

# lilipad

Impact Report - November 2020

A world where  
every child  
realises their  
full potential.



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# Foreword

# Foreword by Sara Aarsalane, Founder & Head of Operations

The idea to start Lilipad came to me in late 2016, as I was temporarily living in Bangalore, India. The concept originated from one simple motivation: to reduce some of the social injustice in the world. Growing up in Morocco and having been empowered by books in my own way, it was easy to decide that education should be the main area of focus of Lilipad, and so the organization was formed around the idea that we could provide books to children in vulnerable communities. I threw myself into the project, not thinking much about what it could or should become and by September 2018, Lilipad had opened libraries and completed projects in Uganda, Morocco and Germany. At that time, we were still new to the impact discussion, however we started questioning the effectiveness of our charitable action. It was clear that it was positive, but to what extent? Could we do better?

Lilipad was constituted of a small team of friends, all working on voluntary basis and with no prior NGO experience. Slowly, we started to notice that our ambitious geographical expansion plans were not adapted to our resources. Certain challenges became more clear, for instance the importance of the selection process for our partner organisations. Running a charity could be extremely rewarding work, however how do we make sure we are avoiding the temptation of self gratification, and focusing instead on the true impact on the communities we work with? In 2019, it was time to start our impact journey.

I believe that as a social organisation, you should not shy away from adapting your model to always aim for a more effective, stronger social impact. This gives us the confidence needed to redefine certain aspects of Lilipad in order to deepen our impact. We started attending workshops, reading more academic research, improving our communication channels with partners on the field. More recently, we have achieved to diversify the profile and skills of our team by welcoming an Advisory Board Member with senior experience, a project member with a literature and educational background and finally a project member with extensive NGO experience. Although we are still at an early stage, we are committed to work relentlessly and to continuously embody our vision: a world where each child realises their full potential.

I am feeling deep pride and gratitude to be on this journey with the Lilipad core team and partners. On behalf of our organisation, I would like to thank you for taking the time to read our first ever impact report. Thank you for taking part of this journey with us.

*Sara Aarsalane*

# Introduction

# Introduction

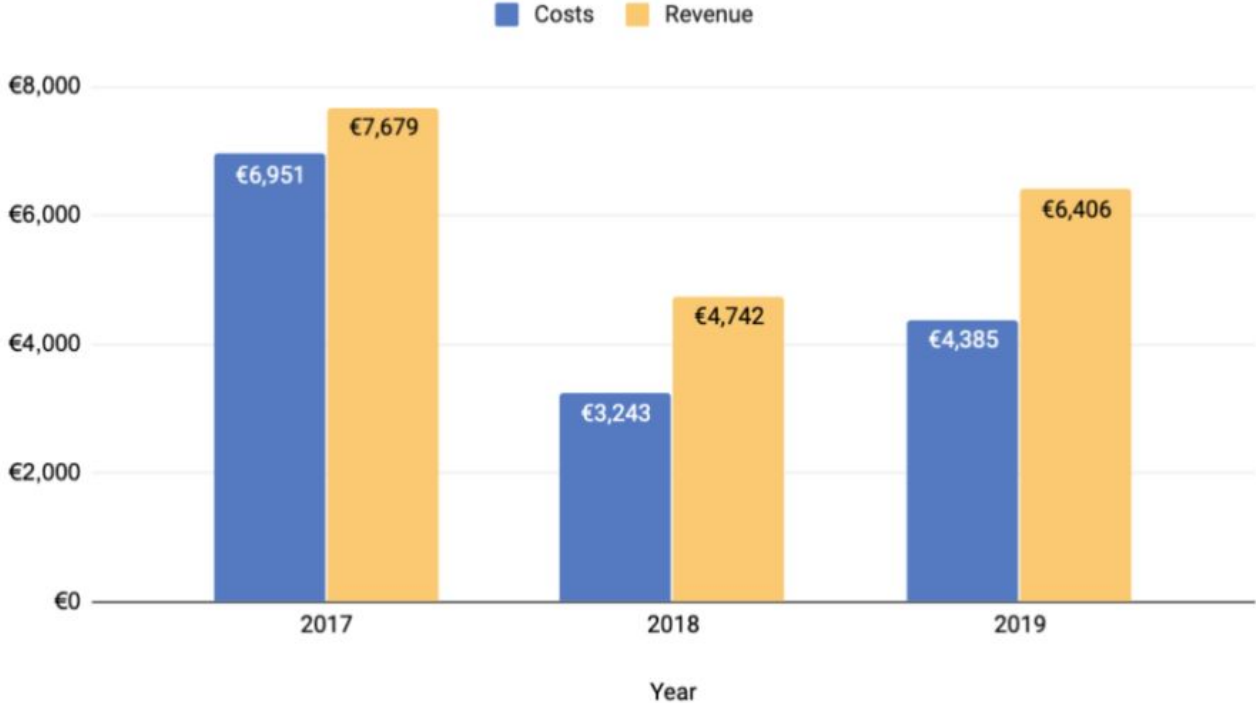
Lilipad e.V. is a non-profit organisation founded in Berlin in January 2017. Our mission is to empower children in vulnerable communities by fostering education. To accomplish this, we build long-lasting partnerships with local institutions and organisations, and provide them with books, educational materials, and support.

Our libraries are in Uganda, Morocco and Germany.

