“Do not let off the enthusiasm, virtue as valuable as necessary; works, aspires, always tends toward the high”

Rubén Dario
MESSAGE FROM THE PRESIDENT

We were born from a dream, an ambitious dream of LAFISE Group to contribute to the region’s social and economic development through education. We wanted to offer children better opportunities, by creating a partnership between the public and private sector which would allow us to provide each student and elementary teacher, with an educational technology tool that contributed to their learning process. In addition, we wanted to accompany the schools on their way to a quality education.

Today, we count five years with the fingers of one hand, and like the fingers of one hand, we have joined together with donors, volunteers, teachers, students, parents, community leaders and naturally, the Ministry of Education, to form a fist with which have broken barriers, and has allowed us to prepare a generation better able to meet the demands of the XXI century.

The Zamora Terán Foundation has come a long way, starting with the implementation of the Educational Program at two schools in 2009, to being present in 180 schools in Central America at the end of 2014. We work in Nicaragua and Honduras; in Costa Rica, in strategic partnership with the Quirós Tanzi Foundation, a school in Guatemala benefited from ALMO Foundation and we will be joining efforts with Barrick Gold in the Dominican Republic.

The toughest years of any project are the first ones and that is why we thank God and each of those who have placed their trust in the “One Laptop per Child” Educational Program. Thanks for joining efforts to make this dream come true and we will continue counting on you and we expect others to join us to keep changing lives and building a better future for the children in our region.

Maria Josefina Zamora
MISSION

Educate children with the highest standards of the XXI century’s educational quality through the development of a permanent teachers’ training plan, providing each student and teacher with a laptop and sustainable connectivity infrastructure in each school.

VISION

To develop an educational program which strives for excellence that benefits all students between first and sixth grade of elementary school, by integrating technology into the educational process with the support of all the different sectors in the country.

HOW DO WE DO IT?

We have developed six key components to implement a Comprehensive Educational Program.
Zamora Terán Foundation

FIVE YEARS CHANGING LIVES

The Zamora Terán Foundation was established in 2009 when LAFISE Group, that had supported various causes, decided to do something different after seeing that their donations increased, but they did not result in a significant reduction of poverty.

The LAFISE Group provided the seed capital of more than a million dollars to create the Zamora Terán Foundation starting the implementation of the Educational Program “One Laptop per Child”, a comprehensive program that equips students with the educational tool, a laptop, that features more than 61 educational programs.

Likewise, teachers are trained to incorporate the use of these computers into the school curriculum and work with parents is carried out also to achieve a quality education that impacts rather the community than schools.

For the last five years, under the motto “We build the future by joining efforts”, the Zamora Terán Foundation has helped to train a generation of children with skills that will enable them to become better professionals.

Children of this generation see their learning process in a more dynamic way, they are active, they explore, ask and they investigate.

They also have the capacity to become adults with a more analytical way of thinking. They question everything, they seek the why of what they have in front of them, learn to look for information on the Internet. They are more creative.

In addition to the formation of this most challenging generation, with a more strategic view of their lives, better results are obtained in the retention, in enrollment increase and on improving academic performance.
WHERE ARE WE?

12 DEPARTMENTS
2 AUTONOMOUS REGIONS IN THE CARIBBEAN COAST
121 SCHOOLS
32,000 EDUCATIONAL TOOLS

OMETEPE ISLAND
First Digital Island in Latin America
REGIONAL PRESENCE

GUATEMALA
217

HONDURAS
68,500

NICARAGUA
32,000

COSTA RICA
3,600

EL SALVADOR

BELIZE

PANAMÁ

Zamora Terán Foundation • Build the future by joining efforts
Comprehensive follow-up to the technical platform of the Educational Program is provided through the continuous and timely care to ensure a successful implementation in each of the areas of incidence.

