Impact Report

2022 - 2023

educate.

educate. is a grassroots non-profit organisation working to empower children and young people in Honduras through supporting community-driven initiatives focused on education. We envision a future where there are abundant opportunities for Honduran youth and their communities to come together, unimpeded, to learn, lead and grow.

We are based in the rural town of Trinidad, Honduras, in the country's coffee-growing department of Santa Bárbara.

To measure the impact of our work and allow for data-informed project design and clarity on how to achieve our long-term objectives and mission, we have developed an impact framework and assessment methodology for our projects and programmes.

Central to educate. are our relationships with the communities with whom we work. Our impact assessment has captured feedback from community members to quantify the impact our work is having, whilst identifying strengths and weaknesses.

We are working towards creating an ongoing data infrastructure that is integrated within our work, capturing the perceptions and perspectives of individuals and their communities so that our work can continue to be driven by genuine local needs while becoming increasingly efficient and targeted.

Contents

Students Lucio (left) and Carlos (right) participating in a workshop at educate.'s Youth Centre in Trinidad.

Our definition of impact

At educate. we believe that impact is a cycle. Our work aims to set in motion a cyclical process of impact based on three key themes: learning, leading and growing. We conduct ongoing impact assessments together with the students, parents and teachers in our communities to quantify the impact our work is having, whilst identifying strengths and weaknesses.

LEARN: Developing personally; gaining knowledge, skills and confidence; encouraging action. Are students learning?

LEAD: Acting to inspire and empower others, enabling growth. Are projects led and driven locally, and are students being encouraged to be leaders in their communities?

GROW: Empowerment takes hold; educate.´s long-term and self-sustaining focus leads to ongoing and continuous growth of individuals and their communities. What goes on to happen as a result of this project?

Learn

Developing personally; gaining knowledge, skills and confidence; encouraging action.

Grow

Empowerment takes hold; educate.'s long-term and self-sustaining focus leads to ongoing and continuous growth of individuals and their communities.

Lead

Acting to inspire and empower others, enabling growth.

Theory of Change

The Theory of Change (ToC) is a framework used to facilitate the impact assessment. It is a representation of educate.'s work that shows how and why a project leads to a desired goal by looking at the connections between our activities and their outcomes. The ToC helps inform decision-making on our side and provides a roadmap to our external stakeholders, whether these are funders, volunteers or people who are interested in what we are doing.

The Theory of Change consists of five main elements: Approach, Programmes, Outputs, Outcomes, Impact and Vision.

