

Cooperative for Education

Breaking the Cycle of Poverty in Guatemala through Education



Students at Colegio Bethel show off their brand-new CoEd textbooks. Chimaltenango, Guatemala, 2015.

First Quarter Report: 2015

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A student at Xecam explores her new textbook. Quetzaltenango, Guatemala, 2015.

Since Cooperative for Education (CoEd) started in 1996, over 152,000 kids have benefited from the organization's programs. Schools, communities, and individual lives are being transformed, and Jeff and I are often recognized for this success. However, much of the credit really belongs to our dedicated team members in Guatemala who bring the programs to life.

Among our talented staff is the incomparable Mario Yac, CoEd's Coordinator of Training and Textbook Program Promotion. This quarter, we want to help you learn more about the Textbook Program by learning more about Mario.

Spreading the Word

If you have ever gone on a CoEd tour, you know Mario. Even if you don't understand Spanish, you were likely captivated by his charisma and natural rapport with students and teachers.

Mario's easy camaraderie with CoEd's beneficiaries stems from his own background as an educator. Before joining CoEd, Mario was a teacher and principal. He has seen firsthand how crucial it is to have vital

educational materials—such as textbooks—as well as teachers who know how to use them. “I firmly believe that one of the fundamental pillars of development for my country is education,” Mario says, “and CoEd does good work towards this purpose.”

Now celebrating his eleventh year with CoEd, Mario has seen the Textbook Program change significantly throughout his tenure. He says, “At first, the most important part of the program was distributing the books. Now, we also ensure that the books are being used responsibly. We visit the schools, help train the teachers, involve the parents—and as a result, CoEd is more well-known within the communities.”

This recognition has an added benefit—**two of the schools receiving textbooks this year increased their enrollment solely because of the Textbook Program.** As more families hear about the advantages of studying with textbooks and realize what an incredible opportunity they have, they are more likely to send their kids to school; as a result, the program reaches even more students.

Connecting Across Cultural Barriers

Mario's first language is Quiché; he also speaks Spanish and two other Mayan languages, Q'eqchi' and Kaqchikel. Working in indigenous communities can be a challenge, especially when the majority of adults don't speak any Spanish. Mario explains, "In some communities, the people are 100% indigenous and would not understand the program if it were only explained in Spanish. By being spoken to in their Mayan language, they can better understand and commit to the program."

Thanks to Mario's knowledge of different languages and cultures, he connects with these community members and builds the trust necessary for the program's impact to grow. Textbook teacher training has expanded dramatically over the past three years—throughout 2015, 129 teachers will attend three training sessions conducted by CoEd staff members. In order to better understand and commit to implementing the program in their schools, 20 principals and three administrators are also currently participating in the training sessions. Also this year, 1,435 new students are benefitting from textbooks, and work is underway to bring the program to nearly 2,000 additional students in 2016.

The Benefits of Books

One of the students currently benefitting from the Textbook Program is Diego Set Cuc, an eighth-grader at Chumanzana Cooperative School. He understands the importance of education and the consequences of not graduating from high school. His three older siblings all dropped out after middle school and now have limited opportunities to find work. Neither of Diego's parents ever attended school—his mother is completely illiterate, and his father's only opportunity



Diego Set Cuc is all smiles as he explains how textbooks have made school more interesting. *El Quiché, Guatemala, 2015.*

to provide for his family meant leaving them for a temporary worker program in Canada. As a result of these experiences, Diego is determined to make it through high school. The statistics are in his favor—schools demonstrate a 46% decline in dropout rates after joining CoEd's Textbook Program.



Mario Yac explains to the students of Caquixajay how to care for their brand-new CoEd textbooks using the plastic bags provided. *Chimaltenango, Guatemala, 2015.*

Teachers also spend 53% less time dictating or writing on the chalkboard once textbooks are introduced, a difference that Diego has already noticed. "Before the Textbook Program," he says, "our teacher had the only book and dictated to us for the entire class. Now, we use our textbooks every day instead of copying down what the teacher says." (Read more about Diego at www.cooperativeforeducation.org/diego.)

Moving Forward

Diego's school is one of 12 new schools to join the Textbook Program this year. In 2016, we plan to add 10 more schools and train approximately 128 teachers to engage their students using textbooks and other materials. Mario certainly has his work cut out for him as the program continues to expand, but he is up for the challenge, knowing that the generosity of supporters like you will help make these ambitious goals a reality.

On Mario's much-deserved weekends, he spends time with his nine-year-old son Luis Mario and volunteers at his church. But even then, he wants you to know that you are on his mind, saying, "I dream of education. I love what I do. CoEd gave me the opportunity to be with my people, and I am succeeding here. CoEd supporters have taught me to want more for my people; to put serving ahead of being served." Mario is right—**we are succeeding here, and you are the reason why.** We are grateful to be able to count on your support as we continue to move forward, as we continue to serve.

Yours in service,

Joe & Jeff Berninger, Founders



Financial Highlights

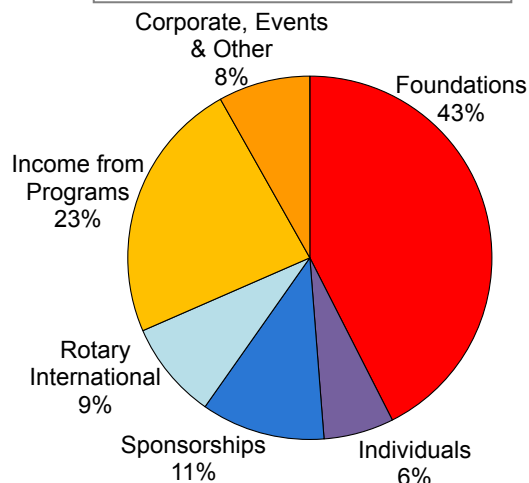
(January 1, 2015 - March 31, 2015)

CoEd is a 501(c)(3) nonprofit organization established in 1996.

YEAR TO DATE INCOME	2014	January - March 2015
Foundations	\$1,186,990	\$629,807
Individuals	\$174,169	\$34,458
Sponsorships	\$306,649	\$122,957
Rotary International	\$242,761	\$11,700
Income from Programs	\$652,961	\$48,809
Corporate, Events & Other	\$227,772	\$31,825
TOTAL INCOME	\$2,791,302	\$879,556
YEAR TO DATE EXPENSES		
Program Services		
Textbook Cooperatives	\$607,098	\$85,182
Computer Centers	\$618,782	\$107,214
CORP	\$501,102	\$155,353
Direct Education (Bridges Program)	\$596,868	\$204,667
Other Educational Programs	\$178,509	\$74,741
Total Program Services	\$2,502,359	\$627,157
Mgmt & General	\$170,544	\$61,745
Fundraising	\$167,222	\$54,473
Total Support Services	\$337,766	\$116,218
TOTAL EXPENSES	\$2,840,125	\$743,375
Contribution to Net Income	-\$48,823	\$136,181

Note: Year to date spending is not always representative of annual spending. For a more precise financial picture over the course of a year, please see our most recent Annual Report at www.cooperativeforeducation.org/annualreport.

Year to Date Income



Year to Date Expenses