This entails follow-up in:
- Installing software and security system in the computers.
- Management of internet in schools.
- Software upgrade, computer maintenance and repair.
- Installing a school network.
- Installing filters for web sites not suitable for minors.
- Development of educational software.
- Development of local sustainability strategies.
**Work Strategies**

- Ongoing teacher training plan.
- Monitor teachers’ Program.
- Daily reading program.
- Elaboration of illustrated and animated stories.
- Digital library in the XO.
- Development and design of Community School Projects (CSP).
- Virtual Learning Environment for teacher training.
- Reproduction of successful experiences in other schools.
- ZTF’s Website.
- School for Parents.
- Monitor Children Program.
- Application of EGRA tests (Early Grade Reading Assessment) and EGMA (Early Grade Mathematics Assessment), to monitor progress and impact of the program to improve literacy and math skills.
- Baseline application.
- Development and implementation of a Monitoring and Evaluation System.
- Development of a mechanism to classify schools to monitor and give personalized assessment based on the level of difficulty presented.
- Application of standardized tests.

**QUALITATIVE ACHIEVEMENTS**

- Improved teacher attitude in face of the changes and challenges in the teaching-learning process.
- Improved learning environments in the classrooms.
- Teachers empowered with educational strategies that facilitate meaningful learning.
- Creation of spaces for learning which involve families.
- School Principals and teachers responsible for schools exercising leadership roles.
- Implementation of a Reinforcement Study Program.
- Creation of a database of children’s illustrated and animated stories.
- Daily reading program using the educational tool’s digital library.
- Active participation of the community in school processes.
- Beneficiary schools take ownership of the Educational Project.
- Excellent relationship with the different levels of MINED.
- Reduction of the existing digital divide.
- Schools promoting good health and nutrition practices with the parents’ support.
OUR EFFECTIVENESS

The Zamora Terán Foundation conducted a study in order to know the perception of beneficiary students, teachers, principals, parents regarding the Educational Program “One Laptop Per Child”.

It consisted of a descriptive field study and the sample was calculated through stratified random sampling with proportional allocation. The study was applied to a representative sample of schools benefited by the program for the last five years. A significant sample of teachers, students and parents was taken within each school.

STUDENTS

The implementation of the educational program has caused effects on technology, focused on academic performance and effects of technology through the cognitive development which benefits by acquiring skills in formal and informal settings.

GRAPH 1: Perception of students about the before and after the implementation of the program.

<table>
<thead>
<tr>
<th>Perception Area</th>
<th>Before (%)</th>
<th>Now (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>40%</td>
<td>76%</td>
</tr>
<tr>
<td>Team work (cooperative work)</td>
<td>38%</td>
<td>78%</td>
</tr>
<tr>
<td>Liking for attending school</td>
<td>42%</td>
<td>84%</td>
</tr>
<tr>
<td>Interpersonal relationship with classmates</td>
<td>26%</td>
<td>74%</td>
</tr>
<tr>
<td>Fun class</td>
<td>32%</td>
<td>84%</td>
</tr>
<tr>
<td>Better understands a subject</td>
<td>24%</td>
<td>86%</td>
</tr>
<tr>
<td>Mastery of technology (XO)</td>
<td>19%</td>
<td>84%</td>
</tr>
<tr>
<td>I spent my free time sleeping, playing or watching TV; Now I use my free time to teach my family to use the XO and do my homework</td>
<td>19%</td>
<td>80%</td>
</tr>
</tbody>
</table>

GRAPH 2: Assessment of the implementation of the Educational Program “One Laptop per Child” by the main people involved (students, teachers, principals, parents).
PARENTS

Seventy-two percent (72%) of parents indicate that the implementation of the educational program has helped them to support their child (children) with their homework, which in turn, is complemented by excellent communication with the teachers (63%).

GRAPH 3: Changes experienced by parents.

- I participate in school activities: 52%
- Improvement in communication with the teacher: 63%
- I help my child with the homework: 72%
- I learn how to use the XO laptop: 50%
- I learn to read and write: 5%
TEACHERS

Over seventy percent (70%) of teachers use problem solving, researching, collecting and selecting information as strategies to promote students’ learning. More specifically, they implement the creation, reading, analysis and illustration of stories and dynamics by incorporating the XO to develop students’ language skills.

GRAPH 4: Main strategies that foster students’ learning process.

- 82% Problem Solving
- 73% Researching, collecting and selecting information
- 53% Structuring strategies
- 43% Project development
- 18% Others*

*Others: use of teaching strategies to promote reading comprehension and foster teamwork.

GRAPH 5: Strategies implemented by teachers to promote literacy.

