

TECHNOVATION

2025 COUNTRY PROGRAM REPORT

The Honduras Blueprint

A Strategic Guide for Program Replication and National Impact

567 STUDENTS REACHED

91% INTERESTED IN STEM CAREERS

84 PROJECTS SUBMITTED

60 TEACHERS TRAINED

EXECUTIVE SUMMARY

A Scalable Engine for National Development

This document serves as a strategic blueprint for integrating global technology initiatives into national education strategies. By aligning the missions of UNICEF and Technovation, the program became a scalable engine for national development, designed to empower girls to become leaders and technological innovators for their communities.

The initiative was powered by UNICEF's on-the-ground expertise and convening power — combined with Technovation's curriculum and training, the Secretary of Education's formal endorsement, Save the Children's coordination support, and educators who led implementation directly in their schools.

The program exceeded its registration target, reaching 567 participants across Honduras, with 91% of reporting interest in pursuing STEM careers, a strong result for a complex, competition-style program. Beyond registration numbers, the data points to meaningful, lasting impact:

Technical Skills
57% increased confidence in coding and 70% in AI and machine learning, despite 2 in 5 participants lacking regular computer access at home.

Transferable Skills
74% improved in teamwork, 69% in problem-solving, and 74% gained foundational entrepreneurship knowledge.

Personal Growth
88% reported improved self-efficacy and 77% increased confidence in their ability to create community impact.

Honduras has proven the model works. The opportunity now is to make it self-sustaining.





Partnership Structure

UNICEF + Technovation
Country-level expertise, convening power, and global curriculum

Secretary of Education
Official national endorsement

Save The Children + Educators
Coordination and school-led implementation

IMPLEMENTATION AND REPLICATION

01 THE RIGHT SCHOOL MEANS THE RIGHT EQUIPMENT AND THE RIGHT PEOPLE

02 INVEST IN CAPACITY EARLY

03 PLAN FOR INFRASTRUCTURE GAPS BEFORE THEY REQUIRE SOLUTIONS

04 ADDRESS POTENTIAL LANGUAGE BARRIERS

05 ENSURE EVERYONE GETS TO PITCH LIVE

06 BUILD THE SYSTEMS THAT HOLD EVERYTHING TOGETHER

INTRODUCTION

Transforming Digital Education into National Opportunity

This document serves as a strategic blueprint for replicating a high-impact STEM education program for girls. It codifies a proven model for integrating a global technology initiative into a national education strategy, creating sustainable value for students, teachers, and government partners. The program's success is rooted in the strategic alignment between Technovation and UNICEF. Both organizations share a core mission to empower youth with the skills needed to thrive. UNICEF works globally to provide quality learning opportunities, while Technovation offers a research-backed curriculum that enables young innovators to become leaders and real-world problem solvers. This shared vision — focused on empowering the most disadvantaged, addressing community challenges through technology, and ensuring equitable access to quality learning — formed the natural foundation for this collaborative venture.

The Technovation Girls program is the engine of this partnership through its comprehensive learning experience that fosters an entrepreneurial mindset. Participants learn to navigate complex systems, collaborate across differences, and think systematically about the world around them. By creating technology solutions for issues like healthcare access and climate change, students develop the critical problem-solving skills and resilience demanded by the future workforce.

PARTNERSHIP FRAMEWORK

A Model for National Integration and Scale

The foundation for the program's success in Honduras was a unique, multi-stakeholder partnership structure that effectively integrated this global initiative into the national education ecosystem. By aligning global expertise with national priorities and local implementation capacity, this framework creates a powerful synergy for achieving scale and lasting impact.

The Technovation Honduras model was built on a clear division of roles and responsibilities:

- **UNICEF and Technovation:** The global partnership provided the initial impetus, leading to the identification of the UNICEF Honduras Country Office as a priority for program implementation based on demonstrated need and interest.
- **UNICEF Honduras and the Secretary of Education:** This crucial collaboration provided the official sanction and structural integration necessary for national scale. Through this partnership, the Technovation program was integrated into the National Digital Education Strategy and curriculum, deployed across an initial cohort of 15 schools.
- **UNICEF Honduras and Save The Children:** To ensure effective on-the-ground execution, UNICEF Honduras partnered with Save The Children, an NGO that served as the official Technovation Chapter and local coordination partner, managing day-to-day operations and support.

