



ONE CHILD, ONE OPPORTUNITY

FUNDACION  GERMINARE

**MISSION:** To give committed and driven, low-income children the chance to improve themselves through education by giving them access to a better, long term academic training, consequently enriching their personalities and making a positive difference in their environments and their future.

## MAIN PRINCIPLES

### Germinare believes that:

- \* The inequality that stems from the cycle of poverty can be contended with. Progress is made possible by access to good quality education.
- \* A virtuous cycle can be created by introducing solidarity and effort. Solidarity is a two way path; it requires knowing how to give (to make man generous) and knowing how to receive (to make man humble and aware of his limits). When a person receives he is better able to spread the benefits and become a true Agent for Change.
- \* Long term, good quality education allows man the understanding necessary to choose well and be genuinely free.
- \* Working with few can help many. Intensive, good quality support and personalised attention for some children can be translated into permanent change in their communities in a short term and in society in the long run.

## GERMINARE'S CHARACTERISTICS

- \* It is a long term programme.
- \* It is a programme that fights inequality.
- \* It is an education and integration programme.

## MAIN VALUES

- EFFORT:** Having the necessary strength to overcome obstacles.
- SOLIDARITY:** Knowing how to give and how to receive.
- FREEDOM:** Applying good judgement to make good decisions.
- RESPONSIBILITY:** Accepting, each one what is due..
- COMMITMENT:** Undertaking the task in earnest and with responsibility towards others involved.
- SOCIAL INTEGRATION:** Merging with others without losing individuality.
- TRUST:** In oneself and others.





## WHAT WE DO AND WHY WE DO IT

Approximately, 40% of Argentina's youth hasn't completed their secondary studies and 24% of those between 18 and 24 years old neither work nor study. This has momentous social consequences and compromises our country's future.

In the first place, it feeds the vicious circle of poverty. Most of the cases belong to the lowest income stratum and have not completed their secondary education, which lowers their chances of securing a decent, well-paid job and eventually rising above the poverty threshold. Secondly, most of them generally lack a life project and a home life that is conducive to personal growth. These, together with the estrangement from the education and labour market they experience, make them liable to delinquency, violence or substance abuse.

For fifteen years, Germinare has been implementing programmes to fight this overriding trend and we have been able to observe how youths, as drivers of change, are able to not only change their own lives, but also have an effect on their families, their new social circles and their home community. We have found that when circumstances change, people can change, too, opening the door of opportunity.

**Germinare affects over 7200 people directly (children, youths and adults) as shown in the Impact Assessment study carried out by the Torcuato Di Tella**

**University (including students, parents, new school classmates, sponsors and heads of the schools offering scholarships).**

We have been able to verify that intensive, customised and long term intervention in the education of each youth, affords real life change. When the children, aged ten, joined the Foundation's **"Agents for Change"** programme, they were unhappy in their schools, their outlook limited to finishing primary or a few years of secondary, at best. Today, owing to their effort and responsibility, they have finished their education at good level institutions, are attending University and can plan their future freely. During the programme's seven (7) years, we provide the parents with tools to enable them to take active part in the change, and to offer growth to the whole family. Together, they all have made the most of these opportunities and put them to the test in their own purviews.

**What is our goal, today?** To be able to do more. After fifteen years of work we hold concrete evidence of the impact of "Agents for Change" programme. The time has come to grow our outreach. For this, we need people and companies who are committed to join us in this process.

## OUR PROGRAMMES

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### "AGENTS FOR CHANGE" PROGRAMME

Germinare identifies children from a vulnerable environment in their last year of Primary School. They are not satisfied with their educational situation and are willing to make a sustained effort to access quality Secondary education. After an exhaustive selection process, where their basic academic knowledge is evaluated, and their family and social situation is analyzed, they receive a 14-month intensive leveling, which includes more than 850 hours of classes. Germinare finally places them in the educational institution that aligns the most with their profile and neighborhood, choosing among the partner schools we work with.

### "ALUMNI NETWORK" PROGRAMME

Oriented to the "Agents for Change" alumni, it aims to cement a relationship between them and Germinare, in order to share experiences, take advantage of opportunities and develop a sense of belonging. Through its "Alumni Network", Germinare facilitates their access to university and provides tools and training to empower them on joining the work force.

