



**UNIDOS
PARA HACER
EL BIEN**

HUELLAS DE ESPERANZA

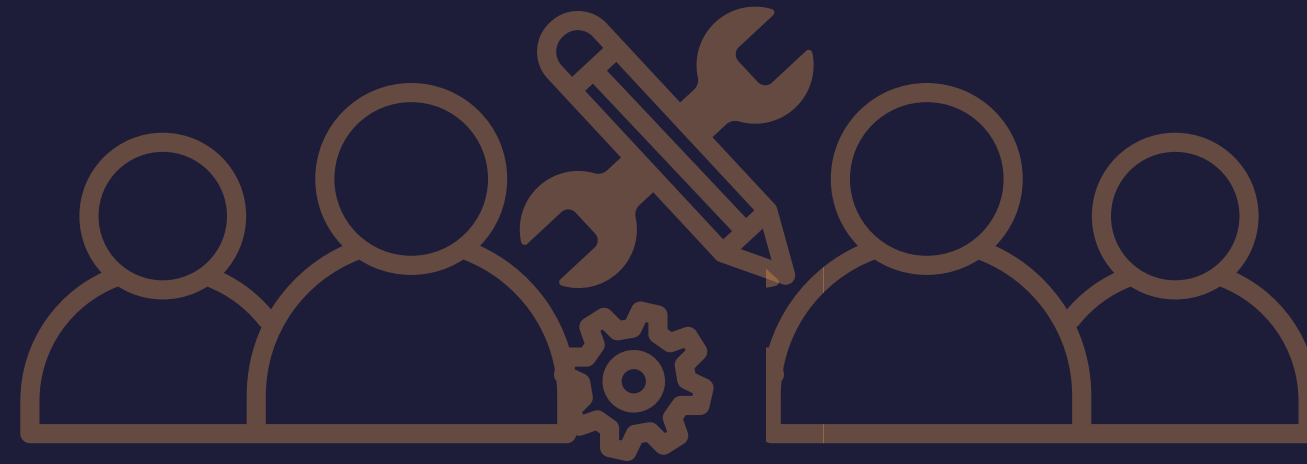
P R O J E C T



ABOUT US



- **Rotaract Club Luque** is part of Binational District 4845 (Argentina and Paraguay).
- Founded on May 20, 1972, we celebrate 54 years of uninterrupted service.
- We are a leading club in the district, recognized for our leadership, innovation, and commitment to community impact.
- We currently have 26 active members (17 associates).



PROJECT TEAM

PROJECT MANAGERS

- Sandy Zarza
- Carmen Noldin

FINANZAS

- Paola Fischer
- Thiago Bejarano
- Mariana Viola

TECHNICAL TEAM

- Adilson Da Silva
- Justino Mendieta

LIAISON

- Ximena Delgado

PROJECT HUELLAS DE ESPERANZA

A project committed to improving the **educational, therapeutic, and recreational experiences of the students** at the “Ko'ê Pyahu” Special Education Center.

We aim to **transform learning and recreational spaces** so that every child can fully develop, **enhance their abilities, and experience a more inclusive environment.**

GENERAL OBJECTIVE:

Improve the educational, therapeutic, and recreational quality of the students' experience at the "KO'E PYAHU" Special Education Center.

SPECIFIC OBJECTIVES:

- Restore and enable the currently unused classroom to function as an educational and pedagogical support space.
- Paint the classrooms and other necessary areas of the institution.
- Equip classrooms with appropriate teaching materials and educational resources adapted to the different disabilities of the students.
- Adapt the site for the future acquisition and installation of an inclusive playground that promotes the recreational, motor, and social development of all students.
- Engage the community in the maintenance of the project to ensure its long-term sustainability.
- Train the institution's teachers in the proper use, maintenance, and appreciation of the resources and spaces implemented through the project, strengthening their pedagogical application and ensuring the sustainability of the improvements achieved.