THE CORNERSTONE OF THE FRAMEWORK

The formal government partnership grants the initiative the reach, legitimacy, and authority required for high-impact, nationwide success. This integrated framework provides the necessary structure for the operational phases of the project detailed in the playbook that follows.

A PHASED APPROACH

From Concept to Culmination

This section provides a chronological, four-phase playbook for program execution. This proven roadmap offers a clear, adaptable guide for other country offices seeking to implement the Technovation program, detailing the key activities from initial planning through final project submission. Having these clear goals provided the necessary benchmarks against which to measure the program's success and validate the effectiveness of this implementation model.

PHASE 1 · APRIL 2023 – JANUARY 2025

Strategic Planning

This initial phase focused on intensive planning, building upon the foundational MOU signed between Technovation and UNICEF Global in Spring 2023. After a period of high-level scoping and budgeting, a formal partnership with the UNICEF Honduras Country Office was finalized in September 2024, followed by a critical three-month "ramp-up" period. Technovation and UNICEF Honduras collaboratively defined goals, timelines, and resource allocations. This groundwork paved the way for accelerated planning in January 2025, integrating the Secretariat of Education and Save the Children as the primary implementing partner.

PHASE 2 · JANUARY – FEBRUARY 2025

Onboarding and Capacity Building

This phase focused on building local capacity. Key activities included the formal onboarding of Save The Children as local implementation partner, and the execution of comprehensive in-person and virtual training sessions for the selected cohort of 60 teachers.

PHASE 3 · MARCH – SEPTEMBER 2025

Program Execution and Support

The core implementation phase where the program came to life. Activities included a nationwide push for student registration, the formation of project teams, and ongoing support as students progressed through the Technovation learning journey to develop their mobile applications.

PHASE 4 · SEPTEMBER – OCTOBER 2025

Showcase and Submission

The final phase focused on celebrating and finalizing the students' work, culminating in a Final Event to showcase projects and the official submission of all completed applications to the global Technovation Girls competition platform.

Embedded Process: Continuous Monitoring and Evaluation

Robust monitoring was not a separate phase but an ongoing process integrated throughout implementation to ensure progress, identify challenges, and gather data.

Collaborative Check-ins

Bi-weekly meetings between Technovation, UNICEF, and Save the Children ensured consistent alignment, progress tracking, and rapid problem-solving.

Platform Monitoring

The Technovation lead provided weekly updates on participant registration and direct technical support to troubleshoot issues during registration and submission periods.

Feedback Collection

Pre- and post-program surveys deployed to students and mentors to measure changes in skills and attitudes throughout the program lifecycle.

Impact Storytelling

Anecdotal stories and testimonial interviews collected from girls and teachers to capture the qualitative, human impact of the program.

This structured process of implementation and monitoring generated tangible results and strategic insights that demonstrate the program's value.

QUANTIFYING IMPACT AND STRATEGIC VALUE

The Participant Funnel: Registration to Completion

The data demonstrates a clear return on investment in building the nation's human capital and contributing directly to government priorities in education and technology. The student engagement data reveals a strong and effective implementation pipeline, successfully guiding a majority of participants from initial interest to final project completion.



1 **Registered**
Surpassing the initial goal of 500 students
507 100%

2 **Fully Onboarded**
Attrition driven by missing parental consent forms and competing school activities — largely outside the program's control
440 78%

3 **Project Submitted**
54% conversion from registration; 68% from onboarded students
301 54%



A 54% completion rate is a strong outcome given the complexity and ambition of the program, compared to a typically ~40% completion rate at the global level and 10% for online courses like MOOCs. Competitions requiring students to develop and submit original digital solutions are inherently demanding, particularly when delivered across both in-school and after-school settings. Additional attrition is attributed to limited digital infrastructure in some participants' environments. That over half of all registered students — and more than two-thirds of those fully onboarded — followed through to project submission reflects meaningful engagement and commitment from both students and educators.

SKILL DEVELOPMENT

- 91% Interest in STEM careers
- 88% Improved self-efficacy
- 77% Community-impact confidence
- 74% Improved in teamwork
- 74% Entrepreneurship knowledge
- 70% AI & ML confidence
- 69% Problem-solving improvement
- 68% Communication improvement
- 57% Coding confidence

THE OUTPUT

A Youth-Led Digital Innovation Lab

A total of 84 fully developed projects were submitted, serving as a powerful mechanism for cultivating a new generation of local leaders and problem-solvers. These digital prototypes, designed by youth to solve pressing local challenges, represent an investment in local capacity, demonstrating a profound youth-led contribution to civic innovation and development.

