EVALUATINNG THE PAST, ENVISIONING THE FUTURE

TIDE STUDENT SCHOLARSHIP PROGRAM 2001-2022

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Acknowledgements

TABLE OF CONTENTS

TABLE OF FIGURES

Executive Summary

"The scholarship helped a lot with books, reducing the expense for my family and giving me the opportunity to reach my goals."—*a recent graduate*

All children dream about what could be. It is a hallmark of childhood to have a sense of wonder and hopefulness about the future. Children dream of becoming pilots, doctors, teachers, small business owners, scientists, designers, programmers... There are as many dreams as there are children.   By providing scholarships to secondary students in Toledo District, The Toledo Institute for Development and Environment (TIDE) has been supporting children's hopes and dreams for their future for over 20 years.

TIDE's scholarship program (TSP) has been operational since 2001, and in that time has assisted 300 high school students in obtaining their secondary education. Over that time TIDE has invested 235,000 BZD in education and students in the Toledo District, originally with full scholarships and now today with book scholarships. A survey of students from the earliest graduates to the current students in the program was conducted to learn about how the program has impacted them and the 22 communities in which they live. These are the same communities that work hand in hand with TIDE to conserve protected areas in southern Belize. The survey found that most of the students supported over the years were girls, and that most parents/guardians' livelihoods depended on natural resources, namely fishing and farming. Current scholarship students are bolstered by having their full complement of books which gives them agency to do their work and confidence to achieve higher grades. A strong majority of TSP students went on to study in higher education institutions and in the older group are employed in mostly non-natural resource fields.

TIDE scholars have provided over 17,000 hours of volunteer service to their communities over the 21 years. The volunteer requirements of the TSP have been one of the more enduring aspects of the program, creating valuable work and learning experiences for students while helping them feel the satisfaction and value of supporting their communities. TIDE scholars have continued to give back to their communities long after leaving high school. The biggest benefits of the program according to students and parents have been the opportunities the scholarship provided them to attend and complete high school, enabling them to pursue their goals and dreams.

The next 25 years call for expansion of both funding and breadth of the program as well as opportunities to improve the existing offerings and program design. From its beginnings as a program to support fishing families, the TIDE scholarship program has grown to serve inland village communities and urban students. Toledo's ecosystems rely on an educated populace to maintain and protect these precious resources, and Toledo's communities rely on these ecosystems to keep their families healthy. TIDE understands the interdependence of people and nature and the role its scholarship program can play in perfecting that relationship.

Summary of scholarship program impacts

Almost 300 individuals have received a TIDE scholarship since it began in 2001. TIDE has invested 235,134 BZD in student scholarships since the program began. The number of students served each year fluctuates in step with funding.

Twenty of the 22 communities TIDE works with participated in the scholarship program. Most students were from Punta Gorda. Students from four Toledo District high schools and 1 Stann Creek District high school received assistance from TSP. Most students attended TCC, followed by Julian Cho and Independence High School.

Years of support per student: 60% of students received 2 or more years of scholarship support. Only 16% received 4 years of support.

Gender: 55% of TIDE scholars were women.

Parent/Guardian Occupations: 35% of fathers whose children participated in the program are fishers, another 17% are farmers. 62% of fathers rely on natural resources to support their families, making them vulnerable to climate change. Two thirds of mothers were listed as 'housewives' or 'domestics'.

Tertiary Education: 55% of former students surveyed reported attending an institution of post-secondary learning of some kind. Most attended University of Belize. Nationally about 40% of secondary students have gone on to either Junior College or University.

Employment: 61% of former scholarship recipients who are no longer in high school are currently employed. Some of the unemployed are not seeking jobs due to full-time attendance at higher ed institutions, but the majority are looking for work. None of the older cohort are still working in fishing and have more jobs in tourism, business, and education than the younger cohorts.

Current students: 58% felt their grades had improved since receiving the scholarship. In addition, 75% reported they were very motivated to graduate and 67% had an overall positive feeling about school. Books obtained through the scholarship gave students the ability to complete their homework and peace of mind about being able to keep their grades up. 74% of students said they would attend HS even without a scholarship.

Graduation Success: 84% of former scholarship students surveyed for this assessment completed high school. 136 students have graduated high school during their participation in the TIDE scholarship program, 82 females and 54 males. Additional students who previously received a TIDE scholarship may have graduated but were not receiving a scholarship at the time, so it is unknown if they graduated.

Volunteerism: TIDE scholars have provided over 17,000 hours of volunteer service to their communities. Many of the students also volunteer for TIDE as well as their own communities. Most people who went through the program *continue* to volunteer on a regular basis in their communities even after they leave high school. 94% of persons surveyed said they would be willing to participate in current TIDE volunteer activities.

Life trajectory: The overwhelming majority of respondents said that greater opportunity to achieve their goals in work and in life was the number one benefit of having a high school diploma. All but one of our survey respondents said they plan to send their children to high school.

Summary of recommendations

Increase program visibility to students/families: Create a page on the website where students can apply online and help advertise on social media; increase outreach specifically to parents/guardians and standard 6 teachers; utilize current scholars as student ambassadors for the program in various community settings; repeat outreach on a regular basis.

Increase program visibility to public and donors: Create a page on website targeting the public, supporters and donors. Include information from this report, profiles, testimonials, and a donation button. Publicize portions of this impact report on radio and TV, get parents/guardians and students talking about it. TSP activities need to be posted regularly on social media. Share scholarship information with all donors, not just those who fund the program.   Give students t-shirts to wear to events. They can design them.

Engage more students: Distribute scholarships more in line with where the majority of TIDE's partner populations are located. Increase social activities, such as end of the year party to celebrate achievements and honor graduates, day trips and excursions once a year to engage students in TIDE's work, and graduation celebration trip for 4th formers. Engage parents in organizing social events, supporting field trips with food donations, and supervising at clean ups.

Utilize TIDE student ambassadors in TIDE outreach, keep TIDE management team better informed on a quarterly basis about the TSP activities, and find ways to engage students post-graduation, including as community researchers and other events such as reunions.

Improving the program

Funding: Increase funding through including TSP in existing grants while also pursuing targeted education grants. Include the TSP in the individual donor program being developed by TIDE, include former TSP beneficiaries who are all willing to donate to the program. Create more formal avenues for individual donors to contribute to the program, and market individual and groups of students to potential donors.

Expansion: Expand the program to include vocational training, and in future to include adults who want to build their livelihood capacity through training programs. Use the TSP to support target populations complimentary to TIDE's other programming.

Student facing improvements: Put the application process online and make it more inclusive for non-English speakers and families engaging secondary education for the first time. Make the TSP selection criteria more transparent to avoid misunderstandings. Power up the beginning of the year orientation and book distribution meeting to make it more engaging, interactive, and informative for students; create more opportunities for social connection at this event. Connect students with TIDE social media right at the meeting.

Have students brainstorm solutions to the existing book return issues. Keep the strong volunteer requirements but lend more support to students as they learn how and where to volunteer and be conscious of students who have undue burdens in other parts of their lives. Attend to student wellbeing by offering more support for those who are struggling academically and providing safe places for

students to share concerns with each other and TIDE staff. Provide students with more opportunities to learn about the work of TIDE, including fieldtrips to protected areas.

Program operation and administration: Formalize the program administrator position with a well-defined job description and work plan. Formalize the selection process by creating a scholarship steering committee; the same committee can also review the program regularly and make changes over time. Update data and record-keeping systems and put them online.

PURPOSE

This year TIDE is celebrating its 25th anniversary. The TIDE scholarship program (TSP) has been ongoing every year almost since the beginning of the organization. As part of the silver anniversary, the board of directors decided this was a good time to take stock of the program, highlight its impacts on the lives of youth in the communities TIDE has served over the past 25 years, and chart a course for how the program should go forward in the future.

GOALS

The goals for this project were established through extensive consultations with the TIDE Executive Director and management team. The primary goal was to look back since the program's inception in 2001 and evaluate the impacts the scholarship program has had both on the individual scholarship recipients and on the communities in which they lived at the time. The team also wanted to increase the visibility of the program and make the role TIDE plays in education in Toledo District more visible. TIDE also wanted to understand how scholarship students have participated in TIDE's activities over the years and discover new ways of increasing student engagement. Finally, based on the results of the assessment, TIDE wished to identify ways the program could be improved going forward.

INTRODUCTION

Origins: The need to establish a high school scholarship program emerged from the fact that secondary[1] education throughout Belize is not compulsory and must be paid for by individual families. Shortly after TIDE was founded in 1997, the TIDE scholarship program (TSP) was launched in 2001 to support commercial fisher families that worked with TIDE. Initially the scholarships were provided to incentivize them to give up gill netting which is a fishing practice harmful to healthy fish populations. The program began with full scholarships, but since 2016 has focused primarily on books. Originally for the children of fishers, eligibility has now expanded to include students in any of the communities that work with TIDE and the children of TIDE staff.

TIDE STRATEGIC GOALS

CS TARGET 6: By the end of Year 3, a minimum of 10 youths (8 to 29 yrs. old) of 70% of the buffer communities are actively involved in environmental stewardship activities.

CS TARGET 7: By the end of Year 5, 60% of the targeted buffer communities (adults) are actively participating in sustained protection and management of natural resources.

CS TARGET 8: By the end of Year 5, TIDE has invested in at least 6 income diversification initiatives, of which at least 3 are sustained for more than 2 years beyond the initial investment.

NRM TARGET 3: By the end of Year 5, the average number of infractions (per unit patrol effort) demonstrate improved respect for and compliance with PA regulations.

Box 1: Scholarships and TIDE's strategic goals

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[1] The terms 'secondary school' and 'high school' are used interchangeably in this report.

Role in TIDE's mission and strategic plan

Capacity building: The scholarship program is a strategy listed in Community Stewardship Target 8: "By the end of Year 5, TIDE has invested in at least 6 income diversification initiatives, of which at least 3 are sustained for more than 2 years beyond the initial investment" (Box 1). TIDE realizes that for income diversification efforts to be successful, individuals need to build capacity in a wide range of subjects; a high school education lays the foundation on which this capacity can be developed. Capacity building is also called out in CS Target 7: "strengthen stakeholder buy-in and build capacity of stakeholder communities for effective participation in sustainable resource use and management". Supporting secondary education in stakeholder communities is a direct method for building this capacity.

Youth engagement: Through its outreach program TIDE has developed 18 youth environmental clubs in the communities served by TIDE, *all of which have been established by former TIDE scholarship students*. These clubs are actively involved in environmental stewardship activities which is a goal of CS Target 6.

Regulatory respect: NRM Target 3 describes a decline in regulatory infractions. A fundamental element of high school learning is the process of 'learning to learn', being exposed to things you've never thought about before and learning how to consider and evaluate them. This basic skill, developed in high school, is critical to being able to understand regulations, develop strategies for coping with and adapting to new regulations, and understanding the benefits of regulations for oneself and the environment.

More broadly, TIDE's mission is "To strengthen natural resource management and community stewardship within the Toledo landscape and seascape." TIDE understood from the very beginning how important education is to community development and stewardship of natural resources. Through education individuals can gain access to alternative incomes to fishing, more options for sustainable uses of natural resources, and a greater awareness of their relationship to the environment.

CONTEXT

Community background: Toledo is the largest district in Belize and the least densely populated. Approximately 40,000 people live in the district. Punta Gorda is the only community large enough to be designated a town, with a population of approximately 6,600 (SIB, 2021), the remaining population lives in small rural villages scattered throughout the district. TIDE works with 22 of the communities that border the protected areas managed by the organization (see Appendix A). The distances between communities are often connected by rough roads and many communities do not have electricity or internet access. In fact, less than half of secondary students have access to internet or a digital device, putting them at a large learning disadvantage. Belize's official language and the language of instruction in schools is English. However, the languages most often spoken in Toledo District homes include Belizean Creole (Kriol), two of the three Maya languages (Kechi and Mopan), Garifuna, Spanish, and Chinese.

Education system: Education in Belize has four phases, Pre-primary (ages 3-4), Primary (ages 5-12) Secondary (13-16) and Tertiary (17+). Only primary school is compulsory starting at age 5 through age 12, or the equivalent of 1st through 6th grade in the US system.

The secondary school system is divided into 4 forms, similar to the English system. In the first two forms, a general curriculum of core courses is taught usually including English, Mathematics, Spanish, Social Studies, Integrated Science, Information Technology and Religion. In the 3rd and 4th Form the curriculum includes core courses and subjects organized into professional specializations, such as business, science, arts, agriculture, and engineering.

60% OF UPPER PRIMARY SCHOOL STUDENTS IN TOLEDO DISTRICT GO ON TO HIGH SCHOOL

Secondary enrollment: Secondary education is neither compulsory or free in Belize, and as a result many students do not achieve beyond a primary school education. Currently in Toledo District approximately 2,000 students are enrolled in secondary school, down by about 10% from 2018 levels, most likely due to COVID 19 impacts on school enrollment. The number of students who complete Standard 6 and enroll in high School is call the **Transition Rate**. In Toledo District, this rate was **74%** in 2019-20 but by the 2021-22 school year that figure had dropped to **60%**, no doubt a reflection of the impact of COVID 19, worsening economic conditions, and increasing cost of secondary school attendance (BIS 2021).