AREA OF FOCUS



**BASIC EDUCATION
AND LITERACY**

KO'Ê PYAHU LUQUE SPECIAL EDUCATION CENTER



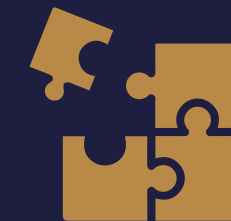
EDUCATIONAL CENTER

- Public School
- 85 students
- Ages 3 to 38



EDUCATIONAL STAFF

- 6 teachers
- 1 psychologist
- 2 administrative



DISABILITIES SERVED

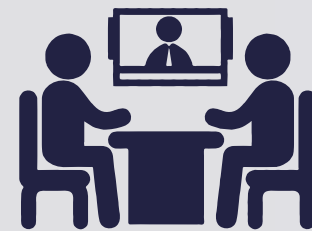
Autism Spectrum Disorder (ASD), Down Syndrome, Attention Deficit Hyperactivity Disorder (ADHD), cerebral palsy, low vision, among others.

OUR RESEARCH PROCESS

A comprehensive needs assessment was carried out at the Special Education Center KO'E PYAHU, following three key stages:

This process allowed us to identify the real priorities of the school community.

On-site visits and
conversations
with teachers



Surveys with
parents and
school staff



Technical
inspection of
the facilities



ON-SITE VISIT

WHAT WE LEARNED FROM THIS

The school has 6 classrooms, but 1 is **unusable** due to cracks and humidity.

The playground is **severely deteriorated**.

There is a **lack of teaching materials** and learning tools.

The school **does not receive** regular **financial support** from the Ministry of Education.

KEY INSIGHT:

The institution is operating with limited resources and unsafe spaces, affecting the quality of the learning environment.

PARENTS' SURVEY RESULTS

WHAT WE LEARNED FROM THEM

77% say children **benefit from sensory and hands-on materials.**

90% support having a **computer classroom.**

58% say the **playground is inadequate.**

94% believe the school **urgently needs more resources and improvements.**

KEY INSIGHT:

Families strongly agree that better materials, technology, and safe recreational spaces are a priority.



TEACHERS' SURVEY RESULTS

WHAT WE LEARNED FROM THEM

100% say they **do not have enough teaching materials.**

86% say the lack of a usable classroom **affects their teaching.**

72% lack adapted **resources** for sensory, cognitive, or motor needs.

100% rated the playground as being **in bad condition.**

KEY INSIGHT:

The lack of adapted materials, and inclusive outdoor spaces is limiting effective teaching and learning.



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Based on the needs identified through our research, the “Huellas de Esperanza” project proposes transforming the KO’E Pyahu Special Education Center into a safe, accessible, and inclusive space.

Currently, the institution faces challenges such as a lack of educational materials, unusable classrooms, and a deteriorated playground, which limit learning and recreational opportunities. Therefore, this initiative aims to improve learning environments, educational resources, and recreational areas, allowing the school to reach its full potential and provide a dignified, safe, and stimulating environment for its educational community.



OUR **TWO**-PHASE SOLUTION

PHASE 1 – QUICK INTERVENTION

Professional and technical
evaluation of the unused
classroom

Classroom repairs and
painting of areas in need

(GS. 38.580.000)

6.000 USD

PHASE 2 – GLOBAL GRANT

Acquisition of Sensory
Equipment and Materials for the
school

Preparation of Site and creation
of inclusive Playground

*Note: The presented budget is an
estimated amount.*

(GS. 301.138.900)

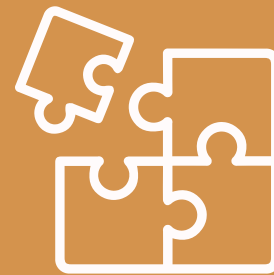
46.833 USD



Professional and
technical
evaluation of the
unused classroom



Classroom
repairs



Acquisition of
Sensory
Equipment
and Materials



Preparation of
Site and
creation of
inclusive
Playground



Monitoring
and
Evaluation

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OUR GOAL

To **improve the educational, therapeutic,
and recreational** experiences of the students
of the Special Education Center 'KO'E PYAHU'.