AI LITERACY

Operationalizing AI Literacy for Girls

Across the 84 project submissions, AI tools played a pervasive role — 81% of teams indicated using AI for coding or development. Even teams who did not indicate AI usage show signs within their technical video of having built with AI tools, meaning the true rate of genAI- assisted development is likely closer to 90% or higher.

62%
Used AI as a development tool to build and iterate quickly

20%
Integrated AI features directly into solutions (chatbots, adaptive learning, intelligent analysis)

18%
Did both — used AI as a tool and integrated it as a product feature

AI served as a strategic ally to accelerate development, lowering technical barriers, and allowing teams to focus on the real-world problems at the heart of their solutions.

EVIDENCE OF DEEP LEARNING

Skill Development & Personal Growth

Data from qualitative feedback from team submissions, paired pre and post surveys and interviews with relevant stakeholders highlights four core areas of profound personal and academic growth, demonstrating the program's impact far beyond technical proficiency:

Mastery of Technical Skills:	Teams reported significant gains in the practical, hands-on skills required to build their applications, including proficiency in languages like HTML, CSS, and JavaScript. The curriculum successfully helped participants transform from passive digital consumers to active creators. Despite two out of every five girls lacking regular computer and internet access, 70% increased their confidence in AI and Machine Learning, and 57% reported increased confidence in coding.
STEM Advancement:	91% expressed interest in pursuing STEM careers, proving that curiosity and proper instructional scaffolding can overcome environmental constraints.
Transferable and Entrepreneurial Skills:	Students demonstrated notable improvements in teamwork (74%), problem-solving (69%), and communication (68%). Furthermore, the program built vital economic self-sufficiency skills, with 74% increasing their knowledge of how to start a business.
Critical Thinking and Information Vetting:	Teams demonstrated sophisticated digital literacy by actively seeking authoritative sources, using triangulation to verify facts, and consciously excluding unreliable or subjective information from their research.
Personal Empowerment and Agency:	Driven by a foundational safety net where 96% of participants felt supported by their mentors, students transformed their internal growth into social agency. Participants reported an 88% improvement in overall self-efficacy and a 77% increase in community-impact confidence. Evaluators even noted profound behavioral changes, such as initially shy students winning national public speaking awards and others overcoming serious personal hurdles like food addictions through their focused engagement.

These outcomes were the result of a set of key implementation strategies that can be codified into a replicable model.

LESSONS LEARNED AND CRITICAL SUCCESS FACTORS FOR NEW IMPLEMENTATIONS

Six Lessons to Guide Future Implementations

This section serves as a strategic guide for any organization seeking to replicate the program's success, as the result of a reflection on the real conditions teams navigated in Honduras — and the practical lessons those experiences offer for future implementations.

01

The Right School Means the Right Equipment and the Right People

Some teachers were assigned to the program without being consulted, making an already demanding role harder from the start. The schools that found the most traction were those that secured a dedicated two-hour weekly block during school hours, giving teachers and students protected time to focus.

For future implementations: Wherever possible, make teacher participation voluntary and establish clear scheduling agreements with school leadership before the program begins.

02

Invest in Capacity Early

The three-day training for teachers was a strong starting point, but not enough to build confidence with technical content. Topics like video pitching, platform submission, and business model development needed more time and step-by-step practice. Coordinators stepped in to support, but that burden could be reduced with stronger upfront preparation.

For future implementations: Design training around every deliverable participants will produce, with hands-on practice at each step. In contexts with lower baseline digital literacy, budget more time and build in post-training support.

03

Plan for Infrastructure Gaps Before They Require Solutions

When devices were unavailable, coordinators lent personal laptops. When rural schools lacked internet, teachers traveled with students to urban centers on Saturdays — often paying for transportation themselves. This dedication kept the program alive, but infrastructure gaps should not depend on individual sacrifice to fill.

For future implementations: Conduct an honest infrastructure assessment early and establish support protocols for connectivity and device shortfalls — so the program doesn't depend on personal heroism to function.