Cost to attend school: Costs to attend secondary school include tuition fees charged by the institution, books, uniforms, meals, and transportation. There are 5 high schools attended by students in communities that work with TIDE, 4 in Toledo District and one on the border of Stann Creek and Toledo. Four of the high schools provided cost information for this assessment, including Toledo Community College (TCC), Julian Cho Technical High School, Independence High School, and Providence SDA High School. Georgetown Technical High School data was requested but not provided. The cost to attend secondary school ranges between 700-1000 BZD[2] per year. The cost structure of Toledo Community College is shown in Table 1 and is a good representation of what costs are included. The total amount for a student to attend all four years of high school is over 1,600 USD total, a sum that puts secondary studies out of reach for many Toledo families. The Government of Belize provides a subsidy in first and second Form of 200 BZD each year, no subsidy is provided in 3rd and 4th Form, which are the most expensive years. Books are by far the biggest expense incurred by students, costing approximately 250 USD per year. Inflation and supply chain issues caused by COVID-19 caused the price of books to go up over 30% this last year alone. COVID-19 compounded the financial burden of high school in other ways. During the pandemic fees were deferred for many students whose parents had lost their income, in essence causing the families to take on debt they could not afford to pay back. Those past fees must now be paid before a student can receive their diploma (S. Sanchez, personal comm).

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[2] The Belize Dollar (BZD) is pegged to the US Dollar at a rate of 2 to 1.

Toledo Community College (TCC) Costs 2022

Cost Item	1st	2nd	3rd	4th
		Form		
Registration Fees	60	60	60	60
Activity Fee	150	150	150	150
Computer Fee	60	60	120	120
Security Fee	12	12	12	12
Sports Fee	15	15	15	15
Sports Uniform	38	--	--	--
Student ID card	15	15	15	15
Insurance	14	14	14	14
Handbook (school rules)	8	--	--	--
Epaulettes/Tie	12	--	--	--
Estimated Books	500	500	500	500
Graduation Fee	--	--	--	200
School Annual Costs	**884**	**826**	**886**	**1086**
(Government Subsidy)	(200)	(200)		
Total Annual Cost	**684**	**626**	**886**	**1086**
TOTAL 4-YR COST			**BZD**	**3,282**

Table 1: Cost to attend secondary school

Other scholarship programs

As part of this assessment other scholarship program managers were interviewed with the thought of assessing potential collaborations and/or gathering helpful insights that might inform improvements in TIDE's program. Many helpful ideas were freely shared. One surprising statistic emerged from these conversations; summing up all the scholarships provided in the district, **approximately 1 in 5 high school students is currently supported by a scholarship in Toledo District**. The other programs include:

James Arthur Albert Foundation. JAAF is a charitable organization based in Urbandale, Iowa, USA. The foundation has been working in Toledo District since 2010 and is the largest funder of high school scholarships in the district. JAAF also funds capital projects in schools and learning centers. There are currently 254 students receiving scholarships annually from JAAF, predominantly from 3 high schools, Julian Cho Technical High School, Toledo Technical College and Corazon Creek Technical High School. Students receive a scholarship of $400 BZD per year plus their textbooks purchased by JAAF. As of September 2021, the foundation had awarded 2,400 scholarships to high school and university students and purchased $557,725 worth of textbooks, uniforms, shoes, school lunches, and school fees. They have also helped to build classrooms at both St. Benedict's Catholic Grade School and Julian Cho High School, along with a new cafeteria at Corazon Creek High School. https://www.helpingbelizekids.org/

St. Peter Claver Parish: This program is for members of the parish and currently has 75 students enrolled in the program. Students receive either partial or full scholarships based on interviews the program director has with the families. The number of scholarships awarded each year fluctuates with funding from donors.

Charles and Francis Arzu Foundation (CAFA): Based in Houston, TX, CAFA is a long-standing scholarship program in Toledo District for children of Garifuna descent attending Toledo Community College (TCC) high school. CAFA is celebrating its 21st year and supports 6—10 students with full scholarship each year.

Battle of the Drums: An annual cultural festival in Punta Gorda which raises scholarships funds each year for secondary students of Garifuna descent.

Full Basket Belize: A small US non-profit run by former Peace Corp Volunteers who served in Belize. They currently provide approximately 40 full scholarships annually across Belize, a portion of their scholarships comes to Toledo District each year. https://www.fullbasketbelize.org/what-we-do

Digi (BTL): has provided full need-based high school scholarships country-wide since 1991. Over 700 students have completed the program. The program provides textbooks and full tuition for 4 years. https://www.livedigi.com/scholarship-application-program

Social Security Board Belize: Limited number of competitive scholarships per year, country wide. https://www.socialsecurity.org.bz/ssb-scholarships/

METHODS

The primary project objective was to look back at the scholarship program through time and determine its impact to date. The second objective was to collect data regarding how the program can be improved in specific aspects. This was achieved through conducting a review of documents and literature, interviews with key staff and community members, and a survey of scholarship students and family members.

Document Review: Belize education statistics reports, research design publications, and studies of other scholarship impact programs external to Belize were reviewed. Older records for the program are kept in paper files and were combed through to fill in missing data in the main data set. These included annual reports from the early years of the program and individual student records, which gave a good picture of what the program was like in the beginning.

Analysis of past scholarship recipients' data, reports, and documents: Data about past and present students in the program are kept in digital Excel files, and the author was given full access to this information. The main dataset includes information about the students dating back to the beginning of the program, such as the years they received the scholarship, what academic areas they concentrated in, parent contact information and occupations, and biodata. The program had fallen behind on data entry after 2018, but had the information available, so the dataset was updated to 2022 and missing information was filled in. As much as possible, this full dataset was used to generate information, alleviating the need to sample a fraction of the population.

Staff Interviews: Extensive feedback was provided from TIDE management team about the program, the types of information they wanted included in the assessment, and the kinds of impacts they wished to see assessed. This information was compiled and formed the foundation for the report. In addition, extensive interviews were conducted with the Executive Director, Community Outreach Coordinator, and the Operations Manager who ran the program for many years and still supervises it.

Community Interviews: Interviews with people in the Toledo Community were also conducted to obtain background and historical information. Individuals interviewed include:

- Ms. Shawna Sanchez, Principal of Toledo Community College
- Mr. Reinaldo Ico, English teacher, Julian Cho Technical High School
- Ms. Olive Woodye – Scholarship Coordinator St Peter Claver Parish
- Mr. Carlos Chee, Belize program manager for James Arthur Albert Foundation
- Ms. Judy Bergsma, original program donor

Parent-Student Survey design: To assess some of the qualitative impacts of the scholarship program and solicit opinions from students and parents about their experience in the program and how it could be improved, a survey was conducted during a 4-week period from mid-August through mid-September 2022. The survey was designed using the concept of stratified cohorts. Typically, this method can be used when time and resources for a panel study[3] are not available. Raetzell and Almqvist (2017) tested this method in studies evaluating the impact of university financial scholarships in both Germany and

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[3] A panel study is a type of longitudinal study which includes studying the same subjects over long periods of time.

Denmark. This design was possible because of the long period of time we assessed and the relatively large number of scholarship recipients over that period.

Following the cohort method outlined by Raetzell and Almqvist, the data was collected in August-September 2022 from survey respondents who received their scholarships in different years between 2001 and 2022. The respondents were thus in different stages of their scholarship experience when the data was collected. Some of the survey questions were asked of all respondents while other questions were asked based on cohort (e.g., current scholarship students vs. adults who went through the program several years ago). A complete list of survey questions and an organogram of the survey can be found in Appendix B.

Data from four different cohorts were collected and used to show the evolution of scholarship recipients in various stages both during and after receiving the scholarship. To demonstrate the impact of the program in a 'treatment vs. no-treatment' comparison, students who had applied for the scholarship but did not receive one were also included in the survey design. The inclusion of parents/guardians allowed us to broaden our evaluation to include impacts in the wider community (Box 2).

Parent-Student survey implementation: A survey was created using ArcGIS Survey 1-2-3. Two data collectors were trained initially, and then two more were trained for a total of 4 data collectors who conducted interviews over the phone or in person, entering the data directly into Survey 1-2-3 on their laptops (see Appendix C for training outline). Eighty-Eight surveys were completed during the assessment, consisting of in-person and phone interviews with respondents. Surveys of scholarship students and parents were carried out by one pair of interviewers, while surveys of non-scholarship individuals were carried out by another pair. Both teams had one male and one female interviewer and interviews were assigned randomly to each. **All the interviews and information collected during the assessment were done with the commitment of strict confidentiality. No personal information about any of the respondents or any information shared by them should be made public now or in the future without their written consent.**

Data analysis: Whenever possible, the entire dataset of 292 students who have gone through the program since 2001 was used to generate statistics. This included gender of recipients, villages included in the program, number of years each student was in the program, and parents' professions. In other cases, information that did not exist in the database was generated in a survey of student scholarship recipients and their parents.

Data was collected from four different scholarship cohorts + parents and non-scholars

1. **Current scholarship students**

2. **Former scholarship students 4 or fewer years out of high school**

3. **Former scholarship students 5-9 years out of high school**

4. **Former scholarship students 10+ years out of high school**

5. **Parents of current and former scholarship students**

6. **Students and former students who did not receive a scholarship**

Box 2: Student cohorts surveyed

A small amount of survey data was auto-analyzed in Survey 1-2-3, but data had to be exported to MS Excel to make custom graphics, and most data was analyzed in Excel. Data collected from long answer survey questions was processed by coding and grouping answers into like categories. The sample size we

ended up with in the survey produced a margin of error close to 9% at a 95% confidence interval, too high to draw statistically significant results in scenarios where a statistical comparison would be relevant, such as comparing differences between scholarship and non-scholarship students. The scholarship groups were also compared in some instances to general education statistics for Toledo District from the Ministry of Education.

Survey and Assessment Challenges: During the course of the student-parent survey, it became clear that we would not be able to find and interview enough people who had applied but had not been accepted into the program. While TIDE does not systematically keep that information, about 15 former applicants were identified on paper, but very few could be found. Three former students were eventually found. Only one was contacted, and she did not remember applying for the scholarship. Considering this, it was decided to try and take a random sample of current and former students in the same communities who had not been through the program. These individuals were reached through TIDE's education and outreach coordinator through his community contacts. In the end, not enough data was collected in this survey to make comparisons with 3 of the 4 cohorts. Reading through the interviews also raised questions about how random the sample was. It was decided to only use data from these interviews that did not require validation (e.g., suggestions about how to improve program visibility, etc.).

Time constraints were also limiting factors during the assessment.   There was a fixed amount of time available to complete the overall assessment, and a small window of time to conduct the survey. It was a struggle to reach the number of respondents the survey teams did, and it is questionable how many more former scholarship recipients could have been located and interviewed if the survey window had been extended.

TIDE had a limited budget for the survey, which in the end wasn't the main constraint, but it did influence the decision to finish the collection of survey data where we did.

Data limitations were a factor as well. TIDE does not record information on student dropout or repetition rates, so those questions could not be evaluated. TIDE does keep paper records of individual student report cards. However, they are not recorded in a database, and creating a database of this information was beyond the scope of this project.   Finally, as referred to earlier, TIDE does not keep applications from students who applied but did not receive a scholarship, which complicated the survey design. This is not to suggest this data should be kept by TIDE necessarily. The effort and cost to collect it would likely outweigh its use in the opinion of this author. If TIDE did want to conduct statistical analyses of the program in the future, they would need to evaluate their current data collection with that in mind.

FUNDING HISTORY

This section is included to document how the program has been funded in the past and by whom. Funding has come from many different sources, however, the current program has only one primary donor making it vulnerable to abrupt reductions in funding. As noted earlier, the origin of the TSP was to provide scholarships for children of fisher families, to support them in their transition away from gill netting. The original funding came from TIDE's early connections with The Nature Conservancy (TNC) in the late 1990s. A member of a NY chapter of TNC, **Judy Bergsma**, recruited individual donors from

northeast US chapters of TNC to sponsor 1 child for four years of high school. Twelve students were fully funded in the first cohort in 2001.

In 2009 the Ministry of Education began subsidizing secondary school registration fees, giving students 300 BZD toward their tuition fees in first and second form. That number was dropped to 200 BZD in 2019 (Sniffin 2020). After the first 3-4 years sponsored by the original donors, TIDE continued to give a mix of full and partial scholarships as funding was available, switching to books-only when the program was opened to non-fisher students in 2016.

The TSP has had a variety of donors and funding modalities. Scholarships have been funded as part of larger grants from major donors such as **OAK Foundation**, and **KfW**, the German development bank. In Belize, the Protected Areas Conservation Trust (**PACT**) has provided funding towards the TIDE scholarship program over the years.

Two scholarship programs contributed to TIDE scholarships for a short time until they got their own direct scholarship programs up and running including **CAFA** and **JAAF**, both programs are still operating in Toledo District and are described earlier in this report.

Individual donors have supported the program in significant ways for short periods of time over the years. Some of these included the Del Rhodes Scholarship Fund. **Del Rhodes** was a US professor who brought university students TIDE in 2006-2008 and she and her family and friends contributed to the scholarship fund for 3 years. Likewise, **Dayna Lambert**, originally from Punta Gorda, but residing in the USA sponsored students for 2 years. She was particularly interested in helping girls complete high school.

Massachusetts Audubon has a long history of supporting conservation efforts in Belize dating back to the early days after independence.   In 2009 Mass Audubon created the Belize Conservation Fund to support conservation work in Belize. Mass Audubon raises funds each year for the scholarship program and has contributed approximately 10,000 BZD per year since 2014. They are the primary funder of the program today.

