

Report Context

During this last quarter, our team was able to return to the Camasca offices and work together once more. This year brought learning for us all as we lived a new reality caused by the pandemic. Reflecting on all we have accomplished over these months apart, we have been very productive despite issues with internet, electricity, and long-distances. We feel successful as we were able to respond, at a small scale, to the changes in the education system. All our gained knowledge will help us continue strong in 2021 as the pandemic remains. We are reminded that proximity does not make us a strong team, rather the communication and trust we have established along with our work ethic and dedication. The fruit of this, is documented below in our last quarter report. Overall, we are thankful for the persistent efforts of each team member which helped in making 2020 a great year.

Quarter 4 (October – December)

CREE Channel Content Development

This quarter we proudly published version 5 of our CREE channel. As a culmination of all our efforts throughout the year, this included the questions we had been working on for many months as well as the many textbooks we received from the Ministry of Education (*see tables below for more details*). We are proud that this brings us closer to our goals for the channel and that we will have this ready in time for the new school year. Our next goals for the channel are to obtain any missing textbooks and finish creating and uploading the missing close-ended questions for the Honduran texts.

Student Books	Spanish	Math	Social Science	Natural Science	English	Teacher Manuals	Spanish	Math	Social Science	Natural Science
1 st	4	1	2	2		1 st	3	1	1	1
2nd	4	1	2	2		2nd	3	1	1	1
3rd	4	1	2	2		3rd	3	1	1	1
4th	3	1	2	2		4th	2	1	1	1
5th	3	1	2	2		5th	2	1	1	1
6th	3	1	2	2		6th	2	1	1	1
7th	1	1	2	2	1	7th	1	1	1	1
8th	1	1	2	2		8th	1	1	1	1
9th	1	1	2	2		9th	1	1	1	1
10th		2	1			10th		2	1	
11th		3				11th		3		
Totals	24	14	19	18	1	Totals	18	14	10	9

[Books loaded onto the latest channel version; Read our blog on CREE v.5: <https://tinyurl.com/y6mu3hf7>]

Quarter advancement highlights:

- **Ready to load**
 - 60 converted social studies exercises (approx. 7 questions per exercise)
- **In revision process**
 - 152 converted social studies exercises (approx. 10-15 questions per exercise)
 - 96 converted Spanish exercises (approx. 15-20 questions per exercise)

Collaborations: While obtaining the Honduras textbooks, the Ministry of Education (MOE) also expressed interest in wanting to provide their own version of close-ended questions for grades 7-9 in the core subjects. We expressed excitement in their participation of this process and hope to collaborate with them this quarter for updates on the next channel versions. This quarter we also downloaded the televised video and audio files shared by the MOE and are also awaiting their assistance with mapping them with the curriculum.

At a local level, we continued working with two of our STAR teachers and mapped out the national Honduran curriculum for grades 7-9 in Math and all Physics topics, with the new



resources in Khan Academy's version 11. This prepares us to work on linking resources from external channels with the Honduran material in CREE for an integrated structure.

Along with these efforts, we also decided to add more members to our STAR teacher group. This comes from the huge benefit we observed in having this established group of teachers that we turn to when we want to try something new or we can approach for help on their areas of expertise. We are delighted to welcome another 5 new teachers that we hope to continue working closely with and together succeed.

Tablet Program

Our tablet program was in response to the lack of educational resources during the pandemic. We specifically targeted students who live in remote settings to encourage independent learning ensuring that students did not drop out. In total we distributed 95 tablets among: the scholarship program, bilingual 7th grade, math Olympics and STAR teachers. We had great results, and this was some of the feedback that was shared with us.

Some of the positives we saw:

- Students were able to watch videos multiple times without over-spending on internet.
- Students completed their assignments on time and even helped their peers to understand the topics, becoming community tutors.
- A mother shared how proud she was of her daughter tutoring her siblings (*see picture to the right*), with the help of the tablet apps her little brother learned how to read and write
- Students participated in the math Olympics classifying at the state level and were unable to move forward due to a power outage.

Some of the challenges we faced:

- For students who had never owned a device, their families were afraid they would damage the tablet. As Dr. Dick says, "these are smart risks" and while we explained this to them, still a small amount chose to not participate.
- We had some difficulties collecting all the tablets, in some cases home visits were made
- A few tablets got damaged and some SD cards were lost, but it was part of the process.

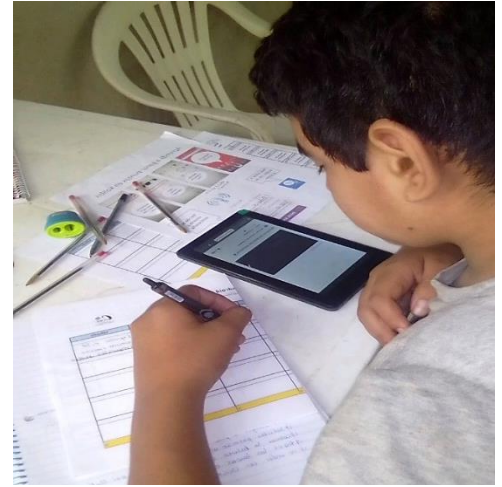


Kenia (right) and her younger siblings

Overall, students improved their grades, learned about managing a tablet, and some parents learned how to distribute the tablet use among their kids. The learning experience was not only directly to one student, but to a family or community. What matters is the knowledge and skill students gained during a time where everything seemed to be lost. It is a great joy to see the successes of all the efforts done for this project during these difficult times.

