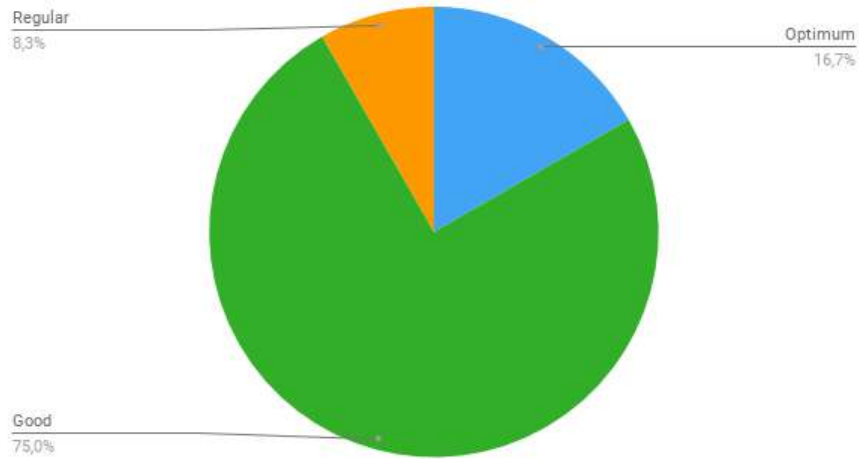
4. 75% classified the teaching material of the program as efficient, the rest consider it very efficient.
5. When asked if the class material was appropriate, all of them answered yes, yet some of them commented that it would be optimal to use technology **while acknowledging the difficulties that this would represent.**
6. 16.7% expressed that the weekend logistics were very efficient, **75% considered it efficient**, and 8.3% thought of it as regular, none of them considered it deficient nor very deficient.

Graph 9 - Weekend logistics review



7. When asked about the group dynamics and relationships between the Board of Directives and the volunteers, 16.7% answered that the relationship was optimal, 75% that it was good, and 8.3% that it was regular.

Graph 10 - Group dynamics and relationships review



8. All of our volunteers classify the receptivity of the project within the community as good or very good.
9. After a year in E-ROQ, all of our volunteers answered that they would like to participate again in a social venture even if it is pro bono. 91.7% consider after participating that they understand and have an interest in the social problems related to education in Los Roques, and 83.3% consider after participating in E-ROQ that they understand and have an interest in the social problems related to the environment in Los Roques.
10. **All of our volunteers stated that they would recommend participating in this initiative or even participating again themselves.**

LOGISTICS AND FINANCE

Income

During its first year functioning, E-ROQ relied on private, corporate and personal donations. Donations were classified into

1. Cash donations; those that were received directly in currency,
2. Material donations; those represented by donations that were made in material goods, but are still totalized into our final income with their equivalence in USD (\$). (See Table 1)

Table 1 - Net Income (USD) 2019-2020

| | |
|---------------------|------------------|
| CASH DONATIONS | 13,720 |
| MATERIAL DONATIONS | 10,701.26 |
| TOTAL INCOME | 24,421.26 |

Table 1

To break these numbers down and address the origin of these funds, we will begin by explaining material donations. The following tables classify them according to their source in personal and corporate. (See table 2)

Table 2 - Personal Material Donations

| ITEM | UNITS | UNIT PRICE (USD) | TOTAL (USD) |
|-----------------------|-------|------------------|-----------------|
| Student Uniform Shirt | 60 | 25 | 1,500 |
| Teacher Uniform Shirt | 15 | 11 | 165 |
| Student Book | 61 | 12.66 | 772.26 |
| TOTAL | | | 2,437.26 |

Table 2

Corporate Material Donations

Hosting Inns in Los Roques are very expensive, as they charge per person/per night. Some facilities are more luxurious than others and handle higher prices, also they offer all of the meals for your stay.

Hosting facilities in Los Roques have been donating their services to the project ever since the beginning of our trips to the Archipelago, since they are very interested in language skills for their personnel. Negotiations translate into a corporate responsibility agreement that has allowed us to stay in the Inns free of charge, sometimes receiving complimentary meals depending on each establishment's capabilities.

The number of trips executed were 20, from 09/19/2019 to 03/15/2020 (since at this date national quarantine was proclaimed by the governmental authorities). During this time lapse there were 2 weekends in which there were no trips due to local rallies of fuel shortages (11/15/2019) and national holidays (02/21/2020). Originally, 33 trips were scheduled, until the weekend of June 28th coinciding with our students' regular scholar year.

From the 20 trips, 19 were with an academic and educational purpose, and 1 was a logistics trip for community pre-evaluation, impact measurement, and introduction of the project to the community.