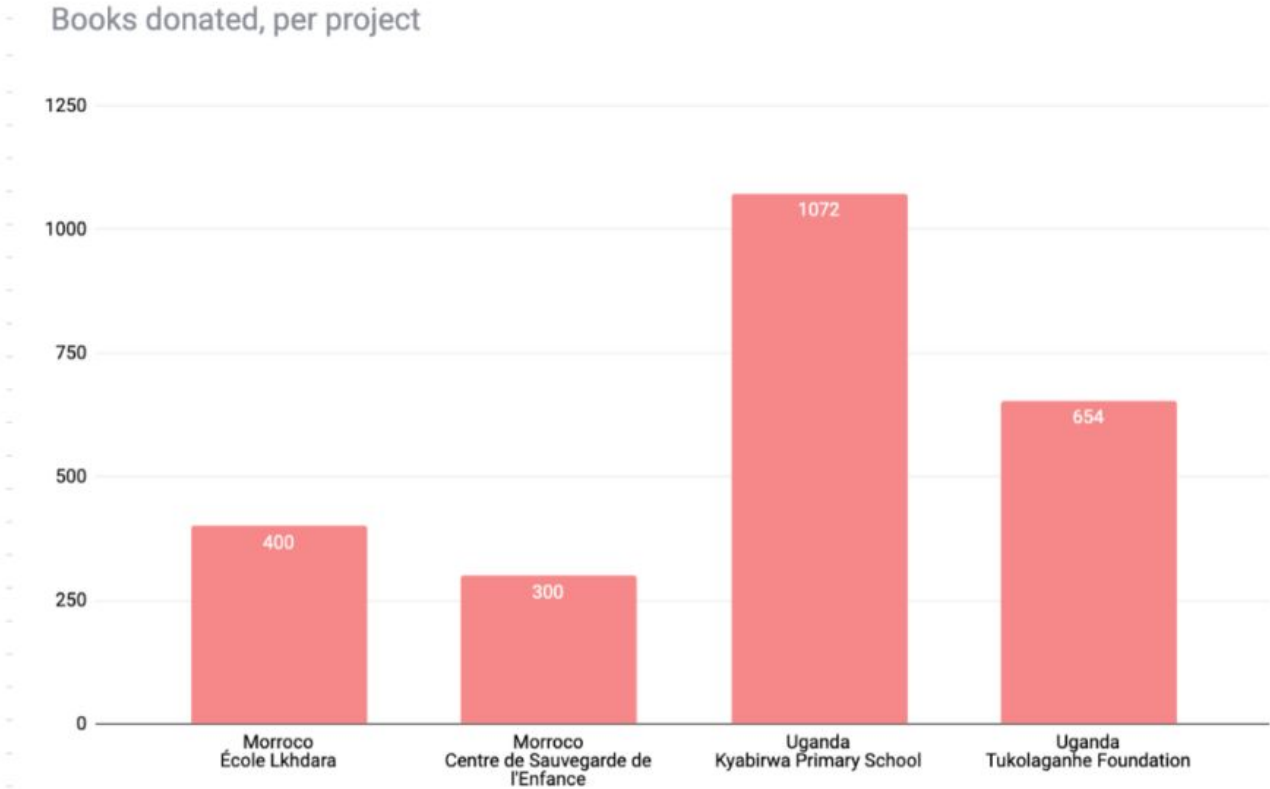


# Lilipad in Numbers

## Costs and Revenue

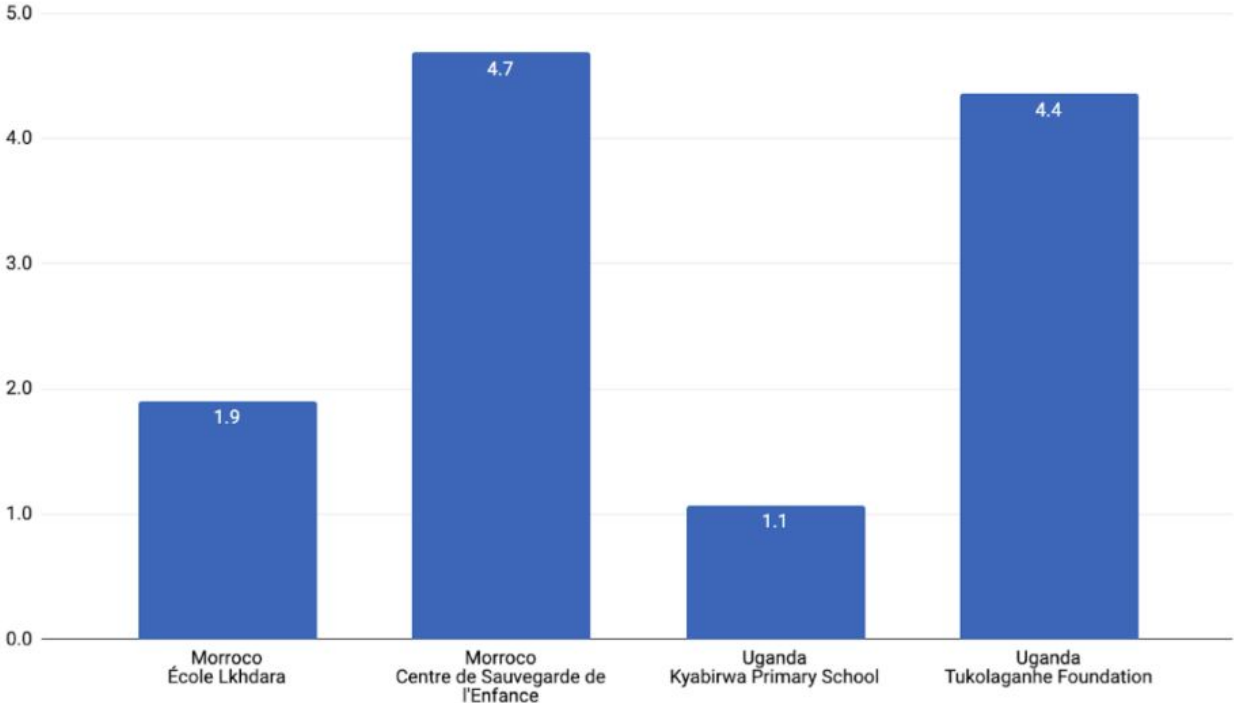


# Lilipad in Numbers



# Lilipad in Numbers

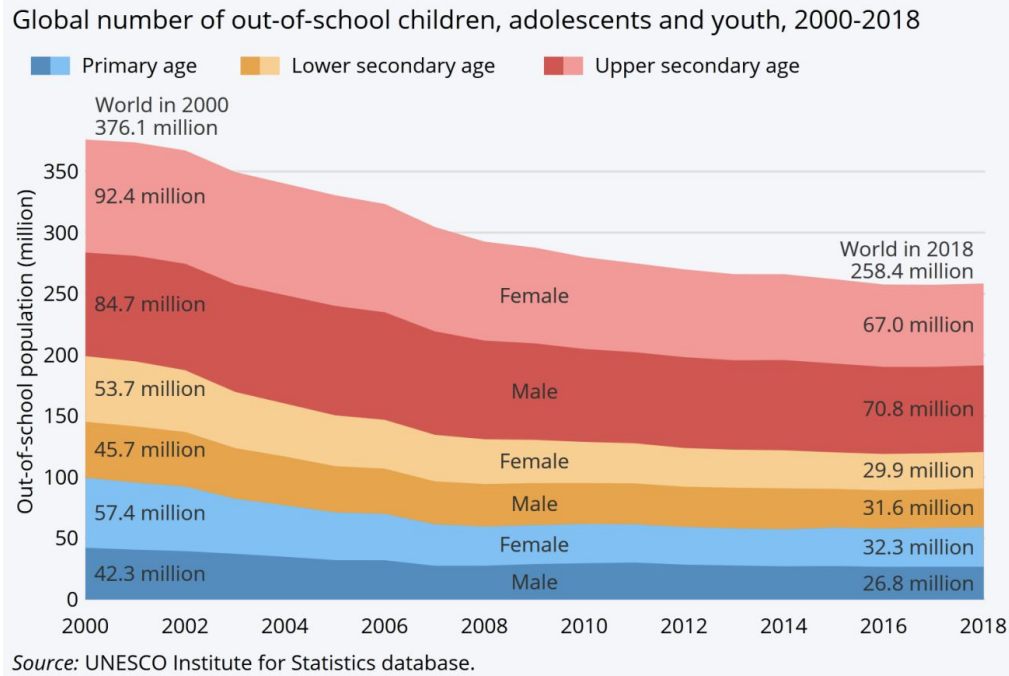
Books donated per child, per project



# The Societal issue

In this section, we are tackling the reasons justifying Lilipad's existence and the main societal issues that we are aiming to fight with our work.

# The Societal Issue



Although education is a human right, today over **250 million children** are out of school.