04

Language Barriers Are Program Barriers — Address Them by Design

With some technical content on the Technovation curriculum in English, teachers and students worked around it as best they could. Coordinators spent time translating and simplifying material. A program designed to empower students must speak their language, literally and culturally.

For future implementations: Treat contextualization — including cultural adaptation of examples and business frameworks, not just translation — as a core program requirement.

05

Make Sure Everyone Gets to Pitch Live

The celebration event organized by UNICEF was one of the program's most memorable moments. Live-pitching to a real audience, complete with the adrenaline, the preparation, and the pride that comes with it, is a key part of what makes the experience transformative. In Honduras, logistical and time constraints meant that only some teams had the chance to present live at the main event; others presented within their own schools, which was valuable but not quite the same.

For future implementations: Treat full participation in the celebration event as a program priority from the start. Build the budget, scheduling, and travel support needed to ensure every team gets that moment.

06

Build the Systems That Hold Everything Together

Honduras implemented during a national election year, which led the Secretary of Education to accelerate the academic calendar. The local partner navigated real constraints and kept things moving through resourceful workarounds. This was largely outside anyone's control, and how the team responded reflects genuine resilience. Regular check-ins kept partners aligned across multiple schools and a compressed timeline, and creative solutions — like distributing lesson plans via WhatsApp — kept the program moving when platform access was limited.

For future implementations: Conduct an honest infrastructure assessment early and establish support protocols for connectivity and device shortfalls — so the program doesn't depend on personal heroism to function.

THE GUIDING PRINCIPLE A program designed to empower students must speak their language — literally and culturally. Infrastructure gaps, language barriers, and scheduling conflicts are not edge cases. They are the program. Design for them from the start.

BUILDING A SUSTAINABLE LEGACY: FROM A SINGLE COHORT TO AN ENDURING ECOSYSTEM

From a Single Cohort to an Enduring Ecosystem

The ultimate goal of this blueprint is to move beyond a one-time project and build a sustainable, long-term ecosystem of innovation. The Technovation model is intentionally designed to build local capacity, creating a "lighter lift" and a self-reinforcing cycle of mentorship and leadership for all future iterations.

> **The first Honduras cohort is more than a pilot. It is a foundation. The 60 trained teachers now carry measurable gains in technology and project-based learning, ready to mentor future cohorts with less external support.**

THE "TRAIN THE TRAINER" LEGACY: UPSKILLING THE EDUCATION SYSTEM

The program's most significant and enduring legacy is the human capital it develops. The 60 teachers trained in this first cohort now possess new skills in technology, project-based learning, and mentorship. Teachers entered the training with critically low baseline knowledge in technology-related areas — AI (pre-score: 1.29/5), Programming (1.44), and SDG (1.59) — yet these same areas produced the largest post-training improvements. AI led with an 85% improvement rate, followed by SDG knowledge (82% improvement) and Business Planning (82% improvement).

AI KNOWLEDGE	SDG KNOWLEDGE	BUSINESS PLANNING	PROGRAMMING
85%	82%	82%	79%
improvement	improvement	improvement	improvement

This represents a permanent, tangible upgrade to the local education system's capacity. These experienced educators are now equipped to become lead mentors for future cohorts, significantly reducing the need for intensive external training and creating a sustainable, inhouse support system.

Planning for Challenges: A Note on Infrastructure

Future implementers must address the challenge of digital infrastructure. A thorough assessment of internet access and device availability at the school level is a critical first step. Where connectivity is a known issue, this challenge should be reframed as an advocacy opportunity. The program's success can be used as a powerful tool to campaign for improved school connectivity, aligning the project's needs with national digital education strategies.

Teachers

Experienced educators can become official Club or Chapter Ambassadors, empowering them to continue running the program independently in their schools and regions.

Students

Program alumni can become Student Ambassadors, supporting new teams and developing their own leadership, communication, and networking skills within the global Technovation community.

A BLUEPRINT FOR EXPANSION

The initiative functioned as an incubator for future leaders. The successful implementation in Honduras provides a clear, proven, and data-backed model for growth. By leveraging the established partnerships with government authorities and using the impactful results from this first cohort as a powerful advocacy tool, UNICEF and its partners have a definitive blueprint for expansion. This model enables a strategic rollout of the Technovation program to new schools across the country, creating an ever-growing ecosystem of skilled mentors, confident problem-solvers, and the next generation of female technology leaders in Honduras.