

REPORT: 1994-2022

STRACHAN FOUNDATION

Twenty-Nine Years of Giving Grants to
Innovative Projects in Central America



Strachan Foundation
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INTRODUCTION	3
THE STRACHAN ROBERTS LEGACY	4
PROGRAM OBJECTIVES	6
MONITORING AND EVALUATION	6
WHAT WE HAVE ACCOMPLISHED	7
HOW WE OPERATE	10
WHAT WE HAVE LEARNED	11
FOUNDATION MANAGEMENT	13
STRACHAN FOUNDATION BOARD	15
APPENDIX A: GRANTEES	16
APPENDIX B: TECHNICAL SUPPORT	26
OTHER FORMS OF TECHNICAL SUPPORT	32



INTRODUCTION

The Strachan Foundation has supported small and medium organizations in each of the six countries of Central America during the 29 years of its existence, from 1994 to 2022. The Foundation has been based in San Jose, Costa Rica and led by founders Harry and Sandy Strachan and the Executive Director, Miguel Tello since 2006. It has served the poorest via the work of local, inspiring grantees, benefitting thousands of children, women and men through grants, consulting, training programs and other innovations.

After 2022 the Foundation will be transitioning to a new strategy and set of activities led by family leadership. This report describes what has been done and what has been learned in the initial phase of the Foundation's life.

The first part describes the foundation's vision, mission, history, and legacy of the Strachan family, how our donations have been distributed in the region, who our grantees are and the type of work they have done. The second part of the report focuses on how we manage things and what we have learned during the last three decades. Photos illustrate the activities and effectiveness of grantee programs.

We recognize that we play only a small part in the efforts to make Central America a better place. It is our grantees who do the hard and creative work. They have accomplished much under difficult circumstances and with few resources. Their efforts, their talents and those of the volunteers they mobilize are the key contributions causing positive impact and solving problems. We are honored to have had the privilege of providing some support to their efforts. We hope you may be inspired by them as we have been.

THE STRACHAN ROBERTS LEGACY

The Strachan Foundation was established in 1994 when Harry W. Strachan returned to live in the region. The Foundation was created to honor and continue the work of his grandparents, Harry and Susan B. Strachan, his parents, R. Kenneth and Elizabeth W. Strachan, and his aunt and uncle, W. Dayton and Grace S. Roberts, missionaries in Central America from 1920 to the 1970s.

The founders and leaders of the Latin America Mission were admirable social entrepreneurs. With their colleagues they created over 20 different ministries throughout Latin America from their headquarters in Costa Rica. Many still are active making important contributions to the struggle against poverty, illness, ignorance and injustice.

One of those institutions is the Hospital Clínica Bíblica, one of the most prestigious hospitals in Costa Rica. Others include seminaries and schools, radio stations and publishers, day care centers and camp activities.



Harry and his grandsons in front of the modern day Clínica Bíblica



Standing top center: Dayton Roberts & Kenneth Strachan
Left to right: Elizabeth Walker Strachan, Susan Strachan,
Harry Strachan, Grace Strachan Roberts
Children left to right: Harry & Cathy Strachan, Paul and Susie Roberts



The Four Keys to Success

Influenced by the legacies of our ancestors

Harry, in an article for a history of the hospital, has identified four keys to the success of his ancestors' ministries and legacies which have influenced the work of the Strachan Foundation.



Service

Harry Strachan's grandfather believed that "serving God and others does not diminish life, it enhances life. Give with joy, for it is in giving that you receive." That spirit of giving to all without reference to social class, religion or race was at the heart of the hospital and other ministries.



Relevance

Harry's grandparents believed that each generation faces unique challenges with specific opportunities available at the time. When they designed the Clínica Bíblica they searched for the model that best suited Costa Rica and then built into the organization a culture of "constant adaptation". This ability to adapt, to shift strategy with changing needs and stay relevant is part and parcel of what our grantees are doing in their countries. Organizations like ConTextos in El Salvador do this by bringing computer tablets to reading and writing programs they offer in schools and prisons; AMOS in Nicaragua has adapted cutting edge techniques of community development in rural areas of Nicaragua.



Excellence

The Strachan-Roberts parents and grandparents believed that good stewardship meant fully developing the talents God had given a person. "Whatever you do, do with all your heart soul and mind." "Measure yourself against the best." "Excellence pays." The Strachan Foundation looks for superior intervention models. It has innovated "best practice" sharing among its grantees, encouraging them to continuously look for ways to improve their services for the poor and vulnerable.



Collaboration

The reason that so many of the ministries founded in the 1920-1970s still exist is the culture of developing local leadership that was a key element in each ministry. They invested, recruited, motivated, developed local collaborators; pushed them early into positions of leadership; and thought proactively about succession. The Strachan Foundation has invested in helping grantees develop their people, pay attention to their governance structures, and think about succession.

PROGRAM OBJECTIVES

The Strachan Foundation invests in innovative programs in Central America with a primary focus on formal and non-formal education programs, but also programs in health, sustainable development and sound public policy.

Although some of the grantees have strong spiritual orientation and heritage, the Foundation does not provide support for projects whose primary objective is to spread a specific spiritual message or political ideology.

In evaluating grantees and projects the Foundation looks for the following elements:

- Innovative, practical program models
- Systemic problem-solving
- Community-based strategies
- Potential for financial sustainability
- Committed, capable leadership
- Clearly articulated objectives.

MONITORING AND EVALUATION

The Strachan Foundation has also played a key role in strengthening grantees' capacity to measure program outcomes and design good program indicators.