OVERVIEW OF CURRENT PROGRAM

The current program is primarily a book scholarship program, with approximately 40 students assisted each year. The books required for each student are purchased by TIDE and distributed in the weeks right before school begins in August. Books are re-used each year, however the program purchases new books every year as old ones need replacement, are lost, and new titles are required as curricula change. When students join the TIDE scholarship program TIDE commits to providing 4 years of support, provided the student maintains their GPA, completes their 60 hours of community services every year, and returns their textbooks at the end of each year. The program is managed internally by the Office Assistant, with support from the Operations Manager and the Executive Director.

Timeline: Students apply for the program in June/July and selections are made in August. Book returns and reporting of grades and volunteer hours by students in the program also occur in this timeframe. New books are purchased in August after the previous year's books are returned and schools have published their book lists for the coming year. Books are distributed at an orientation meeting at the end of August.

Eligibility criteria: To be eligible to apply, students must be from one of the 22 communities that work with TIDE in its development and conservation work. They must be a Belizean citizen attending or ready to attend high school. Community applications must demonstrate financial need, though written documentation of this is not required.   TIDE prioritizes single parents when other criteria are met. Priority is still given to children of fishers if other criteria are met with the exception that they are not need-based.   In addition to the community scholarships, all children of TIDE staff are eligible for the scholarship program. Priority is given to children of TIDE's rangers.

> **"This is a good initiative that really assisted me as a single parent because I had other obligations for my other children who were enrolled in school. I am very grateful for the opportunity." --Parent of recent graduate**

Application process: Students are required to fill out a brief application form, write an essay about their career goals and aspirations, and provide two letters of recommendation. All names in student letters have been redacted to maintain their privacy.   They must also show proof that they have passed Standard 6 if they are beginning 1st Form, or if they are already in high school, they need to have passed their courses the previous year. TIDE has a policy of supporting only one student per family, but siblings can enter the program once their sibling has graduated. At this time, almost everyone who applies for the program is accepted, in some years there may be 2-3 who are not funded (Ops Manager, pers. comm).   The complete set of application forms can be found in Appendix F.

Student support: TIDE community outreach staff try to work with students to meeting program requirements. This can mean helping them find homework tutoring or connecting them with volunteer opportunities. For students living in remote areas, TIDE outreach coordinator delivers and returns books when needed. TIDE has supported students' summer school enrollment, and continued scholarship support for students who must repeat a grade when warranted.

Currently, TSP students attend one orientation meeting at the beginning of the school year to pick up their books. They are encouraged to participate in TIDE's beach clean-up events and other events. Many scholarship students volunteer as camp counselors during TIDE's summer camps and participate in youth environmental clubs in the villages.

Funding: The current sole funder of this program is Massachusetts Audubon Society, which has supported the program for 10 years. Their annual contributions are approximately 10,000 BZD per year. There are shortages of funds on a regular basis, including for this school year. This has been mentioned 3-4 times in other annual reports as far back as 2008. And to implement many of the recommended improvements will require more staff time and funding.

RESULTS AND DISCUSSION

Goal 1: Measure short, medium, and long-term quantitative impacts

In consultation with TIDE Staff, indicators in figure x were determined to be the most important to evaluate.

Scholarship spending and number of students served: The number of students served over the life of the program is almost 300 individuals, all who received between 1 and 4 years of support. At its peak, the program was supporting 55 students per year; now there are closer to 40 students per year in the program.

As was noted earlier the initial scholarships were full scholarships, covering tuition, fees, books, uniforms. Over time and with funding fluctuations, the program had a mix of full and partial scholarships, and then in 2016 the program changed to books-only. Up until that time the number of students served each year tightly tracks the amount of funding that was available for the program (Figure 1). The amount spent on the program increased dramatically in 2013 reaching a peak of 30,000 BZD per year. During that time the Managed Access fisheries plan had been introduced in Belize and TIDE secured a large 3-yr grant to support the financial impact of this change on fishers. Included in this was significant funding of scholarships for impacted families. The current annual expenditure hovers around 5,000 BZD per year. **Since the program began TIDE has invested 235,134 BZD in student scholarships for Toledo families.**

The large swings in funding year to year directly impacts the number of students that can be assisted. As is evident by the trend lines in the graph (Figure 1), funding for the program over its lifetime has followed a downward trend while the number of students in the program has trended up; the upshot being that TIDE is now assisting more students than in the past, but with less funding per child.

Data for historical funding of the program came from a variety of sources, including initial program reports, past audits, post-audit trial balances, and current financial reports.

Community Participation: Students who received TIDE scholarships come from 20 of the 22 communities that TIDE works with. The two communities of Hicatee and Tambran have not participated in the program. The largest number of scholarships, 54%, were awarded to students living in Punta Gorda.

Short, Medium and Long-Term Quantifiable Impacts

Amount spent by TIDE on program per year and over life of the program

Number of students served

Number of students receiving 1,2,3 and 4 years of support

# of scholarship recipients from each village

High schools attended

Uses of the scholarship

Parent/Guardian occupations

Scholarship vs. Toledo District students: Repetition and dropout rates, grades, and tertiary school attendance

Number of former scholarship students employed and occupations
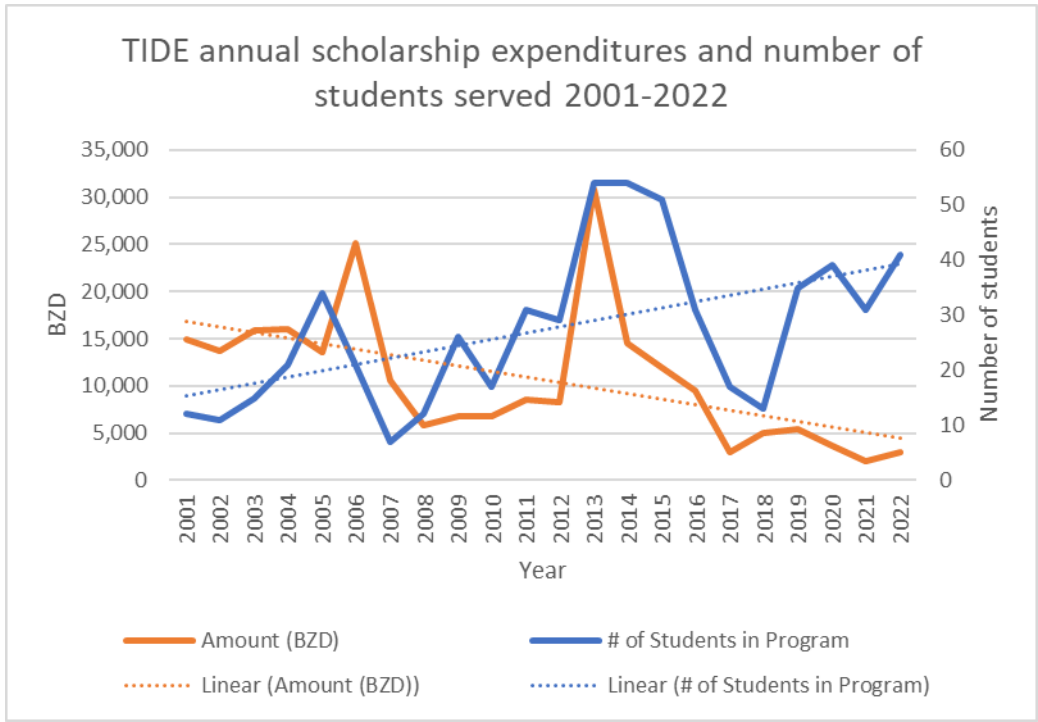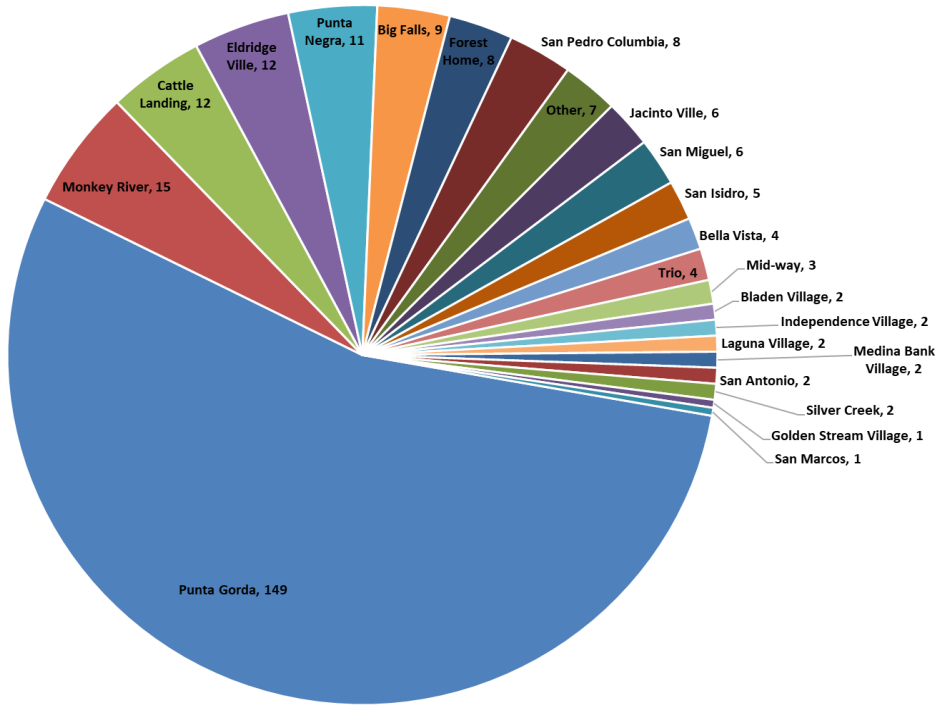
Box 3: Quantifiable Impacts

Figure 1: Scholarship expenditures and number of student recipients

# of Scholarship Students in TIDE Communities 2001-2022

20 students from past years have no location on record and are not included in these totals

Figure 2: Communities participating in the TIDE scholarship program

Years of support per student: Most students in the TSP (59%) receive 2 or more years of support and over a third receive 3 or more years of support. Even though TIDE commits to providing students with 4 years of support, for a variety of reasons only about 16% receive all four. Most commonly this is because students find out about the scholarship after they've already completed a year or two of HS. Others cannot meet the demands of the program requirements and do not return to the program the following year, or they leave the program for personal and financial reasons beyond secondary school.
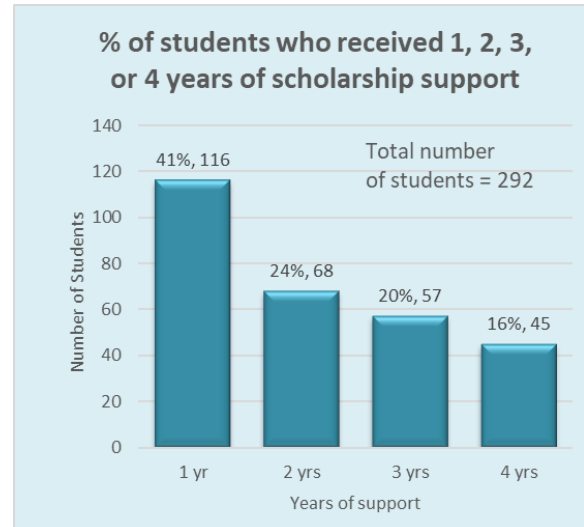
Figure 3: Years of support per student

Gender: Throughout the life of the scholarship program, TIDE provided scholarship to more women than men (Figure 4). This was mostly a function of who applied for scholarships over the years rather than an intentional policy. Other scholarship providers in the district have noted that more girls than boys apply for their scholarships as well. The ratio of girls to boys in secondary school in Toledo is unclear, Belize Ministry of Education statistics show 10% more males than females in secondary school, but anecdotal evidence suggests a large decline in males enrolled, largely due to economic impacts of the COVID-19 pandemic.

Schools: Students attended four of the high schools in Toledo as well as Independence High School in Stann Creek District. Most students in the program attended Toledo Community College (TCC), followed by Julian Cho Technical HS. These two schools accounted for 80% of students in the TIDE scholarship program.