Lilipad strives to **reduce inequality** in access and quality of education for children around the world.

# The Societal Issue



6 out of 10

Children and adolescents are not learning globally

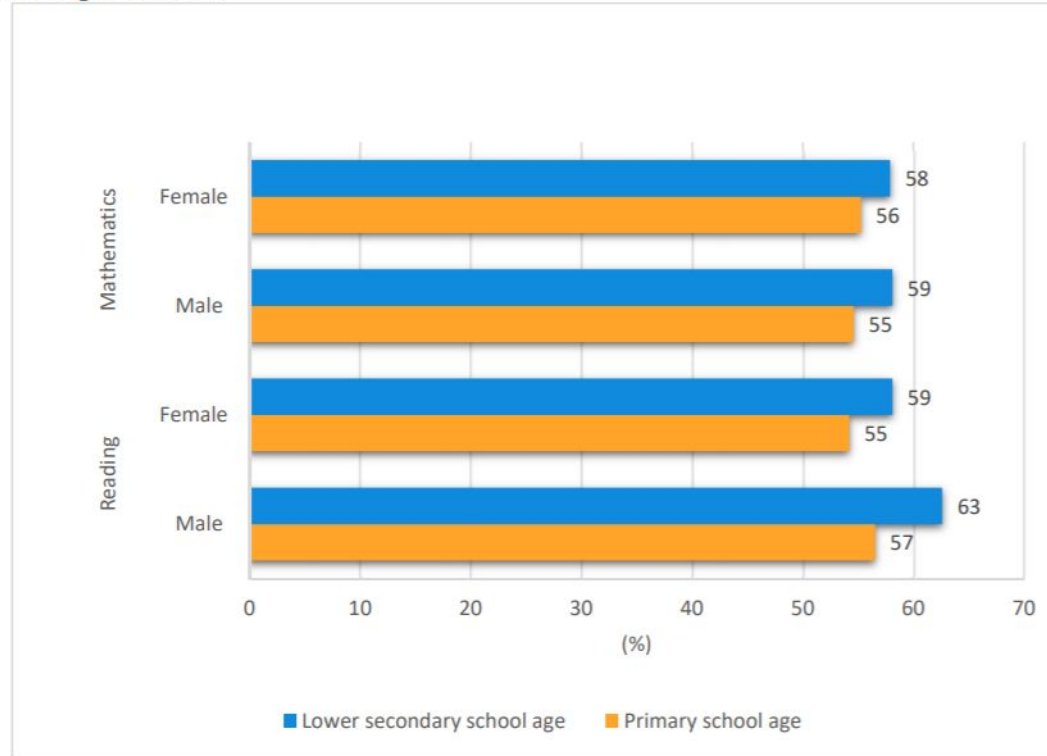


103 million

Youth worldwide lack basic literacy skills, and more than **60%** of them are women

# The Societal Issue

**Figure 2. Proportion of children and adolescents not achieving MPLs, by age group and learning domain**



# The Societal Issue

Figure 3a. Distribution of the primary and lower secondary school-age population, by region

