cooperative FOR EDUCATION

Annual Report

2025



Table of Contents

2025 Annual Report

Cover Page 1
Table of Contents 2

Letter from the Directors 3
- Bringing Technology to Rise Students 4
- Improving Career Connections for Rise Students and Graduates 5
- Expanding Opportunities for Indigenous Girls 5
- Leveraging the Perfect Timing 6
- Maximizing Efficiency 6
- Making Other Improvements 8

Financial Highlights 9

Board Service 10

Recognitions, Partnerships, & Collaborations 11







Spark students can't wait to share their new love of reading and learning with visiting CoEd volunteers!
José Ignacio Ortiz Vides, Sacatepéquez, February 2025.

2025 was a year of forging new partnerships and reaching new heights.

Even from the beginning of the year, as we traveled to Guatemala to welcome new schools into our programs, our work reflected our renewed focus. Though we were still visiting our four core programs, each one now aligned with these three focus areas: 1) Reading, 2) Technology, and 3) Graduation (with life skills). We can also think of these as three pathways out of poverty—competencies that set students up for success, both during their studies and after graduation. Ultimately, Guatemalan youth can determine their own stories, achieve social mobility, and transform the destiny of their country.

1 READING

With CoEd's Spark Reading Program, kids learn to read better, faster, and earlier. Spark's two-year training program provides primary-school teachers with training and a library of children's books for their classrooms. In 2025, Spark teachers also received rotafolios, or classroom flipcharts, developed in partnership between our training team, Spark teachers, pedagogic experts, and external consultants. Packed with 35 stories each, these new materials bring a wealth of additional reading materials to classrooms—at a fraction of the cost! In 2025, 210 educators from 23 schools participated in Spark training, transforming their classrooms for nearly 4,900 students.

At the middle-school level, our Textbook Program provides textbooks to rural schools using a sustainable revolving fund model. 236 new students in two schools received textbooks in 2025, transforming the quality of reading and learning in their classrooms. In addition, 180 teachers across new and existing Textbook Program schools received training in how to use the books to transform their classrooms into active and meaningful centers of learning—just like Spark classrooms.

2 TECHNOLOGY

CoEd's Technology Program provides middle and high-school youth with much-needed digital literacy training that positions them with necessary tech skills for future employment

or further education. We primarily accomplish this by establishing Computer Centers in rural middle schools that lack the resources to enable students to compete for higher-paying jobs. One new Computer Center was established in 2025, bringing vital digital literacy skills to 122 additional youth. Thanks to the same revolving fund model used by the Textbook Program, students at Las Canoas Middle School will have these resources for generations to come.

3 GRADUATION

Our Rise Youth Development Program provides six-year scholarships for secondary education—along with holistic social support and youth development. Ultimately, students graduate with life skills that enable them to become the next generation of young leaders. In 2025, 1,151 Rise students continued on the path to graduation and achieving their dreams.

By leaning into this reframing of our work, we've been able to strengthen collaboration both within our programs and without. Instead of seeing these as separate programs, all of our teams are aligned toward common goals that build on one another: Reading, Technology, and Graduation. You can learn more in our 2026-2030 Strategic Plan at coeduc.org/strategic-plan/en (or click below!)

Strategic Plan

Bringing Technology to Rise Students

Formerly known as the Computer Centers Program, our Technology Program continues to grow into the role of achieving digital literacy skills for all of our students. Under the leadership of Program Coordinator Miguel Quinteros, our Technology Program team took things to the next level in 2025. The team started with a baseline assessment of a sample of Rise students during the Rise career days in June, revealing many unexpected challenges.



Partnering with middle schools throughout Guatemala to establish new Computer Centers remains an important aspect of the Technology Program's model. *Las Canoas, Sololá, January 2025.*

We never force alignment between programs—school communities themselves lead the charge in requesting CoEd programs. Just because a school hosts Rise students, doesn't mean the community is ready to undertake the significant commitment required in installing a CoEd Computer Center and agreeing to contribute to the revolving fund for the long term. Clearly, a middle ground was needed—something that would enable Rise students to gain technology skills despite not studying in a physical CoEd Computer Center.

Meanwhile, the computer lab in our San Lucas Education Center hadn't been refreshed since 2017, when we moved into the building. For a room designated to serve as our "Technology Innovation Lab", we were quickly losing the capability to experiment with the latest features and programs. Going by our standards for schools with CoEd Computer Centers—where the revolving fund allows them to purchase new equipment approximately every six years—we were long overdue!