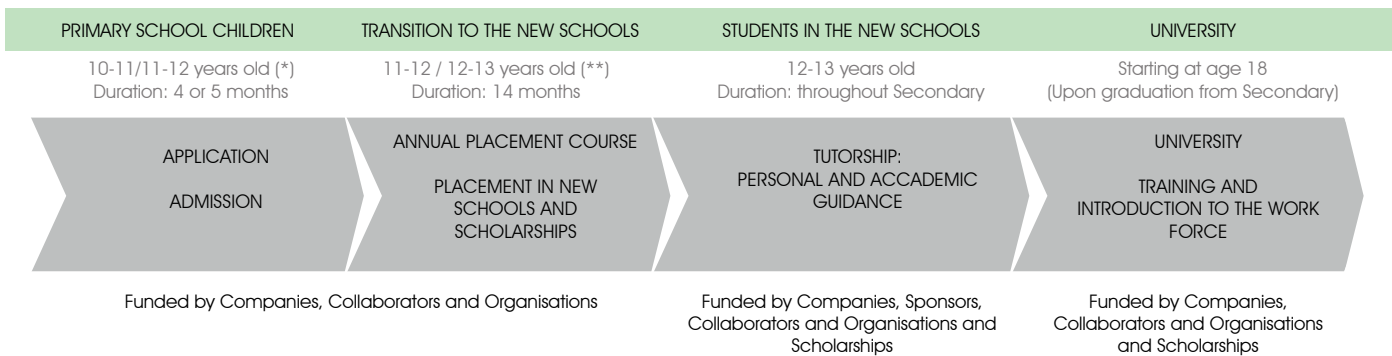
**91,43%**

of the students who entered High School within the "Agents for Change" Programme finished their studies.

**91,21%**

of the High School graduates within "Agents for Change" are member of the "Alumni Network" Programme.

# THE GERMINARE PATH



(\*) Next to last year Primary school. (\*\*) Last year Primary school.



Ana Laura Hernández  
Graduated from Santo Tomás de Aquino School  
3rd year Medicine student at CEMIC

# GERMINARE ASSESMENT STUDY (2001-2016)

## "AGENTS FOR CHANGE" PROGRAMME

STUDENTS	349
PARENTS	696
CLASSMATES*	5380
SIBLINGS	696
SPONSORS (Padrinos)	160
TOTAL	7280

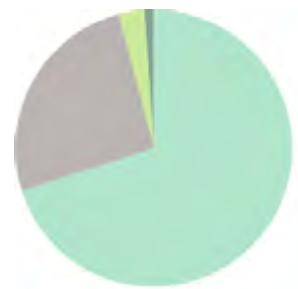
Nowadays Germinare has an impact on over 7200 people (children, youngsters, and adults) according to results from the Impact Evaluation by Torcuato Di Tella University. This research included pupils, parents, new school's classmates, tutors and school's headmasters.

The foundation is oriented towards family, the core of any community. For every child, there is also a family that benefits directly from the programme. Along this 7-year process, parents change their habits, their vision on the future and also incorporate new tools and strategies to improve this labor.

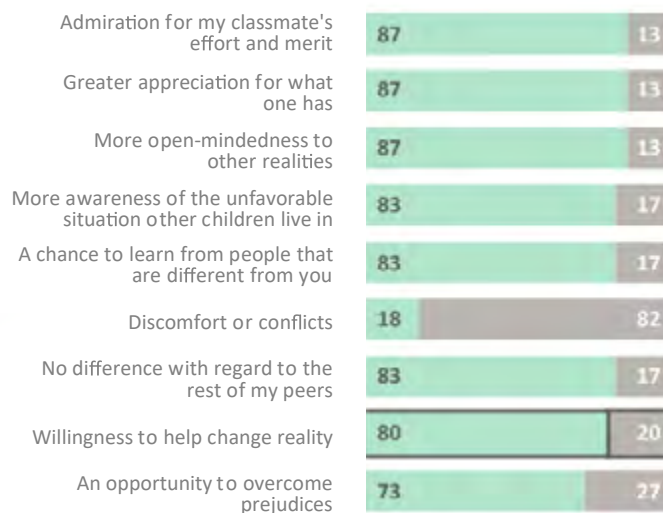
\*Does not include university fellow students.

### The impact of the Programme on classmates

Are classmates comfortable sharing lessons with Germinare's students?



What effect does sharing with a Germinare student produce?



The perception of Germinare's student's classmates' regarding their presence at their school is strongly positive.

# IMPACT ASSESMENT

## "ALUMNI NETWORK" PROGRAMME

The overall objective of this assessment was to evaluate the Programme's direct or indirect impact on the Alumni Network community.

### WHAT DOES GERMINARE PRODUCE IN STUDENTS?

How much do you identify with each of these phrases considering your relationship with Germinare?