In 3rd and 4th Form, students can select an area of concentration, which they will study more intensively, and which determines their textbooks for those years. 72% of TIDE's scholars selected Science, Business, Tourism/Hospitality, or General Studies.
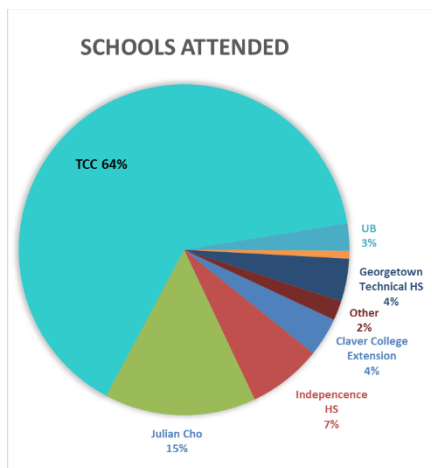
Figure 5: Schools attended by TIDE scholars
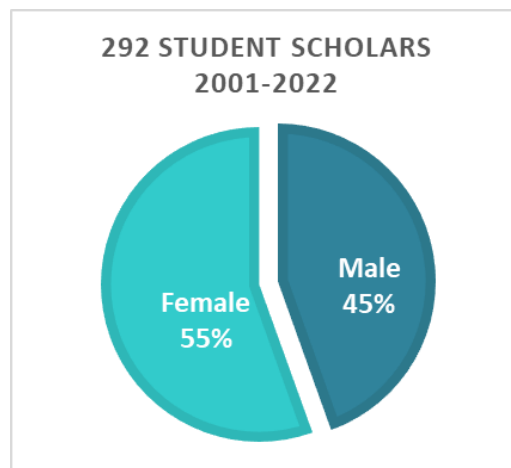
Figure 4: Distribution of scholarships by gender

Parent/Guardian Occupations: The TIDE scholarship program was founded to support fisher families, and not surprisingly, the largest number of fathers earn income through fishing. Farming is also a main occupation. In many of the letters TIDE receives requesting assistance, the student will note that their father is a farmer and their mother a 'domestic' and therefore there is very little income to support sending children to high school. In fact, 62% of Fathers rely on natural resources to support their families, making them vulnerable to climate change. TIDE makes it a point to help single parent families when the student meets eligibility requirements.
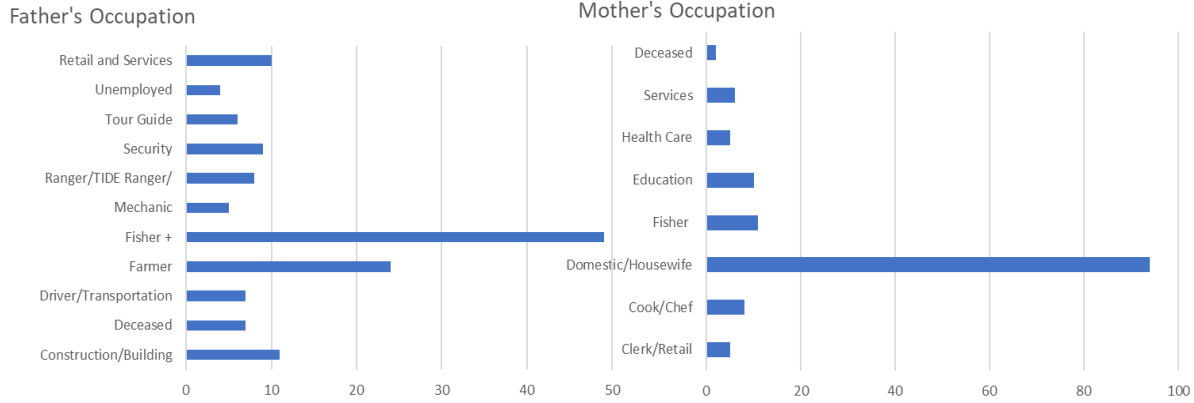
Figure 6: Parent/Guardian occupations

> ## 62% of fathers rely on natural resources to support their families, making them vulnerable to climate change.

Dropout and Repetition Rates: The average annual **dropout rate** for Toledo District in 2019-20 was 3.2% for all grades, with dropout rates the highest in 1st Form (3.6%) and declining every year through 4th form (1.5%). Dropout rates are consistently higher for males than females in every form except 3rd Form, where women tend to drop out at a slightly higher rate.   (PPR&E 2020-21). This translates to a dropout rate over the 4 years of just under 9%.

Repetition rates on average are smaller than dropout rates in Toledo District, with an average annual repetition rate of 2.9% over all Forms. Like dropout rates, the highest rate of repetition is in 1st Form (5.4%), with that rate declining every year. By 4th Form, only 0.2% of students are repeating. Boys are 4 times more likely to repeat a grade than girls, on average. (PPR&E 2020-21).

Repetition and dropout rates of scholarship students are not recorded by TIDE program staff. Efforts are made to work with students who are failing or need to attend summer school.

Post-Secondary Education
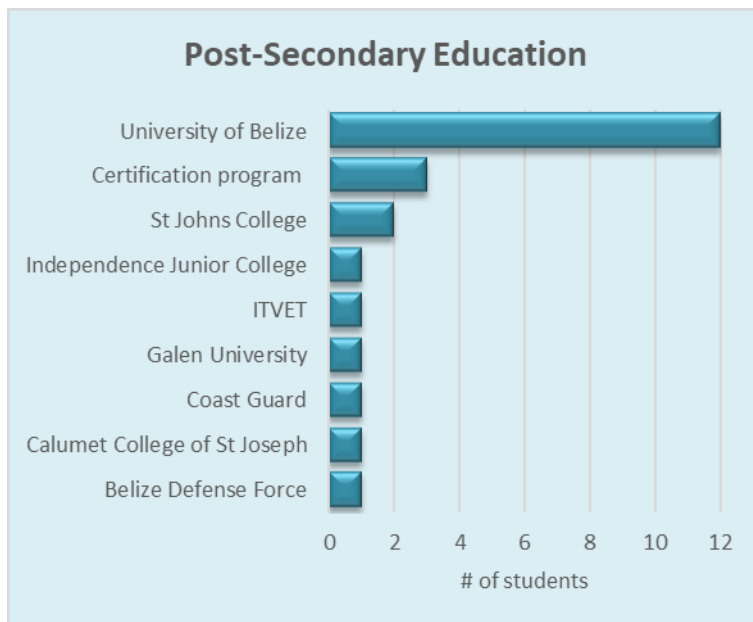
Figure 7: Students attending post-secondary education institutions

Post-Secondary Education: 28 out of 51 former students surveyed (55%) reported attending an institution of post-secondary learning of some kind. Most attended University of Belize, but several also attended junior colleges, vocational training, and certification trainings among other programs. Nationally, Belize does not keep specific statistics of how many high school graduates go on to post-secondary education (transition rate), but if we compare secondary and tertiary enrollments on a yearly basis, about 40% of secondary students have gone on to either Junior College or University. This number has been consistent from 2016 to date. **This suggests that TIDE scholarship students are more likely to attend post-secondary education then their national counterparts.** Women scholarship recipients represent about 60% of those who went on to

higher education, which is consistent with the national statistic. When looked at by cohort, only about 50% of students who graduated before 2013 went on to higher education. A larger portion of the more recent grads, 57% and 56% of the 2013-2018 and 2018-2022 crowd furthered their education after high school.

Employment: 61% of Former scholarship recipients who are no longer in high school are currently employed. Some of the unemployed are not seeking jobs due to full time attendance at higher ed institutions, but the majority who are unemployed are currently looking for employment. Breaking this number down by cohort, it is not surprising that those most recently out of school (new grads 0 to 4

55% OF SCHOLARSHIP STUDENTS WENT ON TO STUDY AFTER GRADUATION VS. 41% NATIONWIDE.

years out) have the highest unemployment rate with 9 out of 18 people (50%) looking for work. These figures could reflect the remaining effects of COVID 19 on the current job market in Toledo District. People in this age group also have higher unemployment nationally, though not as high (Approx 19%). This cohort shows a strong interest in careers in business and finance, followed by law enforcement and medical professions.

The cohort that's been out of HS 5-9 years fairs far better in employment, with only 4 out of 21 (19%) looking for work. The group that has been out of school the longest (10+ years) had 20% of people unemployed and looking for work, similar to the folks who have been out 5-9 years. According to national statistics, unemployment rates in Toledo District reached almost 15% in 2021. The unemployment rates of the two oldest groups and the district average are not significantly different from each other.

An interesting employment finding was the differences in type of work between the cohorts. The 2 younger cohorts both had individuals working in construction and fishing. No one in the older group (10+ years out of HS) worked in either of these areas. The older group had people working in tourism, hospitality management, business, and education, none of which were present in the younger groups.

Goal 2: Measure short, medium, and long-term qualitative impacts

For qualitative factors such as attitudes towards school, or level of participation in their community we surveyed an array of students from different cohorts, asking some of the same questions across all cohorts, and then differentiating some questions based on whether they were current students or had been out of school for quite some time (Table 2).   A portrait of each cohort emerged, highlighting different impact at different stages of a student's life.

Scholarship impacts on current students: There are currently 41 students, a mix of 1-4th form, in the TIDE book scholarship program. At the book distribution in September, a random sample of students that had been in the program at least 1 year were either interviewed in person or with a follow-up phone call about their experiences. Of the students interviewed, 58% felt their grades had improved since receiving the scholarship. In addition, 75% reported they were very motivated to graduate and 67% had an overall positive feeling about school (Figure 8).

Table 2: Qualitative impacts of the scholarship program to be measured, by cohort

Students currently in program	Academic performance	Attitudes toward school	Intention to graduate	Participation rate in their community	Overall HS Experience w/scholarship	
Short-Term (out 4 or fewer years)	Graduation success	Completed or plan to complete extension college?	Continued to tertiary education	Participation rate in their original community	Employment Success	Overall HS Experience w/scholarship
Medium Term (out 5-9 years)	Continued to tertiary education	Participation rate in their original community	Employment success	Overall HS Experience w/scholarship		
Long Term (out 10+ years)	Participation rate in their original community	Employment success	Plan to send their children to HS?			
Non-Scholarship Short-Term	Same impacts as scholarship students					
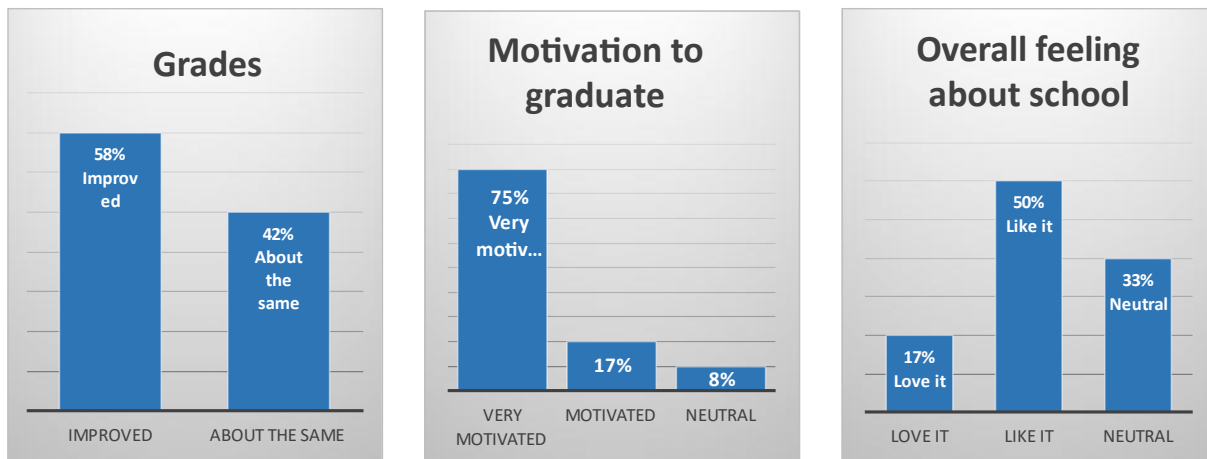
Figure 8: Current student attitudes about school

Other student impacts: Books are not a requirement to attend HS and those who can't afford them simply attend school without them. With books in hand, several students remarked how much easier it was to find the information they need to complete their homework. Students also noted that having the scholarship was very motivational to improve their grades. Finally, students mentioned the peace of mind having their books provided them because the books gave them a means of completing their work and obtaining good grades.

When asked if they would have attended school even without a scholarship, 74% of respondents said yes or probably yes. This result is partly because part of the program is not necessarily need-based; students of fisher families and children of TIDE staff are eligible regardless of need, though most would probably meet that criterion. The other likely reason for this response is **the determination of parents and students who seek out TIDE's scholarship program to attend school.**
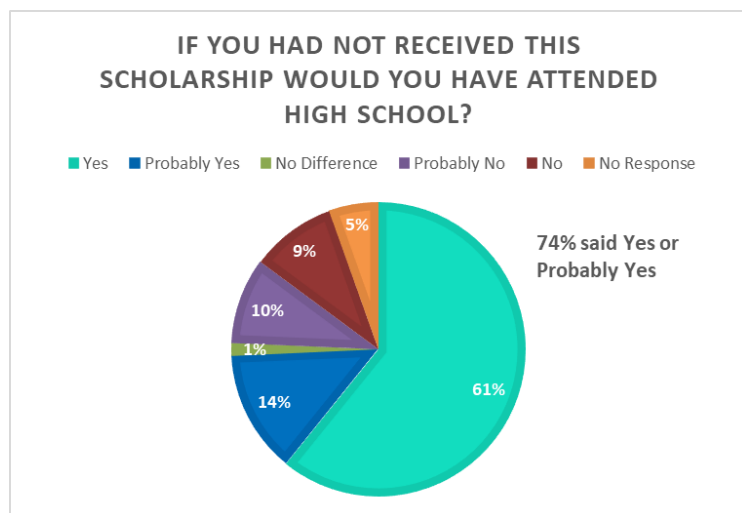
Figure 9: Likelihood of attending school without the scholarship

Graduation Success: 84% of former scholarship students surveyed for this assessment completed high school. At the national level, high school completion rates in Belize have increased over the last 3 years but in 2021 it was still only 75% for all students (SIB 2021). Belize-wide, women graduate HS at a significantly higher rate than men, with a graduation rate of 80% vs. 70% for men (SIB 2021).