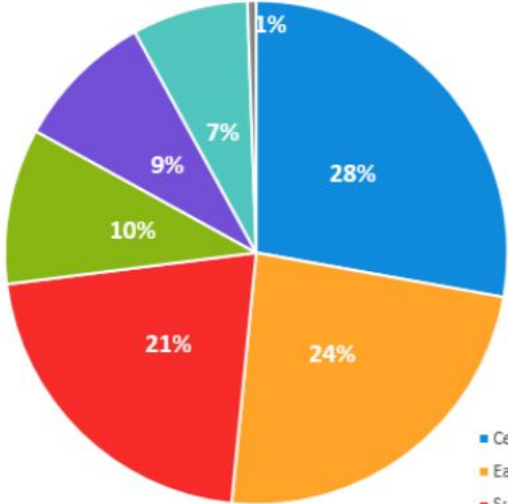
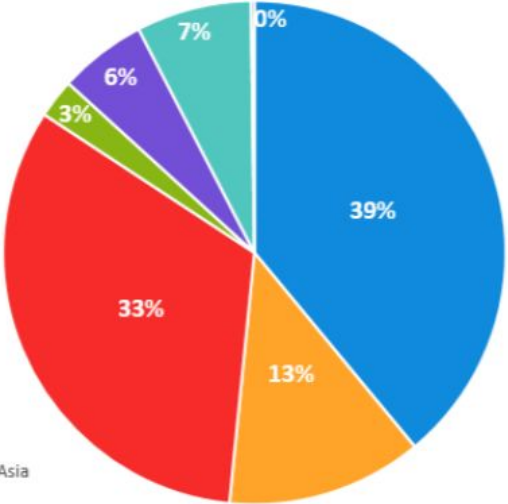


Figure 3b. Distribution of children and adolescents not learning, by region



Source: [UNESCO Institute for Statistics](#)

- Central and Southern Asia
- Eastern and South-Eastern Asia
- Sub-Saharan Africa
- Northern America and Europe
- Latin America and the Caribbean
- Western Asia and Northern Africa
- Oceania

# The Societal Issue



3.7 million

Refugee children are out of school - more than half of the 7.1 million school-age refugee children.



98%

Of refugee and migrant children in Germany attended school in 2016, **less than half of these children received language support** (IAB-BAMFSOEP Survey of Refugees)

# The Societal Issue

Refugee children face more challenges in accessing education



# Our Assumptions

Why education? Why libraries? In this section, we are presenting our core assumptions, along with solid academic research testifying their veracity. The goal is to solidify the foundations of our approach.

# Assumption 1: Education is empowering



## Sustainable Development Goal 4:

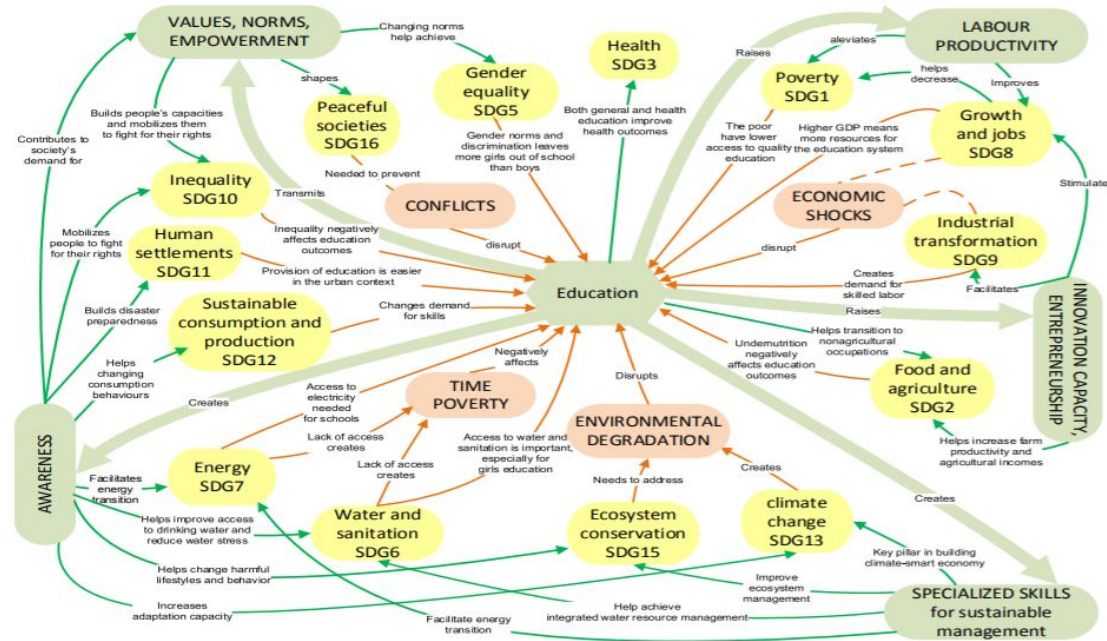
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- Access to quality education at all levels is an essential condition for achieving sustainable development, poverty eradication, gender equality and women's empowerment, as well as human development.
- This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training, to eliminate gender and wealth disparities, and achieve universal access to a quality higher education.