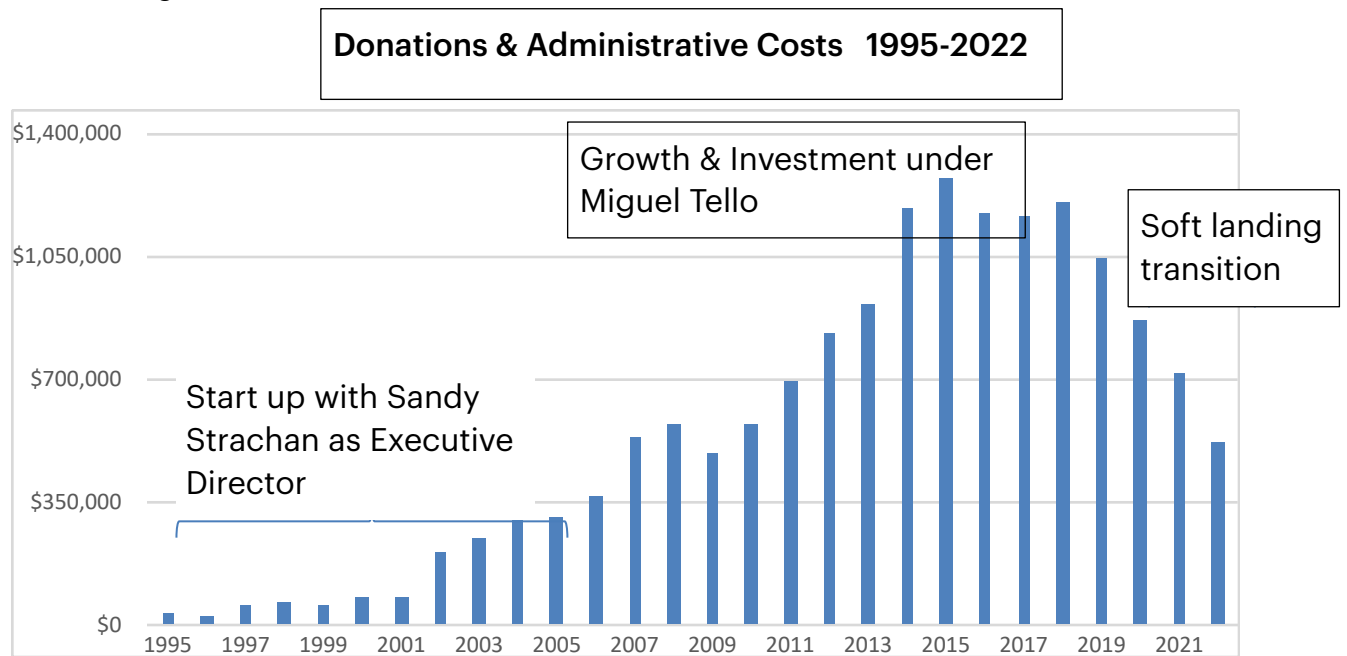
Many NGOs in Central America lack expertise in monitoring and evaluation. It is common for organizations to only measure processes such as the number of beneficiaries served, the number of workshops held or the number of interventions implemented. However, measuring the changes that take place in a given target group is not as common. Yet, the only way an organization will be able to tell whether its program is truly effective is if it can measure outcomes and results from its interventions. This is an area where the foundation has sought to help grantees both by offering monitoring and evaluation workshops and personalized feedback to grantees in proposal or report writing.

WHAT WE HAVE ACCOMPLISHED

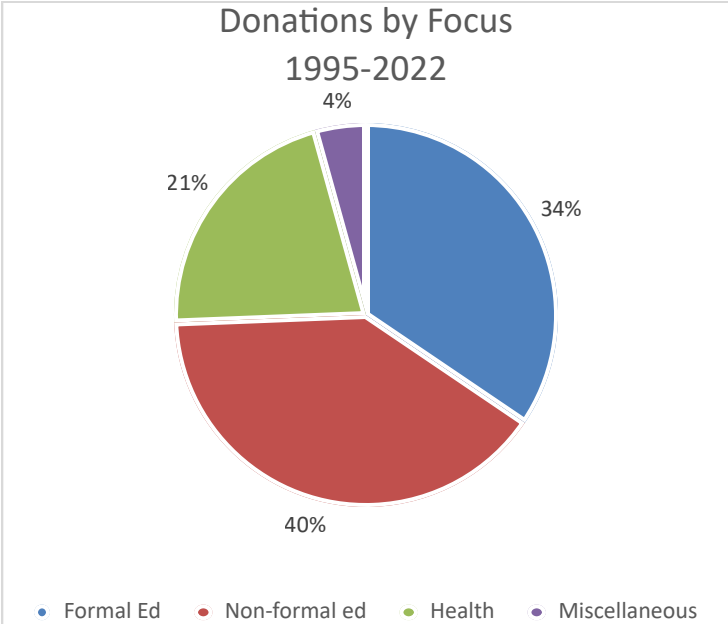
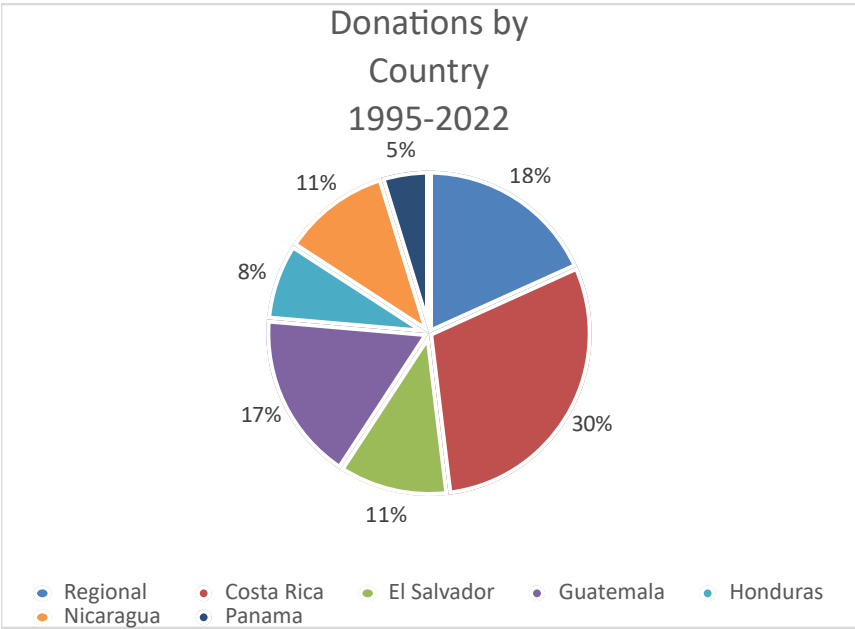
OVERVIEW OF GRANTS

As the success of Harry's consulting and investing activities in Central America starting in 1993 generated Foundation income, both the annual amounts of grants and the endowment of the Foundation also grew. Activities reached a peak of around 40 grants totaling around \$1 million per year.