PROPOSED CLASSROOM RENDER WITHIN THE PROJECT FRAMEWORK

With the aim of optimizing the use of space and addressing the institution's needs, the classroom to be renovated will be divided into a stimulation room and a computer room, featuring fully independent environments and a corridor that improves circulation and accessibility.





Representation of the Proposed Stimulation Room



Representation of the Proposed Computer Room



WHAT **CHANGES** FOR 85 STUDENTS



Improved **learning**
and **autonomy**



Stimulation of
physical and
cognitive
development



Inclusion and **safe**
socialization



Well-being and
educational
dignity



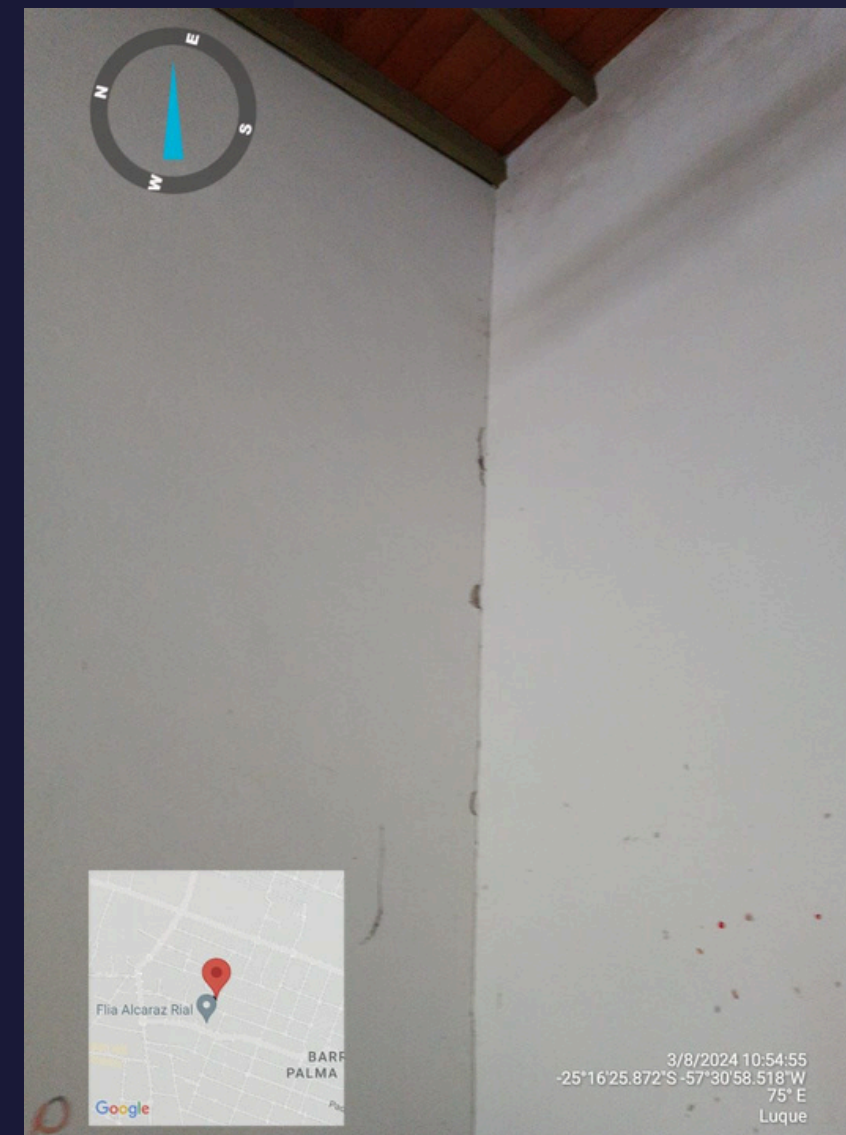
Front view of the "KO' E PYAHU" Special Education Center



