

How Do **Disruptive Innovators**

Prepare Today's Students
to be Tomorrow's Workforce?

**COSCHOOL'S EDUMOCIÓN –
CENTERING THE EMOTION
IN EDUCATION**

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About Coschool

Coschool was born in response to the need for socioemotional skill development in 21st century education. There is global consensus that these skills are key to achieving greater individual and collective well-being and promoting positive transformations in society. Coschool achieves this through an innovative pedagogical method called *Edumoción*, which puts emotion into education and creates positive learning environments, resulting in the successful development of socioemotional skills and well-being in both youth and teachers. Through disruptive methodologies, the use of technology, and dynamic partnerships with the public, private and charity sectors, Coschool has already directly impacted 23,000 young people and 16,500 educators. Coschool is a social enterprise and certified B-Corp (i.e., for-profit company certified for its social and environmental performance) that seeks to transform education in Latin America and the Caribbean.

As part of its mission, Coschool founded and leads the *Alianza para el Fomento del Aprendizaje Socioemocional (AFSEC)*, the first non-governmental partnership on Socioemotional Learning (SEL) that convenes up to 30 educational organizations to drive Colombia's SEL agenda. Coschool has also been recognized by *HundrED* in 2019 and 2020 as one of the 100 top innovators in education in the world, as well as *Holon IQ*, as one of the top 100 EdTechs in Latin America in 2021.

Abstract

Latin America and the Caribbean are facing numerous challenges, such as low-quality education, poor well-being, and non-peaceful and exclusive societies. The causes are complex, yet connected to outdated, ineffective, and underfinanced education systems. The emotional strain of the pandemic continues to create new challenges and unearth problems that have long been neglected. There is an urgent need for a disruptive solution that supports educators, parents, and students to overcome existing problems as well as better prepare them for uncertain times that lie ahead. In this brief, we introduce Edumoción, Coschool's unique pedagogical model and solution which centers the emotion in education. Through the development of educators' socioemotional and professional skills and well-being, teachers can better support students' development of socioemotional, academic, and global competencies. Through Edumoción's learning platform and community, educators are provided with the tools, knowledge, and a support network to develop professionally and personally. The Edumoción methodology enables teachers to cascade skills and knowledge to their students in safe and inclusive learning environments.

1. Introduction

The pandemic catalyzed the 21st century's most abrupt and disruptive change to education in Latin America and the Caribbean. Learning losses reverted decades of progress. Educators suffered from burnout and stress. Students lost their motivation to learn. The development of socioemotional skills was hindered by long periods of isolation.

The situation has exacerbated an already struggling education system, a mental health and well-being crisis, and a long history of violence and discrimination in the region. Many hoped a return to in-person teaching would resolve these challenges. However, change has been limited and, in many cases, has only further highlighted the absence of skills that students and educators require to fulfill their potential and overcome today's challenges.

Coschool proposes a rethinking of priorities for education in Latin America and the Caribbean, one in which well-being and SEL are at the core of all teaching methods, actions, and decisions. The emotional impact of the pandemic will continue to affect education for years to come without a fundamental re-imagining of the way schools should operate. Our approach redefines education, demonstrating that schools should no longer see learning outcomes and health as competing goals, but rather as equal and complementary priorities achieved through improved socioemotional well-being and skills.



2. Problems: Lack of Quality Education, Poor Health and Well-Being, Non-Peaceful Societies

At a macro level, countries in Latin America and the Caribbean, including Colombia, are facing numerous challenges related to the Sustainable Development Goals (SDGs), including a lack of quality education (SDG 4), poor health and well-being (SDG 3), and non-peaceful societies (SDG 16). Coschool believes that socioemotional education should be at the heart of any intervention to address these problems and that Edumoción can provide a solution that meets societal needs, allowing communities to develop, co-exist, and flourish. The following section will provide an overview of these challenges and how Edumoción can tackle them.

4 QUALITY EDUCATION



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Quality Education (SDG 4):

“A crisis within a crisis”. Before the pandemic, Latin America and the Caribbean were already embattled in a learning crisis. In 2020, The World Bank’s macro learning measurement, Learning Adjusted Years of Schooling, concluded that a student in Latin America could expect to receive 7.6 years of schooling, adjusted by the quality of learning, compared to 10.8 years for students within the OECD (World Bank, 2020). COVID-19 has since exacerbated the situation, with estimates suggesting that two years of school closures could set learning outcomes back by more than a decade, while these learning losses could cost Latin American students a 12% decrease in lifetime earnings (World Bank, 2022).

The underwhelming effectiveness of education in the region is multifaceted, with nuances in each country. Nevertheless, it is widely agreed that Latin America and the Caribbean need more investment in education, with the average expenditure per student (primarily teacher training, salaries, and resources) being US\$ 5,293 less in Latin America and the Caribbean than in other regions according to an Inter-American Development Bank (IDB) report (Izquierdo, 2018). The key, however, is that such investment must be measured and targeted, based on the needs of educators and students, something that has not been achieved to date. Latin American and Caribbean governments spend less efficiently on education, with 90.2% of schools below the “efficient threshold”, as educators fail to receive the training and professional development opportunities that they require (Izquierdo, 2018). The region could improve this level by 17.3% by reallocating education inputs (Izquierdo, 2018) to initiatives that respond more directly to educational needs.

Four years on from the IDB report, Coschool’s research, unfortunately, shows the same failings. A survey conducted by Coschool in May 2022 asked more than 200 educators across Colombia what support they needed to overcome current challenges in their work (Coschool, 2022). Educators surveyed mention not having the necessary tools, resources, or training to thrive and be successful and this is especially the case in “new” teaching environments following the pandemic; online, blended, as well as in-person teaching with students whose expectations have changed. 63% of educators said they needed “practical resources for the classroom”, 59% answered “face-to-face training and support spaces” and 48% desired more intentional spaces that facilitate an “exchange of knowledge between educators” (Coschool, 2022). Schools and educators must have access to and embrace innovative pedagogical practices that ensure the motivation and interest of students and therefore support their learning needs. The findings of our research provided the foundation for the development of content and resources that form Edumoción.