PHRASES	TTB*	X
It makes me proud of my roots and ways of life, helps me improve without forgetting who I am	93%	6,70
It inspires/inspired trust in me and in my ability to achieve my study, professional or work related goals	87%	6,46
It inspires me to take part in solidarity projects / to help others in need of economic, professional or emotional support	83%	6,37
It gives/gave support to my family when we are /were in need	83%	6,48
Emotional support and affection were essential to help me through my secondary education	67%	6,02

In almost every case, Germinare promotes a sense of pride in beneficiaries who overcome their circumstances without losing touch of their roots

The encouragement to volunteer in charitable projects stands out in the majority. With an equal degree of agreement, the Foundation's support to their families is mentioned.

### IMPACT ON STUDENTS' LIVES

¿Cuán identificado te sentís con estas frases vinculadas a tu vida? How much do you agree with these phrases related to your personal life?

There is perfect agreement regarding the importance of making the most of every opportunity.

Regarding their private lives, most agree with the following values: Opportunity; Confidence; Good will.

Empathy; Giving back; Participating in solidarity projects also reached high levels of approval.

PHRASES	TTB*	X
One must seize every chance that comes along and not let them pass by	100%	6,87
Confidence is essential for success in life	91%	6,59
Nothing is impossible, with will and determination, everything can be achieved	85%	6,41
Solidarity, empathy and helping others in need are the top values in my life	83%	6,30
I feel that giving back to society is a vital project	81%	6,37
I like to think of taking part in volunteer / solidarity work in my community	80%	6,09
Academic effort and study is the most important road to self-improvement and progress	74%	6,13
I believe it is important to take part in workshops and motivational talks for young children to encourage them to make an effort, to study and improve	72%	6,15

\* Students 18 to 25 years old

\* TTB are the highest added scores (7 and 6 on the scale)

\* X is the average score

\* Grading scale used: 1 to 7, where 1 is absolutely disagree and 7 is absolutely agree

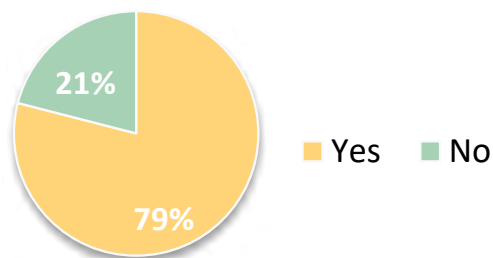


# IMPACT ASSESMENT

## "ALUMNI NETWORK" PROGRAMME

### IMPACT ON STUDENTS' LIVES AND FUTURE EXPECTATIONS

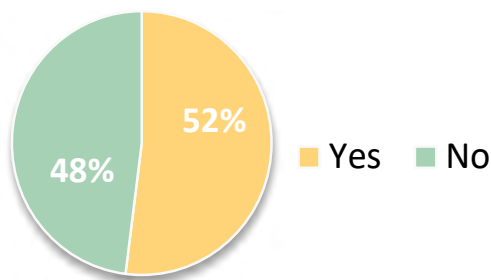
CHANGES IN FUTURE EXPECTATIONS: Have your expectations changed regarding your future and your decisions and your place in society? What sort of changes have you noticed regarding your expectations?



Outstanding agreement in answers mentioning motivation, confidence, and self-determination when imagining a bright future inspired by participation in the programme.

### IMPACT ON THEIR FAMILIES

CHANGES AMONG FAMILY MEMBERS: Were there any changes among the members of your family (someone decided to resume their studies, to study, to enter the programme, etc.)? What changes did you notice?

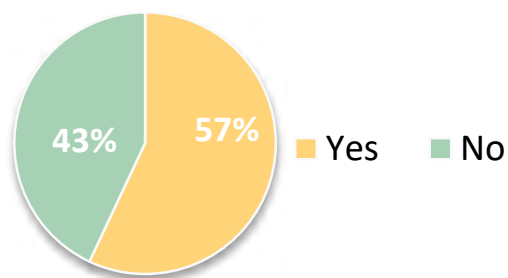


	%
Interest in further studies / university / academic / motivation to start a new career	63%
Complete secondary / resume studies	46%
Pride / Support / Motivation from my parents or family members	21%

Most notice "academic" impact among their family members who are motivated to start, resume or finish their studies at all levels. Over half the students states perceived changes in their families after their entering the Programme. The number increases among 20 year old students or older.

### IMPACT ON THEIR HOME COMMUNITY

CHANGES AMONG CHILDHOOD FRIENDS / NEIGHBOURS: Where there any changes among your childhood friends / neighbours? Were you a role model for the children in your home community? What sort of changes did you notice?



	%
Interest in/motivation to study	65%
Self-worth / thinking anything is possible	41%

Most, notice clear impact of academic development in the sense of added motivation and interest for study, as well as the fact of being a role model for overcoming all odds. Over half the interviewees states they perceived changes among childhood friends. This perception becomes stronger among 20 year olds or older.