100% of the former students surveyed for this assessment who were in HS between 2018-2022 graduated. Going back to earlier cohorts, this number declines to about 75% for both groups who've been out 5-9 years and 10+ years. But these older groups differed in *how early they dropped out*. In the

10+ group, dropout rates were the same in 1st, 2nd, and 3rd Form. In the 5-9 year cohort, students stayed in school longer, with at least 90% making it through 3rd Form (Figure 10). This reflects a national trend towards greater secondary school completion over that same period.
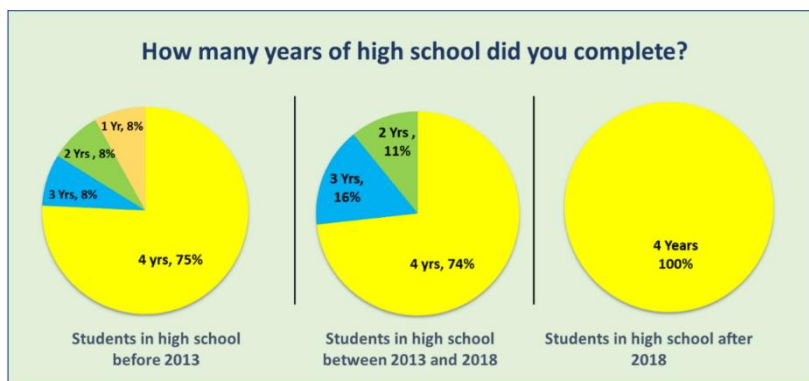
Figure 10: Years of high school attended by cohort

136 students have graduated high school during their participation in the TIDE scholarship program, 82 females and 54 males. Additional students who received a TIDE scholarship may have graduated but were not receiving a scholarship the year they graduated. TIDE only tracks the number of 4th Form students who graduate while on a scholarship.

Community Volunteerism: An important impact of the TIDE scholarship program is the requirement that all scholarship students complete 60 hours per year of volunteer activities. Students are required to submit written reports each year about these activities, signed by an adult who supervised or witnessed the activity. By the end of the program, each student who graduates has volunteered at least 240 hours. Almost 300 students have gone through the program since its inception in 2001, representing over *17,000 hours* of volunteer service in the communities supported by TIDE. These have included everything from cutting the grass at the local school, or cleaning up the community center after events, to providing home care to elders, working at the local library, tutoring of younger students at schools, and helping to run community events. Some ambitious students have even helped build schools and volunteered at hospitals and clinics.

Many of the students also volunteer for TIDE *in addition to* volunteering in their own communities, helping to run the annual summer camps TIDE sponsors, participating in beach clean ups, volunteering in the TIDE PG office, and supporting environmental club activities in the communities.

TIDE SCHOLARS HAVE PROVIDED OVER 17,000 HOURS OF VOLUNTEER SERVICE TO THEIR COMMUNITIES

Students new to the program often don't know what volunteering is or how to do it, and TIDE staff support them with ideas and instructions. **95% of respondents agree or strongly agree that the 60-hour volunteer commitment was manageable for them. Parents surveyed resoundingly support the volunteer requirements because they feel it provides the students with positive work experience and teaches them the importance of serving their communities.**

A permanent habit of volunteering: Perhaps just as important as the service to communities created by the program, is the fact that most people who went through the program *continue* to volunteer on a regular basis in their communities even after they leave high school. Less than 1 in every 4 people said they did NOT volunteer in their community. TIDE scholarship recipients are continuing to give back to their communities (Figure 11). And that was not the end of the story, **almost everyone interviewed for this assessment (94%) said they would be willing to participate in TIDE volunteer activities now or in the future**. This is a lasting benefit of this program that is still being felt in communities TIDE works with.

Figure 11: Community engagement by cohort

Would your life be different now? Survey respondents who graduated from high school were asked if they felt their life would be different now if they had not graduated. Answers were broad and profound about how having graduated has made a difference in their lives. Many noted that they are using the practical knowledge learned in high school in their daily lives today, for example to run a business. Most acknowledged that a high school diploma was a basic requirement for many jobs, so to not have one limits the work opportunities available and the income one can earn. Better jobs and more job choices were possible with a diploma. Others have gone on to do fulfilling work and achieve career success, which would not have been possible without a secondary education. Others said it had allowed them to continue their education at higher levels. **The overwhelming majority of respondents said that greater *opportunity* to achieve their goals in work and in life was the number one benefit of having a high school diploma.** Indeed, this is borne out in the national labor statistics of Belize, which indicate those with a secondary education have a higher participation rate in the labor force, lower unemployment, and monthly incomes 30% higher than those with only a primary education (Castillo 2022).

A better future for children: All but one survey respondents who had children said they plan to send their children to high school. When interviewed about why, they mentioned high school's importance to finding a job, starting a career, having greater opportunities, and success, all things they want for their children. They also saw it as a pathway to a *better* life for their children, in some cases better than their own. Several mentioned a secondary school education was necessary to become a better person in the future, to be able to grow into a good person and achieve one's goals. Two respondents noted that with the depletion of natural resources, it's necessary to have alternatives; and one person acknowledged that HS is not for all, and that children should be free to choose their own path.

Cascade of gratitude, concern for other students: At the very end of our survey, we asked students an open-ended question, 'do you have anything else you'd like to say to TIDE or to TIDE donors?' Aside from the upwelling of appreciation for the scholarship, as might be expected, students also expressed frequent gratitude for the much-needed financial support and reflected heavily on the opportunities that the scholarship had created for them. Several noted that they were from a single parent family and may not have graduated or even attended high school. Others noted the indirect benefit to their own communities. **Just as frequently mentioned as the financial assistance and opportunity, was an acknowledgement that there are many more students who they hope TIDE and its donors can assist with scholarships**. This points to the strong sense of caring respondents have toward their communities. These final comments were a good bellwether of the impacts the scholarship has had on students and families in Toledo District. The full set of responses can be found in Appendix E.

A portrait of a scholarship student over time: The original intent of surveying cohorts was to see if a picture emerged of how the scholarship has influenced individuals at different times in their life – during high school, right after HS, 5-9 years out, and 10+ years out of high school. A picture of TIDE's scholars over time did emerge. Note that while this trend emerged it was not statistically tested.

As students gain access the scholarship program their ability to do homework increases and grades improve, stress levels decrease. Students learn to become volunteers. Leaving school, they are more likely to go on to tertiary education then their national counterparts and experience a period of unemployment. Early employment includes physical work such as construction and commercial fishing. They continue volunteering at active events such as beach clean ups. As they age, their employment settles down to par with national averages, with some still working in commercial fishing, and they continue to volunteer, shifting more towards youth-support roles. By the time they are more than 10 years out of high school, they are no longer fishing and are twice as likely to be involved in community governance and leadership than when they were younger. They remain strong community volunteers.

Goal 3: Visibility of the program

To assess how well-known TIDE's scholarship program is among people in the communities that work with TIDE, we asked students and parents about how and when they learned about the program and how they think it could be more visible where they live. Most students (57%) learn about the program before the start high school. However, 38% do not learn about it until 1st or 2nd Form, and another 10% don't learn about it until 3rd or 4th Form. Most students (74%) learn about the program from a family member, with the remainder learning about it from a fellow community member, or TIDE Staff member.

The fact that most students learn about the opportunity from their family, but many don't learn about it before 1st or 2nd Form reveals an opportunity for TIDE. TIDE can Increase the visibility of the program and reach more students before HS by improving outreach to parents and guardians. Respondents had no shortage of recommendations for how to increase visibility and these are included in the next section, Recommendations.

Figure 12: When students learn about the scholarship program

Goal 4: Ways scholarship students have interacted with TIDE

Survey feedback: Student volunteer work with TIDE has included beach clean ups, helping run summer camps, participating in environmental clubs, performing community research, office work, and providing support at TIDE events. About 50% of respondents reported that their volunteer service included a mix of community and TIDE involvement.

Almost everyone who has been through this program (94%) said they would be willing to participate in TIDE volunteer activities now or in the future, demonstrating there is a volunteer base among former scholarship students waiting to be utilized. All survey respondents who expressed interest in volunteering gave permission and phone numbers to be contacted in follow up.

A financially important finding, 93% of all respondents said they would be willing to donate to the program, even if it were a small amount. This identifies a local donor base waiting to be engaged.

More togetherness: Parent survey respondents recommended that the program provide more bonding experiences for the students to build camaraderie and collaboration. This was also recommended by educators interviewed for this assessment, who noted the critical need for positive social-emotional opportunities where students can express how they are doing and the challenges they are facing with other youth.
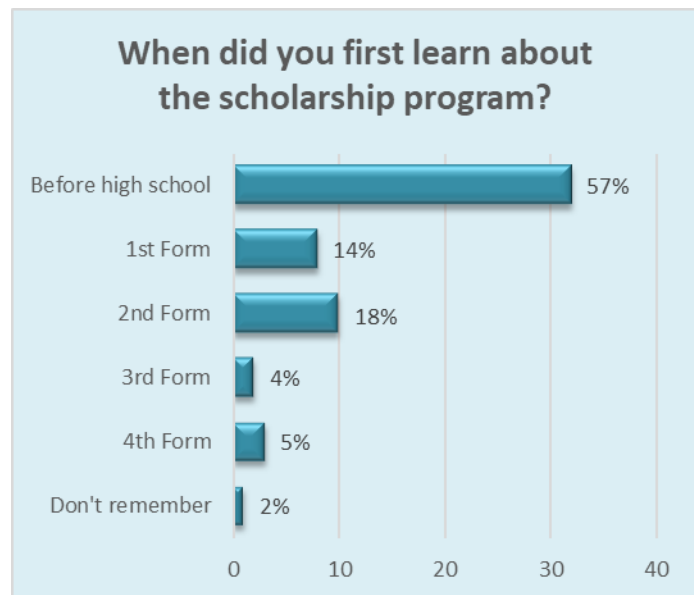
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Goal 5: Program Improvements

Many insights about improving the program were provided by survey respondents. Other valuable insights came from interviews with current program staff, local educators, and other scholarship program managers.

Students and parents were asked several questions on a Likert scale to determine their experiences with different aspects of the scholarship program. Then they were asked to provide any specific feedback about the program in an open-ended question format.

Application: 74% of respondents found the application process easy or extremely easy, while 19% were neutral about it and 7% found it difficult. ***Almost 80% of those surveyed said they would use an online application process.*** However, a significant number of people responded that they wouldn't for various reasons including not being comfortable working online or citing that internet access was limited where they lived. Several respondents expressed a preference to come to the office to apply.

A significant portion (26%) of students and parents found the application process difficult or were neutral about whether it was easy or difficult. It could be that aspects of the process may be overwhelming to some parents or students who have never filled out an application form that requires Letters of Recommendation, an essay, and a completed form filled out correctly. English may not be the first language of parents/guardians, especially from rural communities, and some students may not be as comfortable in English. If no-one in the family has ever attended high school, the family may need more support to submit a complete application. For example, they may not know how to ask a teacher for a recommendation or what should be included in a letter of recommendation. How do you ask for your transcript? They may not know how to request their grades or may not be able to access their grades because of outstanding debt. They may have doubts about whether they can apply if they don't have a phone or email, etc.

Eligibility: 88% of survey respondents agreed or strongly agreed that the eligibility criteria are clear, fair, and easy to achieve. 12% were neutral in their opinion of it, which is significant. See more on this topic in the Recommendations section.

Volunteer requirement: 95% of parents and students surveyed felt that the volunteer requirements were manageable during the school year. In the open-ended responses many students and parents referenced the volunteer experience expressing their enjoyment of the activities, including beach clean-

New Volunteers and Donors for TIDE

94% OF SCHOLARSHIP PARTICIPANTS INTERVIEWED SAID THEY WOULD PARTICIPATE IN CURRENT TIDE VOLUNTEER ACTIVITIES

93% SAID THEY WOULD BE WILLING TO DONATE FINANCIALLY TO THE PROGRAM

Box 4: Opportunities for new TIDE donors and volunteers

Volunteer activities bring the community together, build positive experiences for youth, and teach them the value of giving back to one's community.

ups, and a desire for more volunteer opportunities. It was noted by respondents that volunteer activities bring the community together, build positive experiences for youth, and teach them the value of giving back to one's community. Parents saw the volunteer requirement as a way to build independence and enthusiasm for giving back to the community. In some cases, students gave feedback that the volunteer requirements were too onerous on top of responsibilities they had at home, others felt that in emergency situations such as COVID-19, the volunteer requirements should be reduced.

Book Returns: Perhaps more surprising was the finding that 100% of those surveyed felt strongly that students should return their books at the end of the school year. This finding contrasts with the challenge the program staff have getting kids to return books at the end of the school year. There is a gap between the behavior of not returning books on time and a seeming willingness to do so. This situation is ripe for seeking to understand the issues and brainstorming solutions with the students themselves and is discussed further in the recommendations section.

Book Distribution and Orientation: The current book distribution/program orientation is a very short meeting scheduled for 30-45 minutes at the beginning of the school year. It is currently the only meeting scholars attend during the year and is very rushed, as observed by the author. It is currently held in the TIDE conference room, which is too small to accommodate all 40 scholars and their parents/guardians/family members, so students arrive in shifts to receive their books. For most of the meeting the students spend time filling out a biodata form and listening to the program requirements from the program coordinator and education outreach staff. Parents and students had many suggestions for improving this meeting which are presented in the recommendations section.

Funding beyond books: Not surprisingly, 93% of respondents agreed or strongly agreed that funding for the program should be increased. Many survey respondents expressed gratitude for the financial relief the scholarship gave their parents. At the same time, they referred to other students in their community that also need assistance, not only to pay for books, but fees, tuition, and uniforms as well. In open-ended responses many students noted other challenges that they and other students face to stay in school, including little or no access to internet, electricity, or a library, and issues of well-being, including insufficient food and mental health.