3 GOOD HEALTH AND WELL-BEING



Ensure healthy lives and promote well-being for all at all ages

Health and Well-Being (SDG 3):

Latin America and the Caribbean are engulfed in a mental health epidemic, with UNICEF estimating that 15% of adolescents aged between 10 and 19 - around 16 million - have been diagnosed with a disorder, notwithstanding the millions more who have not received a formal evaluation (UNICEF, 2021). COVID-19 has undoubtedly contributed to this crisis, with Latin America being the region with the longest school closures globally (World Bank, 2022), forcing young people into isolation with limited social interaction among friends and family. For example, during this period, 73% of students in Colombia felt the need to ask for help relating to their mental and physical health (Plan International Américas, 2021). Educators are similarly affected. For example, 75% of Peruvian teachers stated that they were tired and stressed (Plan International Américas, 2021). Despite growing awareness, only 2% of public spending is allocated toward mental health in Latin America, leaving many without the support they need (Taush, 2022).

In UNICEF's "The State of the World's Children 2021" report, urgent investment is recommended (UNICEF, 2021), not only in health budgets, but through a transversal, societal approach, including through the education sector which is well positioned to deal with mental health disorders. Our project seeks to address this, supported by research that confirms that developing character strengths and the socioemotional skills of educators and students improves mental health and well-being (Berkowitz & Bier, 2007; Durlak et al., 2011).

Nevertheless, despite overwhelming evidence, the majority of Latin American countries do not have a unified framework or policies to promote the development of socioemotional skills in educators or students. Colombia is no exception. The decentralized educational system depends on the initiative of school directors and leadership teams for school transformation. In Colombia, only 45% of schools have provided their educators with training to develop socioemotional skills (Escalando, 2020), and as a result, they lack these necessary skills, as well as the tools and knowledge to develop these skills in students. It is therefore unsurprising that Colombian students score low on several socioemotional skills compared to their global peers; Colombia ranked 58th out of 66 countries for respect of other cultures and 60th out of 64 countries in perspective taking on the most recent PISA survey (OECD, 2018).



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Peaceful and Inclusive Societies (SDG 16)

Latin America and the Caribbean have experienced high levels of violence in the last century, a tragedy that still continues, with the region recording more than 400 murders a day in 2019 (Business Insider, 2019). The repercussions of such violence are felt across the region and none more so than in Colombia, which is still in the process of recovery following a 50-year conflict in which an estimated 269,000 people died (Centre for Historical Memory, 2022). Violence and lawlessness have permeated Colombian culture, becoming a widespread problem even outside the framework of the armed conflict. 38% of the young people surveyed in the 2018 (British council) “Next Generation” study report having been victims of an act of common crime (such as robbery) at some point in their lives (British Council, 2018). This percentage is much higher for young people in urban contexts (43%), compared to their peers in rural regions (22%). Young people report that 61% of their friends and 57% of their relatives have been direct victims of an act of crime (British Council, 2018).

Young people in Colombia have not only been victims, but also have been shown to reproduce different types of violence that they learn from their environment. In a study carried out in 2011 with more than 100,000 public and private school students in Bogotá between grades 5 and 11, 31.4% of those surveyed reported that one of their classmates had brought a bladed weapon to school in the last year and 10% said they belonged to a gang (Chaux, 2012). While 32.3% of Colombian students experience bullying at least a few times a month, perhaps even more worryingly, 31.8% did not believe it was wrong to “join in bullying” (OECD, 2018). Student violence has been shown to negatively affect students’ academic performance. For example, Colombian students that reported being physically attacked had a reading score a staggering 67 points lower (368 vs 435) compared to those who had not been bullied (OECD, 2018). It can also derail a student’s education altogether, with bullying leading to many students dropping out of school due to anxiety.

Research strongly suggests that a caring and supportive school environment is linked to less bullying and conversely, students’ willingness to seek help (Låftman et al., 2017). Students are less likely to engage in violent behavior in schools where students perceive greater fairness, feel they fit in at school, work in a more structured, harmonious, cooperative environment, and have understanding teachers (Kuperminc et al., 2001). Edumoción seeks to achieve this by developing the skills in students and educators that can improve relationships and school climate.

3. Coschool's Solution: Edumoción

“Edumoción” represents both Coschool’s pedagogical model and solution; a word created to describe the intersection of education with emotion. This portmanteau equally resonates with Coschool’s vision as the organization seeks to transform the educational system in Latin America and the Caribbean into one that is more focused on socioemotional well-being.

Through direct training, educators and youth develop knowledge and skills related to pedagogical practices and their socioemotional development, while our online content and learning communities foster knowledge exchange, relationships, and synchronous socioemotional support and development. We expect these interventions to transform the socioemotional well-being of individuals and educational environments such that they impact overall educational quality and well-being in the contexts in which they work. Below you will find a summary of our theory of change. The three core long-term impacts that we hope to achieve relate to the problems mentioned above.

Theory of Change for Edumoción



Our courses and accompaniment are based on Edumoción, the pedagogical model, which is composed of four components: Feel, Think, Act, and Reflect. Each component covers the essential principles that guarantee socioemotional development in educational spaces. Coschool designs and develops all its resources, activities and sessions through this model, including our solution Edumoción.

Leveraging eight years of experience, the creation of innovative resources, and the implementation of educational projects, Coschool launched “Edumoción”, an online learning community and content platform that supports Latin American and Caribbean educators to address socioemotional challenges and improve their teaching practices. Following a US\$ 450.000 investment from Acumen, Fundacion Bancolombia and others in late 2021, Edumoción now represents a sustainable and long-term commitment through which we adapt to and support the ever-changing needs of educators in the region. The platform currently has three core elements:

(I) Content

Educators can access innovative and engaging resources that develop pedagogical practices and improve educator/student socioemotional well-being.