Approach: refers to educate.'s values and method of delivering programmes

Programmes: the activities that educate. implements

Outcomes: the changes achieved as a result of educate.'s programmes

Impact: the long-term changes that derive from these outcomes

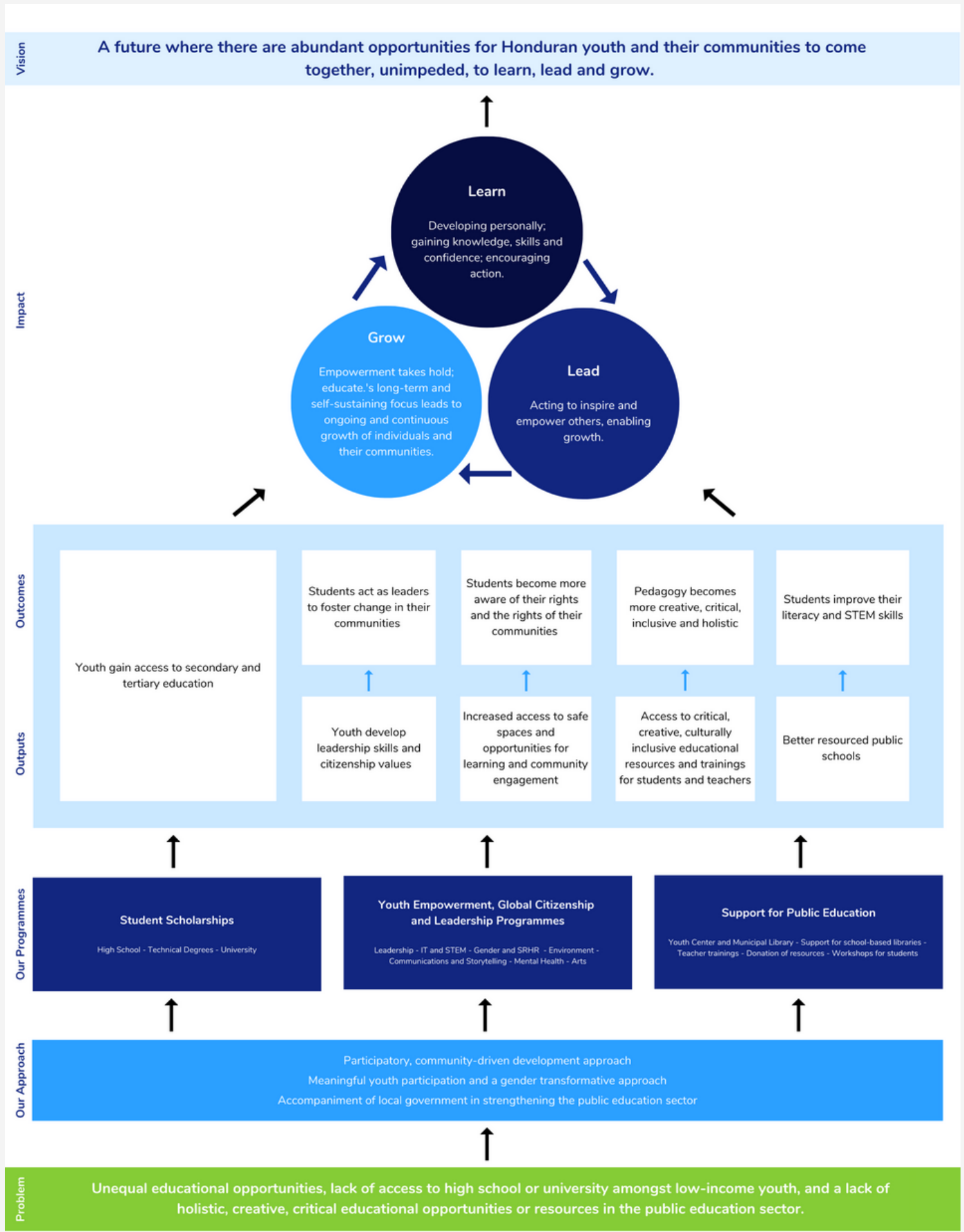**Vision:** the overall strategic goal that educate. works towards

Futhermore, we outlined the causal links and assumptions underlying our Theory of Change. Outlining our assumptions in a causal manner allows us to show how we intend to achieve our goals as transparently as possible. Through a literature review of existing research, we have addressed and found support for the causal mechanisms we aim to enact. This research and theory is outlined following the diagram of our logic model.