The hosting inns who decided to collaborate with our venture were: Posada Guaripete, Posada La Corsaria, Posada Macondo, Posada Doña Carmen, Posada Villa Caracol, Posada Botuto, Posada Paraiso Azul, Posada La Terraza, Posada La Movida, Posada Natura Viva, and Posada Caracol.

In table 3 below you will see the names of Inns cooperating with the project, the amount of weekends we stayed in each specific Inn, their regular fees and if meals were included or not. In this way, we could calculate the total expenses donated in services and meals by Hosting Inns in Los Roques:

Table 3 - Frequency of stays, fees per nights and complimentary meals according to each Inn

| Hosting Facility | Amount of Stays (1 night) | Fee per night for 2 Teachers (USD) | Food Included per complete stay | Total Donated (USD) |
|------------------|---------------------------|------------------------------------|---------------------------------|---------------------|
| Guaripete | 8 | 240 | 6X | 1920 |
| La Corsaria | 6 | 220 | 5X | 1320 |
| Macondo | 4 | 220 | - | 880 |
| Dona Carmen | 4 | 150 | - | 600 |
| Villa Caracol | 3 | 300 | 3X | 900 |
| Botuto | 2 | 72 | - | 144 |
| Paraiso Azul | 4 | 230 | 1X | 460 |
| La Terraza | 2 | 170 | - | 340 |
| La Movida | 2 | 300 | 1X | 300 |
| Natura Viva | 2 | 400 | 2X | 800 |
| Caracol | 2 | 300 | 2X | 600 |
| TOTAL | | | | 8,264 |

Table 3

Table 4 - Total Material Donations (USD)

| | |
|------------------------------|------------------|
| Personal Material Donations | 2,437.26 |
| Corporate Material Donations | 8,264 |
| TOTAL | 10,701.26 |

Table 4

Moving on to cash donations, which are simpler to explain we will divide them into personal and corporate in one table. (See table 5)

Table 5 - Total Cash Donations (USD)

| | |
|---------------------|---------------|
| Personal Donations | 13,000 |
| Corporate Donations | 720 |
| TOTAL | 13,720 |

Table 5

Expenses

In E-ROQ we focus every day on reducing our expenses to the minimum, through donations, alliances and discounts. We have been able to do so successfully in different aspects from school supplies and uniforms, to hosting. Unfortunately, one aspect remains at the top in the list of our expenses; Travel expenses. **Specifically plane tickets to the Archipelago every weekend.** (See Table 6)

Table 6 - Total Expenses 2019-2020

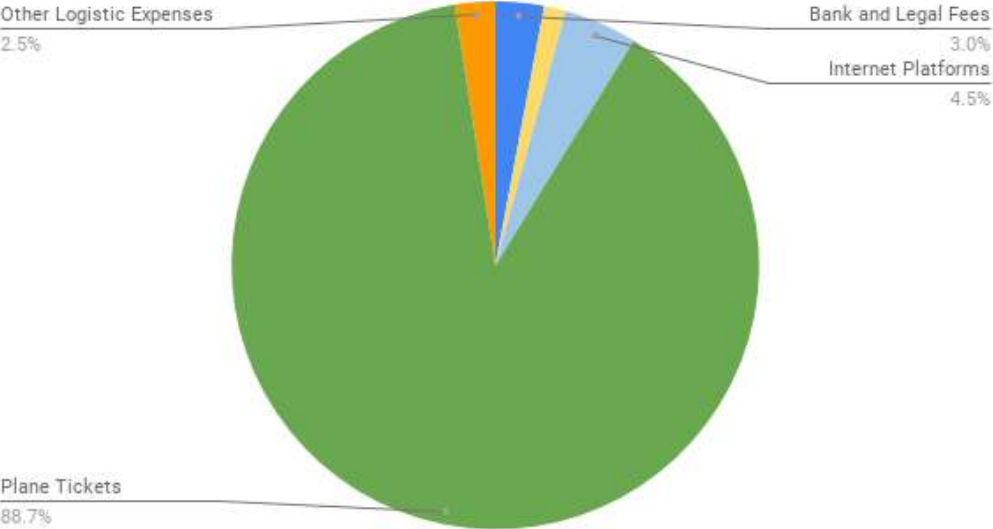
| SUBJECT | AMOUNT (USD) |
|-----------------------------|--------------|
| Plane Tickets (20 weekends) | 7,177 |
| School Supplies | 108 |
| Internet Platforms | 363 |
| Bank and Legal Fees | 240 |
| Other Logistic Expenses | 200 |
| TOTAL EXPENSES | 8,088 |

Table 6

Travel fees represent 88.7% of our total expenses. At the time, we have been able to cope with this because it is our only major expense and priority, understanding that if we are not able to reach the Archipelago, the project cannot be carried on effectively. The community is very rural, its people are not well adjusted to technology and connectivity is not reliable.