Kolibri Usage Forms (refer to excel document for more details)

This last quarter we only had two groups report use, the scholarship program, and the bilingual 7th graders. The number of beneficiaries in each municipality was similar, but their spirit of learning was different. San Antonio had the surprising case of professors assigning books from the digital library, resulting in higher use. Nonetheless, usage decreased compared to previous quarters due to the school year ending in early November and most of the students wrapping up their work by October. Despite all this we are very proud of all the students who kept their enthusiasm for learning until the end!



A student watches a video and fills out a usage log

Robotics

For three consecutive years, we have sponsored a *frontera* team to participate in the First Global competition, and this year was no exception. Despite all the difficulties against the team, ranging from electricity outages to lack of motivation to lack of funds for internet, 9 students were able to fully participate. They worked virtually through the theme, “Connecting Communities,” completing two types of challenges: social media and technical. Some of these took more than 35 hours of work to complete. It was a journey of tremendous learning, not only intellectual but also moral. In the end, the team’s hard work obtained: 27th place worldwide, 4th in the American continent, 2nd in Central America and was awarded for completing more than 80% of the challenges during the season. We were also honored to have one of our colegio teacher receive the best mentor award given to Mr. Henglyns Henderson Lemus. We are happy for the efforts put in by the team and the unique opportunity to connect with other youth around the world. We do not know how things will be next year, yet we hope to continue supporting robotics efforts and the participation of young women in this field.

Results from the competition are in our blog: <https://tinyurl.com/y2kx7sqh>

For the Lego robotics program this last quarter had few activities, as students turned their focus to completing the school year. With the pandemic still present next year, we plan to find ways to further engage our Lego teams and promote their learning while staying safe in their communities. We hope to share more of these plans in the future.



StS & robotics team receiving FIRST Global certificates



Professor Henglyns with his award

Q4: October – December 2020
Shoulder to Shoulder CREE Team

Increasing Literacy

Digital Libraries: Professor Maria Paz has finished the book sorting process. We are ready to reorganize them on Kolibri in preparation for next school year. While there were many books, we are so excited that this process is over and very thankful for our teacher collaboration.

Reading program: The reading program brings our team enthusiasm. We work with the hope of having a world where children will choose to read instead of spending their time on other activities that will not bring benefits to their lives. This year it did not go the way we hoped due to the pandemic, but we succeeded anyways. Through the process we got to learn about our scholarship students and how hard life is for most of them and still they give their best.

We saw that the scholarship students showed more interest and dedication in the program (*see pictures of the winners below*). All of them read at least one book, and more than half read about 3 books. On the other hand, it was difficult to receive the same answer from our students in the bilingual 7th grade track; that reading is boring and they dislike it because it is hard for them to sit and read a book for at least an hour. And while we are tempted to be frustrated with them, the problem is not the student. The real problem here is that the habit of reading has not been instilled in them and their parents do not help with this either. Many of them do their schoolwork out of obligation and do not enjoy the learning process. They do not see these tasks as opportunities to open doors toward a future with success. We hope to slowly change this with yearly reading programs. Our youth need it and they are our driving force.



Paulina, 1st place winner (middle)



Carmen, 2nd place winner (left) & Sahori, 3rd place winner (right)

Northern Intibucá Pilot with IABD

During these last months we were able to finalize more of the details for the pilot with the Inter-American Development Bank (IADB) that will serve 7th- 9th grade students in 20 different schools, 2 from each remaining northern municipality in the department of Intibucá. The schools have already been selected by a third-party evaluation agency who will be conducting a randomized-control trial. Half of the schools will receive a tablets for each student in 7-9th grades for at-home learning. Edel loaded Kolibri onto the personal computers of 4 regional directors, who will be future trainers, back in October. We will be establishing a close

relationship with the leaders from the different levels of impact in order to manage the program from afar. In the next quarter we hope to receive the equipment needed for this project and begin the loading of the 1,800 devices. As we begin to plan more of the project out, we hope to share these details.

External Relations

TLC Interns: Our interns from The Leadership Center (TLC) worked this quarter with 1st, 5th and 6th grade at the bilingual school both virtually and in smaller groups. With our team back in Camasca, we decided to have all three interns in person. Having started towards the end of the school year we proposed to their grade-level teachers that they continue giving classes into the winter vacation period for a prolonged internship experience. All three teachers agreed, and the interns gave classes until the 16th of December. We could see the student's enthusiasm in learning when they came in-person for English classes. Our interns learned many things both professionally and personally and their supervising teachers had positive experiences with them. We hope to continue this relationship with TLC in the future as it was a great benefit to our school and supports the development of young bilingual women professionals.

Read the blog written by the interns on their experience: <https://tinyurl.com/y67r6lt4> .

STEM Center: Progress on the new building has been exponential this quarter. The construction portion of the building from the government's part is complete! Towards the end of December there were small fixes done and the keys were turned into Professor Emilia, the principal of the Camasca colegio. With the main exterior finished there are still goals in sight for the interior and the personnel needed for its operation. Our vision is for there to be a robotics *bachillerato* and also run a regional plastic recycling program in the center. We are seeking regional support to have a teacher for the robotics program and to make the project self-sustainable. We hope to have more to report in the next quarter and as the year and project progresses.

Other Team Advancements in Q3

- ❖ Met with and prepared incoming 7th grade parent group on bilingual colegio track
- ❖ Conducted an average of 2 weekly meetings for the IADB pilot success
- ❖ Continued work on our CREE website, including highlighting individual school teams
- ❖ Published 6 posts on our CREE blog