Our content is grouped into three overarching categories:

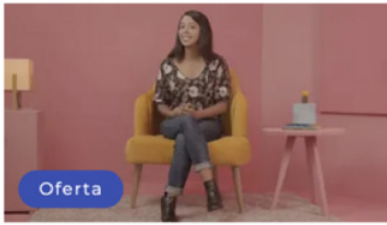
- 1) Innovation in your pedagogical practice**
- 2) Socioemotional well-being for educators**
- 3) Socioemotional well-being for students**

Within each category, the resources have varying durations and formats to accommodate educators’ busy schedules:

- **Edufdash:** less than 5 minutes – video, audio, and activities that provide practical and concise tips and information
- **Edumini:** less than 1 hour – our “anti-course”; access to short videos on a specific topic and the option to download an Edutools kit to put learning into practice in the classroom
- **Edumaster:** 5+ hours – our masterclass; a deeper-dive into a theme or program, downloadable Edutools as well as tasks and tests

Edumoción has over 25 courses currently, which address the challenges that educators and societies face. Examples include:

- Educating in contexts affected by trauma
- Self-awareness and emotional regulation
- Incorporating gratitude into teaching
- Understanding and managing stress for educators
- Becoming a digital educator
- Social & Emotional Learning basics for educators
- Effective strategies for managing violence and bullying in the classroom
- The power of sleep and rest for educators
- Conflict prevention and resolution
- Positive relationships in institutions



Primeros Auxilios Psicológicos

Los NNAJ enfrentan diversas situaciones que generan un impacto negativo en su bienestar físico y psicológico (siendo la pandemia solo una de ellas). En este curso adquirirás estrategias para, desde tu rol de educador, brindar Primeros Auxilios Psicológicos (PAP) y acompañar y orientar a tus estudiantes.

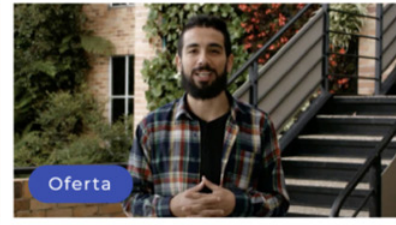
~~\$24.195~~ \$14.517



Los Círculos: Una herramienta para vivir el poder de la conexión

El círculo es una forma antigua y universal de reunión, es un espacio democrático donde podemos mirarnos a los ojos, inclinarnos y escuchar, e incluir todas las voces con un sentido de igualdad. Las circunstancias en las que los círculos pueden ser valiosos son prácticamente ilimitadas. Por eso, en este curso conocerás la metodología de los Círculos de Conexión y adquirirás herramientas para que empieces a facilitar tus propios círculos.

~~\$24.195~~ \$14.517



Prevención y Resolución de Conflictos

De acuerdo con datos de UNICEF, la mitad de los jóvenes en todo el mundo sufren violencia entre compañeros en la escuela. En muchos casos, los educadores no saben cómo abordar y prevenir este tipo de situaciones. En este curso adquirirás estrategias e insumos para promover la resolución no violenta de conflictos en tus estudiantes y mitigar así la violencia escolar.

~~\$24.195~~ \$14.517

Figure: Eduminis offered on Edumoción

Psychological First Aid; Circles: A Tool to Experience the Power of The Connection; and Conflict Prevention and Resolution.

(ii) Community

Edumoción shares best practices with thousands of educators through Educomunidad activities.

Coschool understands the importance of accompaniment to support learning. A core element of Edumoción is therefore the community support network facilitated by Coschool and centered on developing a thriving community where educators engage, mutually support each other, and exchange education content and experiences. We achieve this through the following types of sessions:

- **Tutorials:** sessions through which we address a particular theme and resolve educator doubts.
- **Communities of practice:** study groups that, through a moderator, deepen their knowledge on a specific theme.
- **Psychosocial circles of support:** support groups to strengthen the skills of educators.
- **Live events:** listening to the needs of educators, we deliver live sessions each week on pertinent themes related to their needs.

The accompaniment is led by our Edumotivators, who are expert content tutors/coaches. Edumotivators provide tailored support through WhatsApp groups and synchronous meetings to ensure that the intrinsic motivation of educators is developed and maintained, and that educators feel continually encouraged as they access and engage with Edumoción.

It is important to add that Coschool additionally offers in-person activities to complement online learning. Uptake has been strong, with numerous stakeholders expressing a need and desire for a hybrid model following the pandemic.



(iii) Monitoring and Evaluation

Leveraging -> Leveraging the strong relationships developed during implementation, Edumotivators simultaneously monitor the progress of educators and manage the evaluation of the intervention.

Our Edumotivators provide weekly progress reports as well personalized follow-up and support for educators. We assess change through three measurements:

- **Knowledge:** measured through a bespoke Edumoción tool
- **Psychological well-being:** measured through the WHO-5 survey
- **Self-efficacy:** measured through the Milson and Mehlig test

For each measurement, there is a pre-test to determine a reference point before the intervention, and later a post-test to compare and measure change.

Lastly, a satisfaction survey is completed on the various elements of the learning experience: recruitment, the registration process, the pedagogical content, the usability of the platform, the adherence to the program, and the accompaniment carried out by the Edumotivators.

Educaminos:

Coschool primarily delivers Edumoción through “Educaminos”; thematic learning routes that combine asynchronous access to content (courses and forums) with synchronous community activities (tutorials, events, workshops) to achieve learning outcomes. This approach was designed in response to research that shows how Massive Open Online Courses (MOOCs) have a completion rate of less than 10%; an extremely low percentage that highlights the importance of accompanying and motivating participants throughout a learning experience (Khalil, 2014).