Currently we are working on future alliances with local airlines in order to reduce these fees and increase the project's sustainability over time. (See Graph 11)

Graph 11 - Expenses seen in Percentage



To conclude we present the final table for income and expenses, it includes only cash donations as those represent the liquid money we had available for payments (see Table 7):

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Table 1

REACH

The social media management of the organization started with Instagram (www.instagram.com/eroq_project) in March 2019 with the purpose of both announcing the start-up of the project and promoting the recruitment of volunteers.

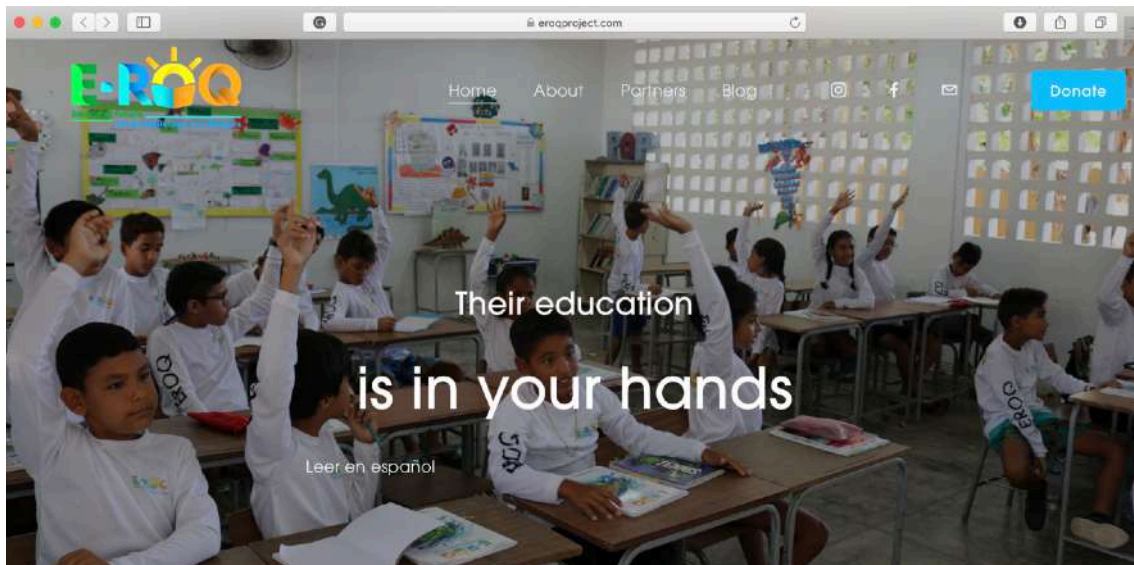
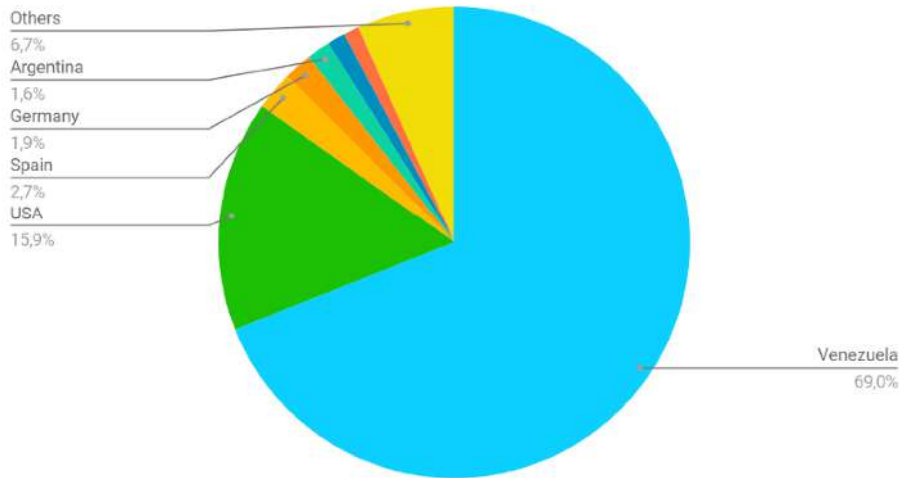
1. During the first 6 months (March - September) of the page we were able to:
 - A. Reach an engagement of 44 people applying to E-ROQ's first cohort of volunteers, from which 20 were interviewed, and 11 were selected.
 - B. Our statistics for this period were: 14 posts with a reach of around 1,764 people per post.
2. During the continuing months (September - March) the page's audience grew notably reaching its first 1,000 followers with the next marketing system:
 - A. Posts were organized into categories: local culture, institutional post, and class summary.
 - B. All posts had between 140-250 likes, around 7 comments, and an approximate reach of 2,000 people.
 - C. A new campaign promoting the new volunteers' selection process was made, it reached an engagement of 125 people who applied, from which 42 were interviewed, and 24 were selected.



