

# Cooperative for Education (CoEd)



Breaking the Cycle of Poverty in Guatemala through Education

## 2019 Annual Report

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2019 saw Cooperative for Education (CoEd) programs reaching several important milestones, including the inauguration of the 50<sup>th</sup> CoEd Computer Center. *San Marcos, February 2019.*

As we look back on the past year, we reached a number of impressive milestones. Right off the bat, we kicked off 2019 by inaugurating new schools into each of our programs that helped us reach the following totals:

- Four new Computer Centers brought us to the milestone of **50 Computer Centers** operating throughout Guatemala. Together, these 50 centers serve 13,000 students every day.
- We also inaugurated our **200<sup>th</sup> Textbook Program school** as 16 new schools received textbooks in 2019. After the 2019 inaugurations, 27,700 students at 203 schools are studying with CoEd textbooks.
- We trained our **800<sup>th</sup> Spark Reading Program teacher** as one of 177 new teachers in the program in 2019. Together, these teachers are instilling a love of reading and learning in 22,000 young students.

- We brought the Rise Youth Development Program to three new communities. The program has reached more than **1,000 Rise Scholars** in 16 communities over the years.
- We surpassed **200,000 students served** throughout our 23-year history.

### Always Innovating

Our programs' reach may be getting to an impressive scale, but that certainly doesn't mean the programs have stayed the same. We continuously research and incorporate the latest best practices to ensure that kids in CoEd programs are getting the best possible education. 2019 was no exception, and saw many unique innovations incorporated as the year progressed.

Early in the year, our Computer Centers Program staff sprang into action to quickly respond to unexpected changes in Guatemala's national



middle school curriculum that were announced around the beginning of the school year. Much of the additional material created by the Computer Centers team reflects significant updates to the original curriculum to fully satisfy the Ministry's new computing competency requirements.

The Textbook Program team was affected by the Ministry's announcement as well, as they saw much frustration from teachers who thought that the books they had just received could not be used to implement the new national curriculum. The textbook team worked with the publisher of the books to obtain guides for which units of the textbooks satisfied which required competencies in the new curriculum. Our team spent much of the second round of training seminars in March going over the guides in detail and reassuring teachers that their books would still work perfectly to teach all of the required competencies.

### Rewarding Young Minds

Our Spark Reading Program also saw plenty of innovation in 2019. Not only did the Spark team develop a series of professionally-produced videos to aid in the program's training and follow-up, they also piloted a brand-new contest to recognize outstanding creativity among the program's "Little Authors." As part of the Spark Reading Program curriculum, each student authors their own original story on topics or themes important to their lives, which helps further develop essential literacy skills. Second-grader Sharlyn wrote about a "trash monster" that destroys her village—a story with an

important underlying message about taking care of the environment. Her story, "Un Extraño Día" (A Strange Day), won the program's first-ever "Little Authors" contest last summer! In addition to receiving a gift package donated



Sharlyn shows off her certificate for winning the "Little Authors" contest. You can listen to Sharlyn read her winning book at <https://youtu.be/jWGoVvRDWW4>. *San Lucas Sacatepéquez, November 2019.*



Canadian Rotarians help inaugurate the Textbook Program at Chirijox, made possible in part through our strong partnership with Rotary clubs—known as the Guatemala Literacy Project—and matching funds from the Government of Canada. *San Lucas Sacatepéquez, February 2019.*

by program partner Grupo Pit / Domino's Pizza, Sharlyn also got to see her story professionally transformed into a fully illustrated children's book, in both Spanish and her indigenous language, Kaqchikel, that will be published for other children to read and enjoy for generations to come. Best of all, Sharlyn got to exercise her passion for writing, while setting a good example for her little sister, Sharon, just like she always wanted to.

### Developing Soft Skills

Our Rise Youth Development Program team was also hard at work on a new initiative all last year. Throughout 2019, we researched the "Emprender con Exito" ("Starting with Success") curriculum, which was developed by USAID and World Vision, and collaborated with those organizations to ensure our staff were trained in delivering Emprender con Exito (at no charge to us!) Thanks to these efforts, our Rise scholars just started the 2020 school year with an updated and strengthened curriculum. They'll learn about a range of topics designed to set them up for success in school (reading comprehension, logical reasoning, time management, etc.) and in life (gender equality, responsible citizenship, finding a job, starting a business, and so many more!) Workshops and one-on-one monitoring remain the core of the program, and each student will participate in at least one field trip and one service project during their time in the program, ensuring that students have the opportunity to strengthen not just academic skills, but soft skills as well.



CoEd Director of Philanthropy Ann Dempsey and Executive Director Joe Berninger meet some of the students in the Rise Program. San Lucas Sacatepéquez, July 2019.

These soft skills are more important than ever, as recent research from FUNDESA (Foundation for the Development of Guatemala) indicates that the largest talent gap in Guatemala revolves around soft skills. Guatemalan employers are looking for candidates talented in problem-solving, time management, leadership, communication skills, and so on. Yet the same employers report that these skills are hard to find in job applicants. Rise Program graduates with these skills will be in high demand in the Guatemalan professional workforce.

