

# 2020 ANNUAL REPORT

INNOVATING FOR IMPACT



# INNOVATING FOR IMPACT

As we reflect on all of the hardships that 2020 brought, we feel grateful to be writing to the Educate! family once again from a place of hope and determination. When the pandemic closed schools, we were effectively out of business, unable to reach youth through Educate!’s traditional pathways. However, we knew that young people remained committed to building their futures, so we set out to adapt our solutions and uphold our promise to equip youth with the skills to tackle life’s challenges.

With over ten years of hard work that yielded effective, evidence-based pathways to youth skill development, we were able to leverage our experience and adapt our proven in-school model to create two new access-focused models to reach young people during the pandemic. Each day that we spent developing, piloting, and evaluating these mediums, we learned something new, and we are excited to continue to apply these findings to support the next generation of leaders and entrepreneurs. **We want to express our sincere gratitude to you for enabling Educate! to continue to create a meaningful impact on youth life outcomes and successes.**

2020 forced us to let go of expectations and lean heavily on our creativity, innovation, and collaboration to keep serving youth. Over the course of the year, we connected with the global education community and worked closely alongside youth, schools, and governments to identify the best ways to support young people during this time.

With this spirit of flexibility and innovation, Educate!’s accomplishments in 2020 included:

- **Developing new ways to maintain our connection with young people:** Launching two new models, based on rigorous evidence of what works, and continuing to evaluate and improve these models to safely and effectively reach over 100,000 youth in 2020
- **Upgrading our evidence-based design processes:** Establishing and implementing a new, faster way to assess strengths and potential improvement areas in our models so we can iterate in real time
- **Engaging with the global community:** Our COVID-19 response and innovative solutions were recognized by the Gates Foundation as an organization accelerating progress towards the Global Goals and by other organizations, including the World Bank, UNICEF, and Brookings

For over a decade of operating our flagship model in schools, we’ve confronted complex challenges, learned hard lessons, and acquired important new insights — all of which have served us well in this crisis, enabling us to continue delivering cost-effective and sustainable solutions for youth. In 2020, the education sector was pushed to innovate faster than ever before, and we are committed to using the lessons we have learned to build more equitable education solutions for youth.

Thank you for your support to make this vision for a brighter future possible.

All the best,



Boris Bulayev

Co-Founder and Chief Executive Officer



Angelica Towne Amporo

Co-Founder and Chief Strategy and Innovation Officer



*Educate! Distance Learning Model Participant, Patrick, at His Newly Opened Fashion Shop*

# CONTENTS

## 05

EDUCATE!'S IMPACT  
JOURNEY

## 07

2 NEW PATHWAYS TO  
IMPACT

## 13

BOOSTING GIRLS' ACCESS  
& ENGAGEMENT IN  
DISTANCE LEARNING

## 19

STRENGTHENING  
EDUCATE!'S SOLUTIONS  
WITH RAPID IMPACT  
ASSESSMENT

- 01 CO-FOUNDERS' LETTER
- 09 DISTANCE LEARNING MODEL
- 11 BOOTCAMPS FOR OUT-OF-SCHOOL YOUTH
- 23 EQUITY & POSITIONALITY
- 25 CONTRIBUTING TO A GLOBAL DIALOGUE
- 27 PARTNERS & CHAMPIONS
- 28 FINANCIALS
- 29 GOVERNING AND ADVISORY BOARDS



*All photos, unless otherwise noted, by Kibukka Mukisa*

# EDUCATE!'S IMPACT JOURNEY

Leveraging over a decade of evidence and experience designing high-impact solutions to adapt in 2020

2012

EVALUATING OUR IMPACT



Photo by Ashley Turner

2014

EVIDENCE OF RESULTS



Photo by Zachary Rosen

2017

TESTING OUR MODEL AT GREATER SCALE



Photo by Andrea Borgarello

2019

OUTCOMES OVER TIME & THROUGH SYSTEMS



Photo by Ashley Turner

2020

LEVERAGING OUR EVIDENCE BASE TO BUILD NEW SOLUTIONS



Photo by Amos Ndungu

2021

LOOKING AHEAD



Photo by Ashley Turner

Educate! aggressively evaluates and monitors our impact to ensure that every dollar we spend results in better life outcomes for youth. In 2012, we launched our first major external evaluation, a randomized controlled trial (RCT) of our direct-to-school model, the Educate! Experience, which compared the life outcomes of Educate! graduates to those of their peers.

The first follow-up to the 2012 RCT found that, compared to a control group, students who completed this core model doubled their annual income and increased business ownership by 64%. Girls earned \$200 more per year and saw a 152% increase in business ownership.