The Strachan Foundation has disbursed over \$13 million in grants since its foundation in 1994. Most of the grants are in the \$5,000 to \$30,000 per year range. Some multiyear and infrastructure grants have been given. The following graph shows three stages. The first one is the startup stage under Sandy Strachan's leadership from 1995 thru 2005. The second stage is one of growth under the leadership of Miguel Tello from 2006 thru 2019. The third stage shows a transition period from 2020 thru 2022 where we let our grantees know that we would be closing down in 2022 and offered them a soft landing.



Note: grantees received 100% commitments in 2020, 75% in 2021 and 50% in 2022. Eleven grantees who normally received our donations in November received both our grants for 2021 and for 2022 in November 2021 for reporting purposes. The amount is \$90,500 distributed in November 2021 that would normally be disbursed in 2022. The graph reflects the amounts as if the donations had been offered according to schedule in 2022.



GRANTEES

As the map with grantee logos below shows, we have supported a variety of organizations. A few are mature, large organizations like INCAE and FUNDAP with more than 30 years of experience. Others are less than 10 years old and still developing.

We are very proud of all our grantees. We gladly have encouraged other foundations and donors to support them.

For a full list of our star grantees with links to their wonderful work, please see our [Appendix A: Grantees](#).



HOW WE OPERATE

In the same way that we seek innovative organizations in the region, we ourselves seek to be innovative in the way we operate. The following are the differences we aim for:

ANNUAL SEMINAR

We bring together all our grantees once a year for a seminar focused on topics that are relevant to them. This annual event provides a space for grantees to share with one another lessons learned, best practices and on occasions even work together on common problems.

SIMPLE REPORTING

We do not place heavy burdens on reporting from our grantees. Grantees are required to send a narrative report every 6 months and both a narrative and financial report annually.

PERSONAL RELATIONSHIPS AND NETWORKING

We seek to establish a relationship with grantees that is mutual and based on trust. Grantees feel confident sharing both what is working as well as things that have not worked well.

SUPPORT FOR HARD-TO-FUND ITEMS

Our donations can be used for line items like salaries and administrative costs that can be difficult to fund.

TECHNICAL SUPPORT

Our executive director, Miguel Tello, offers technical assistance as needed, taps board members to help with particular issues and refers grantees to other organizations that may be able to help address the issue.

WHAT WE HAVE LEARNED

In working with local organizations in different countries, we have learned the importance of the following:

DEVELOPING PERSONAL RELATIONSHIPS AND MUTUAL TRUST

By visiting a project, getting to know the leaders of the organization before inviting a grant proposal, we understood the work of our grantees and developed personal relationships. This created a “safe space” for grantees to share both their successes and failures. We also made regular visits and promoted informal interactions with board members at the annual seminar.

CREATING A DIALOGUE REGARDING ONGOING LEARNING AND GROWTH FROM FAILURE

Failure is an opportunity for learning. Effective human development depends on flexibility, responsibility for every outcome, analysis of both success and failure. We worked with grantees to discern ways to grow as continuous learning organizations.

PROMOTING COLLABORATION AMONG GRANTEES

One of the most important outcomes of the Strachan seminars has been the camaraderie and spirit of collaboration among grantees. Organizations that were barely aware of one another’s existence have found themselves working together and sharing resources and knowledge.

EMPHASIZING OUTCOME MEASUREMENT

Evaluation has been a great challenge for many organizations, both large and small. Rigorous evaluation can be costly and technically demanding. Very few of our grantees have had the capacity to implement this level of evaluation. As part of the technical expertise we have offered our grantees, we have encouraged organizations to measure their impact using both statistical and qualitative evidence and provided processes for doing so. Further, we offered support and training on how to present their mission and outcomes to other donors.

STRIKING A BALANCE BETWEEN REGULAR OVERSIGHT AND SIMPLICITY

The Strachan Foundation has low overhead (5 to 6%). The director made regular, bi-annual monitoring trips to grantees and otherwise maintained contact via email and conference calls. Rigorous oversight of programs is not possible, thus the need for trust-building and nurturing. Only when that was in place did an organization receive multi-year funding.

AVOIDING FINANCIAL DEPENDENCE

The Strachan Foundation required that its donation to an organization never be more than 50% of their overall budget. For mature and large organizations, this is not a problem. For smaller organizations, this can be a challenge. The idea behind this requirement is that organizations never become financially dependent on the Strachan Foundation.

OFFERING A SOFT LANDING FOR GRANTEES WHEN FUNDING IS DISCONTINUED

Funding may cease either due to our resource limitations or to internal problems at the grantee level. In the second case, we work to find a solution, but if change isn't forthcoming, the Foundation would give notice and sufficient time (usually a year) to seek additional funding. In addition, we communicated our decision to close down the foundation in December of 2022 three years in advance so that grantees had ample time to identify new funders for their programs.

INVOLVING FAMILY MEMBERS IN THE WORK OF THE FOUNDATION

The Strachan Foundation involved family members in its work in Central America. All board members are family members; many contributed their talents and time to the foundations work without compensation in areas like helping grantees with strategic planning, legal, financial and accounting work, communications and design, and evaluation and decision making around what programs to fund.

FOUNDATION MANAGEMENT

INVESTMENT STRATEGY AND PERFORMANCE

As mentioned, all the funding for the Strachan Foundation mainly comes from Harry Strachan's income generating activities in Central America through Strachan & Associates. In the early years 80% of the Foundation income went to start building up an endowment. The target for grants has been 20% of the income plus 5% of the endowment.



