Strategic Plan
2022-2024

Breaking the Cycle of Poverty in Guatemala through Education

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Mission, Vision, Focus Areas

Mission: To break the cycle of poverty in Guatemala through education.

Our Vision: We believe that all humans are born with abundant potential—we are destined to become creators, healers, innovators, builders, educators. But a child born into the generational cycle of poverty is too often stripped of this destiny. That’s where education comes in. Education is about justice. Where poverty robs us of opportunities, education gives them back. Education levels the playing field. Education opens doors.

We have a vision of a Guatemala transformed through education: a future in which every Guatemalan child learns to read, gains tech skills, and graduates high school with the skills they need to thrive. Because we know that when we empower young people with the opportunities to rise out of poverty, not only will they determine their own stories, they will shape the destiny of their country.

How we get there: By empowering students with three primary competencies:

a. Reading
b. Tech skills
c. Graduation (with soft skills)

Our Programs:

1. Spark Reading Program *(Pre-Primary/Primary – grades Pre-K to 6)*
2. Textbook Program *(Lower secondary – grades 7-9)*
3. Computer Centers *(Lower secondary – grades 7-9)*
4. Rise Youth Development Program *(Secondary – grades 7-12)*

10 Year Vision: Establish CoEd as a “Force for Good” that will outlast us. We can achieve this kind of sustainability by offering:

1. Best Programs in the World
2. Stable Funding Base
3. Scalable Systems
**Guiding Principles**

**CoEd's Mission:** “Breaking the cycle of poverty in Guatemala through education” includes two key aspects:

1. Giving students the tools **to completely break out of poverty**, creating deep, multigenerational change.
   a. **Rise Youth Development Program**

2. Helping students achieve specific skills that **put them on the pathway out of poverty**.
   a. **The Spark Reading, Textbook, and Computer Program.**

**Who We Serve:** The community of children, teachers, parents, and administrators within and graduated from the Pre-K to 12 schools in our targeted regions.

**Our Reach:**

a. **Focus on individuals and communities; serve regions and countries through the “ripple effect.”** We recognize that any momentous change we can hope to achieve will begin at the individual or community level. We focus our efforts here, hoping to achieve greater regional or national change over time.

b. **Broad vs. Deep—how CoEd will help millions:** CoEd focuses on creating deep change at the individual and community level, but in fact, we will help millions, over time. Helping one individual break the cycle of poverty or training a teacher will impact generations to come.

**Our Resources:** We achieve our mission most effectively by focusing resources where they can have the greatest impact.

a. We focus on the students and schools in greatest need that have the most potential to succeed. Alignment between programs is desirable but should never be forced.

b. We prioritize approaches that are backed by extensive research and a proven track record of delivering multi-dimensional benefits.

c. We maintain our focus by protecting CoEd’s core and not straying from our focus areas, but we continually stimulate progress and motivate engagement by identifying and developing opportunities for innovation within these areas.

**Our View of Sustainability:** All CoEd programs are sustainable. To be sustainable they must:

a. **Be financially sound:** There is a clear, reasonable plan for sustaining funding for the project beyond 10 years. This can be a fee-based model, such as with Textbooks and Computers or a sponsorship model, such as with Rise and Spark Reading.
b. **Produce sustainable results:** The impact created sustains itself for the long term, without the need for substantial ongoing funding (e.g. well-educated kids, well-trained teachers; once they have knowledge, no one can take it away).

c. **Be efficient with a “razor thin” level of ongoing support:** The reality is that most interventions need some ongoing support so that initial high-level results do not get eroded. For this to occur, CoEd continually finds creative ways to reduce the resources required to provide ongoing support (donor funds, staff input, etc.) to a razor thin level.

**Our View on Collaborations:** In addition to CoEd's direct assistance, we see opportunities to have better-educated beneficiaries by engaging in strategic relationships with other organizations.

a. By engaging in such relationships, we can offer more comprehensive aid to produce a greater educational outcome and further our mission.

b. These efforts can magnify CoEd's reach, provide consistent aid to our beneficiaries, and leverage each organization's ability to secure funding.

c. The partner organizations bring competencies in their areas of operation, so that we don’t need to bring those new competencies in-house. We should therefore always consider whether we could partner with another organization before starting a new initiative on our own.

d. Please see Appendix A for a list of CoEd's partnerships.
The Need for Education in Guatemala

Guatemala’s Western Highlands exhibit one of the most extreme combinations of systemic poverty, illiteracy, and inequality in the hemisphere. Today, indigenous Mayans in these regions suffer from poverty, malnutrition (rates of which rank among the worst in the world), poor health outcomes, high rates of illiteracy, and low levels of educational attainment. Compounding the problem, the majority of Maya do not have access to affordable, quality education. Teachers in rural schools often lack the formal training and resources—like books and computers—they need to facilitate learning. As a result, educational attainment is low, and illiteracy and dropout rates are high. Young people lack the education to secure higher-paying jobs, and the cycle of poverty continues.