We followed up the RCT with a quasi-experimental evaluation of the same model operating in almost 5x as many schools. This evaluation confirmed the results of the RCT, showing that towards the end of secondary school, participants earned nearly 2x more on average, increased business ownership by 44% and employment by 50%, and girls experienced an increase in annual income of 244%, business ownership by 91%, and employment by 113%.

We received confirmation of the longer-term impact of our direct-to-school model when a follow-up RCT found that four years after participating, youth demonstrated large and durable shifts in skills and significant improvements in educational attainment and gender-related outcomes. Separately, an RCT of our first attempt at integrating our model through the education system in Rwanda found measurable impacts on teacher behavior, which translated into impact on several key youth outcomes.

When COVID-19 closed schools across East Africa in 2020, we leveraged this impact journey to design new solutions capable of delivering our core experience remotely. Educate!'s distance learning experiences were developed in partnership with youth and governments, and incorporate rapid impact assessment for evaluation and model improvement.

The education sector was pushed to innovate faster than ever before in 2020, and the lessons learned are critical to building more impactful, equitable, and inclusive education solutions for youth. We plan to take what we've learned during this disruptive time to scale our solutions and deepen impact, equipping youth across Africa with the skills they need to build a brighter future.

## 2 NEW PATHWAYS TO IMPACT DISTANCE LEARNING & OUT-OF-SCHOOL YOUTH MODELS

In 2020, we had two options: get stuck, or get creative. We chose the latter.

When schools closed, we knew we needed another way to reach youth. We also recognized that a lack of access to secondary school is an ongoing reality for more than 24 million young people in the region where Educate! works.<sup>1</sup> These realities guided our focus in 2020: launching our distance learning model and a model for youth who could not or cannot afford or access formal secondary school.

Though they were developed under circumstances we've never seen before, Educate!'s two new pathways for impacting youth were built on our strong foundation of evidence. Young people demonstrated that they were unwilling to let the pandemic stand in the way of pursuing economic opportunities, and the initiative they showed in engaging with and applying the curriculum and learnings of our new models inspired us to push through challenges.

Ultimately, we left 2020 with a renewed sense of hope and a firm belief that the lessons we are learning during this time are critical to building more equitable education systems and stronger, more accessible solutions for youth — including youth we weren't reaching prior to the pandemic.

<sup>1</sup> UNESCO. (2019, September). New Methodology Shows that 258 Million Children, Adolescents and Youth are out of School <http://uis.unesco.org/sites/default/files/documents/new-methodology-shows-258-million-children-adolescents-and-youth-are-out-school.pdf>





## 2 NEW PATHWAYS TO IMPACT

# DISTANCE LEARNING MODEL

Educate!'s evidence base and ability to innovate rapidly allowed us to reach over 100,000 youth remotely in 2020.

When schools across East Africa closed in March of 2020, many youth could not access the technology and tools, like laptops and smartphones, to transition their learning online. Internet and electricity can be scarce, and this means that many distance learning strategies being deployed in other parts of the world are not feasible in our context.

Our impact evaluations have shown that helping young people develop critical skills like resilience, grit, and creativity can lead to better life outcomes. These skills are more important now than ever, when young people will apply them to find ways to continue learning, create economic opportunities during a time of global recession, and step up as young leaders solving challenges that have arisen in their communities.

Even though schools were closed, we were able to work together with young people to find new ways to teach these skills and help young people practice them. Our team immediately mobilized to experiment with a variety of low-tech remote learning pathways, such as radio and simple cell phone technology. We also learned from our peer organizations about best practices in remote delivery. Following months of research, rapid experimentation, and iteration, we developed best practices of our own and unified effective remote learning strategies into a comprehensive distance learning model called the VIP Bootcamp. This model includes the same three core components as our flagship model — 1) skills lessons, 2) practical experience and mentorship, and 3) assessment of learning — delivered to youth through basic technologies like SMS (text) and phone calls (no smartphone or internet required).

FLAGSHIP IN-SCHOOL MODEL



DISTANCE LEARNING MODEL



# BOOTCAMPS FOR OUT-OF-SCHOOL YOUTH

Even before the outbreak of COVID-19 in East Africa, a large proportion of youth were unable to access education after primary school, and this inequitable reality has only worsened during the pandemic. Recognizing this — and knowing that Educate!’s existing solutions only reach youth within traditional education systems — we saw an opportunity to begin building effective, accessible alternatives to secondary school. As it stands, nearly 50% of youth don’t receive post-primary education and enter a labor market where the informal sector makes up as many as 85% of jobs<sup>1</sup>, often without the skills that would enable them to successfully grow a business and sustain their livelihoods.