RECOMMENDATIONS

Increase program visibility and highlight contribution of TIDE to Education in Toledo

The following recommendations to increasing awareness of the scholarship program in communities should be done in concert with increased fundraising efforts. It would be irresponsible to increase applications without increasing revenue to support the program. Building a strategy that synchronizes this timing is essential.

Scholarship visibility in TIDE Communities

Website: Many parents and students seemed pleased about an on-line process where they can learn more about the program and apply on-line. The TIDE website can have a page for families where they can access information about the program, eligibility criteria, how to apply, and an online application that they can submit directly through the webpage. They should also have the option to ask questions, receive answers, and download and print forms.

Announce the opening of the scholarship application process in April and repost every 2 weeks on TIDE Facebook page, send a digital flier promoting the scholarship to other FB pages such as village councils, other community groups. Advertise it on the radio, especially radio stations that are popular in the villages, and PGTV

Parents: Because most children currently access the scholarship program through their parents/guardians, it is important to focus outreach on that group, specifically to parents of Standard 6 students, as this is the time when parents start to look for financial support for high school. Outreach could be targeted at primary school at times when parents are present. Announce at village meetings and leave applications, speak specifically about reaching parents at these meetings and sharing the information with them.

Schools: Regular relations should be cultivated with Standard 6 teachers through TIDE presentations and programming. Standard 6 teachers are already aware of other scholarship programs such as James Albert, they will be receptive to other opportunities for their students. Giving the application to students to take home has not proven to be a successful model. Discuss the best way to get students to apply for the program with Standard 6 educators and principals.

Designate one key person at each area primary school and high school as TIDE's contact for the scholarship program for that school. Build that relationship and solicit regular feedback about how the process is going. This model has worked will for JA Foundation in Toledo schools.

Utilizing student ambassadors: Train students who are currently in the program or who are graduates of the program to speak about it in their communities, encourage them to share information about it through word of mouth to friends and family. Ambassadors can communicate the opportunity through youth and sports groups, especially in communities that do not have internet. Finally, students could also give out fliers in PG Town Central Park sharing their own experiences in the program with students and parents.

Repeat, Repeat, Repeat: Parents noted the importance of promoting the program more often and consistently in locations mentioned above, not just once.

Increasing public awareness of TIDE's contributions

TIDE Website: In addition to the parent/student page, another page on the TIDE website can be dedicated to highlighting the benefits of scholarship program. The target audience for this page would the general public, supporters of tide and donors. The page can include impact statistics from this report, profiles of current students, parent testimonials, and general information about the secondary school situation in Toledo – how many kids go to school, how many drop out because of financial constraints. A "donate now" option should be included along with information about the costs per student per year to help donors decide on a donation amount. Donors could be presented with an option to provide general support or "sponsor a student" where they cover all costs for x number of students for 1 year or more. To highlight the impact TSP has had in Toledo the webpage should also highlight profiles of some former students and what they are doing now. Make the scholarship assessment report available on TIDE website, put posts with links to the report on social media.

Media: Publicize portions of the impact report on radio and TV. It is important to get parents and recent graduates talking about how this program helped them. TIDE could do a Love TV segment every 2-3 years to keep the impacts of the program in the public eye.

Scholarship information and events should be publicized regularly on social media platforms, Facebook, Instagram. Posts highlighting what volunteers are doing in their communities, how this links to TIDE's mission, and hours completed by TSP students should be posted *regularly* on social media, not just once.

Donor development: Include scholarship information and impact when writing or speaking to donors about TIDE programming. Include scholarship information as part of the background about TIDE that is shared with donors, and not just those donors directly funding the scholarships.   Produce a 1-page smart looking infographic about the program for all donors and share it across TIDE's donor contact list. Here is a link to statistical infographics created about Belize, which could be used as templates: https://sib.org.bz/infographics/posters/

Tee-shirts: All students could be given a TIDE scholarship program tee-shirt when they come to orientation at the beginning of the year. They can wear this anywhere, including to school and especially when participating in TIDE events.

Increase student engagement

Scholarship distribution: The current TSP provides a majority of scholarships to students from Punta Gorda. This is partly due to its origin as a scholarship for fisher families and partly because location data of scholarship students has just now been assessed for the first time. Now that this is known, efforts should be made to extend the TSP out more toward where the bulk of TIDE's partner communities are located and where most students in the district are located.

Social opportunities: Parents and educators alike voiced the need to increase socialization activities for students. These events can provide many positive impacts, for example, students getting to know others who have similar academic ambitions, opportunities to educate about topics of interest to the students, and safe opportunities to express their concerns and challenges.

> **"I liked it when I received that phone call to pick up my books from the office because it gave me joy and motivation to prepare for school." – An early graduate of the program**

An end of the year social event could be held for scholarship students and their families, doesn't have to be a big formal event, students themselves could organize it with support from former participants. Graduates could be recognized and given a graduation certificate, perhaps a small pin for their graduation gown. All students could receive awards for their achievements: Most improved grades, most volunteer hours, first to return their books at the end of the year.

Day trip excursions to TIDE conservation sites can be organized with the purpose of educating students about the work of TIDE and rewarding them for their efforts in school. This activity would be built up by outreach staff and would become motivational and something they really look forward to. Organize this for 2nd Form students and up near the end of school year. Visit the ranger stations at Paynes Creek and Abalone Caye and host a Q and A with rangers, students could meet community researchers, who are important role-models, and learn from them the types of things they are going to see, then wrap up the day with lunch and snorkeling at Snake Cayes. Get communities and/or families to donate food for the day and ask local businesses for a fuel donation. 4th Year Students could be rewarded with a graduation trip, perhaps a beach party at Snake Cayes or some other special destination. Incentive, something that's built up, something they really look forward to.

Engage parents: Get parents more involved in the scholarship program and work to increase their personal investment in it. When people have 'skin in the game' they tend to give it more attention. They can be engaged to participate in clean ups, organize support for the clean ups, and supervising students during the clean ups. Have them come and talk to students about sustainable fishing and farming practices, or better yet, have them host a sea-trip or a fieldtrip to see these ideas in action+. Engage them to assist with hosting student events, providing food, décor, etc. Reach out to different parents depending on where events are held, cultivate those who are inclined to support youth development (several of these participated in our survey).

Utilizing student scholar-ambassadors: Already proposed as a way to increase visibility of the program, scholarship students both current and former can be trained as TIDE Ambassadors to speak at TIDE outreach events, give out information at an event booth, and attend other events on behalf of TIDE. This could be done through TIDE's environmental clubs. Not only would this increase their engagement with TIDE, it would also boost their life skills and confidence by learning how to engage people in conversation and speak publicly.

Keeping them front of mind: TIDE management team does not currently hear about the scholarship program on an ongoing basis. It would be valuable, perhaps on a quarterly basis, for the coordinator to report activities with the scholarship students including their volunteer work (types and amount) and events they've participated in, etc. so that staff are able to speak knowledgably about the program publicly and with funders.

Post-Scholarship participation: It bears thinking about how scholars can continue to be engaged in TIDE's programming after they complete high school. They need to be intentionally and actively

retained. Brainstorming this with staff and students would be valuable. Some initial ideas would be to expand the community researcher program to other fields such as water quality monitoring and/or rotate researchers more quickly through the program so new graduates have opportunities to participate. Another possibility might be to host a scholarship reunion every 3-4 years.   As we will see in the next section, scholarship recipients can also be cultivated as life-long donors to this program.

Improving the TIDE scholarship program

Recommendations to improve student engagement set out in the previous section will strongly improve student participants' experiences in the program. The findings of this assessment suggest there are additional ways the program can be advanced for the benefit of parents, students, TIDE staff and donors.

Funding –grants and individual donors: For the impact it is making, the good will it engenders among TIDE communities, the positive publicity, and the direct link to TIDE's mission and strategic plan, there is a good argument for expanding the TIDE scholarship program into a larger, more formal, more structured program with an operational plan and a budget including dedicated staff time. All of this will require funding.

At least two funding strategies can be pursued, grant funding and individual donor development. TIDE has a variety of on-going grants that finance TIDE's operations. Indeed, the current scholarship program is funded in such a way. The TSP can be adapted at a larger scale and included in other grants as part of TIDE's community capacity building and stakeholder education strategies.   In addition, grants specifically targeted to education can be researched and pursued to support the program.

Individual/business/community group donors: Funding individual scholarships involves relatively small, discrete amounts of money making them ideally suited for small donors. An important finding from this assessment is that former scholarship recipients are all willing to support the program financially, even if in small amounts. This built-in donor base should be included in the individual donor program TIDE is currently developing. TIDE should cultivate local donors for the scholarship program, including community business owners and tourism businesses (hotels, excursions, fishing). This could be done, for example, through a community gala hosted at one of the resorts, specifically to raise funds for the program. Larger national companies with a presence in Toledo can also be cultivated. Funding brought in by the individual donor program can be leveraged as counterpart funding (match) for grants.

Creative funding solutions: Creative ways to fund the program should be explored. What if, for example, there are currently 3 students from Forest Home in the TIDE program. A business in Forest Home could be contacted and encouraged to add financial support for those students, covering their fees or uniforms, for example. TIDE can establish a local bank fund specifically for this purpose to which people can deposit donations. This could be marketed as part of the individual donor program.

When reaching out to businesses and wealthy individual donors 'packages' of students could be marketed; for example, 10 high school students who want to go to university could be presented, the donor would receive their profiles, essays about their dreams and perhaps a short video. The donor could be invited to support all or as many of these students for $x per student. Making it personal by including ongoing updates between the donor and the students' progress will encourage donors to keep giving.

Program expansion: Currently, TIDE's program focuses on high school scholarships, with occasional assistance to a small number of TIDE staff for tertiary education. Parents surveyed for this assessment suggested that the program could be expanded to include students who want to go to **vocational training** institutions such as ITVET, instead of high school. In the future, the program could grow to

include **adult** vocational and skills training, which would complement TIDE's existing programming in community capacity building.

With expansion, the scholarship program could focus more strategically to complement TIDE's other programming. For example, given other projects underway at TIDE, the scholarship program could focus a portion of its awards on certain groups i.e., the first girl in the family to attend high school, children of farmers implementing agroforestry and regenerative farming practices, students from a particular village, students who want to study a certain area, etc. This kind of **strategic targeting** could be developed by a steering committee, discussed later in this section.

Expansion will require improvements in the program's operational structure and increased rigor in the selection process, elements discussed later in this section.

Student facing improvements

Application: The application process should be put online. Students should be able to determine if they are eligible and fill out form and apply online, including submitting copies of their transcripts and letters of recommendation. Put this on the TIDE website and link to it from the TIDE FB page. While important to go online with the application, it is also important to keep the paper version for those who prefer it. Having both options help maintain equity between applicants, especially for those in areas where electricity and technology may not be as prevalent.

Effort should be made to go over the application in the applicant's native language and address any questions they may have, particularly for those who come into the office or call. An application could be developed in local languages other than English. Some families may need more support to submit a complete application. Provide opportunities to really check if families are facing obstacles that hinder some and may prevent others from applying all together.

Selection criteria transparency: A portion of our survey respondents signaled that they were neutral about whether the scholarship qualifying criteria were clear and fair.   Right now, the only criteria information that is available for families states that applicants must 'demonstrate financial need'. The fact that for TIDE children and fisher children this need criteria is waved is a potential area of misunderstanding and resentment that can be avoided by putting this in the criteria and making it this available to public. There is nothing wrong with reserving a portion of the scholarships for fishers and TIDE children, and this is an important part of the program, but that should be made more transparent now that more communities are participating in the program.

Program orientation and book delivery meeting: Parents and students had many suggestions for improving the meeting at the beginning of the school year. These included making the meeting more informative about TIDE's work and mission, perhaps including a brief slideshow, showing the FB page, and other social media. Students and parents who have cell phones could like and bookmark those sites during the meeting. The program coordinator communicates with students and parents via **What's App**

> **"I was able to save and not worry about books. Maintaining the (grade) average to keep qualifying for the program motivated me to continue my progress." – A recent graduate**

and people should have the opportunity to join the What's App group while attending the meeting by scanning a QR code. An older graduate recommended TIDE invite former program participants to come to the meeting and give a brief inspirational talk to the students about what they are doing now and how the scholarship program helped them. He himself, volunteered to come in. Other special guests could be invited at times. Finally, it was suggested that this meeting take advantage of everyone being together to do meet and greet activities so the students can get to get to know each other.   Most of the data collected on the biodata form is identical to the information gathered on the application form, so TIDE should evaluate how much of that information needs to be collected again, to save time during the meeting. More creative ways of relaying program requirements can be developed and learned by students

Book returns: Book returns at the end of the school year have been identified as a challenge for the program. Yet all survey participants felt it was very important for all students to return their books at the end of the year. This situation calls for some creative problem solving by the students themselves, who should come up with the solutions. This would require more contact with the students, perhaps at quarterly gatherings or through What's App. If an end of the year awards event is held, students could bring their books to this event, it could even be the entry ticket! Another way to improve returns is to change the messaging about the book return at orientation, which should emphasize the high cost/value of the books and the benefits of getting them back in a timely manner so others can use them. More time needs to be spent going over this during the meeting.