In the wake of the COVID-19 pandemic (which continues to produce uncertain conditions for education in Guatemala at the time of this writing, with vaccination rates remaining low—especially in rural areas), the communities CoEd serves are at risk of being left even further behind. COVID has exacerbated existing economic inequalities, caused rural communities to become even more isolated, and made it even more difficult for youth to receive a quality education. As rates of COVID spread fluctuate, schools may suspend in-person learning with no warning. And when students do return to school, they are left needing to catch up on content that could not be adequately covered, while still moving forward in the next year’s lesson plans.

CoEd provides a path out of poverty. By increasing the quality of education—and guiding teachers in the best ways to continue reaching their students with education during pandemic-related school closures—our programs give kids a reason to stay in school, a hope to strive towards. With CoEd books, computers, and teacher training, students gain critical-thinking and 21st-century skills that will clearly lead to better jobs after graduation. And for the most at-risk kids, our Rise Youth Development Program provides the financial support to keep them on the path to becoming future leaders.
Our Strategic Initiatives

Spark Reading Program
The Spark Reading Program provides Guatemalan primary-school children with the building blocks they need to become competent, enthusiastic, and lifelong readers. The program works in collaboration with teachers who receive training, materials, and coaching to support their activities.

Expected Impact
Increase the number of students reading fluently by the end of second grade.

Our Initiatives
⇒ Maintain current scope/scale of training 300 teachers per year, with a focus on increasing the number of students that read fluently by the end of second grade.
⇒ In 2022, transition to hybrid methodology (online platform and in-person coaching).
⇒ Increase students’ reading practice and family engagement by using Tarjetones (reading cards with activities).

What does success look like?
⇒ Students in Spark classrooms will demonstrate progress in their reading ability over the course of the school year.
⇒ 75% of eligible teachers who begin Spark Advanced courses will achieve Spark certification by completing the course and demonstrating competency using the Spark process for literacy instruction with their students.

Textbook Program
The Textbook Program provides a low-cost, sustainable solution for giving students access to these vital educational resources. Every participating school receives books in core subjects like math, science, Spanish language, and social studies. Teachers participate in training seminars which empower teachers to successfully utilize the textbooks in their classrooms, and when teaching remotely, while in-person learning is suspended due to pandemics or other disasters.

Expected Impact
Improve the quality of education for middle school students in rural areas, through the provision of textbooks in the four main subjects and a teaching methodology to facilitate their use in the classroom.
Our Initiatives

⇒ Expand the reach of the program by adding about 265 students per year.
⇒ In 2022, transition to hybrid training seminars (online platform and in-person sessions).

What does success look like?

⇒ The average attendance rate among teachers at the training sessions is at least 80%.
⇒ 80% of teachers report that the introduction of textbooks made their efforts to implement blended education (partly in-class, partly take-home) for their students more effective.
⇒ 90% of schools that have been in the Textbook Program for five years or more have renewed at least one textbook.

Computer Centers Program

The Computer Centers Program provides secondary-school students highly marketable technological skills. Approximately 60% of entry-level jobs in Guatemala require computer skills, but in some rural communities, none of the children have ever touched a computer keyboard. Setting up Computer Centers in rural Guatemalan schools provides a cost-effective means for empowering indigenous youth with the skills they need to successfully compete for better jobs.

Expected Impact

To provide Guatemalan schoolchildren with badly-needed technology training that positions them with necessary skills for future employment or further education.

Our Initiatives

⇒ Expand the reach of the program by establishing one new Computer Center in a Guatemalan middle school per year.
⇒ In 2022, evaluate our virtual learning platform Aprende TACs:
  o Strengthen our current methodology.
  o Explore whether the platform will allow us to serve more and smaller schools.

What does success look like?

⇒ 80% of students will achieve basic computer competency.
⇒ 95% of teachers are certified through the Microsoft Digital Literacy exam during their first year of work with CoEd.
Rise Program

The Rise Youth Development Program is designed to keep students in school and prepare them for future success through a threefold intervention: (1) financial support addresses economic barriers to staying in school; (2) a youth development curriculum helps students build the soft skills to succeed in school and in life; and (3) individualized case management helps students, especially girls, address familial and social barriers to staying in school.