To further support the learning and motivation of participants, we deliver our Educaminos as cohort-based courses (CBCs). An Edumotivator is assigned to each cohort and responsible for guiding participants through the completion of each Educamino, facilitating each Educomunidad activity, and overall, ensuring the successful implementation of the project. Each cohort typically completes 3 to 4 Edumini courses, with 4 community activities integrated among the content. The thematic focus and methodology used for each community activity will vary depending on the needs and interests of the group.

Case Study

Partner: World Vision, Dominican Republic

Educamino: The Socioemotional World of My Students

Following a needs analysis, World Vision identified several well-being and mental health post-pandemic challenges facing both educators and students in the Dominican Republic, specifically, in two provinces along the border with Haiti (Dajabón and Montecristi). To address these challenges, Coschool designed an Educamino that sought to develop and strengthen the emotional intelligence of the teachers, as well as provide them with tools to build positive relationships with their students and care for their mental health care.

The Educamino was structured to combine asynchronous and synchronous activities at different moments and therefore achieve the most effective and impactful learning experience:

- 3 courses from the Edumoción platform that teachers could complete autonomously
- 4 synchronous meetings designed to develop intrinsic motivation and encourage learning within a community
- 1 weekly voluntary space dedicated to promoting teacher welfare

Courses on the Platform

01
Emotional Intelligence

02
Positive relationship in your institution

03
Mental health for young people

Certification



Accompaniment (virtual)

01

Launch
What are our challenges?
What are we going to learn?

02

Teaches at the table:
How to apply what you have learnt

03

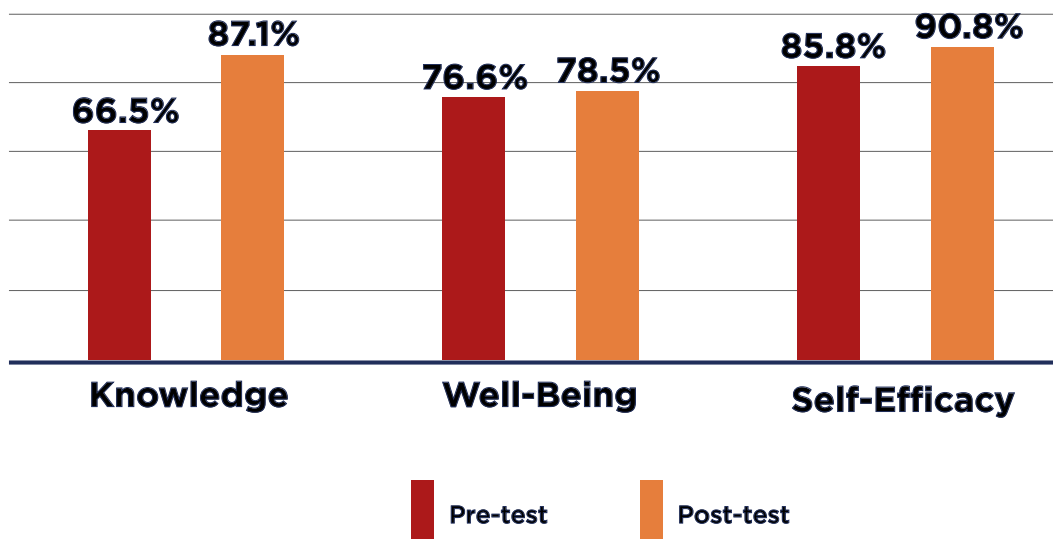
Toolbox: explore a strategy
and see it in action

04

Graduation and closing
ceremony

The Educamino was undertaken by 52 educators, of which 43 finished for a completion rate of 83%. The impact of the implementation was measured through a pre/post comparison using three measurements: knowledge, well-being and self-efficacy. The results were overwhelmingly positive with the group's average scores increasing in each of our three measurements when their pre-and-post tests were compared.

Educación Educamino: The Socioemotional World of My Students



Following this successful implementation, World Vision is planning an expansion of the initiative to 1000 educators across the country.

4. Edumoción in Detail

In this section, we will explore Coschool's target population, value propositions, and its pedagogical model, Edumoción, through which we have developed all the resources of our product, the content, and the community platform.

Target Population:

Edumoción targets educators of the Spanish-speaking world at all levels of education. According to the World Bank, there are more than 7 million teachers in Latin America and the Caribbean, of which 2.6 million are Brazilian, thus 4.4 million are Spanish-speaking teachers (Bruns, 2014). Around 75% of them are women and with an average age of 40 years old.

Edumoción's Value Propositions

(i) Healthy teachers, healthy students

Edumoción's focus on educators' socioemotional skills and well-being as the inflection point of change in young people is unique in Latin America and the Caribbean, and one that has a high potential for change due to their important role. For example, 75% of students say teachers are role models and 54% say teachers have helped them through difficult times (ING Foundation, 2010). For educators to have the biggest impact on students' socioemotional needs, they must be healthy and highly skilled in SEL.

(ii) Focus on behavioral change (rather than just about knowledge transmission)

The Edumoción pedagogical approach is not centered on knowledge transmission. It is well known that SEL does not happen through "kindness classes", or explicit teaching only of these skills. Socioemotional competencies skills are developed through practice, social interaction, and experiences. For this reason, Coschool's pedagogical model is rooted in active, experiential, and practical pedagogies. Our pedagogical model has four components, The FEEL component ensures that participants connect emotionally and socially with the topics and each other before anything else. The ACT component invites the application of learning to real contexts and/or the opportunity to develop skills through an experiential approach. The THINK and REFLECT components include new information and instruction that will help participants achieve real-world tasks that propel behavior change. It is important to highlight that while Edumoción is a learning platform, the cohort-based approach to using digital resources puts participant interaction front and center.