Rob, Harry and Ken
Financial stewards of the
Strachan Foundation endowment

Rio Fuerte, a family investment company that manages Harry's family's savings, has managed the endowment, and will continue to do so for the next phase. The investment philosophy from the beginning has been the same as that used for the family savings, one which is quite different from that used by most Foundations. We invest as much as possible in high return, highly illiquid private equity investments. These investments have provided superior returns to the stock market for the last 30 years. They have the additional benefit of building successful companies that create jobs and new wealth.

GOVERNANCE

All day-to-day grant making, consulting, training and monitoring activities have been done by part-time Executive Director, Miguel Tello. He visited projects, reviewed proposals, provided a variety of training and technical assistance programs, and facilitated the Board's review and final approval of contributions.

The back-office disbursement of grants, accounting and management of investments has been done in the offices of



Harry and Sandy
Strachan

Mesoamerica Investments by Anabelle Gutiérrez with Robert Lindenberg's supervision. Harry is cofounder and director emeritus of Mesoamerica Partners..

Miguel is supported by a board composed of various family members. Harry Strachan, the Chairman, and Sandra Conant Strachan, former Executive Director, who live in Costa Rica work closely with Miguel in the approval process. The board, described below, approves grants and provides expert support as appropriate in various areas.

The board meets once a year to review the year's program and to develop strategies for the future. It reviews all requests for funding on a quarterly basis.

The board has intentionally maintained a simple set of policies and procedures, and its guidelines allow for flexibility both in the types of programs that are funded as well as in the use of the monies (e.g. support is given for administrative and operating costs as well as for specific projects.)



Rob and Sarah at the 2019 C.A. Donors Forum



Miguel at a site visit



**Rob Lindenberg, Sarah Strachan, Cathy Lindenberg, Neill Goslin, Andrea Dyrness, Grace Dyrness, Monica Strachan
In back- Miguel Tello and Harry Strachan**

STRACHAN FOUNDATION BOARD



**Harry Strachan
(President)**



**Sandra Strachan
(Vice President)**



**Miguel Tello
(Executive Director)**



**Robert Lindenberg
(Treasurer)**



Grace Dyrness



**Cathy Lindenberg
Strachan**



Sarah Strachan



Andrea Dyrness



Neill Goslin



**Kenneth Strachan
(Legal Counsel)**



Monica Strachan

APPENDIX A: GRANTEES

The Strachan Foundation grantees are a very diverse group of organizations focusing on education, health and community development in Central America. The Foundation's network of grantees serves a variety of populations including children,



youth, women, men, families, indigenous communities and people with disabilities. Many of the Strachan Foundation grantees use collaborative processes that directly involve beneficiaries. An example of this is AMOS' use of Community-Based Participatory Research to monitor and evaluate their community health intervention in rural areas of Nicaragua. Grantees also use

innovative pedagogical models such as PENNAT's use of creative and participatory methods of teaching children in the public markets of Guatemala. All grantees seek to empower the populations they serve. Some of these populations are difficult to reach or are highly stigmatized. An example of this is ConTexto's work in Salvadoran prisons offering young gang members a unique opportunity to reflect on their lives through a writing program called Soy Autor (I am an Author).

Grantees include mature organizations with a long track record of successful interventions, but also smaller organizations that are still developing, and in some cases grantees that have completed their life cycle and are no longer operating. Some of the grantees have a regional coverage and others are country specific.



We have compiled a list of our [Regional Grantees](#) who work in multiple countries of Central America and grantees from [Costa Rica](#), [Guatemala](#), [Honduras](#), [Nicaragua](#), and [Panama](#) and included links to their programs and a contact email. If you want to know more about any of these grantees we are happy to share our experiences working with them. We were honored to play a part in supporting their programs that are making a difference and impact in their communities and in the region.

REGIONAL GRANTEES

Central American Leadership Initiative (CALI) – non formal education

Contact: Ana María Vallarino, Executive Director

Webpage: <https://califoundation.org/>

CALI offers a leadership program to young leaders from the private, social and public sectors. CALI Fellows are expected to develop a social project in their countries as part of the program.

Glasswing International – non formal education

Contact: Celina de Sola, Founder and President, cdesola@glasswing.org

WebPage: <https://glasswing.org/>

Glasswing is a regional organization that offers after school programs in public schools. Students participate in a variety of clubs including glee, science, homework, and sports.

INCAE – formal education

Webpage: <https://www.incae.edu/es/inicio>

INCAE is a prestigious business school with campuses in Costa Rica and Nicaragua. INCAE offers several master's degrees in business and economics and is rated one of the best business schools in Latin America

TeenSmart International – health

Contact: Adriana Gómez, Executive Director, administracion@teensmart.net

Webpage: <https://teensmart.org/>

TeenSmart (TSI) offers youth and young adults tools for better decision making and living a healthy life. TSI uses a platform called Joven Salud whereby youth can self-evaluate where they stand in relation to best health practices, take online courses and also receive free, confidential online counseling.

Yo Emprendedor – non formal education

Contact: Luis Daniel Ramírez, Executive Director, ldramirez@yoemprendedor.net

Webpage: <https://yoemprendedor.net/>

Yo Emprendedor (YE) offers an annual competition for entrepreneurs in Central America. Finalists and winners receive free consultancies by prestigious firms to implement their business or non-profit idea. YE also facilitates the annual week of entrepreneurship in Costa Rica.

COSTA RICA

Amigos del Aprendizaje (ADA) – formal education

Contact: Renata Villers, Director renatavillers@ada.or.cr

Webpage: <https://www.ada.or.cr/>

ADA offers online teacher training for preschool teachers from public schools. They also engage in literacy advocacy through the PROLEER program and have played a key role in the creation of the new national preschool curriculum. One example of their creativity is an annual writing competition for students called Mi Cuento Fantástico.

Asociación Artística para Niños (ASART) – non-formal education

Contact: Sylvia Ketelhohn, Director sylviakgron@gmail.com

Webpage: <https://www.asart-ca.org/>

ASART offers art classes to children in public schools and organizes mural paintings in vulnerable communities of San José. ASART also trains women to use recycled materials to make beautiful handicrafts.