The first iteration of this model for out-of-school youth, a “Boda Boda” bootcamp, is designed to provide motorcycle couriers in Kenya with tools to grow their businesses, such as providing driving instructions, financial management skills, COVID-19 safety guidance, and more. We see a major opportunity for this model to become a legitimate non-formal education pathway for youth unable to access traditional secondary school. Bootcamps like this pilot version can be adapted to a variety of contexts and youth needs, and can be built around strategic growth sectors, such as agriculture and green entrepreneurship, and informal economy business models. Bootcamps can also be tailored to support specific target groups, such as girls or refugees, as well as around specific skill sets, such as literacy/numeracy catch-up. The next bootcamp we are working to build will be specifically designed to support girls who are not able to access secondary school. Our efforts in this work were recognized in 2020 by the Bill and Melinda Gates Foundation as an initiative accelerating progress towards the Sustainable Development Goals.

<sup>1</sup> ILO. (2018, April 30). More than 60 per cent of the world’s employed population are in the informal economy. [https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS\\_627189/lang-en/index.htm](https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_627189/lang-en/index.htm)



FLAGSHIP IN-SCHOOL MODEL

OUT-OF-SCHOOL YOUTH MODEL



**2 NEW PATHWAYS TO IMPACT**

# BOOSTING GIRLS' ACCESS & ENGAGEMENT IN DISTANCE LEARNING

Girls face unique challenges as they pursue educational and economic opportunities after school. That's why gender equity is core to Educate!'s mission and why we aim to provide girls with the tools to tackle the socio-economic barriers they face and work towards the future they envision.

For over ten years, we've implemented an evidence-based gender equity and inclusivity strategy within our flagship in-school model, with measurable results. We target equal participation between girls and boys and deliver targeted pedagogy designed to emphasize women's contributions to society, their right to decision making and agency, and their potential as leaders and entrepreneurs. In 2020, our gender equity strategy was more critical than ever: past crises show that girls face heightened challenges during pandemics and severe economic downturns leading to new barriers in obtaining quality education and employment, such as increased sexual exploitation, early marriage, and adolescent pregnancy. Recognizing these far-reaching impacts, we doubled down on our commitment to gender equity, supporting girls in our distance learning model to develop the critical hard and soft skills to face the future confidently and break down barriers. Within our distance learning model, we have learned important lessons related to gender equity, and we are taking a targeted approach to supporting girls' skill building at home.

## 1. Increasing Enrollment & Participation

At the start of the pandemic, our data collection showed that more boys than girls were participating consistently in our distance learning model. Evidence shows that girls' time becomes more limited during crises as they take on a greater share of chores like housework or childcare. Additionally, we learned through our research that female participants were less likely to own their own phones than males, so girls could often only participate when they were able to borrow a family member's phone.



To respond and target equal participation in our distance learning model, we launched a girl-centered campaign to encourage girls to enroll. We started making calls to girls' parents or guardians to share more about our distance learning curriculum and explain what the phone-based content would offer them. We found that **this strategy increased youth participation by 29%**.

We have also been listening closely to youth along the way. When they let us know that they couldn't attend lessons, we made scheduling more flexible by offering additional lesson times and trained Mentors to help youth catch up on missed activities. This flexible scheduling especially supports girls, who may have more restricted availability than their male counterparts.



Customer Research Lesson Recap



Social Media Discussion Question

## 2. Supporting Meaningful Engagement

Increasing the number of female participants enrolled in the model was a first step, and then we turned our attention to supporting girls' meaningful engagement with distance learning activities and creating a space for them to put their new skills into practice.

Towards this end, we recruited and trained 'Girl Ambassadors' — Mentors who are gender equity advocates and female role models — to run specialized lessons and connect one-on-one with youth. Beyond these special advocates, just like in our in-person experience, all of Educate!'s youth Mentors also receive training on gender-sensitive lesson facilitation, ensuring that they are intentional about promoting gender equity when connecting remotely with youth.

We have also experimented with offering all-girl mentorship groups, which bring together 5-10 female participants for 30-minute conference calls run by Educate! Mentors. These sessions aim to create a safe space for female participants, where they are encouraged to share their learnings and experiences, engage actively with their peers, and discuss the challenges they face learning at home.

Beyond the girls-only groups, gender equity-related conversations during peer learning sessions and on social media intentionally engage both male and female learners. On Facebook, for example, learners were asked to discuss the economic opportunity gap: "Do boys have better opportunities to succeed as entrepreneurs?" This has helped us to better understand our participants' beliefs and challenges so that we can effectively meet them where they are.



### 3. Application

Educate!’s distance learning curriculum integrates a gender-responsive lens to ensure positive representation — debunking stereotypes that girls cannot fill specific roles or have limited opportunities. Our lessons feature fictional female protagonists who encourage girls to put their skills into practice by modeling business skills (like opportunity identification), soft skills (like creativity), and practical small business ideas (like growing vegetables) within relatable contexts. We know representation is powerful, and we have been excited to see a number of young women use what they learned to start businesses and community projects, all while adapting to the unpredictable challenges of the pandemic and prioritizing safety.