The ToC formed the basis for the development of surveys, which we used to carry out our first impact evaluation. Data collection focused on the experiences of community members in our scholarship programme and library projects in Honduras.
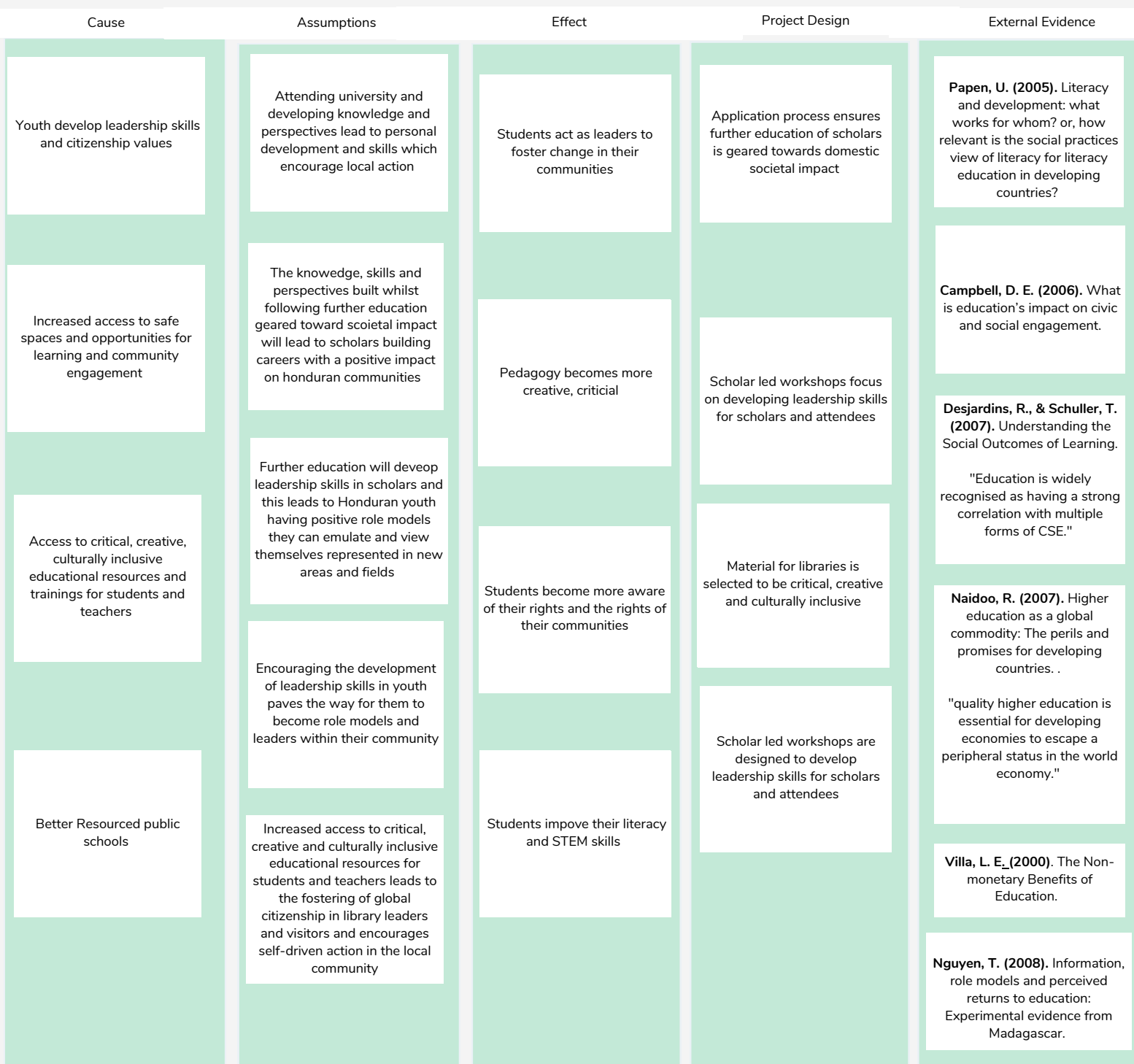
Theory of Change

Logic Model

Vision

A future where there are abundant opportunities for Honduran youth and their communities to come together, unimpeded, to learn, lead and grow.

Impact

Learn
Developing personally; gaining knowledge, skills and confidence; encouraging action.

Grow
Empowerment takes hold; educate.'s long-term and self-sustaining focus leads to ongoing and continuous growth of individuals and their communities.

Lead
Acting to inspire and empower others, enabling growth.