Bean Voyage – non-formal education

Contact: Abhinav Khanal, Co-Founder, abhinav@beanvoyage.com

Webpage: <https://www.beanvoyage.org/>

Provides women coffee growers with training in coffee roasting, use of organic fertilizers, financial skills and conflict resolution skills to reduce the income gap between male and female coffee growers.

Bien de Mujer – formal education

Contact: Ercy Méndez, Director ercy@biendemujer.org

Webpage: <http://biendemujer.org/>

Provides academic reinforcement in English, math, music and art for underprivileged children from La Carpio, one of the marginal settlements in San José.

Clínica CEDCAS – health

Contact: Lillian Solt, Executive Director, lillian@cedcas.org

Webpage: <https://www.clinicacedcas.com>

Operates a clinic and a community health outreach program in Los Lagos de Heredia. CEDCAS also offers outreach to community members in Guarari, one of San Jose's marginal settlements.

CEPIA – non-formal education and health

Contact: Maria Jose Cappa, Executive Director, directora.cepia@gmail.com

Webpage: <https://cepiacostarica.org/>

Provides a community center in Huacas, Guanacaste where children receive academic reinforcement, women and men receive a variety of workshops, and psychological counseling.

Colegio Monterrey – formal education

Contact: Alfredo Mora, Director, amora@monterrey.ed.cr

Webpage: <https://mcs.ed.cr/>

Colegio Monterrey is a private bilingual school founded by the Strachans more than 70 years ago. The Foundation supports scholarships for low-income students and a special education program that serves children with autism and Down Syndrome.

Fundación Acción Joven (FAJ) – formal education

Contact: Esteban Carmiol, Executive Director, estebancarmiol@accionjoven.org

Webpage: <https://www.accionjoven.org/>

Offers technical support to public high schools to reduce school desertion. Engages youth in vocational tours to visit corporations in San José. Also offers support to youth in employment skills.

Proyecto Abraham – formal education

Contact: William Castro, Director chorricas@gmail.com

Webpage: <https://www.abrahamproject.org/>

Offers a daycare center for children from low-income families where they receive academic reinforcement. Project Abraham also operates a program for single mothers who are able to finish their education while living at apartments built by Project Abraham and have their children in the organization's daycare center.

Roblealto – formal education

Contact: Marcelle Romero, Executive Director, de@asociacionroblealto.org

Webpage: <https://www.roblealto.org/>

Founded by the Strachans more than 90 years ago. Offers 4 daycare centers in San José and a transition home for children called Hogar Bíblico. Children receive academic reinforcement and Christian formation.

United World College (UWC) – formal education

Contact: Mauricio Viales, Director, mauricio.viales@uwccostarica.org

Webpage: <https://www.uwccostarica.org/>

UWC forms part of a network of schools around the world that offer the IB program for international students. UWC' mission is to create change-makers for a peaceful and

sustainable world. The Strachan Foundation supported scholarships for Central American students. El Salvador

ConTextos – formal education

Contact: Gloria Raskosky, Executive Director, gloria@contextos.org

Webpage: <https://contextos.org/el-salvador/>

Provides library schools and offers teacher training in reading and writing in public schools of El Salvador. Also offers a writing program in juvenile detention centers in El Salvador.

Escuela Superior de Economía y Negocios (ESEN) – formal education

Contact: Fátima Rivera, Director of Student Services, frivera@esen.edu.sv

Webpage: <https://www.esen.edu.sv/>

ESEN is a prestigious business and economics college in El Salvador. ESEN offers scholarships to low-income students.

Fe y Alegría El Salvador– formal education

Contact: Sául León, Director s.leon@feyalegria.org.sv

Webpage: <https://www.feyalegria.org.sv/>

Fe y Alegría offers support to teachers, administrators and families in public schools in marginal communities in El Salvador. Fe y Alegría also works with vocational schools. The organization has incorporated restorative practices into its work.

Fundación Salvadoreña (FUSAL) – health

Contact: Karla Segovia, Executive Director Karla.segovia@fusal.org

Webpage: <https://www.fusal.org/>

FUSAL offers a comprehensive nutrition program that includes monitoring undernourished children, offering food supplements and teaching families income-generating skills.

La Cachada Teatro – non formal education

Contact: Inés Vallet, Program Manager Ines.vallet@gmail.com

Webpage: <http://cachadateatro.com/>

La Cachada is a group of market vendors from El Salvador who have been trained by Egly Larrainaga, a theater professional. La Cachada uses popular theater as a way of raising awareness about social issues in El Salvador. The group has produced a series of plays addressing key social issues in El Salvador. They have also developed a training module to increase self-confidence and self-esteem in low-income women.

Supérate – formal education

Contact: Leyla de Guzmán, Program Manager, Leyla.guzman@superate.org.sv

Webpage: <https://www.superate.org.sv/>

Supérate is a program operated by Hilasal Industries that offers high performing youth from very poor families the opportunity to receive three years of after-school programming in English, computing and values.

GUATEMALA

Asociación de Apoyo a Personas con Discapacidad (ADISA) – non formal education

Contact: Francisco Sojuel, Director adisasantiago16@yahoo.es

Webpage: <https://www.facebook.com/adisa.atitlan/>

ADISA offers support to children and youth with disabilities in Santiago Atitán. They offer technical support to the local public school providing skills to teachers on how to work with students with special needs. They also provide employment skills for people with disabilities.

AGUJA Peronia Adolescente – non formal education

Contact: Marta Chicoj, Executive Director, colectivoaguja@gmail.com

Webpage: <https://peronia-adolescente.blogspot.com/>

AGUJA offers scholarships for low-income youth living in Perona, a marginalized community of Guatemala City. AGUJA also offers academic reinforcement, art, and theater.

Circula - non formal education

Contact: Flor García Mencos, Executive Director, florgarcia@liderazgoguatemala.org

Webpage: <http://liderazgoguatemala.org/>

Circula offers a leadership course certificate for NGO leaders in Central America. Circula also offers training in restorative practices and coordinates a network of restorative practitioners called the Colectivo de Practicantes Restaurativos.