Social Media Post From Girls’ Recruitment Campaign

Bridget, a secondary student and remote learning participant in Uganda, started a baking business during the pandemic, and now distributes her baked goods to shops throughout her community. She explained that she knows firsthand it’s not easy for girls to picture themselves as business leaders and entrepreneurs, so as she grows her skills, she’s determined to help other girls do the same:



**“I have inspired so many young girls to start businesses and believe in themselves.”**

### What Comes Next?

The implications of working towards gender equity during the pandemic are important: the education sector has learned from past crises that girls’ participation in educational activities during times of disruption can be a pathway back to the classroom and to improved outcomes in the longer term. For example, girls enrolled in an empowerment program in Sierra Leone amid the Ebola outbreak were “more likely to re-enroll in school after the outbreak and had more educated and supportive partners 5 years later.”<sup>1</sup> These education and social spillover impacts, such as life-partnership dynamics, are similar to the results of Educate!’s 4-year post-program RCT.

What we’ve learned during this time can help us strengthen girls’ participation and outcomes even beyond the pandemic. Looking ahead, we aim to continue exploring the most effective ways to equip girls with the tools to overcome gendered barriers to success and pursue their goals, and we are working to leverage lessons learned in 2020 to test new and creative strategies to advance gender equity. We hope that learnings from our distance learning model will help us build upon our existing gender equity strategies, broadening this focus to provide skills-based bootcamps to girls who cannot access secondary school beyond the pandemic.

<sup>1</sup> Reflections from seven years of research in J-PAL’s Post-Primary Education Initiative. The Abdul Latif Jameel Poverty Action Lab (J-PAL), 2020 <https://www.povertyactionlab.org/blog/11-9-20/reflections-seven-years-research-j-pals-post-primary-education-initiative>



# MERCY'S STORY



When schools closed abruptly due to COVID-19, Mercy was worried that she would lose her momentum, and most of all, her community. Back at home, Mercy looked for ways to stay engaged with her education and came across Educate!'s VIP Bootcamp, our distance learning model. While she had always thought of herself as a leader, she now began to envision herself as an entrepreneur, putting skills from the Bootcamp into practice launching her own shop providing mobile money services.

But Mercy didn't stop there. After excelling in the VIP Bootcamp as a participant, she set out to further develop her skills as an Educate! Mentor, supporting other young people in Educate!'s distance learning activities. "[Being a Mentor] has helped me to improve my communication skills and has also built my confidence in leading teams, even when we are not all in the same geographic setting," says Mercy. "Because of the training I received ... I felt empowered to get involved in other community activities to support more young people during this time." Today, Mercy provides counseling to youth at her church and brings her peers together for community building through the initiative she started called the Pamba Women's Soccer Association (PAWOSA).

Mercy put the Bootcamp into practice as she launched her own Community Service Action Project: PAWOSA. This part of the curriculum encourages youth to set up projects with a positive social or environmental impact, and Mercy's initiative combines her passion for leadership and love of sports. She aims to use PAWOSA as an innovative new pathway to problem solving: "My community has a high degree of division based on tribalism," she says. PAWOSA brings together women and young people throughout the community to form connections through sports. The trust and community formed through sport allows us to work together on other projects, like developing a village savings scheme and supporting community members in need." When sharing her vision for the future, Mercy says:

*"If I had all the resources in the world, I would use them to support the marginalized people in my community. I think if we invested in everyone, everyone could contribute to the community and pay it forward."*

In the face of immense challenges, Mercy has leveraged her skills for good and continues to bring her community together: "I am looking forward to the possibilities the future brings for new opportunities and for more progress toward unity and equity in my community."

## A Mentor's Leadership and Soccer Skills Strengthen Her Community

Mercy is an ambitious young leader and Educate! Mentor from Soroti, Uganda. When sharing how she has navigated the challenges of the COVID-19 pandemic, she's quick to note this isn't the first time she's embarked on a journey full of uncertainty. When Mercy first started attending a new school three hours from her home, she was deeply homesick. But by greeting each new day with a sense of possibility, Mercy faced her fears and built a strong community of peers. "Some of my happiest memories are the moments I spent with my friends at school, passing time together with fun activities, especially engaging in sport competitions," says Mercy. After adjusting to life at her new school, it didn't take long before Mercy began to exercise her strengths as a budding young leader. She sought out opportunities to step into student leadership roles, and her love of learning even led to a scholarship and the opportunity to participate in a district-level leadership competition.



Educate! is impact-obsessed. For over ten years, we've invested heavily in measuring our solutions through rigorous impact evaluations, including external randomized controlled trials. While these long-term studies are critical to measuring our impact on youth life outcomes over time, we've also learned that collecting smaller datasets, faster, can ensure we're able to improve upon our models in real time.