# Assumption 1: Education is empowering

Figure 3

A simplified map of the links between education and other SDG areas, built from the messages contained in UN flagship reports



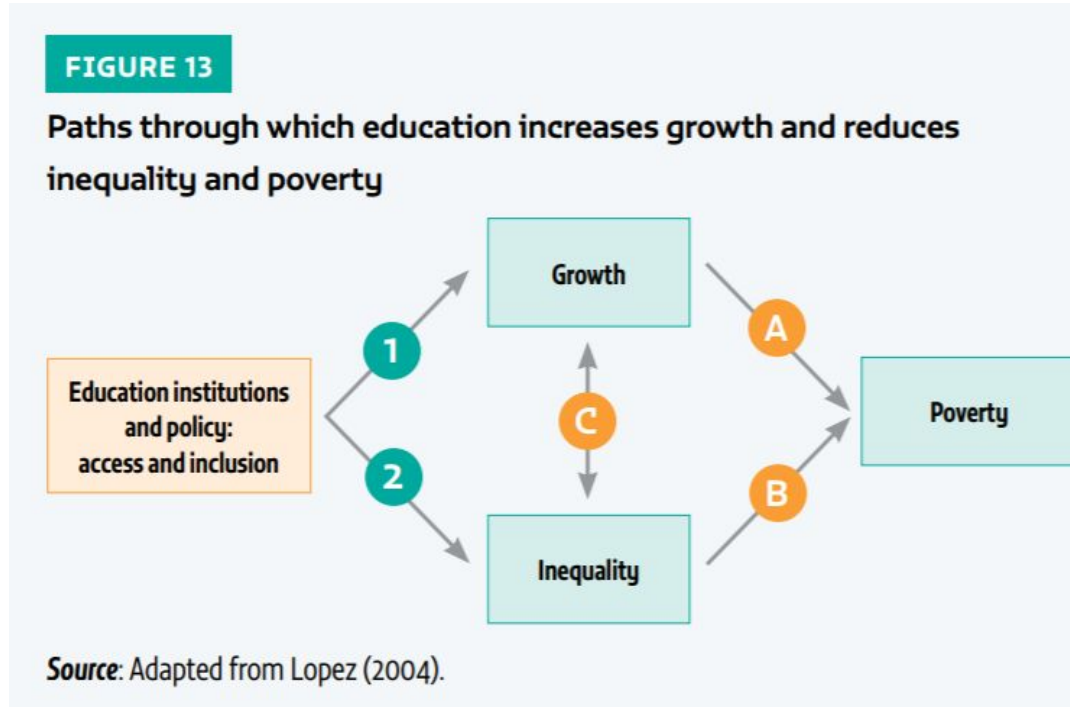
Source: Authors' elaboration.

Note: The figure represents links between education and the other SDGs that are made in our sample of UN reports. Yellow round boxes indicate SDGs other than education. Green boxes indicate critical channels through which education affects other SDGs. Orange boxes indicate channels through which other SDG areas affect education. SDG 14 (oceans) is not represented, as no link between it and education was put forward in our sample. SDG 17 is not represented either.

Education has a proven effect on health and wellbeing.

# Assumption 1: Education is empowering

Education contributes to growth, equality and poverty reduction interactions.

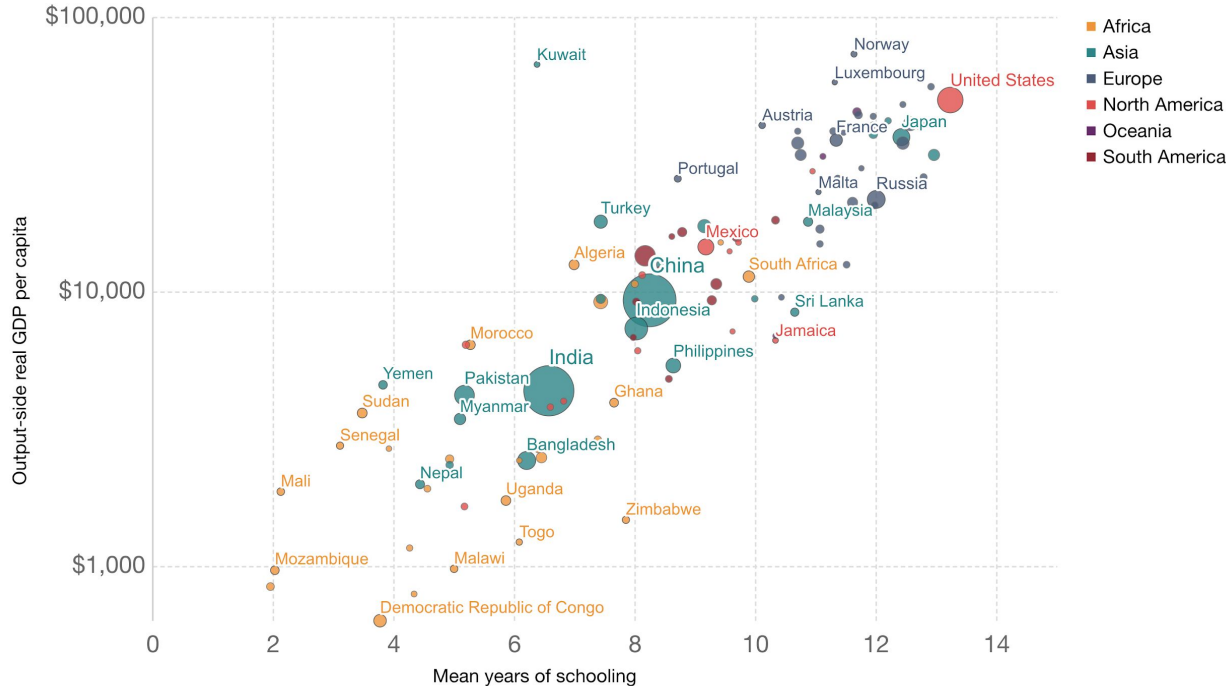


# Assumption 1: Education is empowering

## Correlation between mean years of schooling and GDP per capita, 2010

Mean years of schooling for those aged 15+ and GDP per capita in inflation-adjusted international dollars. Bubble size represents the size of the population.