Cooperativa para la Educación (CoEd) – formal education

Contact: Rony Mejía, Executive Director, ronaldo@coeduc.org

Webpage: <https://coeduc.org>

CoEd offers a reading and writing program in public schools of Guatemala. They also offer a textbook program and a computer lab program.

Common Hope – formal education

Contact: Rebeca Sanborn, Country Director, rebeccas@guate.commonhope.org

Webpage: <https://www.commonhope.org/>

One of Common Hope's most important goals is to increase high school graduation rates in public schools of Antigua and neighboring communities. They offer academic reinforcement, counseling, and work closely with families.

Fundación para el Desarrollo Integral de Programas Socioeconómicos (FUNDAP) – formal education

Contact: Eunice Martínez, Program Director, eunice.martinez@fundap.com.gt

Webpage: <https://www.fundap.com.gt/>

FUNDAP offers a variety of social programs in western Guatemala. Their education program offers public school administrators, teachers, parents, families and students tools to improve quality of education.

Fundación para el Desarrollo y Educación de la Mujer Indígena (FUNDEMI) – formal education

Contact: Armando Tzul, Executive Director, atzul@fundacionalitakumi.edu.gt

Webpage: <https://fundacionalitakumi.edu.gt/>

FUNDEMI offers secondary education for indigenous women in Alta Verapaz. They operate 3 schools. FUNDEMI also offers several university degrees in conjunction with Universidad Mesoamerica and supports a preschool education program in rural communities of Alta Verapaz.

Hospitalito Atitlán – health

Contact: Lyn Dickey, Fundraiser, lyndickey@gmail.com

Webpage: <https://hospitalitoatitlan.org/>

Hospitalito Atitlan (HA) is a private non-profit hospital in Santiago Atitlan that serves the Mayan community in Santiago. In addition, HA offers community health programs in the nearby villages of Cerro de Oro and San Antonio Chacaya, as well as neighboring fincas.

MAIA – formal education

Contact: Jenny Dale, Fundraiser jenny@maiaimpact.org

Webpage: <https://www.maiagt.org/>

MAIA operates Colegio Impacto, a private high school for young indigenous women in Solola. The curriculum has been developed specifically for indigenous women and emphasizes leadership, selfcare and self-esteem, communication and advocacy.

Programa Educativo del Niño, Niña y Adolescente Trabajador (PENNAT) – formal education

Contact: Jairo González, Director pennat95@gmail.com

PENNAT provides education to children working in the public market places of Guatemala. The curriculum is based on popular education, designed around the realities of working children, and recognized by the Guatemalan Ministry of Education.

HONDURAS

Fundación para la Educación Ricardo Ernesto Maduro Andreu (FEREMA) – non formal education

Contact: Carolina Maduro, Director carolina.maduro@ferema.org

Webpage: <https://www.ferema.org/>

FEREMA offers several education programs. One of their most successful programs is a preschool program that is now offered at a national level. The program uses community educators to offer children the skills they need to be successful in first grade.

OYE – formal education

Contact: Rocío Mendoza, Director direccion@oyehonduras.org

Webpage: <https://oyehonduras.org/en/>

OYE offers scholarships for low-income high school students in El Progreso, Honduras. In addition, students participate in various clubs such as the communications, sports, and art clubs, which provide leadership opportunities for youth. OYE also implements restorative practices in several large, public high schools where participants attend classes.

Programa de Desarrollo de la Infancia y la Mujer (PRODIM) – health

Contact: Sadith Cáceres, Director saczs21@yahoo.com

Webpage: <http://prodim.org/>

PRODIM offers a community health program that installs community pharmacies in rural areas of La Paz. Community members are taught to manage the pharmacy, offer initial diagnosis for common illnesses, and prescribe basic medications.

Un Mundo – formal education

Contact: Denis Espinal, Director despinal@unmundo.org

Webpage: <http://www.unmundo-en.org/>

Un Mundo offers a reading and writing program for children and youth in the rural communities of Cangrejal River Basin near La Ceiba. In addition, Un Mundo operates a special education program for children and youth with disabilities.

NICARAGUA

AMOS: Health and Hope – health

Contact: Gabriela Woo, Director gabriela.woo@amoshealth.org

Webpage: <https://www.amoshealth.org/>

AMOS implements a community health program in rural areas of Nicaragua. AMOS trains local leaders to be health promoters who become first responders for their community. They are responsible for managing a community pharmacy, promoting hygienic practices, and responding to the needs of their community. The program has been very successful in reducing morbidity and mortality in the communities.

Asociacion Padre Fabretto - formal and non formal education

Contact: Kevin Marinacci, Executive Director, kevin@fabretto.org

Webpage: <https://fabretto.org/>

Fabretto has offered education and employment programs in Nicaragua for many years. Education programs have included a tutorial-based program developed in Colombia, literacy programs in rural areas and employment skills for youth. Fabretto was closed by government mandate in February of 2022.

Empowerment International (EI) – formal education

Contact: Lisseth Potosme, Director, lisseth@empowermentinternational.org

Webpage: <https://www.empowermentinternational.org/>

EI offers academic reinforcement, literacy and computer skills to low-income students in Granada. EI has been very successful in helping students to remain in school.

Fundación Uno – formal education

Contact: Ingrid Arroliga, CHISPA Program Director, iarroliga@fundacionuno.org

Webpage: <https://fundacionuno.org/en/>

Fundación Uno offers several education programs. CHISPA is a program that focusses on improving the teaching skills of math teachers in public schools of Nicaragua. The program uses tools like Khan Academy to offer teachers creative ways of teaching math.

PANAMA

Casa Esperanza – formal education

Contact: Maritza Anderson, Regional Director ceentuhogar@gmail.com

Webpage: <https://casaesperanza.org.pa/>

Casa Esperanza seeks to reduce child labor in Panama. They offer education and health programs at various sites in the country. One of their programs in Boquete, offers preschool education, academic reinforcement for primary school children, and preventive medicine.

ENLACES – non formal

Contact: Carlos Smith, Director direccionenlaces@fec.org.pa

Webpage: <https://fec.org.pa/enlaces/>

ENLACES offers modern dance classes for low-income children and youth. In addition, students receive academic reinforcement and counselling. ENLACES students have won international dance competitions and scholarships to study dance abroad.