### Applying Rapid Impact Assessment During COVID-19

In 2020, the need for high quality, rapid evaluation became even more apparent as we launched experiments and designed solutions for the new context. When the COVID-19 crisis closed schools in March of 2020, we paused our flagship in-school model and moved quickly to adapt all aspects of our work, from curriculum design and delivery to evaluation and operations, to support youth outside of the classroom.

As our Design Team began iterating on a COVID-era version of our flagship model, the evaluation team set out to develop a new mechanism for rapidly assessing its impact. In order to iterate on our new distance learning model quickly, we needed to know how targeted decisions about program design and delivery affected our ability to support young people's skill development. Recognizing this need, we built a Rapid Impact Assessment system that enables us to conduct rigorous, rapid tests — directly connecting changes in program design and delivery to tangible impacts on youth.

While the outbreak of COVID-19 accelerated this work, the groundwork for Educate!'s Rapid Impact Assessment system began prior to the pandemic: we had recognized a need for simplified, actionable data to support program improvements and innovation. The first step in its construction was identifying early indicators of skills and then examining their progression from early knowledge (a basic understanding of the skill), to application of the skill, to a belief that the skill is available for use, to skill mastery.



Because important transferable skills like citizenship are developed in stages, articulating the progression of these stages allows us to understand if and how youth are advancing toward full skill formation. As youth move through the curriculum, we will know skill development is in progress if early skill indicators are present. If we can identify these indicators, we know our program design is likely on the right track. If we are unable to identify early skill indicators in participating youth, we can adapt our design to better target skills.

### Skills Progression Example: Citizenship



In the fall of 2020, when we launched the first iteration of Educate!'s distance learning model for youth, the VIP Bootcamp, we embedded our newly-designed Rapid Impact Assessment system into the pilot, collecting data about early skill indicators remotely from youth through phone-based surveys. Though the VIP Bootcamp was built by adapting components of our proven flagship model, many aspects of the remote model were new. As a result, we needed an effective way to learn quickly if these components were creating an impact. Using the Rapid Impact Assessment System, we aimed to understand whether our new remote model could create a similar experience to our in-person models, and would therefore generate positive impacts for youth.

Using the Rapid Impact Assessment system, we conducted a baseline survey of participating youth in the first iteration of Educate!'s VIP Bootcamp in fall of 2020. After the completion of the Bootcamp, we followed up with 771 participants to compare outcomes before and after participation. Using data and insights from the rapid evaluation, our team made swift modifications to increase engagement and participation as well as strengthen its impact on youth.

### Preliminary Results From Our Distance Learning Model

We found that youth who completed the pilot cycle of our VIP Bootcamp were motivated to complete milestone actions: Earn, Save, and Act. These actions (earning an income, saving money, and launching businesses) demonstrate that young people participating in Educate!'s COVID-era model are engaging in an experience which promotes skill development and encourages youth to put these skills into practice.

Young men and women who completed the VIP Bootcamp improved within key economic outcomes:

**77% ↑**  
in whether they were earning any income

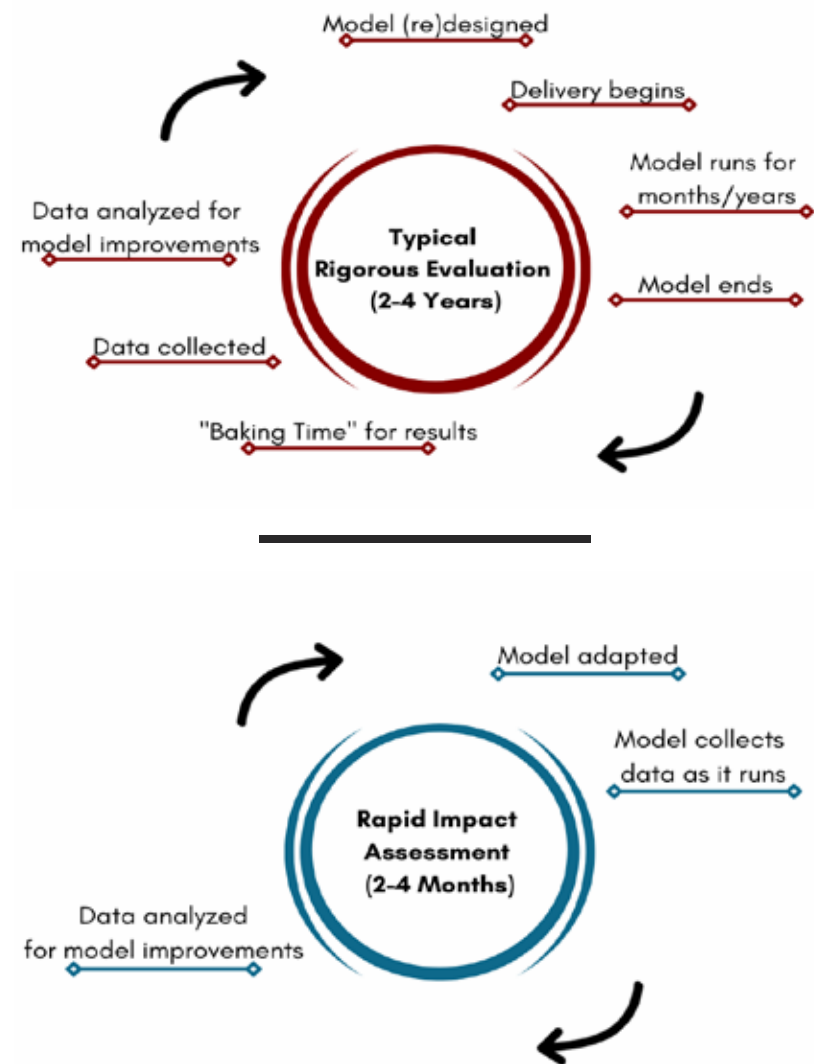
**33% ↑**  
in putting aside any savings