The social media management of the organization during the pandemic shifted from posting 3 times a week to posting once in 2 months (April and May) due to the crisis that undertook the world. Nevertheless, during that period, we focused on increasing our reach to other social media outlets.

1. In April 2020, E-ROQ developed and designed its current webpage (www.eroqproject.com). At the moment it has 1,375 page views, 552 unique visitors primarily from Caracas, Venezuela (68.8%), and Oregon, United States of America (15.98%), as seen in Graph 11. This page also has 2 active donation platforms in it.

Graph 11 - Unique webpage visitors



2. That same month E-ROQ's Facebook business page (www.facebook.com/eroqproject) was created and launched and it currently has 69 followers and 67 likes. We are currently waiting for Facebook to certify us as a non-profit organization to be able to use this platform for crowdfunding.
3. In June 2020, E-ROQ's LinkedIn page (www.linkedin.com/company/e-roq-project) was launched aiming to increase our adult audience. Currently, the page has 179 followers, with an engagement rate of 10.63% in our videos and around 5% in our posts.
4. By July 2020, our Instagram management returned to normal with 3 posts per week, and we increased our stories to a daily rate. This same month, we changed the design of our grid making it more aesthetic, we implemented the use of hashtags in every post, started trivia activities weekly in our stories, and scheduled to post 2 IGTVs a month.
 - A. E-ROQ's posts reach 1,357 people a week, the content gets 428 interactions weekly, and the account currently has 1,930 followers.
 - B. All of our IGTV videos have more than 500 views, and 2 of them have more than 1,500 views.

Before the E-ROQ Project started, the project was presented in the Social Venture Challenge 2019 at Harvard National Model UN, where **Resolution Project Inc. granted us one of the Fellowships for Social Ventures.** Since then, E-ROQ was registered both in the USA and in Venezuela as a **non-profit organization**, which has allowed us to develop alliances with educational institutions such as Universidad Metropolitana, Universidad Católica Andrés Bello, Academia Merici, and Colegio Integral El Ávila; type B organizations such as LeatherHeart; and different companies such as PAWER, and YAYIllustra



*We are very grateful with contributors such as: Posada Macondo, Posada Doña Carmen, Posada Botuto, Posada La Terraza, Posada La Movida and Posada Natura Viva for supporting our project, despite the fact the official logos were not displayed within the image since we were not able to obtain them.

As a final remark, in February 2020 our status as a **501(c)3 was confirmed**, besides being exempt ourselves as an organization of paying taxes, we also can **deduct taxes from any contributions** made by donors, both in cash and goods.

Being acknowledged as a Non-Profit Organization we were able to open a **GoFundMeCharity account, Paypal Giving Fund, AmazonSmile, and an Amazon Wishlist**, which has given us the opportunity to expand our possibilities to raise funds and receive donations.

FUTURE GOALS 2020-2021

STUDENTS:

1. In the following academic year, we are planning on increasing our impact by augmenting the amount of total beneficiaries up to 120 children and a first cohort of 30 adults to supply the community demand after our first year providing our services.
2. Additionally, we are developing our homeschool strategy by restructuring our syllabus in simple virtual formats for the parents to download in case we are unable to reach Los Roques due to the pandemic, thus ensuring our current students' education.

VOLUNTEERS:

1. We recruited 24 volunteers for the upcoming year and created commissions for them to work. 5 veteran instructors were given executive charges as head of commission, to start preparing the institutional legacy to assume directive charges in the future and continue our mission in the long run.
2. We perfected our capacity building process to ensure instructors are able to perform their job at the best ability via zoom during quarantine, emphasizing on adaptability skills within the homeschooling new approaches in case traveling restrictions continue.

LOGISTIC & FINANCE:

1. Networking with more local inns is our main logistic priority. In Los Roques there are 54 inns (100%) from which we have agreements with 9 (16,6%). Since our project targets the need of bilingual trained personnel in tourism, we plan to strengthen bonds with other hosting locations to redistribute the financial burden in more manageable amounts. A mechanism to promote social responsibility in the Archipelago.

REACH:

1. Regional: negotiations with Los Roques local authorities are on its way to ensure a geographic location (piece of land) to build the infrastructure of the first English academy in the Archipelago.
2. National: Internal institutional evaluations on other touristic locations that could take advantage of our project have started, targeting Canaima (most touristic location in Venezuela) as the possible next location to expand our range of action.



Board of Directors:

Rafael Martínez Lombao - *President*

Aranza Gonzalez Das Mercedes - *Vicepresident*

Bettina Gonzalez Ramirez - *Secretary & Treasurer*

Isabel Gonzalez Bocco - *Chief Executive Officer*

Magally Padrón de Capriles - *Chief Financial Officer*