Fundación Amaneceres – non formal

Fundación Amaneceres worked for many years offering support to at-risk youth through the arts, counselling, and restorative practices. Fundación Amaneceres closed in 2019 by decision of the founders and board.

Fundación Calicanto - non formal

Contact: Gabriela Valencia, Executive Director, gvalencia@fundacioncalicanto.org

Webpage: <https://www.fundacioncalicanto.org>

Calicanto offers an employment program for low-income women. Participants receive a 5-week course that prepares them to work in the hotel and restaurant industries. It also prepares women to run their own small businesses.

APPENDIX B: TECHNICAL SUPPORT

STRACHAN SEMINARS

The annual Strachan Foundation seminar has covered a variety of topics including: Leadership, Human Resources, Finances for NGOs, Fundraising, Arts and Development, Community Empowerment, Social Entrepreneurship, Resiliency, Restorative Practices, Governance and Strategy, Selfcare, Education in 2030, and Building Effective Teams.

The seminar typically lasts two and a half days. Outside facilitators present the topics, although some of our grantees have also been invited to present, given their expertise in the topic. The seminars are dynamic, use small group exercises and are planned so that participants return to their countries with specific and concrete applications for their programs.

The Foundation also offers localized ad hoc workshops on topics such as: literacy, Legos as a pedagogical tool, restorative practices, monitoring and evaluation, and special education.



Small group discussions among grantees



David and Laura Parajón, founders of AMOS

LEADERSHIP SEMINAR (2008)

This seminar focused on leadership styles, how to address conflict using theater, how to address conflict by using a leadership case study, and reflection on team dynamics through the use of a low ropes course.



Administrators working together on an exercise

FINANCES FOR NGOS (2009)

This seminar focused on NGO finances. Grantees sent their finance directors. Topics included leadership in times of financial crisis, how to do financial planning, best financial practices for NGOs, and a case study on financial management.



Small group exercise

HUMAN RESOURCES (2010)

This seminar focused on performance management, issues of organizational growth, compensation, conflict resolution, and team building.



FUNDRAISING (2011)

In this seminar participants identified donors in Latin America, learned the difference between individual and major donors, how to cultivate corporate donors and foundations. Participants learned how to formulate a case, how to prepare an effective oral presentation and practices in front of real donors, and how to implement a social campaign.



Small group presentation

COMMUNITY EMPOWERMENT (2012)

This seminar explores what it means to empower communities, and how it can be measured. Participants learned about Freire's pedagogy and how it can be applied in communities. Participants also learned about the SEED SCALE Model for community empowerment.



Jeff Barnes (Common Hope) and Dr. Sadith Caceres (PRODIM)

SOCIAL ENTREPRENEURSHIP (2013)

Participants learned to use design thinking, what are characteristics of successful social entrepreneurs, how to create a Lean Canvas to present an entrepreneurial idea, and presentation of social entrepreneurship ideas to a group of investors.



Art workshop

ART AND COMMUNITY DEVELOPMENT (2014)

This seminar explored art as a tool for social and economic development in communities. Participants chose from a variety of workshops in topics such as theater, creative writing, poetry, contemporary dance, storytelling, photography and painting.



Small group exercise on resilience

RESILIENCE (2015)

The theme of this seminar was Kintsukuroi: from imperfection and fragility to resilience. Participants learned about the neurophysiology of resilience in the face of traumatic events, the importance of communication and dialogue to heal trauma. Participants also chose from a variety of workshops including contemplative leadership, yoga, poetry and meditation, restorative circles and somatic expression.



RESTORATIVE PRACTICES (2016)

This seminar coincided with the International Institute for Restorative Practices' (IIRP) International Conference for Latin America. Strachan Foundation grantees participated in the IIRP conference and then met for 2 days of additional training in restorative circles, restorative conferences, restorative theater and restorative practices.



Harry Strachan and David Parajon teach a live case study at the Governance Seminar

GOVERNANCE AND STRATEGY (2017)

For this seminar grantees invited a board member to be part of the event. The seminar focused on best practices for good governance, the 7S Model of McKinsey, reflected on a survey each NGO filled out, and examined the case study of AMOS-PROVADENIC with Harry Strachan. Participants chose from several workshops including on roles of boards, communicating with key stakeholders and creating an institutional dashboard to measure outcomes.



Flor García facilitating a workshop

SELF-CARE (2018)

This seminar focused on how to avoid burnout, how to make organizational changes that will contribute to staff wellbeing, and experience a variety of self-care practice such as meditation, restorative circles, writing for selfcare, and how to manage stress.



Circle with participants

EDUCATION IN 2030 (2019)

This seminar examined the 4th Industrial Revolution and its implications for education in 2030. Participants reflected on the skills students will need in 2030, how to promote systemic and sustainable thinking. Participants received workshops in art as education, how to promote entrepreneurship in children and youth, and how to manage tension and conflict using restorative practices.



**Lego workshop
Participants**

BUILDING EFFECTIVE TEAMS (2022)

This seminar explored 4 key skills of a collaborative leadership, focusing especially on designing teams and responding to the needs of a team. Participants chose several workshops that included: how to build collaborative, effective and sensitive teams, the importance of working in networks, how to create effective teams through the use of Legos, how to promote the wellbeing of teams, appreciative inquiry and the dynamics of teams based on the different personalities present in a team.

COMMENTS FROM STRACHAN SEMINAR PARTICIPANTS

“When we started walking with the Strachan Foundation more than 20 years ago, what we felt was something like being part of a family, and what really made it so was when they thought of bringing us all together (for the Strachan Seminars). I had never seen anything like this before. The spirit of camaraderie and of wanting to learn from one another at the Strachan Seminars has been incredible.”

Lilliatn Solt, Clinica CEDCAS, Costa Rica.

“One of the best memories of the Strachan Foundation have been the seminar where we get to know other successful organizations, where we share our experience and meet people from other countries and different realities. We are even continuing to work together during one of the most difficult moments, when the pandemic came to our region.”

Alfredo Mora, Colegio Monterrey, Costa Rica.