(iii) Short and engaging: the importance of Edumini and Eduflash

User research and piloting of the beta version of Edumoción have confirmed our hypothesis that when it comes to content, less is more. Additionally, research from Harvard's Ecological Approaches to Socioemotional Learning (EASEL) Lab has confirmed that SEL is best promoted not through long instructional programs, but rather, through short flexible activities (or kernels) that can be adapted to different contexts. Therefore, we have created short-form content that packs relevant information and activities into small packages. Using edutainment approaches and measures and a community of learners to promote accountability, these approaches to content delivery motivate learners to engage and finish their process. To date, our average completion rate is 75% and the duration of users per session has gone from 3 minutes to almost 20 because of these engagement strategies. Finally, we have partnered with Lightbulb to make our platform emotionally intelligent. Data collected through this technology has allowed us to measure emotional engagement with our content and live sessions to identify what is engaging (and not) for users.



Education Model:

As touched on, Edumoción the pedagogical model is based on four important moments that define SEL; feeling, thinking, acting, and reflecting. Through these moments, we ensure our resources are relevant, interactive, and engaging for educators. The four moments of our pedagogical model were chosen from two sources of information:

- Evidence on effective pedagogical practices for socioemotional development and] character strengths from academic literature and the evaluation of socioemotional education programs, and
- Empirical evidence from the implementation of Coschool’s socioemotional education programs.

(i) Evidence on effective pedagogical practices for socioemotional development and character strengths from academic literature and the evaluation of socioemotional education programs.

Our model captures the principles of Focused, Active, Sequenced, and Explicit (FASE), four key elements for SEL that emerged from a 2011 meta-analysis by Collaborative for Academic, Social and Emotional Learning (CASEL) into 213 effective socioemotional education programs (Durlak et al., 2011). Edumoción recognizes that socioemotional education is best implemented through a focused approach during a prioritized time to achieve goals. It is active, or allows participants to put the HSE into practice. The process is sequenced and this sequence takes into account that development is gradual and related to the different developmental stages of participants. Finally, explicit instruction in socioemotional education is crucial as we name the skills, objectives, and strategies during the process.

Edumoción equally takes into account the principles of Deci and Ryan's (1985) self-determination theory to cultivate intrinsic motivation in learning processes. These authors propose that for people to be intrinsically motivated, they have to satisfy three basic needs. First, the social connection (relatedness), or having a safe, careful, respectful, and welcoming environment. This element is related to our FEEL element. Second, the theory speaks of autonomy or the possibility of exercising our agency through the choice, participation, and validation of our voice and opinion. This is associated with THINK. Finally, they talk about competence, or the possibility of developing skills and abilities through activities that are neither too easy nor too difficult. Learning in the zone of proximal development gives the possibility of reaching new achievements and building a sense of self-efficacy and self-confidence. This is related to our ACT.

(ii) Empirical evidence from the implementation of Coschool's socioemotional education programs.

The principles of Edumoción are based as well upon consolidated learning from 8 years of experience in which Coschool has worked with more than 23,000 students between the ages of 5 and 19, 16,500 teachers, and 450 parents from the public and private sectors in Colombia. This experience has generated important lessons on good practices.

Firstly, the overriding success factor for socioemotional education has been the construction of safe learning environments. The careful choice of educators with the capacity to build this environment and the conscious work in teaching pro-sociality and caring for others leads us to our FEEL component.

Moreover, we have discovered the importance of considering the context, the contents, and pedagogical practices according to the place and local cultures. The impact studies of our programs indicate that experiential activities outside of school are essential for socioemotional development and motivation. In addition to this, the importance of combining theoretical foundations with practical elements is crucial. All these learnings are reflected in THINK and ACT.

Finally, the nature of socioemotional learning is, at times, invisible. It is a process that happens inside people. The other abilities are manifested in very subtle ways through attitudes and behaviors. People cultivate certain values that are not always evident to those who observe them. Therefore, REFLECT includes explicit moments to reflect upon the development of abilities and the transformations of the being to become conscious, sometimes in a personal way and sometimes in a social context.

An inclusive approach:

Coschool applies an inclusionary lens to all our project implementation: design, planning, delivery, and evaluation. We ensure that the language, messaging, resources, workshops, and support are as inclusive as possible. Our strategy pivots around the delivery of projects that remove obstacles for participation in education and increase awareness and understanding of diverse needs and a valuing of different abilities. In partnership with experts in the field, we have developed bespoke resources that promote this approach in the classroom and support educators to incorporate them into their teaching practices.



Financial model:

The goal for Edumoción is to become a financially sustainable project over time. We received investments from Acumen, Fundación Bancolombia, and others in 2021 to build the Minimum Viable Product (MVP) of Edumoción. As part of this initial process, we have been experimenting with commercial strategies, with the goal of Edumoción becoming cash flow positive and 100% sustainable over time. Starting in 2022, our commercial strategies have included business-to-consumer (B2C) and business-to-business (B2B) approaches:

(i) B2C:

- a) Courses delivered on the Edumoción platform, with a “price per course”
- b) “Cohort-based” experiences with a fixed start and end date in which individual users are invited to participate in a cohort

(ii) B2B:

- a) Organizations and partners in our network take part in synchronous cohort-based experiences (including Educaminos). These organizations pay for the participation of educators in their institution or community
- b) Co-creating content housed on Edumoción (IP belongs to Coschool) that can then be used by the organization in their educational activities. Co-creating content also allows us to reach new users of the partner organization and upsell synchronous cohort-based experiences to them via B2C

Most of Coschool’s revenues have historically been generated via B2B. With the launch of Edumoción in February 2022, we will continue to expand our B2B sales while increasing our B2C penetration, particularly to parents, through innovative marketing strategies in collaboration with partners and influencers, and grow our B2G sales through large government contracts.