Our World  
in Data

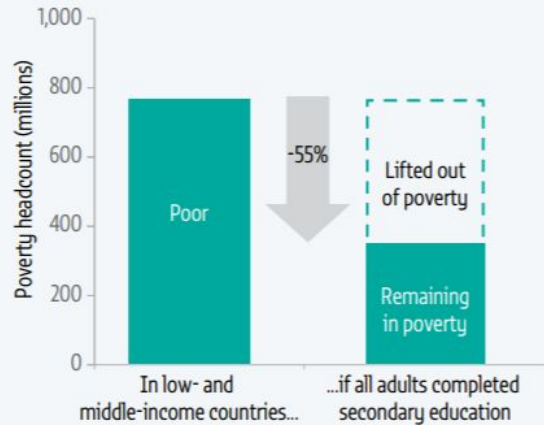


Source: Feenstra et al. (2015) Penn World Tables version 9.1, Lee and Lee (2016), Population (Gapminder, HYDE(2016) & UN (2019))  
OurWorldInData.org/global-rise-of-education-old • CC BY

# Assumption 1: Education is empowering

**FIGURE 12**

**Estimated effect of universal secondary education completion on poverty headcount**



**Note:** See endnote ii.

**Source:** Global Education Monitoring Report team estimates (2017).

In **Uganda**, owners of household enterprises with a primary education earned **36% more** than those with no education.

EFA Global Monitoring Report 2014

# Assumption 1: Education is empowering

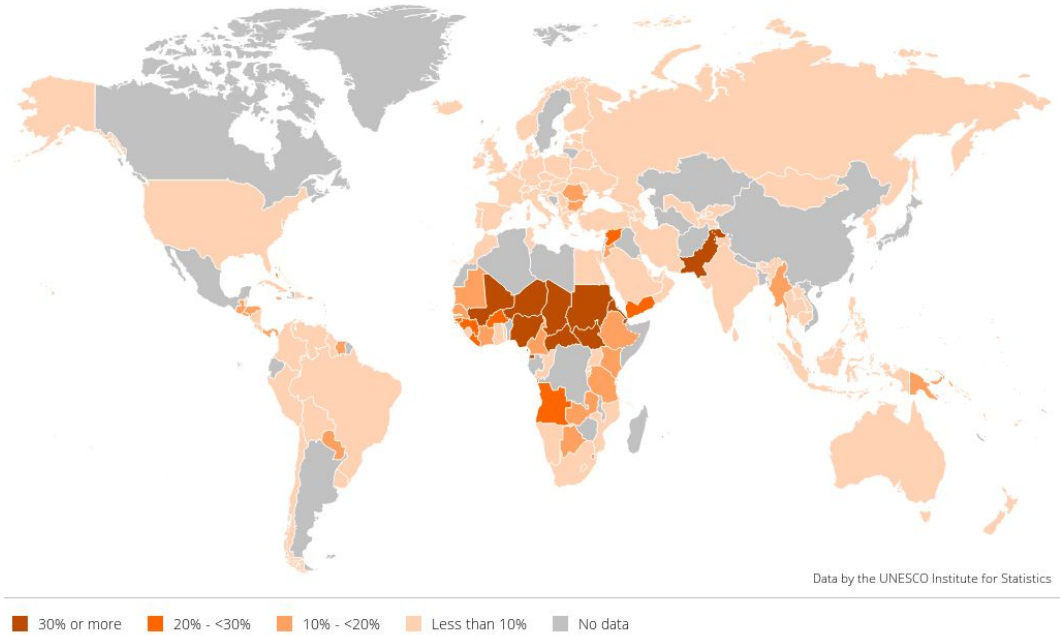
Education empowers girls and women.

In Pakistan, working women with good literacy skills earned **95% more** than women with weak literacy skills.

Only 30% of women in Pakistan with no education believe they have a say over how many children they have, compared with 52% of women with primary education.

[EFA Global Monitoring Report 2014](#)

Share of primary school-age girls out of school (2019)



# Assumption 2: Reading contributes to learning and wellbeing

## Reading and especially, leisure reading is...

- an important complement to instruction at school when it comes to reducing learning disadvantages, especially in migrant communities (Kleijne-Huysmans, 2015)
- an activity that has emotional and social consequences and benefits (Clark and Rumbold, 2006).

The New York Times

## For Refugee Children, Reading Helps Heal Trauma

Psychologists find that story time can build the strong relationships they need for healthy development.

By Rachel Cernansky

Ms. Cernansky writes about the environment, health, and shortfalls in philanthropy and development.

April 17, 2019



Source: [New York Times](#)

# Assumption 3: Libraries benefit children and communities

Libraries can play a role in community and overall development

[Momodu 2012, IFLA: Access and opportunity for all: How libraries contribute to the United Nations 2030](#)

Libraries promote literacy are positively related to learning outcomes in children

[Kleine-Huysmans, 2015](#)

Libraries provide safe, welcoming spaces, at the heart of communities.

[IFLA 2018 report](#)



# Our Methodology

Why are we operating the way we do? What is the logic behind our action in each country?

In this section, we explain the intricacies behind our business model and what makes Lilipad unique.

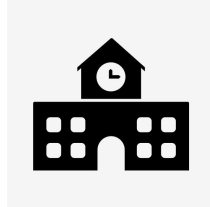
# Our Methodology

We capitalise on local knowledge and expertise and collaborate with local institutions to promote education. Our work focuses on **children** from communities that have faced or are still facing hardships, whether it is related to socioeconomic circumstances or personal trauma.

## Who do we work with?

Local institutions such as:

- Schools,
- Charities,
- Community Centres,
- Rehabilitation Centres,
- Orphanages...