“All of the Strachan Seminars have been valuable. There are things we use in our processes that come from the seminars. The Seminar on Resilience was so powerful. What we learned there has helped us in working with the needs of leaders we work with....The impact of the Strachan Seminar has been multiplied.”

Flor García, Circula, Guatemala.

“At the end of one of the Strachan Seminars people decided to light a candle and have a large circle where we each shared what we had learned. That moment was magical because it represented what I was mentioning: each one of us from a different place, a different country, sharing what we were taking with us...I will never forget that image. We were passing each other the light, because it is a commitment to transmit the learning we received from you (Strachan Foundation) to others.”

Fátima Rivera, ESEN, El Salvador.

OTHER FORMS OF TECHNICAL SUPPORT

The Strachan Foundation has also offered grantees support in the following areas:

- [Restorative practices](#)
- [Strategic planning](#)
- [Executive coaching](#)
- [Forest therapy](#)
- [Webinars during the COVID19 pandemic](#)
- [Online courses](#)
- [Leadership seminars in nature for executive directors](#)

RESTORATIVE PRACTICES

One innovation has been training and using restorative practices in several grantee organizations. Restorative practices strengthen community relationships and help groups deal with conflict in a way that repairs the harm that has been caused and reintegrates both the person that has caused the harm and the one that has been harmed. One important process is called circles. In a circle, the participants take turns speaking using a talking piece to enable the group's attention. The facilitator asks questions that helps people reflect on the issue at hand. The following illustrates how some organizations are using restorative practices:

- AMOS (Nicaragua): AMOS adopted circles to address staff conflict, to make community decisions and to strengthen community bonds. AMOS trains all new staff to use circles to address conflict.
- Fundación Amaneceres (Panama): Fundación Amaneceres has made restorative practices part of their organizational culture, using a combination of theater and circles which it implements in local schools. The program identifies an issue that is affecting the group by using a circle and then uses theater techniques to

explore the issue. Fundación Amaeceres has several certified trainers¹.

- FUNDAP (Guatemala): FUNDAP has 11 certified trainers that offer restorative practices workshops to teachers and principals in rural western Guatemala.
- Glasswing (El Salvador): Glasswing trains volunteers to lead a variety of after-school clubs such as glee, English, sports, debate, etc. using circles. This training is then used to start their clubs.
- OYE (Honduras): OYE works with youth as well as several public schools. OYE has adopted restorative practices as part of its organizational culture and is offering support to the Liceo Perla de Ulua, a large school in El Progreso.



David Parajón facilitates a circle for AMOS, Nicaragua



Circle with teachers (OYE), Honduras

*Trainers are certified by the International Institute for Restorative Practices, a graduate school in Pennsylvania that offers a master's degree in restorative practices. Miguel Tello, the foundation's executive director is a certified trainer of IIRP and an adjunct professor of the master's program.

STRATEGIC PLANNING

Sandy Conant Strachan and Miguel Tello have offered support to AMOS during a transition from a small to medium-sized organization and the implications that had for management. Miguel facilitated several board sessions during the strategic planning of 2014.

Miguel also co-facilitated the strategic planning for Un Mundo in Honduras with Jeff Barnes, a consultant based in Guatemala. Jeff and Miguel used several techniques from Art of Hosting such as the World Café, and the Design for Wiser Action, both highly

participatory techniques that allow many voices to be heard and to brainstorm ideas in a fun and respectful environment.

EXECUTIVE COACHING

Miguel became certified as an executive coach by INCAE in December of 2020. Since then, he has been offering executive coaching to several grantee leaders. Several certified coaches from the same cohort have also offered coaching to grantees. Many leaders have found this experience very helpful for their development as leaders.

FOREST THERAPY



In December of 2021 Miguel became a certified Forest Therapy guide with the Association of Nature and Forest Therapy Guides and Programs based in the US. Forest Therapy consists in guiding participants on short walks in the forest or other natural environment and offering participants exercises that help them to be aware of their senses, of the present and to relax. Much research has been done on Forest Therapy, showing that participants experience benefits such as reduced anxiety, stress and depression, improved mood and sleep patterns, and higher resistance to chronic illnesses. During the pandemic Miguel and several members of his cohort facilitated both virtual and onsite Forest Therapy experiences. Participants reported high levels of satisfaction and relaxation.

WEBINARS

At the start of the pandemic in March 2020 many organizations felt at a loss about how to adapt to the new reality. The Strachan Foundation organized a series of webinars every two weeks that focused on a variety of topics including: leadership during times of crisis, fundraising in times of crisis, how to adapt training content to online platforms, resilience, how to strengthen wellbeing in organizations, corporal movement, and circles. leadership during times of crisis, wellbeing, resiliency, fundraising, art and critical thinking, use of virtual platforms to offer education to at-risk and vulnerable communities, and restorative practices in communities. Webinars are facilitated by

experts in the topic. After each presentation, participants are invited to participate in small discussion groups via Zoom. The webinars were well attended and appreciated.

ONLINE COURSES

In addition to offering online courses on restorative practices for grantees, the Strachan Foundation offered a four-week course on qualitative analysis for several grantees. The course focused on developing surveys, coding data, identifying patterns in the data, and reporting findings. Grantees found the course very practical and useful.

LEADERSHIP IN NATURE SEMINAR FOR EXECUTIVE DIRECTORS

In April of 2021 and March of 2022, the Strachan Foundation offered a leadership in nature seminar for executive directors. 10 directors were invited to visit the Sierra de Talamanca in Costa Rica in April of 2021 for three days of hiking and forest therapy in the mornings, and workshops focused on leadership during times of uncertainty, volatility, chaos and ambiguity, restorative leadership and how to be a healthy leader.

Participants also received executive coaching from Miguel and coaches from his INCAE cohort. Directors found the experience very rewarding. They were able to voice concerns, discuss difficult issues, and also find some peace and solace by being in nature. In March of 2022 the Strachan Foundation offered a similar experience in natural areas near Quetzaltenango such as Chikabal and the Chajil Siwan Park. The experience was also highly rated by participants.