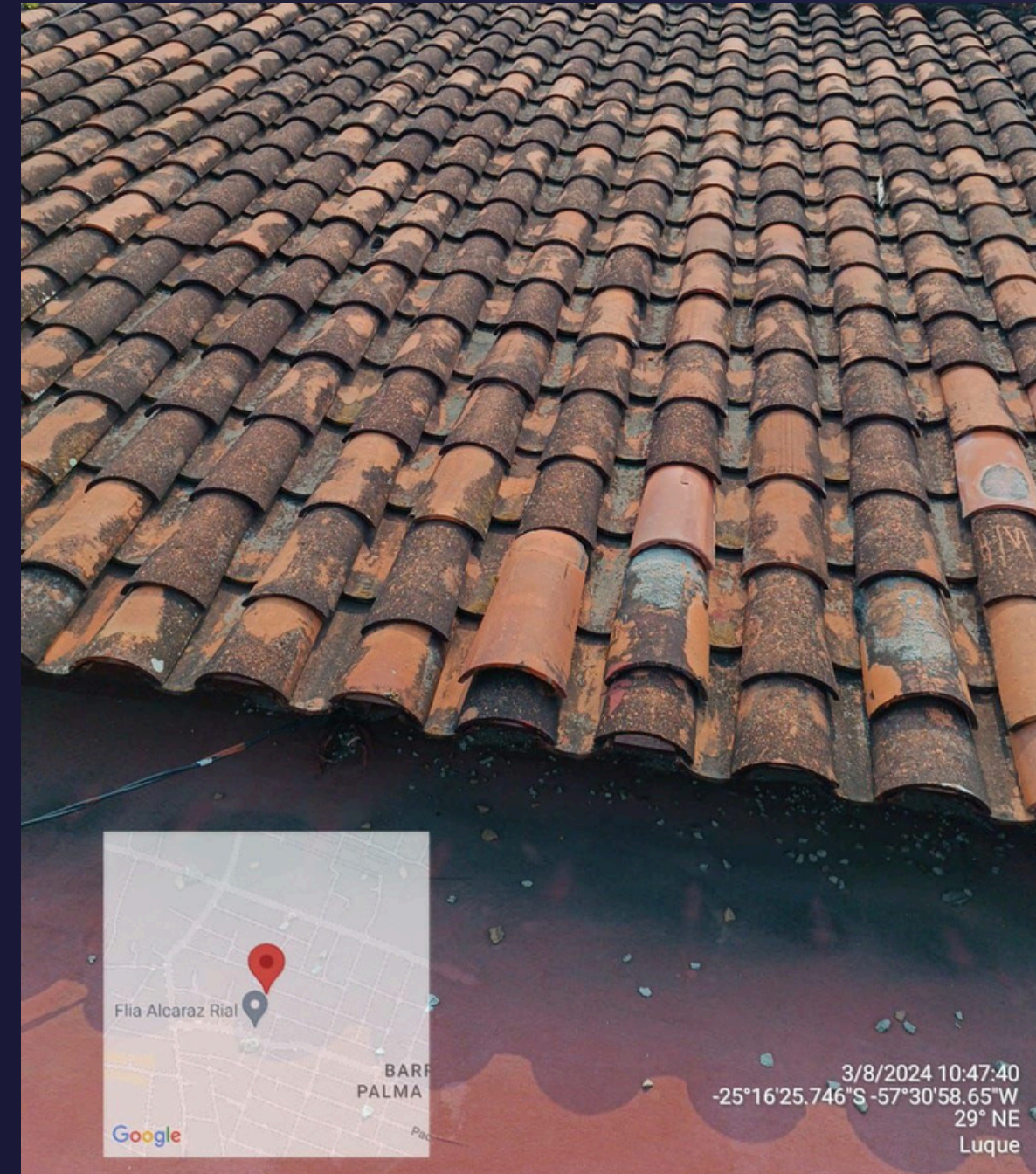
Interior view of the "KO' E PYAHU" Special Education Center



Outdoor play and recreation area at "KO' E PYAHU" Special Education Center



Noted deterioration in the classroom.



Ceiling showing signs of damage

**WE WANT TO BUILD
THIS TOGETHER**

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tuv
nuestra
voz

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