**137% ↑**  
in running a business

# STRENGTHENING EDUCATEI'S SOLUTIONS WITH RAPID IMPACT ASSESSMENT

## Using Rapid Evaluation to Scale Our Impact

With the accelerated evaluation and iteration made possible by the implementation of rapid impact assessment, we are eager to leverage this new tool to scale EducateI's solutions and strengthen our impact on youth. As young people return to the classroom, we are determined to continue innovating and incorporating what works to build and refine effective skill-building solutions.



# EQUITY & POSITIONALITY

## OUR RESPONSIBILITY TO BE ANTI-RACIST AND INTENTIONAL



Photos by Ashley Turner

In 2020, we were deeply moved by the global outpouring of support for the Black Lives Matter movement in the United States and around the world. We've been reflecting on how we can promote equity both within our organization and through the work we do. As a US-founded organization headquartered in East Africa, we have a special responsibility to critically examine our position and how we can leverage the diversity within our organization to increase equity in our work.

In conversation with our partner Imago Dei Fund and peer organizations RefuSHE, Spark Microgrants, and Village Enterprise, we identified 5 critical first steps towards challenging the harmful power dynamics often present in international development work:

### 1. Get honest and specific with your language

Ambiguity prevents honest dialogue and makes accountability impossible. We've observed far too many toothless statements of solidarity, and seen how attempts to say the "right" thing prevent anything meaningful from being said at all. That's why a foundational first step for any organization aiming to examine its complicity in white supremacy is to find the most honest, accurate language to talk about it.

### 2. Engage with supporters and partners to shift the hallmarks of white supremacy culture in philanthropy

Conversations about complicity and equity, and the honest and specific language we use within these conversations, cannot stay internal. We have to talk to partners and funders about how traditional philanthropy upholds the legacy of white supremacy and racial injustice.

### 3. Prioritize local leadership and put the right people in the right roles

As a US-founded organization, we have an outsized responsibility to look critically at the ways our organizational structure upholds power imbalances that put Westerners, and particularly white Westerners, in positions of authority over local leaders. Educate! is proud that our teams creating and implementing solutions are made up of people who are from the communities we partner with, and that our leadership is majority African and majority female. However, we recognize that we must always think critically about power structures, and we know that we can always do more to cede authority from Western and white individuals to other leaders.

### 4. Be thoughtful about messaging and marketing

The positive impact that international development organizations can have is undermined if we communicate our mission and the work we do in a way that upholds white supremacy or perpetuates harmful narratives about the populations we serve or the countries where we work. The following quote from Degan Ali and Marie-Rose Romain Murphy, authors of *Black Lives Matter is also a reckoning for foreign aid and international NGOs*, outlines a framework we can use as a starting point in thinking critically about our messaging: "The first step is to immediately cease the marketing of people in the Global South as passive 'beneficiaries' of aid who need 'white saviors.' This narrative is harmful and misleading since it continually feeds and supports a flawed and grossly imbalanced global framework of power and relationships. Reductive and romanticizing imagery must stop. Instead, INGOs' fundraising should be based on amplifying the dynamic work our communities themselves are engaged in."

### 5. Debunk competition mentality

We must admit that competition is an ugly reality of our sector, and recognize that we need to be actively working against the mindset of scarcity and competition for resources that is both baked into philanthropy, as well as a classic hallmark of what bell hooks would describe as a white supremacist capitalist patriarchy. We're proud to learn and collaborate with amazing peer organizations and to actively work together with them instead of competing. For example, when we introduce our peer organizations to our partners, freely share our curriculum and other resources, and join learning calls and peer networks, we are actively debunking competition mentality.