Edumoción is highly scalable and sustainable:

(i) Content in one place:

Edumoción offers a subscription model to B2B and B2C customers, with an ever-increasing offer of training resources and community activities on the platform.

(ii) Focus on B2C market:

Allows for much greater scale and reach, particularly into rural areas and across a broader audience. Independent research has shown 90% of Colombian educators are willing to pay for membership to a learning community, and we believe this is representative of other demographics as well.

(iii) B2B partnerships drive B2C growth:

We have worked with governments and key NGOs (World Vision, Save The Children) across the region and every B2B partnership creates B2C users as potential long-term subscribers.

(iv) Agility: Coschool's Edumoción efficiently responds to educators' changing needs through the development of new resources and technological features at low cost.



5. Looking Forward: Implications

What has worked well?

In less than a year, 11,629 users have registered on the Edumoción platform, and 8,673 educators have participated in Edumoción trainings. On average, the graduation rate is 75%, satisfaction with course content is 86% and satisfaction with the overall learning experience is 82%. We believe the reasons for this success are as follows:

Understanding the market

Edumoción represents a long-term scalable and sustainable investment that allows us to develop new resources based on the needs of educators. Through innovative and far-reaching market research strategies, we have collaborated with educators from both urban and rural communities to conduct needs assessments as well as co-create and test new resources. The close alignment between our services and educator needs has been evidenced through high levels of satisfaction and impressive results related to improved skills and well-being.

Accompaniment and facilitated activities

At Coschool, we understand that educators are unsatisfied with traditional online training which is typically theoretical and abstract. Through experimenting with different techniques and approaches over the past two years, Edumoción now offers diverse options for educators to participate in synchronous activities that respond to their needs and interests. We recognize the role and experience of educators, and therefore provide spaces through which they can share, and exchange learnings rather than only receive teaching instruction. These spaces are organized by our Edumotivators, who are experts in the construction of positive and safe learning environments and many strategies to improve the quality of virtual teaching and presence.



Our experience has shown that providing spaces to support the well-being and mental health of educators is equally, if not more important than the exchange of pedagogical practices. Educators work in highly stressful environments and are required to be emotionally available to hundreds of students. Despite this, most schools in Latin America do not provide adequate support. Coschool provides weekly support circles through which educators can speak about their personal and professional challenges. The value and importance in being “heard” cannot be underestimated and many educators have highlighted such sessions as being transformative.

Regional reach

Edumoción is still in its infancy, having only launched in 2022. Yet, despite this, Edumoción has already benefited educators in 12 countries in Latin America and the Caribbean. We believe this is an impressive feat and speaks volumes about the flexibility and adaptability of our product. Although there are similarities between the countries, each one nonetheless has its nuances. Moreover, and linked to the community we have developed, Edumoción increases cultural diversity and provides an enriching experience for educators to learn from different contexts. There are arguably two shared traits; firstly, educators’ desire to professionally develop to be the best they can and as a result, the best educator for their students, and secondly, the language in which we operate. The latter cannot be underestimated, as although ample English resources exist, there is a shortage of Spanish resources and products which represents a barrier for the region. In an Education First analysis, only 1 of 20 participating countries from the region has a “High” English language proficiency, with the other 19 countries ranging from “Moderate” to “Very Low” (Education First, 2022). Added to this, women generally have a lower level of English proficiency than men in 18 of the 20 countries, which is highly concerning considering the demographic makeup of educators in the region being significantly female (Education First, 2022).

The adoption of innovative EdTech tools

Coschool believes that when we join together, we can transform and achieve more. Living this mantra, we have integrated existing tech tools and features into Edumoción that align with our vision and provide added value to educators. From Lightbulb, an AI tool that measures user emotions, to Lerny, which allows us to bring resources to regions with low connectivity, we are always searching for impactful tools that can contribute towards our goals.

What are the remaining challenges?

Accompaniment vs scale

As emphasized throughout this chapter, facilitated activities are a vital component of Edumoción that contribute towards the achievement of outcomes. Nevertheless, a challenge remains, as such personalized support is costly and difficult to scale. Such a challenge is common amongst Edtechs, especially those working in SEL and mental health. Moving forward, it is something that we will need to continue to experiment with to find a balance through which we can expand our reach without compromising quality. Early findings evidence the importance of community and implementation through cohorts in pursuit of this goal.

B2C model

The development of a B2C model has entailed a steep learning curve, presenting challenges in reaching individual educators effectively and efficiently combined with a high Customer Acquisition Cost (CAC). A priority for 2023 is to therefore define and drive a marketing strategy that complements our existing B2B sales.

One such idea, with which we have successfully experimented in 2022, is to work with influencers from the Latin American and the Caribbean education ecosystem that have high numbers of followers. To date, we have, or are in the process of, developing courses with several high-profile educators, including Manuela Molina (887,000 followers), Efrén Martínez Ortiz (172,000 followers), Jordi Romero Castillo (119,000), and Mariángela Urbina (114,000). Collaborations with such influencers have proven to generate interest amongst their large and diverse audiences, as evidenced by increased registrations on Edumoción following the launch of the new courses.

Traction with governments

The adoption of Edumoción by governments would ensure effective and widespread use; nevertheless, to date and despite positive conversations, our sales within this segment have been limited. The sales cycles are notoriously long, requiring multiple sign-offs which can result in bureaucratic challenges, delays, and in some cases, rejection. Governmental contracts will be a priority for Edumoción in 2023 as we hope the relationships that we have developed in 2022, both at regional and national levels, can come to fruition.

Closing the inequality gap in training skills

Our recent investigation showed that 80% of educators want to enter the digital economy and generate additional income through being teacher trainers or content creators (Coschool, 2022). This is no doubt linked to low pay rises against inflation that has pushed educators towards poverty. Through Edumoción, a priority is to democratize access to knowledge and skills that would allow educators to create their content and therefore connect them to opportunities that the online learning revolution has brought. To achieve this, we will be creating courses that can guide them through this process: ideation, creation, marketing, etc.