Volunteering: A suggestion was made that TIDE offer more concrete ideas to students who may not know about volunteer opportunities, not only in their own communities, but perhaps even in other parts of Belize. Remain strong on volunteer requirements, they have been a big positive impact, but be aware of and lenient towards students who may be overworked at home or are facing other issues and are struggling to juggle their obligations.

Student well-being: Students face many challenges trying to complete high school, and in fact 25% do not complete their secondary training once they begin. Students should have variety of opportunities for checking in about how they are doing so that they can express any challenges they are having, and TIDE staff can respond. Former program administrators have called out the need to work more closely with children on being successful at school to catch them before they drop out. More than one way to achieve this may need to be developed, especially for remote students who may not have internet access and are not easily able to travel to the TIDE office. Be aware of other challenges students face and provide safe spaces and opportunities for them to express these to other students and trusted adults.

Program operation and administration improvements

Increasing the size and scope of the scholarship program will demand a larger sum of money, and that brings more scrutiny by donors. Donors will not fund a bigger program unless it is structured and organized. While the scholarship program is successfully audited and reconciled each year, the organizational part needs strengthening.

Formalize the program administrator position: Currently operations of the program are done as a side effort by the administrative staff. The program administrator position should be developed with a full job description and an annual task flow for scholarship program. A volunteer coordinator - possibly a

volunteer with a well-defined role- could also be added, which would be complimentary. The administrator should develop an annual calendar of activities, including specific follow up with individual students, establish standard procedures for how documents will be kept, and produce a program report every 2 years (once the 1st report made, can just update stats and items from the bi-annual review). Including follow up tasks from the previous biannual review. Finally, the administrator would create regular reports for donors.

Formalize the selection process: The in-house student selection process needs to be more formalized, transparent, and moved up to the April/May time period as much as possible to be ready to purchase books when book lists are issued and right after students have returned their books at the end of the year. Two alternative selection processes are offered: The scholarship program would have a **committee of 5-6 people** including the program administrator, an education staff member, a funding person –either the Programs Director or Development Director, someone within the Toledo education system – perhaps a retired teacher, someone from the community – perhaps from a civic organization such as Rotary, and possibly a TIDE Board member. This committee would meet once a year to select the majority of students for the program. Minor admission and funding adjustments will always have to be made, and these would be done transparently by the program administrator.

"Thanks, TIDE, for motivating me and showing me that I can achieve more and can improve in anything." –Former scholarship recipient

If TIDE did not want to form a selection committee, they could work with elementary school principals and Standard 6 teachers at each of the area elementary schools to make selections toward the end of the year, a system that is already set up and used by the James Albert scholarship program. It would be easy enough to tap into that existing system and TIDE scholars could be selected at the same time as the JA scholars.

Program review every 3ʳᵈ year: For the program to be most effective, it should be reviewed regularly and frequently, if resources allow, perhaps every 3ʳᵈ year (in Year 3, review the 2 previous years). **The same working group that oversees the selection process could serve as the steering committee.** This is important so that the program can respond nimbly to changing needs. In addition, most funders require or at least respond positively to regular program assessments. Furthermore, regular review will make the program more robust because it will be a living, breathing, active tool that TIDE can use to make impact on Education in Toledo and leverage good will with various stakeholders. Figure X offers some elements to include in a review of the program.

Data and record keeping: The analyses undertaken in this assessment brought to light several data improvements that can be made in the TSP. Standardizing data collection and keeping protocols is important so that information can be easily accessed. Standardizing data formatting is one example. For example, sometimes fields include full names, sometimes only first names, the same locations are often referred to by different names. These are just a few of many examples of inconsistent data collection. Developing data protocols and procedures and making sure staff follow them will streamline access to the information.

The kinds of data collected should also be reviewed. For example, TIDE does not currently collect information about dropout and repetition rates. Doing so is one way to identify issues that may be occurring in the program but are not currently visible to the organization.

Elements to include in the scholarship program review
Annual Goals: (are we reaching them? do we want to change them? Target specific things/types of students/etc.) **Resources: people, time, funds. List them. Are they sufficient? Issues?** **Outputs: # of scholarships, total $ disbursed by year, demographics of students** **Outcomes: Did students graduate? If so, did they get a job and what kind? If not, did they progress to next grade? Did students maintain grades to receive additional scholarships?** **External factors that are affecting program and how it is affected.** **Current challenges and how they are being addressed.**

Box 5: Elements of a scholarship program review

Forms and book records are currently paper documents kept in folders. Effort should be made to transition to on-line forms as much as possible, TIDE IT staff should meet with TSP staff, make recommendations, and assist with this transition.   Data that is kept in electronic files on individual computers should be uploaded to TIDE's document sharing platform, organized in a transparent way, and shared with all TIDE staff so that information about the program can be accessed as needed for grant writing and other reasons. Similarly, any paper documents generated by the program should be scanned, uploaded, and organized for easy access. Done on a regular basis, this is not an overly burdensome task, and should be included in the workflow of program staff.

CONCLUSION AND NEXT STEPS

Though relatively small in scale, TIDE, through its scholarship program, has created deep impacts in the communities it works with, from the 300 students who received a high school education to the enduring legacy of volunteerism in Toledo District. From its inception as a program for fishers it has grown to support inland families as well as those of TIDEs staff, particularly its rangers.

TIDE's current book scholarship program empowers students, enabling them to complete their schoolwork and attain better grades. Graduates of the scholarship program gain more and better opportunities in both work and life.

Objectively, the amount of funding invested over the past two decades has been relatively small, but the impact has been disproportionately large when considering the importance of a secondary education to the lives of individuals and to the country. Belize Minister of Education, Francis Fonseca, captured this succinctly when he acknowledged "…the simple yet fundamental truth that the ultimate goal of Education is improving quality of life. The more knowledge, information, and skills you possess, the greater the likelihood of you leading a more productive and meaningful life and the more likely you are to contribute positively to the development and upliftment of your family, community, and country."

The UN has recognized the fundamental importance of secondary education to sustainable development by ranking it as #4 of 17 Sustainable Development Goals: "By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes."

Closer to home in Toledo district, the scholarship program provides young people with a high school education which enables them to access alternative incomes and more options for sustainable uses of natural resources.

Given the role secondary education plays in global and national development as well as in directly creating new individual opportunities in Toledo, **it cannot be overstated how valuable TIDE's support of secondary education is to protecting the natural resources of the Toledo District and Belize**.

Vision of a better future: Many recommendations have been shared for how to improve TIDE's scholarship program. The TSP is poised to grow into a larger and more visible part of TIDE's conservation work. Now is the time to develop a strategy and work plan for expanding the program. The recommendations in the report can form the basis for developing this plan and a budget to go with it. The scholarship program should be integrated more prominently in TIDE's Theory of Change model and strategic plan, with targets set for the program. It is an important conservation tool, one of many, in TIDE's toolbox. With this work done, fundraising efforts can be deployed to grow the program. Statistics and findings from this report can be used to justify program funding with donors, both large and small.   Every additional student educated is another pair of hands that can support the environment and TIDE's work in the challenging climate-changed years ahead.

TIDE's vision is that Toledo's healthy ecosystems support both biodiversity and communities, while at the same time contributing to national sustainable development goals.   TIDE's scholarship program is writ large in this vision, contributing not only to the nation's development through education, but to building a healthy environment through raising the capacity of communities to be good stewards.

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APPENDICES

Appendix A: Stakeholder Communities who work with TIDE in Toledo and Stann Creek Districts

Punta Gorda	San Pedro Columbia	Bladen
Cattle Landing	San Miguel	Trio
Forest Home	Silver Creek	San Isidro
Eldridge Ville	Hicatee	Bella Vista
Jacinto Ville	Indian Creek	Monkey River
Yemeri Grove	Golden Stream	Punta Negra
San Marcos	Tambran	
Big Falls	Medina Bank	
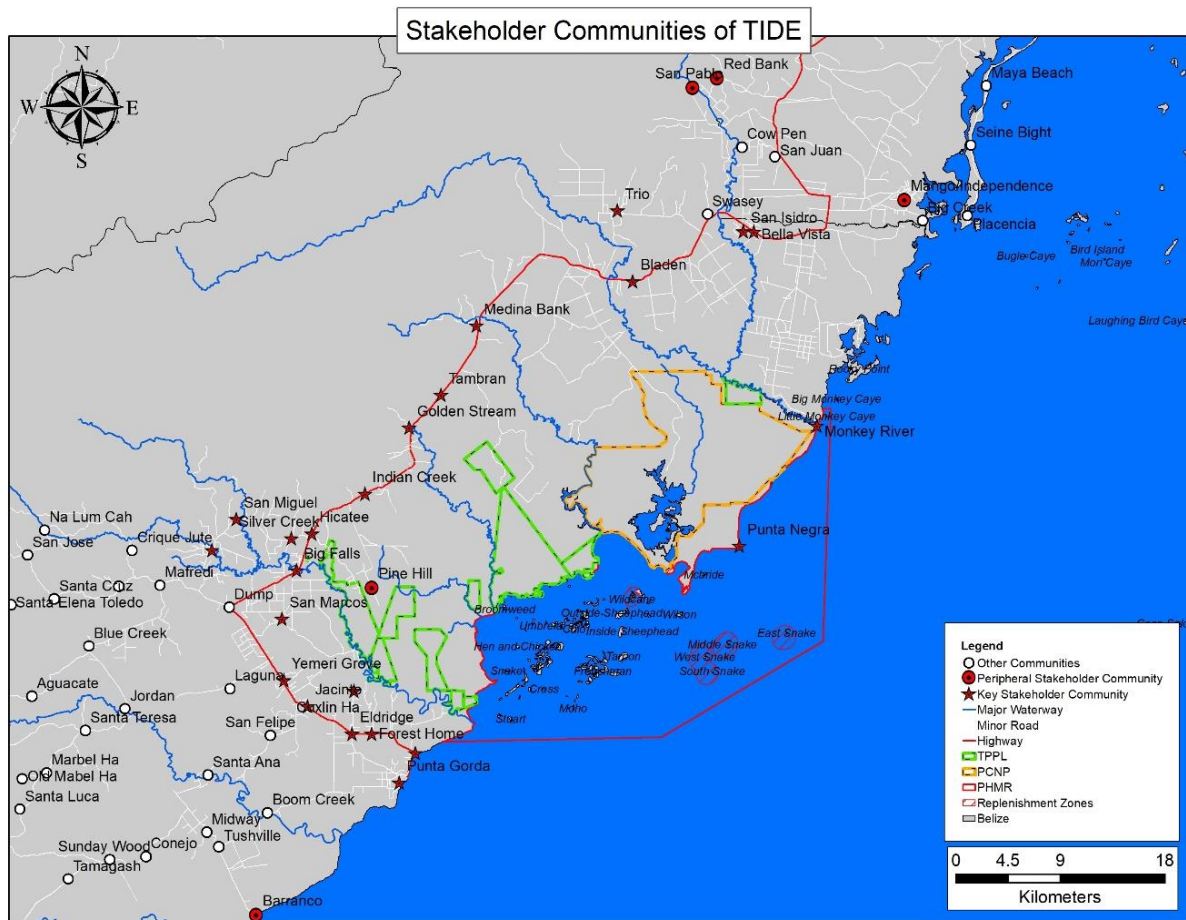
Flow of Scholarship Survey Questions for Parents and Current/
Former Recipients
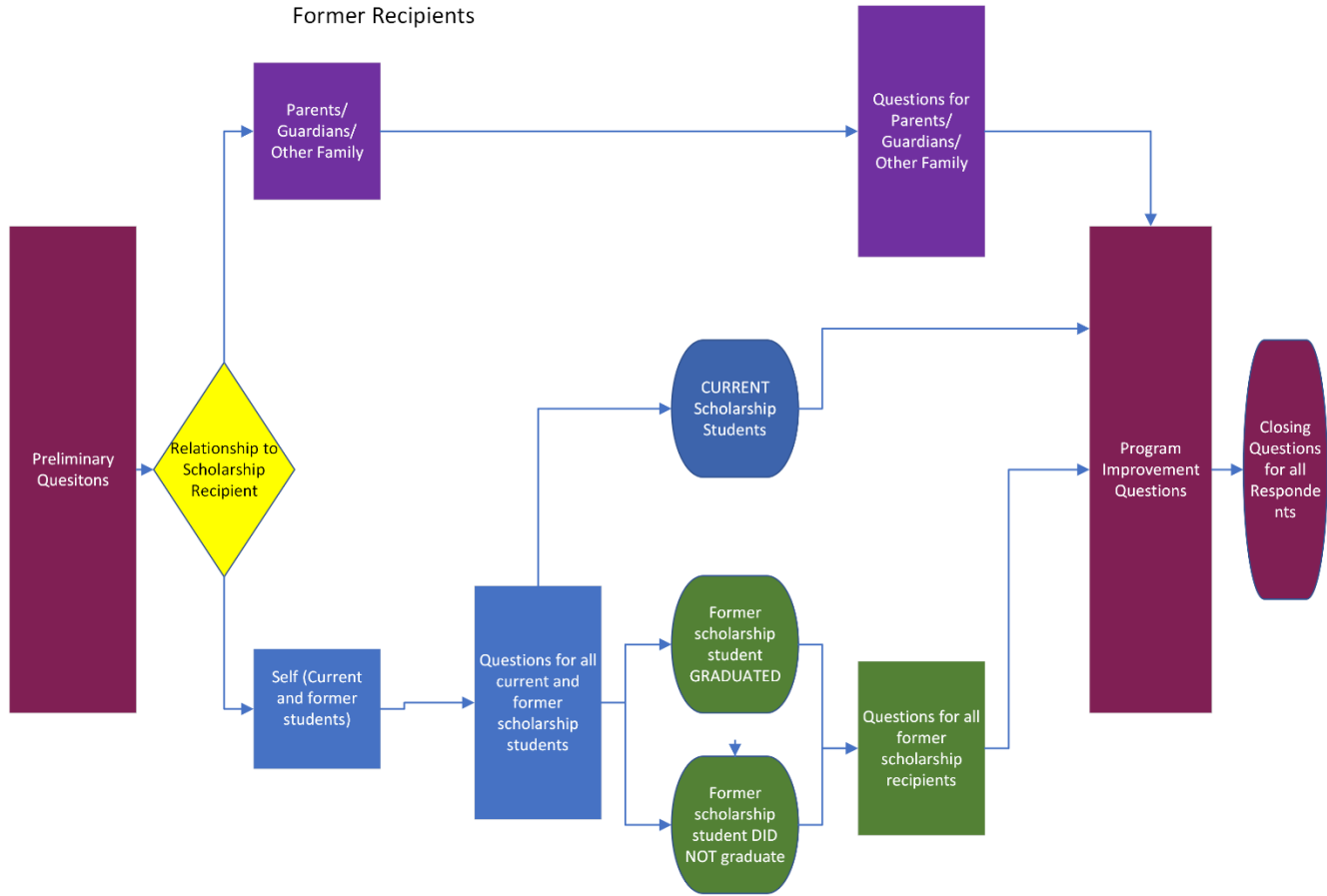
Complete List of Scholarship Survey Questions. Note this survey was conducted in ArcGIS Survey 1-2-3 under the title "TIDE Scholarship Survey 2022" – The survey can be accessed on-line by asking the GIS manager to retrieve it. https://survey123.arcgis.com/ a password is required.