- 47% Story creation, reading analysis and illustration
- 38% Dynamic competitions on reading, writing and dictation
- 7% Teamwork
- 8% Others*

*Others: Activities with the sounds of letters and reading out loud practice.
**PRINCIPALS**

Ninety-five percent (95%) of school principals have implemented strategies that contribute to the sustainability of the Educational Program. Among them is the awareness of students, teachers and parents about the importance of the XO’s use and maintenance. This has favored synergy in schools, through an intelligent management that promotes: richness of proposals, creativity, participation, accountability and commitment to the educational community.

**Graph 6: Benefits in educational management - strategic elements according to UNESCO.**

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I intervene in a timely manner and propose strategies or actions to face difficulties</td>
<td>31%</td>
</tr>
<tr>
<td>I accompany more closely the teachers' educational activities</td>
<td>43%</td>
</tr>
<tr>
<td>I have acquired new technological skills</td>
<td>45%</td>
</tr>
<tr>
<td>I have learned to work as a team with the educational community creating broader learning spaces</td>
<td>52%</td>
</tr>
<tr>
<td>Together with teachers, I promote an overall view to encourage participation, accountability and shared commitment</td>
<td>60%</td>
</tr>
<tr>
<td>I am more open to learning and innovation</td>
<td>69%</td>
</tr>
</tbody>
</table>
OUR BACKGROUND

The Educational Program "A Laptop Per Child" has wide acceptance in the beneficiary schools, influencing positive results in the incorporation of technology into the educational process.
The Zamora Terán Foundation has come a long way in the last five years, and it continues to move forward. We get to schools and open them to the communities to work with students, teachers and parents from the Community School Projects, because we only “build the future by joining efforts.”
STUDENTS

*Testimony:*

**The computer has brought us together**

Génesis is a monitor student. She learned to search for lyrics; she likes taking pictures and enjoys the addition games included in the educational tool. She quickly stood out among her peers for being an excellent reader.

Génesis’ sister Leticia, said that from the first time the educational tool came home, the family has become closer. “Génesis came home and taught us everything about the laptop because we had not seen them before and we did not know how to use it. She taught us then how to enter the games and she also started to discover important issues. The educational tool has brought us closer because when Génesis is playing, she tells our mother that she wants to teach her and she explains to her, to us, about the laptop’s functioning” Leticia said.

*Testimony:*

**Getting ahead**

Juan Francisco’s mother is a middle school teacher in a school in Diriamba. After spending five years at a private school repeating the first grade, his mother decided to put him in Emmanuel Mongalo School in Carazo. His teacher, Jackeline del Socorro Molina Sánchez, says that Juan came with failing grades.

“He received special education at another school. Children from another school rejected him because of his aggressive behavior. Juan entered school with discipline problems and although he suffers from neurological problems, he now can read though not perfectly" the teacher said.

Juan has improved his performance in class and will pass the grade. He has also improved his discipline and his grades. According to his teacher, this has been possible because of the learning methodologies that have helped Juan to develop skills.
PARENTS

Parents’ support has been instrumental in the learning-teaching process to get a better quality education in the schools benefited by the “One Laptop per Child” Educational Program. This was possible by the implementation of a series of strategies and educational tools that have established a partnership between teachers and parents in the development of school action, gaining positive results, which indicate that the cooperation between them with same interest, favors school performance and student achievement.

The purpose of the parents’ schools is to promote the active participation of parents with a leading role in the educational process of their children.

Testimony:
“**I am happy with my head held high**”

María Concepción González, from Totogalpa, accompanied her daughter Mariela Vilchez to the competition organized by the Ministry of Education. It was a six-hour round walk journey. “I did the chores and left at four o’clock in the morning by foot to be at the school where the competition would take place at seven o’clock,” she said.

Upon returning, they both were happy because Mariela won the third prize in Math and Language Arts.

“I am happy with my head held high. My daughter has given the school the best places. She won third place. I cook and I have no other job because I am very poor. I lack of many things, but I keep fighting for my daughters to study. With their study and my support they will have a better future” she proudly exclaimed.

Testimony:
“**We learn about the eclipses with them**”

Alejandro Porras Mendoza has two children beneficiary with the “One Laptop Per Child” Educational Program. One is in first grade and the other one is in sixth grade.

Porras belongs to the parents’ committee of Santa Celia School in Matagalpa, and he confirms that more and more parents are getting involved in the educational process.