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To work towards being more intentional in our messaging and anti-racist in our work, our immediate next steps are to examine and update our messaging, refine hiring and human resources practices, refocus on centering youth voices in our narratives, and develop more equitable, accessible solutions. We know that we have a lot of work left to do, and we're determined to better understand the ways in which we can challenge the harmful norms of international development work and use our platform more inclusively.

# CONTRIBUTING TO A GLOBAL DIALOGUE

*In 2020, we shared our own best practices and leveraged others' learnings to adapt and find new ways to support youth.*



We were invited by the World Bank to present our approach to building a comprehensive skill set for youth and how we adapted our flagship model for remote delivery and assessment amidst widespread school closures.



We partnered with UNICEF and other education stakeholders from around the world to create #ReimagineYourFuture, a new distance learning program for young people, especially young refugees and migrants, which encouraged youth to continue learning and working to develop critical skills during school closures.



The Stanford Social Innovation Review highlighted Educate!'s early remote learning evidence and how we've iterated to increase engagement within our distance learning model in "A Better Education for All During — and After — the COVID-19 Pandemic."



The World Bank Group's Solutions for Youth Employment (S4YE) featured Educate! in its brief of youth-focused projects adapting design and implementation to maintain impact during the pandemic.



USAID invited Educate!'s leaders to lead a webinar in its Global Education Learning series on our approach to designing models which prepare youth, in and out of school, for the workforce.



The Brookings Institution featured two Educate!-authored blogs about the evidence-based innovations in our models which allowed us to adapt them for remote delivery and prepare for the ongoing challenges of school closures. Further, a blog authored by Brookings Senior Fellows noted our efforts to digitize our core experience for youth during COVID-19.



The Mastercard Foundation highlighted Educate! as one of two innovative organizations leveraging government partnerships to strengthen workforce readiness and entrepreneurial skills among youth in its report "Secondary Education in Africa: Preparing Youth for the Future of Work."



Educate! was selected as a recipient of the 2020 Rybakov Prize, the "Nobel Prize for philanthropists in education" according to Forbes, for our commitment to Sustainable Development Goal 4 and transforming the future of education.

BILL & MELINDA GATES foundation

# GOALKEEPERS

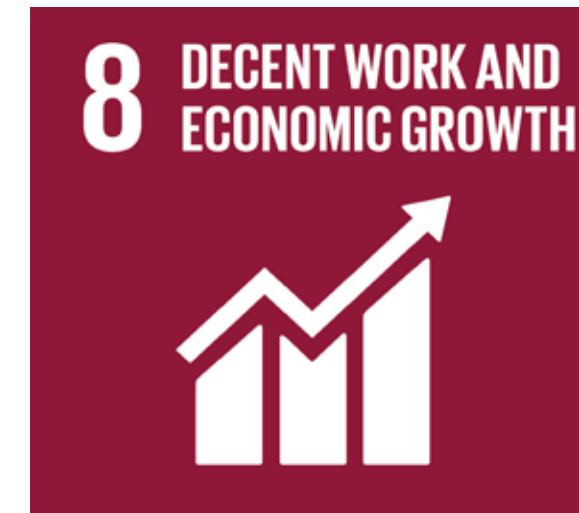
## 2020 ACCELERATOR



Photo by Amos Ndungu

Dan: Boda Boda (Motorcycle Courier) Bootcamp Participant

Educate! was recognized by the Bill and Melinda Gates Foundation as an organization accelerating progress towards the Sustainable Development Goals, and was named a 2020 Goalkeepers Accelerator.



# PARNERS & CHAMPIONS

Thanks to the support of our partners, donations big and small, Educate! has measurably impacted over 200,000 youth in and out of schools over the last 10+ years, including Lilian, Patrick, and Joan.

## \$400,000+

Atlassian Foundation International

Dubai Cares

Echidna Giving

Imaginable Futures

Peery Foundation

SAS-P Foundation

## \$100,000-399,999

Anonymous

Blue Haven Initiative

Hampshire Foundation

IF International Foundation

Imago Dei Fund

Latter-Day Saint Charities

Ray and Tye Noorda Foundation

Rybakov Foundation

Segal Family Foundation

Stichting Dioraphte

Stone Family Foundation

UBS Optimus Foundation

Wanching Ang

Waterloo Foundation

## \$50,000-99,999

Bohemian Foundation

Efrusy Family Foundation

The Shell Centenary Scholarship Fund

## \$25,000-49,999

Amit J & Vicky L Patel Foundation

ECOM Foundation

John F. and Mary A. Geisse Foundation

Techstars Foundation

The Lester Fund

## \$5,000-24,999

Amy Kates

British Council

Cordes Foundation

Harry R. Halloran Jr. Fund

Lisa and David Issroff

Mission Meats

Radhika Malpani

Rockefeller Philanthropy Advisors

Xiao Li

## \$1,000-4,999

Apple Inc.