What can policymakers learn from Coschool?

Although academic performance is important, teachers and schools have other pressing needs to attend to. Policymakers continue to be fixated on improving the academic performance of their schools and students. This is hardly surprising when the international bodies that measure the success of education systems continue to prioritize and reward such performance. However, we have been able to see firsthand that schools and educators have more pressing and immediate needs related to their well-being and mental health. We believe policymakers would be wise to adjust their priorities and focus more on ensuring educators and students are well, for them to be able to learn and “perform” better in test results.

“Traditional” online training vs Edumoción

A common misconception is that educators are tired of online training. On the contrary, our research has shown that 77% of educators prefer professional development opportunities online (Coschool, 2022), and rather the problem relates to engagement, format, and style. Many educators spoke of their frustrations related to low participation in virtual spaces, a lack of knowledge of how to learn virtually, and a strong emphasis on theory over practice. Edumoción addresses these challenges through engaging and interactive synchronous sessions that arm educators with the best practices for the classroom. Policymakers are aware that in the long term, online learning represents a sustainable and scalable way to reach different educators, however, to date, work remains to convince them of how this can be effectively achieved.

How and why is Coschool’s Edumoción model relevant for Latin America and the Caribbean region?

An attempt to avoid another Western, Educated, Industrialized, Rich, Democratic (WEIRD) intervention

There is growing awareness of the potential risks associated with Western, Educated, Industrialized, Rich, Democratic (WEIRD) interventions in education and development (Heinrich, 2020). In the field of SEL, Latin America and the Caribbean countries often revert to US and European research and resources (e.g., CASEL) because they are accessible, dominate the landscape, and – to an extent - fashionable. We have seen firsthand many schools implementing “Character Counts” programs in Colombia (an out-of-the box solution that recommends schools adopt six Character traits as their core values). This dependence on WEIRD solutions that were not built by and for Latin American and Caribbean students, teachers, and other educators is something that we believe should be challenged and we are excited that Edumoción is being built in Latin America, by Latin Americans.



Built with the voices, research, and experts of the region

The topics, tools, and methodology at the core of Edumoción are based on almost a decade of SEL interventions which included extensive research on the school contexts and members of the school community (teachers, leaders, students, parents) about the strengths and challenges regarding SEL and the holistic development of young people. We have both accessed and created knowledge by partnering with local and international researchers (e.g., Universidad de Los Andes, MIT, University of Missouri) as well as organizations that produce knowledge about Colombia and Latin America relevant to our work (e.g., Plan International, UNICEF, Welbin, INEE, Fundación Compaz). We have also carried out extensive research of our own involving local literature reviews, user research, and most recently, a study with 200+ teachers in Colombia about their needs post-pandemic with 60 Decibels. Our six-part documentary on YouTube, La Ruta Edumoción, shows the results of a qualitative research endeavor in which we sent a school bus to six regions of Colombia documenting the post-pandemic reality of teachers and schools. On this trip, we also carried out user-testing with the Beta version of the platform to assure our user experience was adequate for the needs of people who were not digital natives, lived in rural areas and had poor connectivity.

Concluding remarks

The education system in Latin America and the Caribbean is in desperate need of reform. For decades, schools and educators have been under-resourced and undervalued. The shortcomings have not only affected academic achievement, but also the personal development of students, the long-term consequences of which cannot be underestimated. The literature highlights a direct correlation between the lack of socioemotional skills and societal challenges encompassing education (SDG 4), mental health (SDG 3) and the levels of violence present across the region (SDG 16).