Miguel saw an opportunity to solve two problems with a single solution. The team is now planning a refresh of the San Lucas office computer lab in

2026—but this time, with laptops that can be loaded onto a van and travel to Rise communities to bring computer education to students in their own communities—no school commitment or renovations required.

To ensure the students could make the most of their limited time with the computers, an expert consultant completed a review of the Computer Center curriculum, repackaging it into a "Toolbox" designed for more portable education. In 2026, the Mobile Lab will be piloted with one selected Rise community so that learnings can be assessed for further expansion.

To ensure that we are evaluating other options as well, we are also exploring additional pilot models and diagnostic testing for expanding technology access using the toolbox.

Improving Career Connections for Rise Students and Graduates

One of the uses for the toolbox we plan to explore in conjunction with another new initiative was just launched by the Rise Program. From August – November, 2025, a pilot group of 48 final-year Rise students and recent graduates completed three months of workshops providing training in financial literacy and job readiness. The workshops were conducted by trainers from Impact Hub Antigua, who leveraged their connections in the hospitality sector to even connect 16 students with internships, eight of whom landed formal jobs!



"My internship at Antigua Brewing Co... opened the doors to a paid job that allows me, as a woman and as a mother, to transform my lifestyle, set growth goals, and use my skills to positively impact others."

–Gimena Hernandez



Rise girls get a jumpstart on their careers through a special workshop series conducted in partnership with Impact Hub Antigua and private sector partners. *San Lucas, Sacatepéquez, November 2025.*

The program will expand to three additional groups of Rise students in 2026 and will even incorporate digital literacy skills training, in collaboration with CoEd's Technology Program! This new partnership enables us to address the gap between graduation and post-secondary success that was identified by our 2024 impact study. By partnering both internally and externally, we will improve the Rise Program's ability to achieve its stated goal: graduates breaking the cycle of poverty.

Expanding Opportunities for Indigenous Girls

In May of 2025, we made another special trip to Guatemala. We were celebrating the launch of an exciting new initiative—but we were also realizing the culmination of CoEd's entire existence.

Almost 30 years ago, CoEd was born in the nest of the Precious Blood. Father Barry Fischer, CPPS, connected co-founders Joe and Jeff Berninger to the CPPS parishes in Guatemala, where they spent significant time at La Labor school. A CPPS grant established the very first CoEd Textbook Program at La Labor, based on a sustainable revolving fund model to ensure these vital resources would last for the long term. Three decades later, La Labor is still renewing their textbooks with money saved in their revolving fund.

In late 2024, the Sisters of the Precious Blood (CPPS) approached us this time with an exciting opportunity. Sister Teresa and Sister Joyce were looking to retire to the States, but were uncertain about what this would mean for the future of two projects they were running to transform the lives of dozens of girls in Guatemala every year. First, they operated a boarding school, *Centro de Formación Multiple* (CFM), in San Raymundo. They also had a residence house, Casa Sofia, for girls attending the free public university in Guatemala City. Both projects expanded access to quality secondary and higher education for girls who would otherwise never get this chance.

Leveraging the Perfect Timing

These projects aligned well with learnings from our recent impact study. Working with ADGN Education in early 2024, we listened to Rise students, graduates, and dropouts as they shared what success looks like in their own words, how Rise helps them achieve it, and what new barriers now stand in their way post-pandemic.

What's more, as collaboration increases between our program teams, we had recently begun to dream of a single school that could function as an "innovation lab"—bringing together the best of each or our programs and providing a controlled environment to test and measure program improvements. Ultimately, the partnership came to fruition in May, with a special ceremony at CFM school to officially hand over the keys to CoEd.



Joe and Joanne receive the keys to CFM school from Sisters Joyce and Teresa in a handoff ceremony. *San Raymundo, Guatemala, May 2025.*

As part of transitioning these projects into the CoEd portfolio, we again engaged ADGN Education to complete a learning and support study at the school. We are also planning expansions to the school through our Impact Initiative campaign that kicked off in 2025, with the goal of doubling CFM's residential capacity while introducing additional improvements to the Rise Program and Casa Sofia.



Girls at CFM continue learning throughout the transition. *San Raymundo, Guatemala, February 2025.*

Maximizing Efficiency

As you read this report, you might have noticed that our program teams in Guatemala are BUSY. Although we are growing—especially with the addition of CFM and Casa Sofia staff, which brings us to 70 employees in Guatemala—our teams still have a LOT on their plates with all of these new partnerships and initiatives.