Outcomes

- Youth gain access to secondary and tertiary education
- Students act as leaders to foster change in their communities
- Students become more aware of their rights and the rights of their communities
- Pedagogy becomes more creative, critical, inclusive and holistic
- Students improve their literacy and STEM skills

Outputs

- Youth develop leadership skills and citizenship values
- Increased access to safe spaces and opportunities for learning and community engagement
- Access to critical, creative, culturally inclusive educational resources and trainings for students and teachers
- Better resourced public schools

Our Programmes

Student Scholarships
High School - Technical Degrees - University

Youth Empowerment, Global Citizenship and Leadership Programmes
Leadership - IT and STEM - Gender and SRHR - Environment - Communications and Storytelling - Mental Health - Arts

Support for Public Education
Youth Center and Municipal Library - Support for school-based libraries - Teacher trainings - Donation of resources - Workshops for students

Our Approach

Participatory, community-driven development approach
Meaningful youth participation and a gender transformative approach
Accompaniment of local government in strengthening the public education sector

Problem

Unequal educational opportunities, lack of access to high school or university amongst low-income youth, and a lack of holistic, creative, critical educational opportunities or resources in the public education sector.

Theory of Change

Causal Mechanisms

Cause	Assumptions	Effect	Project Design	External Evidence
Youth develop leadership skills and citizenship values	Attending university and developing knowledge and perspectives lead to personal development and skills which encourage local action	Students act as leaders to foster change in their communities	Application process ensures further education of scholars is geared towards domestic societal impact	**Papen, U. (2005).** Literacy and development: what works for whom? or, how relevant is the social practices view of literacy for literacy education in developing countries?
Increased access to safe spaces and opportunities for learning and community engagement	The knowledge, skills and perspectives built whilst following further education geared toward scoietal impact will lead to scholars building careers with a positive impact on honduran communities	Pedagogy becomes more creative, criticial	Scholar led workshops focus on developing leadership skills for scholars and attendees	**Campbell, D. E. (2006).** What is education's impact on civic and social engagement.
Access to critical, creative, culturally inclusive educational resources and trainings for students and teachers	Further education will deveop leadership skills in scholars and this leads to Honduran youth having positive role models they can emulate and view themselves represented in new areas and fields	Students become more aware of their rights and the rights of their communities	Material for libraries is selected to be critical, creative and culturally inclusive	**Desjardins, R., & Schuller, T. (2007).** Understanding the Social Outcomes of Learning. "Education is widely recognised as having a strong correlation with multiple forms of CSE."
Better Resourced public schools	Encouraging the development of leadership skills in youth paves the way for them to become role models and leaders within their community	Students impove their literacy and STEM skills	Scholar led workshops are designed to develop leadership skills for scholars and attendees	**Naidoo, R. (2007).** Higher education as a global commodity: The perils and promises for developing countries. . "quality higher education is essential for developing economies to escape a peripheral status in the world economy."
	Increased access to critical, creative and culturally inclusive educational resources for students and teachers leads to the fostering of global citizenship in library leaders and visitors and encourages self-driven action in the local community			**Villa, L. E. (2000)**. The Non-monetary Benefits of Education.
				Nguyen, T. (2008). Information, role models and perceived returns to education: Experimental evidence from Madagascar.

The causal mechanisms above are an extension of the Theory of Change logic model and have three key features.

- They explain the assumptions required for success of the Theory of Change logic model.
- They consider the elements of project design which aim to ensure the desired impact.
- The plausibility of the mechanisms is assessed with a literature review of existing research.

Impact Assessment

Method & Programmes Assessed

Following the definition of our impact framework we designed our impact assessment to assess our programmes against our Theory of Change and Impact cycle.

We asked **community members** to fill out questionnaires designed to measure the Theory of Change and the Learn, Lead and Grow cycle of impact. The questionnaires were a mixture of multiple choice, written explanations and numerical agreement statements from 1 (totally disagree) to 5 (strongly agree).

The analysis and assessment focused specifically on educate.'s two core areas of work:

Scholarships:
We support high-potential, low-income students in rural Honduras in pursuing secondary and post-secondary education. For high school students this includes providing uniforms, school materials, daily transportation to and from school, and ongoing individual accompaniment. For university students, scholarships also cover tuition fees and other core university expenses. Students have regular check-ins with our programme coordinator, and we also get to know their families. We make sure to provide the personal support needed to help each individual student thrive in their selected career. While studying, students also participate in trainings and workshops to develop soft skills such as leadership and assertive communication, and they participate in community engagement activities for positive community impact. Scholars are selected based on needs, as well as their academic potential, personal motivation, and desire to give back to their community.