“I always get to ask them what they do in school, about their homework and I see that they do it. I ask them to look for information and show me what they find. I remember that with them and with the computers, we learned about eclipses” said Porras.
A total of 1,377 counseling and accompaniment visits were made to school principals from all the departments covered by the Educational Program.

TEACHERS

Testimony:
“Computers changed my way of teaching”

María Magdalena Martínez, a sixth-grade teacher from the Azarías School in Ciudad Sandino, was the youngest teacher when this school was incorporated into the “One Laptop per Child” Educational Program.

“It was a little difficult at first to incorporate the tool to the lesson plan, and also for students to get used to using the computer. I use it in language, math, social history and science” Martinez said.

She says that thanks to the parents’ support, she has managed that children improve their learning and become her teachers. “I check the computer, but children teach me about the programs and new activities. For me, it is an accomplishment that they teach me new computer activities” added the teacher.

Ms. Martinez had to help older teachers and she said it was nice to support them to take that step of losing the fear for computers.

Teachers from the beneficiary schools are a key to the development of the “One Laptop per Child” Educational Program, with whom Zamora Terán Foundation works from the beginning, through training workshops and ongoing support in the classroom.

Likewise, the role of school principals is outstanding. They engage in and empower with this educational program. The Foundation accompanies and gives them advice in their administration management.
We have carried out 167 workshops in 5 years, with an investment of 2,009 hours in 930 school teachers and principals.
FROM THE SCHOOL TO THE COMMUNITY

On its fifth anniversary, the Zamora Terán Foundation opens the school to the community by developing Community School Projects (CSP), in which students propose to solve problems or meet the needs in their community. The Community School Projects (CSP) are developed in five environments:

SCHOOL
Projects targeted to implement educational methodologies that improve the teaching and learning processes.
Among the projects developed on this issue are:
- Shared Platforms on teaching units
- Multi-grade Educational Innovation
- I have fun playing with polygons
- Innovative strategies for teaching reading and writing

XO ENVIRONMENT
XO Brigades have been developed, in which students promote educational campaigns, about taking care of the computer and to promote an environment free from violence. Also, within the school, monitors students have become one of the strengths of the program by supporting teachers and classmates in the use of educational tool.

CITY
Through the Community School Projects, students and teachers have shown their interest for living in a healthy environment. Thus, they developed projects related to road and public safety, to the creation of digital home and school orchards, as a way to supplement school lunches in a healthy way.

COMMUNITY
Many of the initiatives we develop with the community are elaborated by volunteers, involving youth in providing children with quality education. Furthermore, our partnership with the UNAN-Managua allowed the development of multimedia resources for teacher training using the XO educational tool.

CULTURE
In a multiethnic and multicultural country, it is hardly surprising that students and teachers are concerned about preserving languages, legends and traditions.
Among projects developed on this issue are:
- Rescuing our ethnic group Miskitu (Bilwi)
- Knowing my enchanted island (Ometepe)
- Milk rivers and curd cheese stones (Juigalpa)
- Creating my book of myths and legends from my community (Managua)
**VEA**

Volunteers in Action

They are volunteers in action training, educational, technical support action and community action.

In five years, the Zamora Terán Foundation has received the support of over 1,424 volunteers.

**EDUCATIONAL**

They develop the “One on One” Strategy, consisting of one volunteer for every school grade, to strengthen the teacher’s training and education for the proper implementation of the “One Laptop per Child” Educational Program. Currently, 42 young people are working with this strategy.

**TRAINING**

They are directly involved in implementing the Educational Program through different areas of support: educational, technical, impact assessment and marketing. The Training Plan has three basic principles: self-development, commitment and cooperation.

**TECHNICAL SUPPORT**

They bring support to the follow-up of students’ skills development and to the way they use the tool. Each year, over 100 volunteers are directly involved in the technical area, to provide maintenance and repair to each laptop delivered in practically all the national territory.

**COMMUNITY**

They also develop initiatives in areas such as rescue of cultural identity. On the Caribbean Coast, volunteers developed the “Being from the Coast is...” campaign, as a way to strengthen the identity of the coastal community and to engage the community in educational activities. In addition, they strengthen commitment within the communities with education and empowerment on the Educational Program.
SOME OF OUR DIGITAL COMMUNITIES
QUALITY AND TRANSPARENCY

The Zamora Terán Foundation has excelled in the various reviews and audits done to the program in the last five years.