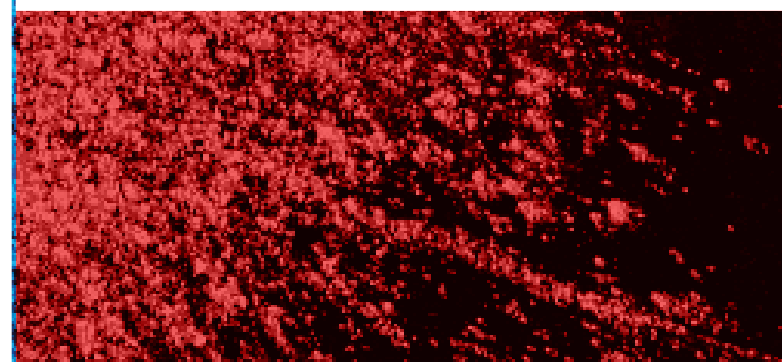
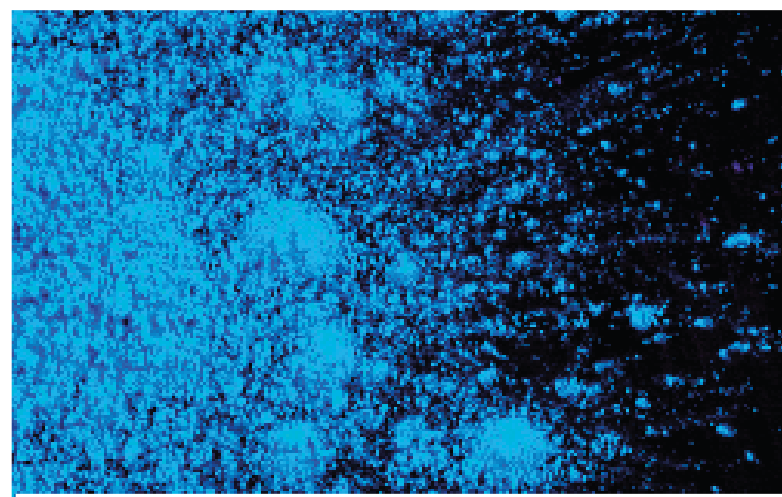
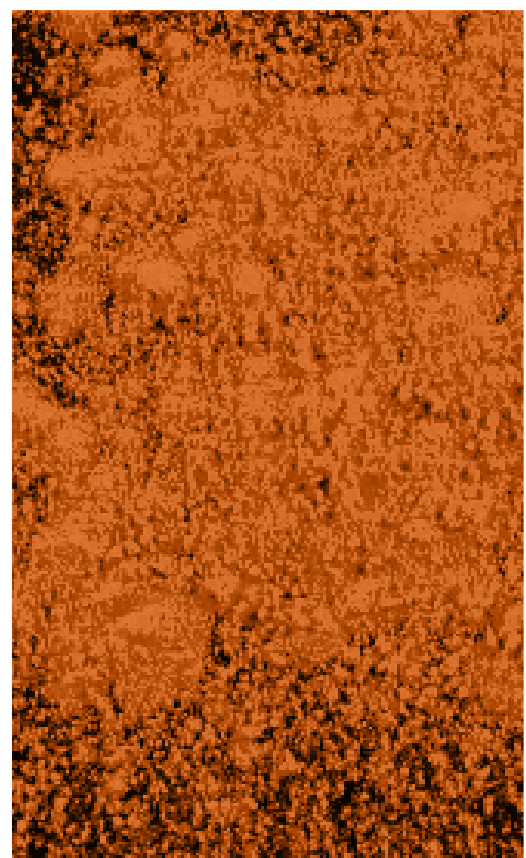
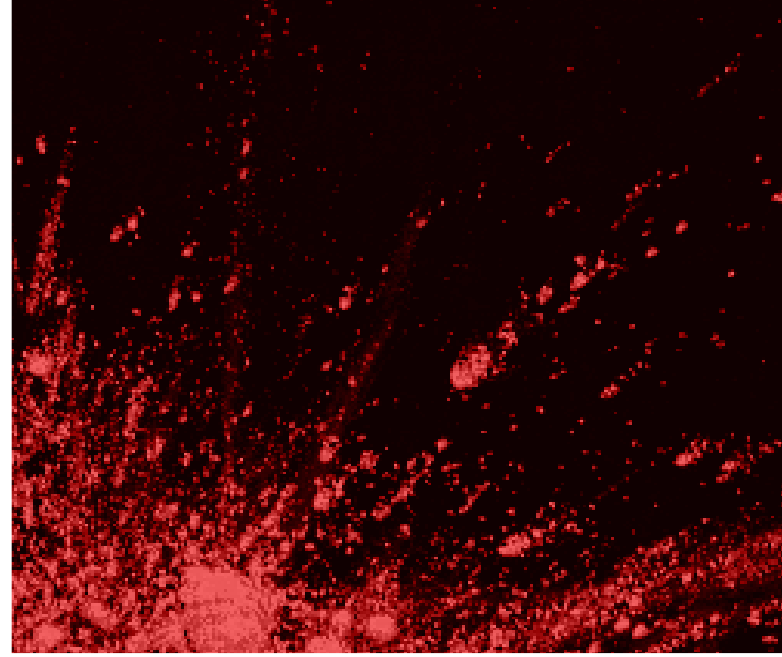
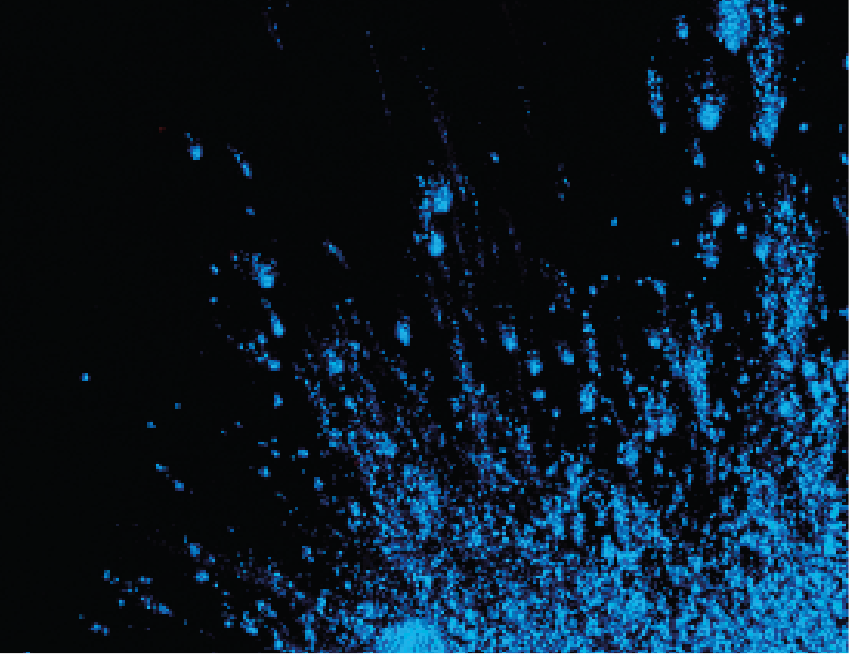
Between 2020 and 2022, the pandemic further disrupted and shone a spotlight on an already broken educational system. Yet equally, it could catalyze a much-needed systemic reset.

Edumoción, both the pedagogical model and solution, can provide a new direction and approach to education. Through intentionally centering emotion at the heart of all teaching methods, actions and decisions, we can transform the way we support students and educators, allowing them to fulfill their academic, professional and personal potential.

To date, Edumoción has achieved impressive results that demonstrate the powerful impact such an approach can have. Yet simultaneously, Coschool understands that Edumoción is not the final piece of the puzzle. We continuously seek new partnerships and opportunities to collaborate within the ecosystem, living and breathing the organization's mantra - *cuando nos unimos, transformamos; when we join together, we transform.*

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