Libraries:
educate. library projects support school communities in starting self-sustaining spaces of learning and community engagement that strengthen existing educational institutions from within. These libraries fundamentally transform learning environments at schools: broadening horizons, opening minds and inspiring creativity. All of our projects are led by a local community project committee made up of teachers, parents and students. Committees lead the community in raising a portion of funds for the project, create their own project plan, and are responsible for ongoing project maintenance. Library projects include books, shelves, community mural painting, training, and an inauguration ceremony.

In total we had **89 respondents** comprised of our scholars, students at library schools, teachers, family members, and friends from the communities where our work takes place. The following pages highlight some of the key results with relation to the cycle of impact and the Theory of Change.

Scholarships

"Without this scholarship, I would not be fulfilling my dream of studying at university."
- educate. university scholar

"I always give the best of me in everything I can, and I really like to study, because I am someone who likes to learn a lot and I want to be someone in life, I want to be a professional, someone different, I want to be an example to follow for many people, and I want to graduate and help my family."
- educate. High School scholar

LEARN

Developing personally; gaining knowledge, skills and confidence; encouraging action. Are students learning?

Of Respondents:

100% of scholars strongly agree or agree that university has increased their knowledge and skills
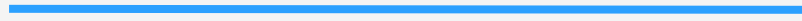
100% of scholars strongly agree or agree that university has well equipped them with the skills and knoweldge to pursue their goals
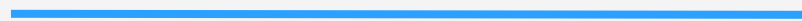
100% of scholars strongly agree that they enjoy studying at university
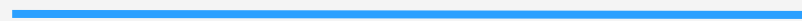
Scholarships

92% of family members strongly agree or agree that university allows the scholarship student to develop personally
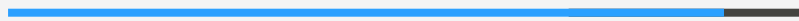
100% of teachers strongly agree that university allows the scholarship student to develop personally
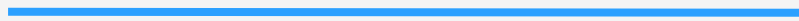
100% of family members would have not considered university as a possibility otherwise available to the scholarship holder
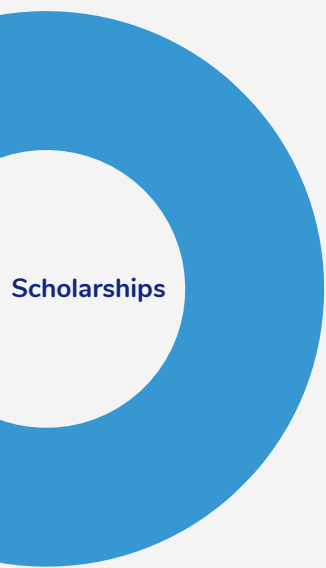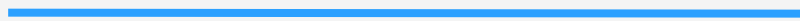
The results show scholars, their family, friends and teachers recognise the educational benefits of university for the scholar.

LEAD

Acting to inspire and empower others, enabling growth. Are projects led and driven locally, and are students being encouraged to be leaders in their communities?

Of Respondents:

100% of scholars strongly agree that they have inspired others to follow their example

100% of teachers agree or strongly agree that their students see scholars as a positive role model

Scholarships

100% of teachers agree or strongly agree that the scholar is a positive role model for the community

100% of family and friends strongly agree that the scholar is a positive role model for the community

100% of teachers agree or strongly agree that the scholarship programme is an opportunity for the creation of future leaders in their community

100% of family and friends strongly agree that the scholarship program is an opportunity for the creation of future leaders in their community
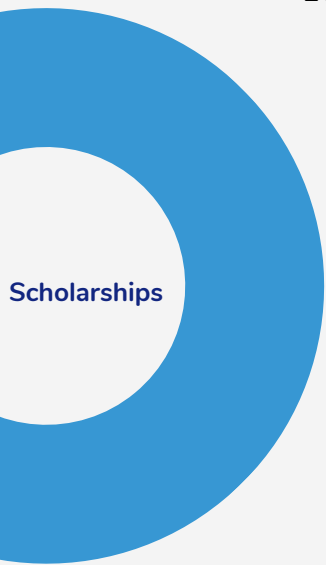
The results show scholars, their family, friends and teachers recognise the development of role models and leadership within the community.