→ We collaborate exclusively with **not-for-profit organisations.**

## Who do we work for?

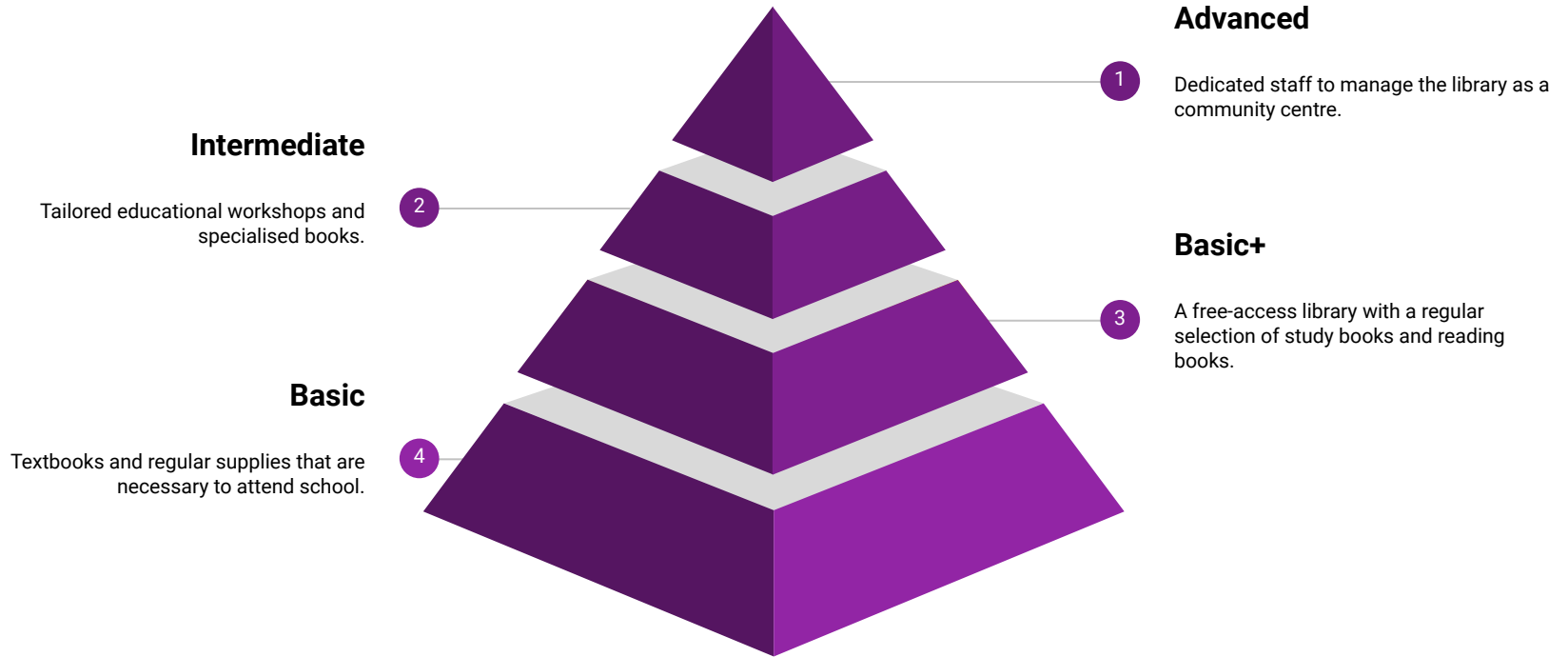
Since our launch, our strategy has been to focus on **children between 3-18 years old** (average school years).



Following the refinement of our strategy, we will narrow down the age group (**8 years+**), as we believe we can achieve higher impact with older children. However, Lilipad will still be welcoming children of all ages.

# Our Methodology

Using an **adaptive methodology**, Lilipad intervenes at different levels of the education funnel, depending on the needs of the community and the 'severity' of the situation.



# Our Methodology



## Uganda

Given the lack of basic educational materials and infrastructure in rural Uganda, Lilipad's work there has started from the foundations.

One primary school textbook costs ~20,000 UGX (5€). This is particularly high and prohibitive considering the average monthly income for a Ugandan farmer [~300,000 UGX](#) (73€). When we started our work in Uganda back in 2017, the need for **textbooks** was the main concern of our partners. This has remained consistent over the years, as we have expanded in 2018.



## Morocco

Education is more developed in Morocco compared to Uganda, however public libraries continue to be a rare commodity in the country.

While textbooks are less of a financial burden for Moroccans (~2€/ book in primary school for an average income of ~300€ for a farmer), we have made the decision to provide them in our all projects in the country, to alleviate that cost for our communities. Lilipad's biggest added value has been generated thanks to the installation of its **libraries** in both institution.



## Germany

Given the high quality of the existing educational offer in Germany, Lilipad has adopted a tailored strategy to maximise social impact.

While our communities in Uganda and Morocco are deemed 'vulnerable' due to their challenging socioeconomic circumstances, in Germany they face different difficulties. We work mostly with refugee children and families in Berlin. The government and many NGOs are already helping with basic needs, therefore we add value by offering multilingual books and workshops (German/ Arabic).

# Our Methodology - Libraries at the heart of Lilipad



Uganda



Morocco



Germany



# Our Social Impact

What social impact did Lilipad have among its partner organisations and communities? What are the next steps in our journey to impact measuring?