Austin Daily

Chris Winterhalter

Deborah Farrington

Doug and Nancy Abbey

Enis Moran

Eric Glustrom

Ken Bartels

Kiran D'Souza

Nick Burnett

Perl Nelson Family Foundation Inc.

Philip and Elizabeth Ryan

Ron and Dianne Hoge

Ron & Linda McGimpsey Foundation

Tab for a Cause



LILIAN AT HER SHOP

Lilian has identified a variety of needs in her local market, and now sells shoes, water, juices, snacks, and more. Lilian says that as she accumulates resources and learns more about business, she hopes to teach young people how to turn waste into new materials to create profits and help the environment.



PATRICK AT HIS KIOSK

Patrick has started a business selling bags. Patrick says, "There is a lack of jobs among youth in my community. I would like to create initiatives that employ these youth so that they can learn what it's like to run your own business like I do."



JOAN AT HER HOME

Joan is a former Educate! Mentor, who spent the lockdowns caused by COVID-19 managing multiple at-home projects. Her most recent enterprise includes building beautiful woven baskets using local materials around her home. She says, "It's my wish to motivate my [Educate!] Scholars!"

## FINANCIALS

### Statement of Activities

#### REVENUE

Grants and Cash Contributions	\$6,844,234
Interest and Other Income	\$79,780
Program Fees	\$12,055

**TOTAL REVENUE \$6,936,069**

#### EXPENSES

Program Services	\$4,320,405
Fundraising	\$365,611
Administration	\$186,910

**TOTAL EXPENSES \$4,872,926**

**CHANGE IN NET ASSETS \$2,063,143**

### Statement of Financial Position

#### CHANGE IN NET ASSETS

Net Assets at Beginning of Year	\$9,252,725
Net Assets at End of Year	\$11,315,868

**CHANGE IN NET ASSETS \$2,063,143**

#### ASSETS

Current Assets	\$9,824,286
Other Assets	\$1,911,867

**TOTAL ASSETS \$11,736,153**

#### LIABILITIES & NET ASSETS

Total Liabilities	\$420,285
Net Assets	\$11,315,868

**TOTAL LIABILITIES & NET ASSETS \$11,736,153**



**Dzingai Mutumbuka**

Former Minister of Education Zimbabwe; Former Senior World Bank official; Former Chairman ADEA

**Jeff Aludo**

Founder/Lead Strategist, The Aludo Group

**Amy Kates**

Managing Partner, Kates Kesler; i4cp Thought Leader Consortium member; Instructor, Organizational Design at DTU Executive School of Business, Ashridge Business School, and Cornell University

**Radhika Malpani**

Advisory Board Member, Quilt.AI; Former Engineering Partner, Google

**Nikita Miller**

VP of Product, Dooly. Former Group Product Manager, Former Principle Product Manager, Knewton.

**Eric Glustrom, Chair**

Co-Founder, Educate!; CEO, Watson Institute

**Boris Bulayev**

Chief Executive Officer and Co-Founder, Educate!

## Uganda

**Lillian Aero**

Founder, Generate for Generations

**Allen Ayebare**

Chief Manager, Corporate Affairs and Communications, Centenary Bank

**Herbert Baryayebwa**

Director, Ministry of Gender, Labour and Social Development

**James Bulenzibuto**

Founding Member, Elimu Trust; Public Relations Officer, Kyambogo University

**Mulindwa Ismail**

Acting Director, Basic Education, Ministry of Education

**Eric Kreutter**

Administrative Director & CFO, Cornerstone

**Aramanzan Madanda**

Lecturer & Founding Member, Mt. Masaba High School (Educate! Partner School)

**Margaret Madanda**

Lecturer, Makerere University

**William Matovu**

Country Director, Uganda, Heifer International

**Cynthia N. Mpanga**

Country Brand and Marketing Manager, Standard Chartered Bank

**Paul Mugambwa**

Founder & CEO, Motion Gardeners

**Irene Mutumba**

Founder/Executive Director, Private Education Development Network; Ashoka Fellow

**Peter Nyeko**

CEO, Kampala Diplomatic School

**Edward Ssebukyu**

Acting Commissioner, Private Schools & Institutions, Ministry of Education

**Collins Tugumisirize**

Managing Director, Afroeducare

**Ben Waira**

Associate Governor, East Africa Rotary

**Jonah Walusimbi**

CEO, East African Institute of Learning; Former Head Teacher, Greenhill Academy (Educate! Partner School)

## Kenya

**Jane Mwangi**

Director, KCB Foundation

**Jason Mochache**

Former Senior Education Officer, African Development Bank

**Joyce Kinyanjui**

Director & Head of Research, ziziAfrique





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