**Audits and Certifications made to the ZTF figures**

In this regard, I am pleased to report that Fundación Zamora Terán from Nicaragua, owned by LAPEFI’s Board Chairman Roberto Zamora and his wife María José María, are willing to become actively involved in the Honduras project to train teachers and assist schools. Their Foundation has already successfully deployed 23,500 laptops in Nicaragua and 5,000 in Honduras. Their implementation of the OLPC concept is perhaps the best implementation of OLPC anywhere in the world today, even surmounting Project Cebal. I recommend that the Bank accept the offer of the Zamora Terán Foundation to participate in the Honduras project and lead efforts to gain acceptance from the Government. OLPC and the Foundation stand ready to assist the Bank in any way to such efforts.

Once again, I want to express my appreciation for the spirit of teamwork and constructive approaches under which our two organizations work for this and other projects.

- Letter from Mr. Rodrigo Arboleda, chairman of OLPC to Mr. Luis Alberto Moreno, President of the IDB, referring to the successful implementation carried out by the FZT.

**OTHER REVIEWS AND CERTIFICATIONS:**

**KPMG**

**Caribbean Coast Project**
- Audit from the Royal Embassy of Denmark

**Alianzas II Project**
- Audit from United States Agency for International Development (USAID)

**Luxembourg Project**
- Certification from the Embassy of the Grand Duchy of Luxembourg

**Zamora Terán Foundation • Build the future by joinig efforts**
OUR PARTNERS

The Zamora Terán Foundation achievements are made possible through joint efforts with various partners.

In five years, we have signed inter-institutional cooperation agreements with:

1. Universidad Politécnica de Nicaragua (UPOLI)
2. Recinto Universitario Regional de la Universidad Politécnica de Nicaragua, Rivas (UPOLI-RUR, RIVAS)
3. Universidad Americana (UAM)
4. Departamento de Informática Educativa de la Universidad Nacional Autónoma de Nicaragua-Managua (UNAN Managua)
5. Universidad de Managua (U de M)
6. Universidad de las Regiones Autónomas de la Costa Caribe Nicaragüense (URACCAN)
7. Universidad de Ciencias Comerciales (UCC)
8. Universidad Cristiana Autónoma de Nicaragua (UCAN-León)
9. Universidad Católica Redemptoris Máter (UNICA)
10. Fundación San Antonio de Monte Tabor
11. Ceibal (Uruguay)
12. Hábitat para la Humanidad, Nicaragua
13. Centro de Investigación y Acción Educativa Social (CIASES)
14. Exposición Pecuaria del Istmo Centroamericano (EXPICA)
15. Centro de Derechos Humanos, Ciudadanos y Autónomos (CEDEHCA)
16. Nicaraq Lake Resort
17. Hotel Best Western Las Mercedes
18. Noble Energy
20. Cámara Nicaragüense del Sector Lácteo (CANISLAC)
21. Embajada del Gran Ducado de Luxemburgo en Nicaragua
22. Tiendas AM PM
23. Fundación COEN
24. Escuela normal “Gran Ducado de Luxemburgo” de Bilwi, Puerto Cabezas
25. Secretaría Regional de Educación de la Región Autónoma del Atlántico Norte (RAAN)
26. Secretaría Regional de Educación de la Región Autónoma del Atlántico Sur (RAAS)
27. Escuela normal 8 de Octubre Bluefields, RAAS
28. Bluefields Indian and Caribbean University (BICU)
29. Fundación FUNDECYT- Parque Científico y Tecnológico de Extremadura
30. Centro Regional de Formación Docente e Investigación Educativa del Estado de Sonora
31. Red de Emprendedores Nicaragüenses del Reciclaje (Rednica)
32. Comisión Nacional de Telecomunicaciones (Conatel)
DIAMOND SPONSOR - $500,000 +

GOLD SPONSORS - from $50,000 to $99,999

SILVER SPONSORS - from $25,000 to $49,999
BRONZE SPONSORS - from $5,000 to $24,999

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Bladex

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Miguel Tenorio & family

Fundación San Antonio de Monte Tabor

Indenicsa

Callejas López family

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We also give thanks other donors who every day join our effort.