That's why we're introducing the following improvements to maximize our team's time spent delivering program services—and freeing them up to continue innovating for the future.

New Rise Selection Process: We're collecting more information more systematically at the time of selection, aligned with the target population. Facilitators now have tools to assess student performance in reading and math, motivation, and socioeconomic data. This more systematized data collection will strengthen our capacity to make informed, strategic decisions.



Ministry of Education officials get a crash course in Spark's literacy methodology through special training sessions that reached almost 100 additional educators in 2025. *San Lucas, Sacatepéquez, July 2025.*

New Spark Evaluation Process: We were able to improve efficiency in our Spark trainers' work in 2025 by implementing a new online evaluation process. Following each training session, each teacher receives at least one in-class coaching session, where they are observed by a Spark trainer. Teachers are scored on a rubric and receive feedback on specific areas in which they are doing well, as well as areas for improvement. Instead of paper checklists, our trainers now enter feedback during classroom observations directly into an Airtable database. Following each session, each teacher receives an emailed copy of their "report card" for further discussion with their Spark trainer and future reference. This new process reflects our commitment to leveraging technology to streamline our work and maximize our trainers' time providing direct education and feedback.

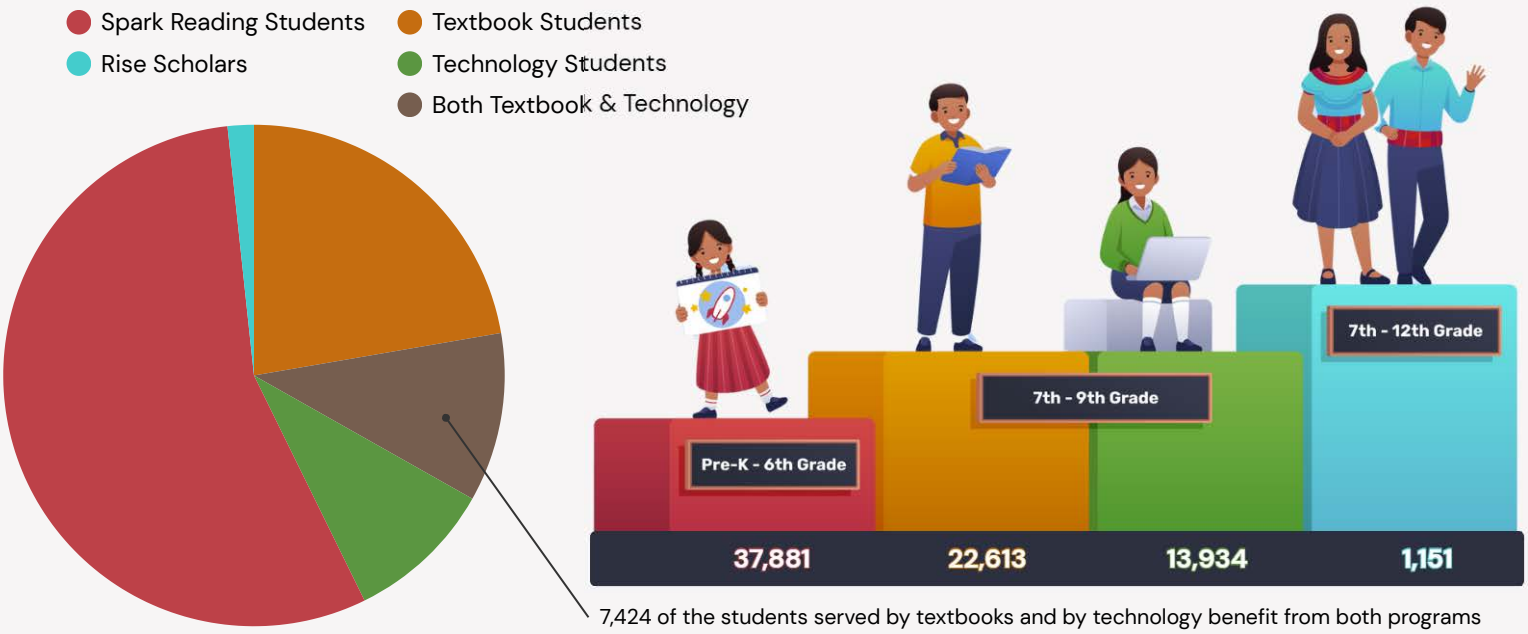
We are also committed to strengthening our local leadership team in Guatemala. Thanks to partnership with the Luis von Ahn Foundation, coordinators from Rise, Textbooks, Technology, Spark, and CFM—as well as our local HR, IT, and Finance departments—came together to participate in workshops and coaching from experts in team-building and communication styles. The leadership program strengthened the team managers' ability to actively participate in strategic planning, ensuring that the staff with the greatest knowledge of local needs become key actors in guiding our organization's direction. It also empowers these most knowledgeable individuals to attend international networking events themselves, in order to share and learn best practices from others working in the same space.