Expected Impact
Increase access to education by expanding the number of scholarships available to students.

Our Initiatives

⇒ Increase the number of scholarships to 1,500 by at least 2029, with an added goal to reduce that timeframe by incorporating new strategies to reach 1,500 faster.
  o We will expand the program by adding 35+ new scholarships in 2022, 73% of those going to girls.
⇒ In 2022, further strengthen our student selection process.
⇒ In 2022, strengthen our Youth Development curriculum and explore a hybrid model (virtual platform and in-person sessions).
⇒ Strengthen our relationships with the communities, schools, teachers, families, students, etc.

What does success look like?
⇒ The high-school graduation rate for Rise Scholars over the last five years averages at least 75% despite COVID’s impact.
⇒ 80% of Rise Scholars say the youth development activities have helped them improve their knowledge and their qualities as a student and person.

Bridges

The Bridges Program serves people around the world by increasing their understanding of Guatemala’s rich culture and its development challenges. The program works through Tours, Educational Presentations, School to School Partnerships, Educational Resources, and Global Partnerships.

Expected Impact
Increase international understanding of Guatemala’s rich culture and its development challenges and connect supporters around the world with ways to help Guatemalan communities.

Our Initiatives

⇒ Increase our service tours participation 10% by 2024.
⇒ Continue to deliver interactive multimedia presentations to schools, churches, businesses, and other organizations about life in Guatemala, the role of education in reducing poverty, and ways to get involved.
⇒ Continue to magnify our impact in Guatemala and the developing world by partnering with other groups to help build local capacity and strengthen the systems and services within communities.

What does success look like?
⇒ At least 80% of our service tour participants say that the tour increased their knowledge about Guatemala.
⇒ At least 50 educational presentations about Guatemala are conducted per year.

Operational Goals and Initiatives

Expected Impact
1. Increase efficiency of technology and systems, including information sharing.
2. Diversify our measurement tools.

Our Initiatives
⇒ Implementation of Medicion Independiente de Aprendizaje (MIA) to measure reading skills and student motivation.
⇒ In 2022, assess technology and systems
  o Assess Rise student database.
  o Implement Airtable for MIA measurement tool.
  o Implement Microsoft 365 across the whole organization.

Fundraising

At CoEd, program strategic planning operates in advance of fundraising strategic planning. We separate the fundraising and program strategic planning processes because we believe the programs we deliver should be designed, executed, modified, and scaled based primarily on best practices, research, and the individual feedback from those who are living our programs (e.g., our students, teachers, and Guatemalan staff). By separating program planning from fundraising, we're able to design strategic next steps that we're confident will meet the mark and continue to help us realize our mission.
There is, however, a strong collaboration between the fundraising and program delivery teams on the goals that are set within the program strategic plan. Once aspirational program direction is set, the program and fundraising teams collaborate to ensure the goals that are included in the plan are not set so high that the level of funding would be impossible to attain. This ensures program strategic planning goals are aspirational yet achievable and can be used to take programmatic action without a high risk that our funding will be insufficient to cover the costs we incur.

A few months after the program strategic plan is finalized, the fundraising team creates the fundraising strategic plan. Where applicable, specific fundraising strategic plan goals ladder up to goals defined in the program strategic plan (e.g., the number of new Rise sponsors needed to grow the program to additional students). For all other areas of the fundraising strategic plan, specific goals are set to achieve one or more of the following broad fundraising objectives:

- Maximize income to maximize impact
- Provide an engaging and energizing experience for our current donors
- Attract more first-time donors to our mission

The Fundraising Strategic Plan exists as a separate document and outlines the specific goals and initiatives that will be executed by each member of the fundraising team in the following year.
Possible Future Directions and Emerging Innovations

1. Distance Learning for Spark Teachers
   Our priority in Spark is delivering high-quality training and follow-up to teachers in the regions we can serve directly, rather than trying to expand broadly at the expense of achieving real impact. Still, we want to continue to evaluate opportunities to better serve the teachers participating in the program, while considering the possibility of serving other areas and teachers outside of our schools—even if the impact is more limited for them. Now that the program incorporates a robust online training platform, along with videos and program manuals, we want to consider including the possibility of distance or hybrid learning for our teachers and/or for additional teachers beyond Spark’s in-person and hybrid cohort.

2. Computer Training for Smaller Schools
   The need for tech training for impoverished students is increasing. There are emerging opportunities to serve smaller schools than those supported by our traditional lab model, by providing access to our curriculum and resources via the recently-developed virtual platform for student learning in Computer Centers, Aprende TACs.