### Taking the International Stage

We've talked before about how our Rise Program graduates go on to do all sorts of things—obtain impressive professional careers, earn four times more than their parents right out of school, take on leadership roles in their communities—but did you

know that our graduates even become international advocates for girls' education? This was the case recently for Ancelma, a 2010 Rise graduate. Over the years, we've seen Ancelma transform from a shy seventh-grader to a confident professional fluent in English. In 2019, Ancelma traveled with CoEd's General Director in Guatemala, Rony Mejía, to participate in the Obama Foundation Summit in Chicago. Together, Ancelma and Rony represented CoEd as an inaugural member of the Obama Foundation's Girls Opportunity Alliance, sharing their experiences and networking with girls' education advocates from around the world.



Read more about Ancelma's experience at [www.coeduc.org/blog/rise-grad-meets-michelle](http://www.coeduc.org/blog/rise-grad-meets-michelle)

### Finishing Strong

The last month of the year saw an exciting development as well. In December, we added five new board members with a wealth of experience in education, PR, and organizational strategy, as well as strong connections to groups interested in Guatemala. With this infusion of fresh energy and ideas, we're excited to see what new innovations are in store for 2020. Thank you for being a part of our work—we couldn't do it without you!

Yours in service,

Joe Berninger, Executive Director

## How Your Support Made a Difference in 2019

729



Rise scholars

21,954

Spark Reading students

27,744

Textbook students

13,088

Computer Center students

10,416

children's books placed in circulation

(8025 of the students served by textbooks and by computers benefit from both programs)

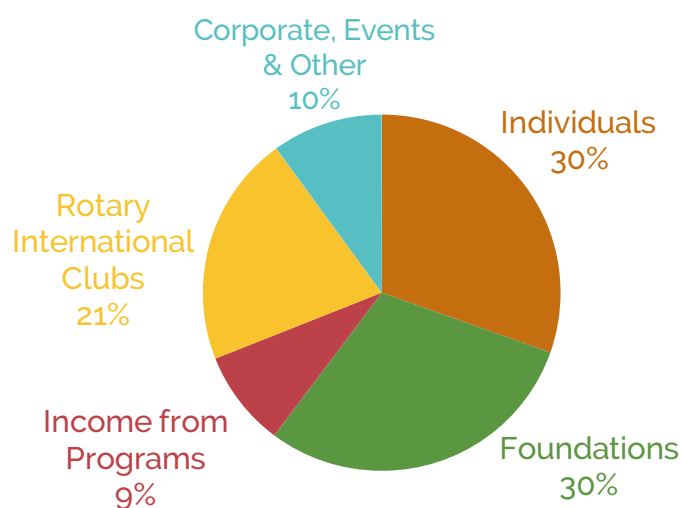


## Financial Highlights

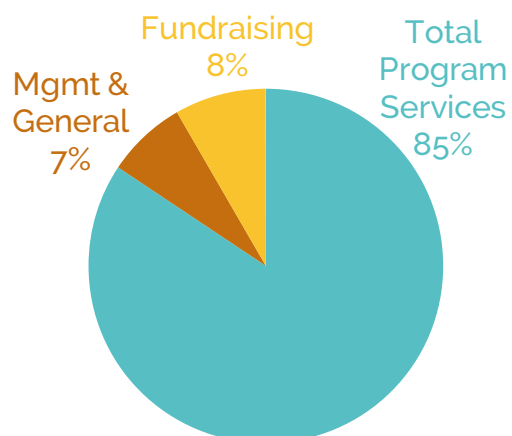
(January 1, 2019 – December 31, 2019)

ANNUAL REVENUE 2019	Jan. – Dec. 2018	Jan. – Dec. 2019
Individuals	\$931,530	\$1,070,959
Foundations	\$1,184,985	\$1,048,228
Income from Programs	\$205,680	\$307,679
Rotary International Clubs	\$450,862	\$738,321
Corporate, Events & Other	\$171,700	\$352,924
<b>TOTAL REVENUE</b>	<b>\$2,944,757</b>	<b>\$3,518,111</b>
ANNUAL EXPENSES 2019		
Program Services		
Textbook Cooperatives	\$435,320	\$431,728
Computer Centers	\$426,640	\$332,683
Spark Reading Program	\$535,635	\$460,324
Rise Youth Development Program	\$676,455	\$724,649
Direct Education (Bridges Program)	\$715,698	\$803,043
<b>Total Program Services</b>	<b>\$2,789,748</b>	<b>\$2,752,427</b>
Mgmt & General	\$248,246	\$237,747
Fundraising	\$260,876	\$272,013
<b>Total Support Services</b>	<b>\$509,122</b>	<b>\$509,760</b>
<b>TOTAL EXPENSES</b>	<b>\$3,298,870</b>	<b>\$3,262,187</b>
Contribution to Net Income	(\$354,113)	\$255,924
Total End-of-Year Net Assets	\$2,694,821	\$2,950,749

### Annual Revenue 2019



### Annual Expenses 2019



# Board Service

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