# What is Social Impact?

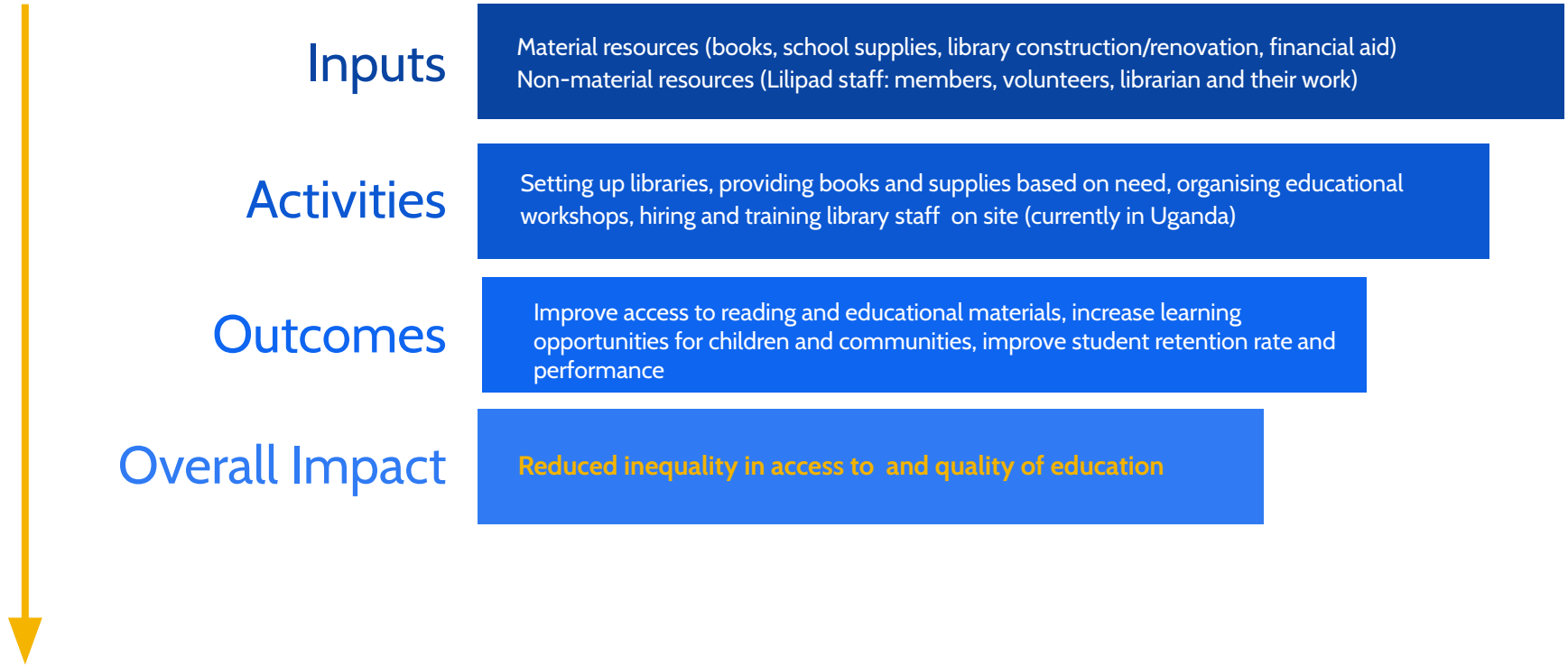
Where to start? → **Theory of Change**: It looks at why and how can the desired change happen in a particular context. It sets out to connect what a nonprofit/program does (the activities) and its desired goals (the impact).



Source: [Measuring nonprofit social impact](#)

University of Michigan defined social impact as “a significant, positive change that addresses a pressing social challenge. Having a social impact is the result of a deliberate set of activities.”

# Our Impact Framework



Assumption 1: Education is empowering

Assumption 2: Reading contributes to learning and wellbeing

Assumption 3: Libraries benefit children and communities

# Our Social Impact: Feedback from our partners (Survey May 2020)

Could you describe the role of main objectives of your organisation?

“

- + To provide free early childhood education by setting up a nursery school for the children in this area.
- + To promote literacy level in our community by establishing and running a community and library for children and adults of all ages.
- + To promote self-reliance, confidence and independence among our young people and more (inc. school dropouts) with training and vocational courses.

”

*Moses, Direction of Tukulaganhe Youth Foundation, Kyabirwa, Uganda*

“

Our ambition is to bring the neighbourhood together: young and old people of every culture and origin. By providing classes, workshops and information we want to foster social networks in the community and support deprived persons to take part in the community and society. Besides, we provide counselling for refugees, single parents and young families in general.

”

*From Katja, Social Worker at Stephanus-Stiftung, Berlin Germany*

# Our Social Impact: Feedback from our partners (Survey May 2020)

Would you say Lilipad e.V. has helped you achieve some of your objectives? How?

“

Yes, Lilipad has helped us very much to achieve some of our objectives.

1. Lilipad has helped us to build a community library and filled it with hundreds of study and reading books
2. Installed a playground for our kids at the school
3. Reconstructed our sanitation system
4. Hired a full-time employee to run the library and organise educational events for the community

”

*Moses, Direction of Tukulaganhe Youth Foundation, Kyabirwa, Uganda*

“

Yes! By offering multilingual workshops a lot of different people feel invited. Therefore persons of many origins come together, get to know each other and - maybe - stay in contact! Plus the aim of an educational function is followed by our workshops.

”

*From Katja, Social Worker at Stephanus-Stiftung, Berlin Germany*

# Our Social Impact: Feedback from our partners (Survey May 2020)

How would you describe Lilipad's impact on your community?

“

Lilipad's impact to our community is such a wonderful contribution, that through their efforts, love and dedication, our community members have now started to love reading books which has been a very big problem in most of the African countries and more so in rural areas like ours. The children that have been using our library have improved very much in their academic performance.

The teachers have access to study books that are used for reference in their teaching in the class. The library has also attracted the neighbouring communities to come and borrow or read these books.

”

*Moses, Direction of Tukulaganhe Youth Foundation, Kyabirwa, Uganda*

“

As some of the kids keep on asking 'when Lilipad is coming back?', there seems to be an impact on these kids! Showing the parents how to have fun with books and giving them at the same time access to bilingual books for children is a huge impact, that I see in my community.

”

*From Katja, Social Worker at Stephanus-Stiftung, Berlin Germany*

Thank you