GROW

Empowerment takes hold; educate.´s long-term and self-sustaining focus leads to ongoing and continuous growth of individuals and their communities. What goes on to happen as a result of this project?

Scholarships

100% of professors strongly agree or agree that scholarship students will have a positive and lasting influence on the community

100% of family and friends strongly agree or agree that scholarship students will have a positive and lasting influence on the community

100% of family and friends strongly agree or agree that the value of education has changed in their family since the scholarship was granted

100% of teachers strongly agree that other girls and young women in the community increasingly recognise that education is a means to achieve an independent life.

100% of family and friends strongly agree that other girls and young women in the community increasingly recognise that education is a means to achieve an independent life.

100% of family and friends strongly agree or agree that the scholarship student inspires the community
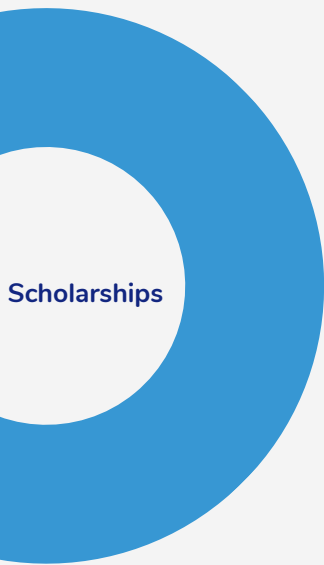
The results show scholars, their family, friends and teachers recognise changing values and beliefs and an inspired community.

Libraries

"What I like best about the library is to read, to imagine while I read, to feel the magic of the stories."
- Student from the Las Delicias school library, age 11

"In rural communities, there are a lot of deficiencies in reading and writing, and the library has motivated my students to learn to read and write."
- Primary school teacher from an educate. library school

LEARN

Developing personally; gaining knowledge, skills and confidence; encouraging action. Are students learning?

Of Respondents:

64% of students said they use the libraries at least 1 time a week
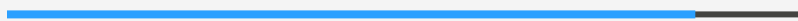
50% of teachers said they visit the educate. libraries with their students 2-3 or more days a week
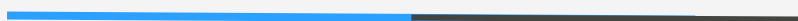
25% of teachers said they visit the educate. libraries with their students 4 or more days a week

Libraries
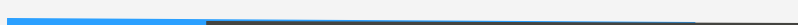
86% of students said they read more often since the opening of their educate. library
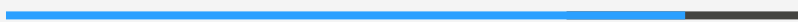
72% of family members said child or family member reads more or much more since the opening of their educate. library
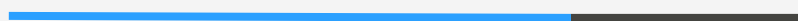
100% of teachers agree or strongly agree that students read more often since the opening of their educate. library
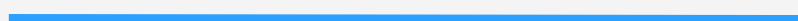
85% of students said their reading has improved due to their educate. library
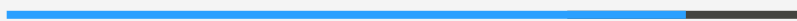
89% of family members said increased access to books has improved or strongly improved their child's or family members reading skills
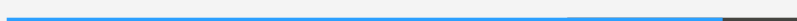
100% of teachers agree or strongly agree that increased access to books has improved students reading skills
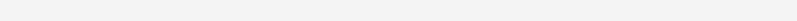
The results show students, their family members, friends and teachers recognise that students are learning; with increased library usage, reading time and improved reading skills as a result of the library programme.

LEAD

Acting to inspire and empower others, enabling growth. Are projects led and driven locally, and are students being encouraged to be leaders in their communities?