Staff attending the leadership training included:

- Aníbal Colindres, Financial Coordinator
- Candida Acajabón, Rise Program Coordinator
- Rebeca Román, Spark Reading Program Coordinator
- Mario Mus, IT Coordinator
- Emy Pérez, HR Coordinator
- Zonia García, CFM General Administrator
- Harold Cóbar, Textbook Program Coordinator
- Miguel Quinteros, Technology Program Coordinator

Current Reach of CoEd's Programs



Making Other Improvements

Just as the CPPS sisters looked to CoEd as someone who could build on and continue their work, many other education authorities in Guatemala are turning to CoEd as a leader in education. Our Spark staff have continued to offer special trainings for officials from Guatemala's Ministry of Education. Teachers and administrators at CFM were excited to build their skills through expert guidance from Spark, Textbooks, and Technology trainers.

We frequently network with others doing similar work in Guatemala through groups such as Voces para la Educación. We are also continuing informal conversations in spaces like the Central America Donors' Forum to keep a finger on the pulse of the latest best practices for improving the education system in Guatemala. Internationally, we participate in conferences like the June 2025 Rotary International conference in Calgary, where we participated in a panel spotlighting Rotary's cooperating organizations around the world.



Staff members McKinley Wagner, Jessica Stieritz, Savannah Gulick, and Emily Swisher attend the 2025 Rotary Convention. *Calgary, Canada, June 2025.*

Finally, we couldn't do this work without all of YOU—the supporters who believe in the potential of these talented youth, and are committed to accompanying them on the path to brighter futures. Because 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.

Yours in service,

Joe Berninger
Executive Director

Joanne Wessels
Guatemala General Director

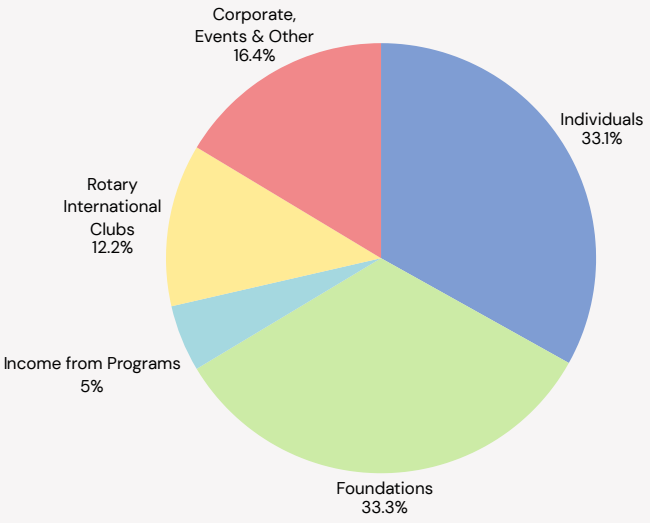
Financial Highlights

January 1, 2025 - December 31, 2025

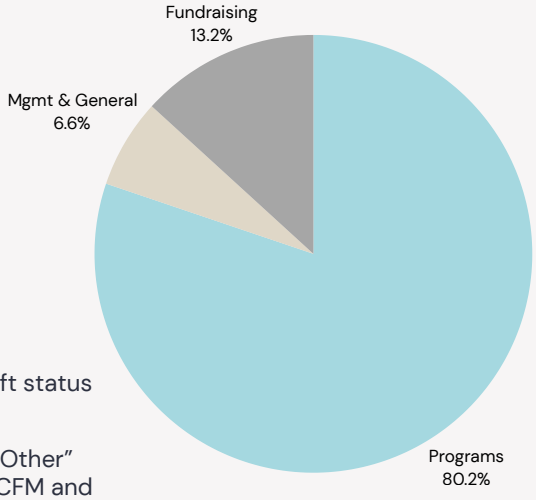
ANNUAL REVENUE 2025	Jan – Dec 2025[1]	Jan – Dec 2024
Individuals	$1,395,362	$1,493,402
Foundations	$1,403,777	$983,971
Income from Programs	$211,246	$221,851
Rotary International Clubs	$514,765	$559,240
Corporate, Events & Other	$690,536	$177,813
Investment, Interest, Currency Valuation[2]	$571,236	$262,944
TOTAL REVENUE	**$4,786,922**	**$3,699,221**
Five-Year Pledge for CFM School and Casa Sofia Integration and Endowment[3]	*$12,376,556*	-