3. Education Policy Advocacy
   We recognize that direct service programs will not be able to address all the issues that plague the education system in Guatemala. Many of the issues which inhibit our programs from having maximum impact are policy-level obstacles. CoEd will look for ways to collaborate with other organizations acting in the educational advocacy space to advocate for policies that would create a more favorable environment for our programs to be as successful as possible. For instance, we could advocate for:
   - Improving working conditions for teachers;
   - Improving education in a bilingual context, where some families speak indigenous languages in the home;
   - Improving access to high schools for students living in rural area.
## Appendix A: Graphic of Initiatives

### Strategic Goals and Initiatives

<table>
<thead>
<tr>
<th>Spark</th>
<th>Textbooks</th>
<th>Computers</th>
<th>Rise</th>
<th>Overall</th>
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| Increase the number of students reading fluently by the end of second grade.  
  - Maintain current capacity of training 300 teachers per year  
  - Transition to hybrid methodology (online platform and in-person coaching)  
  - Increase students’ reading practice and family engagement, for example using *Tarjetones* | Improve the quality of education for middle-school students in rural areas, through the provision of textbooks in the four main subjects and a teaching methodology to facilitate their use in the classroom.  
  - Expand the reach of the program by adding 265 students each year.  
  - Transition to hybrid trainings (online platform and in-person trainings) | To provide Guatemalan school children with badly-needed technological training that positions them with necessary skills for future employment or further education  
  - Expand the reach of the program by adding one computer center per year.  
  - Evaluation of virtual platform *Aprende TACs.*  
  1. To strengthen our current methodology  
  2. To explore if platform allows us to serve more and smaller schools. | Increase access to education by expanding the number of scholarships available to students.  
  - The goal is to get to 1,500  
  - Strengthen our selection process  
  - Strengthen our relationships with the communities, schools, teachers, families, students, etc.  
  - Strengthen our Youth Development curriculum and explore a hybrid model (virtual platform and in-person sessions) | Diversify our measurement tools and measure our impact  
  - Implementation of *Medicion Independiente de Aprendizaje* (MIA)  
  Continue to assess technology and systems to increase efficiency and impact.  
  - Rise Student Database  
  - Microsoft 365 |
Appendix B: CoEd Partners

The most critical partners in making CoEd’s programs a success are the students, parents, teachers, principals, and administrators who participate in the programs and implement them on a daily basis. However, we work with a range of other partners who help amplify our impact, from businesses and universities to other nonprofits and the Ministry of Education. This list provides an overview of these partnerships.

Ministry of Education

1. Digeace (Certifies CoEd’s programs and ensures compliance with national curriculum)
2. Diconime (Coordinates international cooperation)
3. Digeduca (Coordinates with CoEd for program evaluation)
4. Regional and local Ministry officials (Identify candidate schools and provide ongoing support)
5. Leadership of Cooperative Schools Associations (Initial contact to support CoEd’s operation in cooperative schools throughout the country)
6. Viceminister, Educational Quality
7. Viceminister, Bilingual Education

Evaluation partners

1. Del Valle University Center for Educational Research (Conducts testing and data entry)
2. Digeduca (Allows us use of their evaluation instruments, trains evaluators)
3. EMSTAR Research (Analyzes evaluation data)
4. Statistics without Borders
5. ETC Iberoamérica/Certiport – Digital Literacy (IC3 for computer teacher evaluation)
6. Microsoft (Digital literacy and Microsoft Office Specialist certification for teachers)
7. IT Learning (Free online courses on technology for education)
8. University of Cincinnati (Analyzes evaluation data pro bono)
9. Centro de Investigaciones y Estudios Superiores en Antropología Social – Medición Independiente de Aprendizajes – México
10. Daniel Rodriguez-Segura, Doctoral Candidate in Applied Economics, University of Virginia, School of Education and Human Development

Communities of practice and networks

Provide research, best practices, professional development opportunities

1. Girls CHARGE
2. USAID’s Global Reading Network
3. GRN Comprehension Interest Group
4. USAID Regional Reading program RedLei
5. Comparative and International Education Society
6. Obama Foundation’s Girls Opportunity Alliance
7. Youth Power Gender and Positive Youth Development Community of Practice
9. Brookings Center for Universal Education
10. GIRL Center – Population Council
11. Interamerican Dialogue
12. USAID’s Higher Education Learning Network
13. Youth 4 Change Network

**Organizations which have offered free training to CoEd staff**
1. Rekko (Children’s and adolescents’ rights; Legal framework on rape and abuse; Abuse and aggression toward women)
2. Asociación de Padres y Amigos de Personas con Discapacidad – ADISA (Physical and learning disabilities)
3. FUNDATED (Physical and learning disabilities)
4. USAID/Juarez & Associates (Early grade reading, Early grade writing)
5. Strachan Foundation
6. Fundación Educativa Dr. Carlos Martínez Durán