Of Respondents:

90% of students feel or strongly feel personally involved in the library project
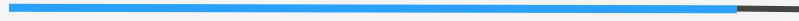
100% of teachers feel or strongly feel personally involved in the library project
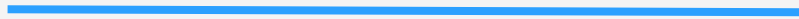
50% of teachers feel that the community led and continues to lead the library project
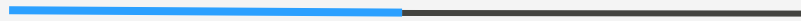
61% of family members agree or strongly agree that they personally led and continue to lead the library project

Libraries
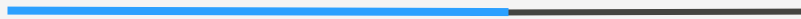
75% of teachers agree women are equally or more involved in the library project
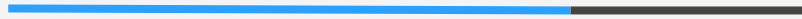
100% of family members feel that women are equally or more involved in the library project
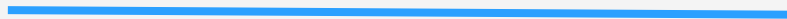
75% of teachers feel the library is part of the community
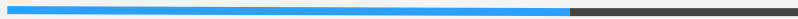
100% of students feel the library is part of the community
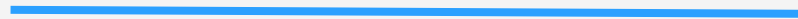
100% of family members agree the library is part of the community
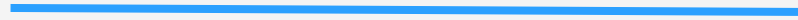
The results show students, their family members and their teachers recognise the inclusive and community led focus of the library projects, responding strong feelings of community leadership ownership.

GROW

Empowerment takes hold; educate.´s long-term and self-sustaining focus leads to ongoing and continuous growth of individuals and their communities. What goes on to happen as a result of this project?

61% of family members said they use the library every month
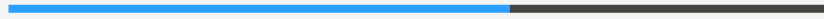
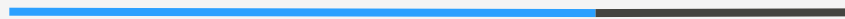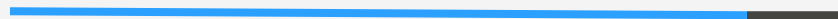28% of family members said they use the library every week

Libraries
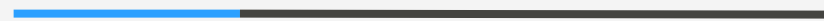
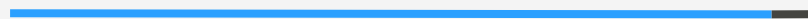75% of teachers said that women in the community have shown interest in getting involved in the project
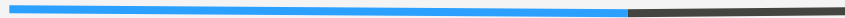
71% of family members said they would be confident to lead a similar project in their community

91% of students said that they felt more involved in their community since the opening of the library
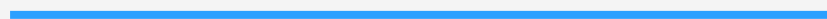
95% of students said the library creates a positive influence for the community

100% of familiy members feel that the creation of the library has inspired the community
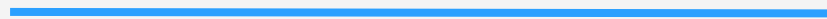
100% of teachers feel that the creation of the library has inspired the community

The results show the library usage from community members outside the school and an inspired and empowered community.

Our team and partners

Impact Measurement Team: Chris Abbott & Kyle Brinkman with thanks to; Beatrice Fitzsimons, Kata Gummert, Alex Karl, Joshua Thomas, Edward Cardy, Fiona Moreno, Julia.

Leadership Team: Antonia McGrath, Walter Dubon, Adonay Reyes, Shobhendra Srivastava, Brin Andrews, Andrea Torrens.

Project Leaders: Nery Molina, Lorena Jimenez, José Luís Trochez, Magdaly Pérez, Gaby Castillo, Bessy Noheli.

Grants Team: Andrea Torrens, Alessandra Di Giacomo, Matilde Ferreti, Hanis Shamsul-Béné, Natalia Sanchez, Cesar Ignacio Lucio Romero.

Communications Team: Vania Suazo, Mona Khatib, Alessia Weidmann, AnnaClaudia Romano.