ANNUAL EXPENSES 2025	2025	2024
Textbook Cooperatives	$267,606	$362,519
Computer Centers	$277,969	$327,927
Spark Reading Program	$519,454	$499,067
Rise Youth Development Program	$1,279,963	$1,078,583
Direct Education (Bridges Program)	$717,964	$835,880
CFM School and Casa Sofia	$394,790	-
Total Program Services	**$3,457,747**	**$3,103,976**
Mgmt & General	$283,858	$279,571
Fundraising	$570,077	$396,700
Total Support Services	**$853,935**	**$676,271**
TOTAL EXPENSES	**$4,311,683**	**$3,780,247**
Contribution to Net Income[4]	**$475,239**	**($81,026)**
Total End of Year Net Assets[5]	**$17,548,671**	**$4,667,837**

Annual Revenue



Annual Expenses



[1] Numbers for 2024 reflect the final audited numbers; 2025 numbers are still in draft status pending audit.

[2] Income from 2024 investments was reported as part of the "Corporate, Events & Other" line in the 2024 Annual Report, but with the addition of the CPPS endowment for CFM and Casa Sofia, this line will continue to grow each year in order to offset operating expenses of those projects.

[3] 2025 reflects a year of significant additional income and expense in connection with bringing two new projects, CFM and Casa Sofia, into the CoEd portfolio. The majority of the expense is offset by a substantial pledge received from the projects' founders, the Sisters of the Precious Blood (CPPS), in 2025, designed to both: 1) contribute towards one-time renovation and expansion costs of both properties, and 2) build an endowment that will cover ongoing operating expenses for both projects for the long term.

[4] The vast majority of the Contribution to Net Income represents additional one-time contributions toward the renovation of CFM and Casa Sofia. These funds are being held for expenses to be completed in 2026 and 2027.

[5] The majority of the End of Year Net Assets represents an endowment designed to grow to cover ongoing operating costs of CFM school beginning in 2030.



Board Service

as of 12/31/2025

Brian Todd, Chair
Rolando Archila, Vice Chair
Mary Geren Lutz, Secretary
Patrick Farfsing, Treasurer
Alen Amini, Member
John Berninger, Member
Emily Block, Member
Rick Corcoran, Member
Rosa-Maria Moreno, Member
Kathy O'Neil, Member
Ken Petren, Member
Sister Romina Sapinoso (SC), Member
Laura Trujillo, Member
Molly Tyger, Member
Sister Terry Walter (CPPS), Member
Joe Berninger, Ex Officio Member

Oscar Saenz Wirtz, Chair
Savannah Gulick, Secretary
Dick Anderson, Member
Chris Bailey, Member
Harvey Baxter, Member
Joe Berninger, Member
Diana Brown, Member
Dr. Janet M. Burns, Member
Kim Cobb, Member
Gustavo Cruz, Member
Joni Ellis, Member
Sally Ernst, Member
Don Fox, Member
Julio Grazioso, Member
Marco Herrera Scheel, Member
John Keleher, Member
Jerry Leech, Member
Howard Lobb, Member
Sheila Mosley, Member
Greg Podmore, Member
Raul Quintana, Member
Claudia Ramírez, Member
Rick Schroeder, Member
John Stanton, Member
Jessica Stieritz, Member
Rich Strayer, Member
Colin Thacker, Member
Barb Young, Member
Sue Zanin, Member

Joe Berninger, Member
Colin Thacker, Member
Barb Young, Member

Advisory Board
Isabel Casas Klett, Member
Luis Chang, Member
Beatriz Illescas, Member
Jorge Mansilla Paetau, Member
Andreas Meyer, Member
Cristián Monterroso, Member

Legal Board
Rolanda Archila, Member
Jeff Berninger, Vice President
Johanna Berninger, Secretary
Joe Berninger, Treasurer
Romina Sapinoso, Member
Brian Todd, Member
Carlos Villagran, President

Recognitions, Partnerships & Collaborations

Thank you

for your support in
breaking the cycle of poverty in
Guatemala through education.