**Organizations that have received Spark training**
1. Riecken Foundation
2. Common Hope
3. Francisco Coll
4. Futuro Vivo
5. Proyecto Nicolás
6. FUNDAP

**Businesses, universities, & government sites visited on Rise field trips**
1. INPROLACSA (Milk processor, won award as best exporter in Guatemala)
2. Tata Global Accessories (2nd biggest leather belt producer in the world)
3. Cabcorp (PepsiCo Guatemala – Biggest beverage producer in Central America. In 2013, the Guatemalan factory won the award for Pepsi globally as the most technologically advanced)
4. Mayorpor (Domino’s pizza)
5. Masesa (Assembly of motorcycles and light vehicles)
6. Ecofiltro (Low-cost water filter producer)
7. Det-Pon-Pakil Awal (Vegetable production/export, won best exporter in Guatemala award)
8. Avícola de occidente – Granja La Taltuza (Egg Farm)
9. FUDI Agricultural Training Center – Utz Samaj (Training in intensive agricultural production techniques with greenhouses)
10. Bimbo Central America (Bread production)
11. Pasajinak (Dairy production)
12. 4 Pines Productive Estate (Vegetable production/export)
13. Santillana (Publisher)
14. NIVI Industries (Stove and gas cylinder production)
15. San Carlos University
16. Mariano Galvez University
17. Francisco Marroquín University (and its business school)
18. National History Museum
19. Central Bank of Guatemala
20. Superintendent of Banks of Guatemala
21. Guatemala Supreme Court
22. Congressional building of Guatemala
23. National Palace and Executive Branch of Government

Organizations which have shared curricula for Rise workshops
1. World Vision Puentes Program/Emprender con Éxito
2. Save the Children (Financial literacy)
3. Starfish (Various methodologies and techniques)
4. The Population Council (Human rights, gender equity, sexual & reproductive health)
5. Wings Guatemala (Reproductive health & avoiding early marriage)
6. Juconi (Managing trauma)
7. Advance Business Services Guatemala (Vocational & psychometric tests, HR)
8. Character Lab (Goal setting)

Organizations where CoEd can refer Rise families
1. AQ’ONJAY Medical Clinic (Health services)
2. CAIMUS (Violence against women support services)
3. Centro Comunal de Patzúñ – CECOPA (Library and internet)
4. Committee for the Blind and Deaf in Guatemala – Zaragoza Regional Center
5. FUNDABIEM (Physical disability services)
6. FUNDATED (Tutoring and psychological services)
7. Hospital Carroll Berhorst (Health services)
8. Hospital Corpus Christi, Patzúñ (Health services)
9. Hospital and Clinic Asociación Cultural Misionera Somacas (Health services)
10. Initiative for women’s rights (Legal and psychological services)

Organizations that collaborate on Computer Teacher Training
1. Educational Technology Consulting – ETC (Curriculum overview and test administration)
2. INTECAP (Constructivist methodology, and evaluation)
3. World Possible (Rachel Software – Educational Strategies)

Partners that offer near-cost/donated computer hardware/software
1. Microsoft (Donated software)
2. World Possible (Free Rachel software and training)
3. Sega (Cost-effective hardware and excellent service)
4. Steinmetz Foundation (Donated microprocessor kits)

Partners for Computer Center curriculum development
1. Ministry of Education (National curriculum)
2. Certiport (IC3 through Educational Technology Consulting – ETC Iberoamérica)
3. Microsoft Guatemala (Nonprofit webinars)
4. IT Learning (Free online courses on technology for education)

Publishers and book providers
Materials at near-cost and/or free training

1. Santillana
2. Norma
3. Amanuense
4. Carjaval Educación/ Norma
5. Fondo de Cultura Económica
6. Librería Piedra Santa
7. Aldisa
8. Librería Platino
9. IKU
10. Susaeta Ediciones Guatemala
11. Eden Libros

Implementation partners
Provide staff/volunteers to help deliver projects

1. ADRI (direct support to CoEd computer centers in their region)
2. Amigos de Santa Cruz
3. Xela Aid
4. Rotary

Organizations working in nearby communities
Share best practices, avoid duplicating efforts

1. UNBOUND Patzún
2. World Vision
3. Child Aid
4. Common Hope
5. Maia Impact
6. ConTextos
7. Pencils of Promise
8. FUNSEPA
9. Empresarios por la Educación