# IMPACT ASSESMENT

## "ALUMNI NETWORK" PROGRAMME

### MAIN CONCLUSIONS

\* A great majority perceives their influence as agents for change on their environment, among their families, childhood friends or neighbours.

\* Interviewees assume that all barriers can be overcome with good will and effort and that study is an essential tool for personal

progress and they feel they embody those values.

\* They identify almost unanimously with solidarity values they trace back to their passage through the Foundation.

"My first birthday wish is good health and wellbeing for my family and those I love. My second wish is to keep up my good will and my ambition and determination and keep making an effort to fulfill my dreams. And my third wish is to prove to myself and others that anything is possible if you set your mind to it. When opportunity comes knocking, you have to be up for the challenge, and Germinare Foundation is the most important opportunity I've had. Thanks to the Foundation I am studying at University. I found a good job at a well known multinational. Although this ends with me now it is beginning somewhere else for some other boy who is being welcomed into the Foundation. Now comes the time for me to help that kid make his dreams come true. That, I think, is another of my goals".

Fernando Schvintt  
Graduated from Bede's Grammar School  
Studying Health & Security at USAL  
Works at Techint



# ORGANISATIONS THAT COLLABORATE WITH GERMINARE SPONSORS

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# ORGANISATIONS THAT COLLABORATE WITH GERMINARE

## STRATEGIC PARTNERS & DONORS

### STRATEGIC PARTNERS

- Alvear Palace Hotel
- Supervielle Bank
- Centro de orientación familia "El Rocío"
- Crecer en Red
- Forge Foundation
- BisBlick Foundation
- Help Argentina
- Interbanking
- Procer
- RACI: Red Argentina de Cooperación Internacional
- Wendy's

### DONORS

- Bruchou, Fernández Madero & Lombardi
- Coupe Buenos Aires – Publicity Agency
- Buenos Aires Open Center
- Cablevisión - Fibertel
- Cabrales S.A.
- Chandon
- Delmiro Mendez e Hijo
- Ferrero Rocher
- Jazmín Chebar
- Municipalidad de Campana



"Germinare opens our perspective and minds making each person freer to make decisions and choose paths. Without question, I would thank Germinare for my present freedom. The freedom to choose what I want to do next, and freedom for my everyday choices."

Rebeca Ruiz Rivadeneira  
Graduated from Bede's  
Grammar School  
Studying International Relations  
at UdeSA.

# SCHOOLS OFFERING SCHOLARSHIPS

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## CAPITAL FEDERAL

- Belgrano Day School
- Islands International School
- Río de la Plata School
- ORT School
- Marianista School
- San Miguel School
- Compañía de María School
- Santa Ana y San Joaquín School
- Ingeniero Huergo Institute
- Bayard School
- St. Margaret's School
- Juan Santos Gaynor School
- Santa Brígida School
- Monseñor Dillon School
- Sworn Junior College
- Otto Krause Technical School
- Escuela Técnica Manuel Belgrano
- San José de Flores
- Guadalupe School
- Washington School
- Norbridge School

## ZÁRATE

- Hotton School
- San Pablo School
- Vanguardia School
- José Manuel Estrada Institute
- San Francisco de Asís Institute

## PILAR

- Bede's Grammar School
- Almirante Brown School
- Arrayanes School
- El Faro School
- Espíritu Santo School
- Lucero Norte de Pilar School
- Dailan School and Sports
- Del Viso Day School
- Dover High School
- Godspell College
- Verbo Divino Institute
- Northern International School
- Northfield School
- Nuestra Señora De Luján School
- Winter Garden School

## CAMPANA

- Austin Eco Bilingual School
- Armonía School
- San Roque School
- Hölters School
- EEM 3
- "Technical School N° 2"
- Rocca Technical School
- Normal 1 School
- Santo Tomás de Aquino School
- Siglo XXI School
- Dante Alighieri Accadaemic Programme

# UNIVERSITIES & HIGHER EDUCATION INSTITUTES OFFERING SCHOLARSHIPS

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- CEMIC Univeristy
- ESEADE
- Argentine Gastronomy School
- EDDIS Institute
- ITBA - Technological Institute of Buenos Aires
- Holos de San Isidro Institute
- Motivarte - Photography School
- UdeSA - San Andrés University
- UMSA - Museo Social University
- UADE - Argentine School of Enterprise
- Austral University
- Blas Pascal University
- UCA - Catholic University of Argentina
- USAL - Del Salvador University
- UTDT - Torcuato Di Tella University



## FUNDACIÓN GERMINARE

Address: Darwin 1489, CABA

Phones: +5411 4777 2539 / 4777 1631

Web: [www.germinare.org.ar](http://www.germinare.org.ar)

E-mail: [germinare@germinare.org.ar](mailto:germinare@germinare.org.ar)

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