Events Team: Erica Gasparini, Clara Ricci Curbastro Ruiz de Arcaute, Maria Azevedo.
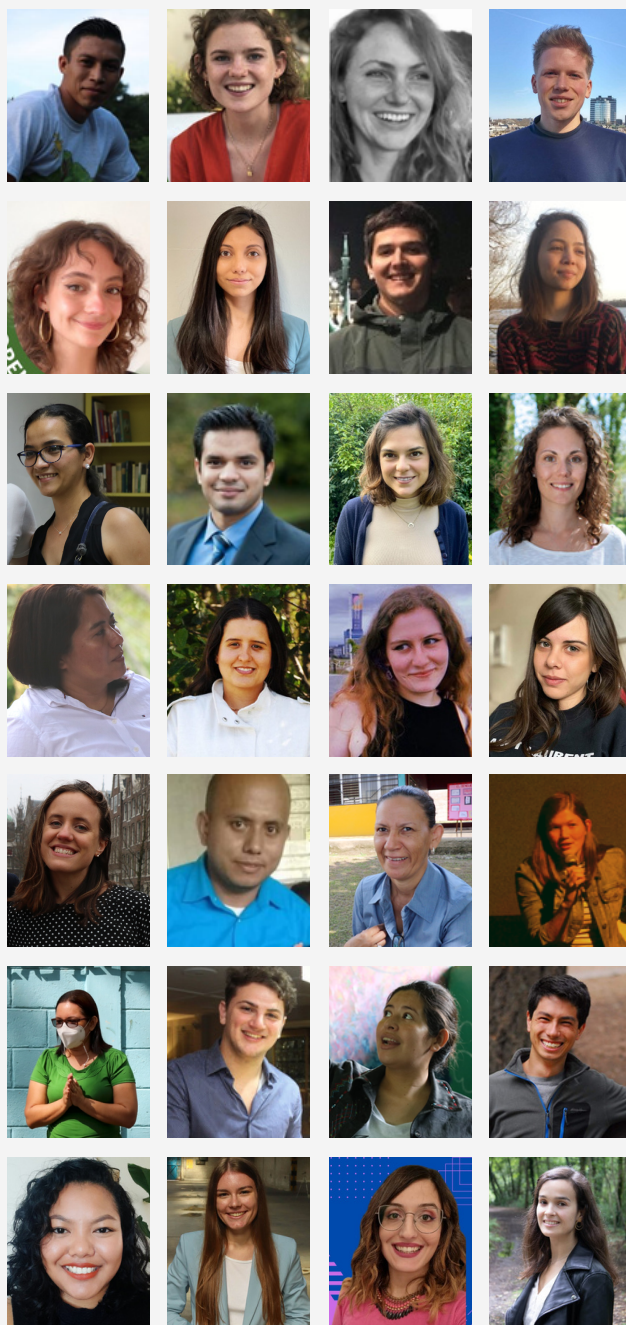
Support our work

Donate: The most immediate way to support our work is through a direct donation, 100% of which goes towards our work on the ground. You can donate online via our website: www.educate-ngo.com. We appreciate each and every donation we receive, no matter how large or small!

Organise an event: Wherever you are in the world, an event can raise money to go directly to educate.'s projects in Honduras. Movie night? Sponsored run? You name it!

Volunteer: Become part of our team of volunteers in Honduras or The Netherlands! Becoming a volunteer at educate. gives you the opportunity to work as part of a passionate team and create direct and transformative impact.

Partner with your school: Service learning and awareness of global issues is an integral part of education in today's world. Our partnerships with schools allow students of all ages to work on real, impactful service projects through and with educate..

Partner with your business: Businesses large and small who want to give back in a way where they can see exactly where their money is going can partner with educate. to sponsor specific projects and programmes in Honduras! Think libraries, IT programmes and even scholarships.

If you would like to discuss ways in which you can support educate., please send us an email to educate.ngo@gmail.com.

A mother of a student in Trinidad completing a survey about her village's library.

A student from the La Alegria school in Trinidad completing a survey about her school's library.

educate.

Scottish Charitable
Incorporated Organisation
(SCIO) No SC047277

Stichting Educate
International, KVK 81841582

www.educate-ngo.com

📞 +504 9228 9312

✉ educate.ngo@gmail.com

f @educatengo

🐦 @educate_ngo

📷 @educate.ngo