Questions for Parent/Guardian of current and former scholarship students			
Question	**Impact to be measured**	**Assessment Goal Addressed**	**What is this question is trying to answer?**
What was/is your occupation during the time your child received their scholarship?	Parent/guardian occupations	Goal 1 and 2	Is or was this person a fisher?; how have the scholarships been distributed?
How did you first learn about the scholarship program?		Goal 3 Visibility	
How many of your children receive(d) assistance of any kind (books, financial support) from the TSP?		Goal 1	

If your child(ren) had not received this scholarship, how likely is it that they would have attended HS? (Very unlikely – Unlikely – no difference – Likely – Very Likely)		Goal 2	
Former students only: What is/are your scholarship child(ren) doing now?	Employment/life success	Goal 1 and 2	
Parent/Guardian questions continuted: Future Program Improvement			
How would you rate the application process? Extremely hard, Hard, neither hard nor easy, Easy, Extremely easy.		Goal 5 Program improvement	
Would you use an online application process if that were available? Yes/no. (if no, why not?)		Goal 5 Program improvement	
Given there is not enough funding for full scholarships, what do you think are the most important H.S. costs to fund? (Tuition, Fees, Books, Uniforms)		Goal 5 Program improvement	
In what ways do you think the scholarship program could become more well-known in your community?		Goal 3 visibility	
Do you have suggestions for how to improve the program?		Goal 5 Program improvement	
If you were to change the program would you: Increase Funding*Change Eligibility Criteria*Change volunteer requirements*change application process*change the book return policy*all of the above*other* Additional comments:_(Include follow-up questions).		Goal 5 Program improvement	Likert scale questions: Tide should significantly increase the amount of funding available for HS scholarships.
Any other feedback you'd like to give us about your experience with the scholarship program?		Goal 5 Program improvement	How can we improve the program in the future.
If given the opportunity, would you be willing to donate to the program financially, even if it were a small amount?		Goal 4 engagement with TIDE	
Can we contact you about this at a later date?			
What would you like to say to TIDE and donors of the scholarship program?			
Student Questions:			

Question	Impact to be measured	Assessment Goal Addressed	What is the question we are trying to answer?
All scholarship respondents: Demographics/General Info			
Gender?			
DOB?			
What were the occupations of your parents during your scholarship years? Mom. Dad.	Parent occupations	Community impacts	
Which HS did you attend?		Community impacts	
What area did you specialize in in 3rd and 4th Form (include general, and Don't remember)		Goal 2 qualitative impact	
How many years of High School did you complete?		Goal 1 quantitative	
How did you find out about the scholarship program? Short answer, don't remember.		Goal 3 Visibility	How can the TSP be better advertised in target communities?
What year in school did you find out about the scholarship program? Pre-HS, 1,2,3,4, don't remember.		Goal 3 Visibility	How can we increase awareness of the program earlier in the academic career of students?
How many years did you (or have you so far) receive a TIDE scholarship?) 0,1,2,3,4 yrs.		Goal 1	
If you received a scholarship for less then 4 years, why?		Goal 2, 5	Are there different/additional ways we can support kids with our program?
If you had not received this scholarship, how likely is it that you would have attended HS? (Very unlikely – Unlikely – no difference – Likely – Very Likely)		Goal 2 Qualitative impact	
Current Scholarship Students: Attitudes toward School/Performance			
How have your grades changed since you've received the scholarship? No change, Improved, Worsened	Academic performance	Goal 1 Quantitative	Did the receiving the scholarship improve student performance?
In your opinion, what is the best part about HS?	Attitude toward school	Goal 2 qualitative impact	
In your opinion, what is the most challenging thing about HS?	Attitude toward school	Goal 2 qualitative impact	

What is your overall feeling about HS? Love-like-neutral-dislike-really hate it	Attitude toward school, overall HS Experience	Goal 2 qualitative impacts	Does the scholarship affect student attitudes toward school?
How has having a scholarship affected the way you think about school?	Attitude toward school	Goal 2 Qualitative impact	
How motivated are you to graduate from HS? Extremely, very, neutral, probably not, unlikely	Intention to graduate	Goal 2 qualitative impacts	Does having a scholarship motivate students to graduate and improve graduation rates?
For respondents who graduated High School			
What year did you graduate H.S.?	Graduation Success		
How many years of education beyond HS have you completed?	Continuation to tertiary education	Goal 1, 2	
Please list names of schools, institutes and training centers you attended AFTER HS.	Continuation to tertiary education	Goal 1,2	
Do you think your life would be different *now* if you had NOT graduated from High School? (Y/N) Please explain.		Goal 2 qualitative impacts	Try to imagine what your life would be like w/o HS
For respondents who did NOT graduate High School			
Can you tell me a little bit about why you did not finish HS?	Academic performance	Goal 2	
What do you think would have helped you stay in school and graduate?	Academic performance,	Goal 5 program improvement	Are there different/additional ways we can support kids with our program?
Do you think your life would be different *now if you had graduated* from High School? (Y/N) Please explain.	Goal 2 qualitative impacts		Try to imagine what your life would be like with HS
All *former* scholarship respondents regardless of graduation status			
What are you doing now? *(intentionally broad question)*	Employment success, life success	Goal 2 Qualitative impact	
Are you currently working?	Employment success	Goal 1, 2	
What is your current job/occupation?		Goal 1	
If you are not currently working, do you want to be working? (y/n)		Goal 1	

(<10 yrs out) What are your career goals?	Employment success	Goal 2 Qualitative impact	
Do you have plans to attend more school in the future? Please explain.	Employment success/life success	Goal 2	
If you have child(ren), do you plan to send them to High school? Why or why not?	Goal 2 Community Impacts	Goal 2	
Community Impacts			
What kind of volunteer activities did you do during your scholarship? Multiple choice: Community related, TIDE related, don't remember. Detail.	Participation rate in their original community	Goal 2, 4 interaction with TIDE	
What is the name of the community(s) where these activities were located?	Participation rate in their original community	1, 4 Quantitative Impact, interactions with TIDE	How many hours of community service were performed as a result of the scholarship recipient volunteering in the community?
How have you participated in your community since completion of high school?	Participation rate in their original community	Goal 2 Qualitative impact	
Are you interested now or in the future in participating in volunteer programs at TIDE? Can we put you on our email contact list?	Participation rate in their original community	Goal 4 interactions with TIDE	
Future Program Improvement			
How would you rate the application process? Extremely hard, Hard, neither hard nor easy, Easy, Extremely easy.		Goal 5 program improvement	
Would you use an online application process if that were available? Yes/no. (if no, why not?)		Goal 5 program improvement	
Given there is not enough funding for full scholarships, what do you think are the most important H.S. costs to fund?		Goal 5 program improvement	
In what ways do you think the scholarship program could become more well-known in your community?		Goal 3 visibility, goal 5 improvement	
Do you have suggestions for how to improve the program?		Goal 5 program improvement	

Question	Impact to be measured	Assessment Goal Addressed	What is the question we are trying to answer?
If you were to change the program would you: Increase Funding*Change Eligibility Criteria*Change volunteer requirements*change application process*change the book return policy*all of the above*other* Additional comments:_(Include follow-up questions).		Goal 5 Program improvement	
Any other feedback you'd like to give us about your experience with the scholarship program?		Goal 5 program improvement	How can we improve the program in the future.
(>5 years out) If given the opportunity, would you be willing to donate to the program financially, even if it were a small amount?		Goal 4 interaction with TIDE, Goal 5 program improvement	
What would you like to say to TIDE and donors of the scholarship program?		Goal 3 visibility, goal 5 improvement	
Non-Scholarship Student Questions:			
Question	**Impact to be measured**	**Assessment Goal Addressed**	**What is the question we are trying to answer?**
All Non-scholarship respondents: Demographics/General Info			
Gender?			
DOB?			
Name of community you live in or lived in in HS			
What are/were your parents occupations when you were in HS? Mom. Dad.	Parent occupations	Community impacts	
Which HS did you attend?		Community impacts	
What area did you specialize in in 3rd and 4th Form (include general, and Don't remember)		Goal 2 qualitative impact	
How many years of High School did you complete?		Goal 1 quantitative	
How did you find out about the scholarship program? Short answer, don't remember.		Goal 3 Visibility	How can the TSP be better advertised in target communities?
What year in school did you find out about the scholarship program? Pre-HS, 1,2,3,4, don't remember.		Goal 3 Visibility	How can we increase awareness of the program

			earlier in the academic career of students?
Current Students: Attitudes toward School/Performance			
In your opinion, what is the best part about HS?	Attitude toward school		
In your opinion, what is the most challenging thing about HS?	Attitude toward school		
What is your overall feeling about HS? Love-like-neutral-dislike-really hate it	Attitude toward school, overall HS Experience	2 Qualitative Impact	Does the scholarship affect student attitudes toward school?
How *motivated* are you to graduate from HS? Extremely, very, neutral, probably not, unlikely	Intention to graduate	2 Qualitative Impact	Does having a scholarship motivate students to graduate and improve graduation rates?
How likely is it that you will graduate HS? (Very unlikely – Unlikely – no difference – Likely – Very Likely)			
For respondents who graduated High School			
What year did you graduate H.S.?	Graduation Success		
How many years of education beyond HS have you completed?	Continuation to tertiary education	Goal 1, 2	
Please list names of schools, institutes and training centers you attended AFTER HS.	Continuation to tertiary education	Goal 1,2	
For respondents who did NOT graduate High School			
Can you tell me a little bit about why you did not finish HS?	Academic performance	Goal 2	
What do you think would have helped you stay in school and graduate?	Academic performance,	Goal 5 program improvement	Are there different/additional ways we can support kids with our program?
All *former* non-scholarship respondents regardless of graduation status			
What are you doing now? *(intentionally broad question)*	Employment success, life success	Goal 2 Qualitative impact	
Are you currently working?	Employment success	Goal 1, 2	
What is your current job/occupation?			

If you are not currently working, do you want to be working? (y/n)			
(<10 yrs out) What are your career goals?	Employment success	Goal 2 Qualitative impact	
Do you have plans to attend more school in the future? Please explain.	Employment success/life success		
Choose appropriate question: Do you think your life would be different *now* if you had/ had NOT graduated from High School? (Y/N) Please explain.	Goal 2 qualitative impacts		
If you have child(ren), do you plan to send them to High school? Why or why not?	Goal 2 Community Impacts		
Community Impacts			
Current students: What kind of volunteer activities do you participate in in your community?	Participation rate in their original community	Goal 2, 4 interaction with TIDE	
For post-HS respondents: How have you participated in your community since completion of high school?	Participation rate in their original community	Goal 2 Qualitative impact	
What is the name of the community(s) where these activities were located?	Participation rate in their original community	1, 4 Quantitative Impact, interactions with TIDE	How many hours of community service were performed as a result of the scholarship recipient volunteering in the community?
Are you interested now or in the future in participating in volunteer programs at TIDE? Can we put you on our email contact list?	Participation rate in their original community	Goal 4 interactions with TIDE	
Future Program Improvement			
How would you rate the application process? Extremely hard, Hard, neither hard nor easy, Easy, Extremely easy.		Goal 5 program improvement	
Would you use an online application process if that were available? Yes/no. (if no, why not?)		Goal 5 program improvement	
Given there is not enough funding for full scholarships, what do you think are the most important H.S. costs to fund?		Goal 5 program improvement	

In what ways do you think the scholarship program could become more well-known in your community?		Goal 3 visibility, goal 5 improvement	
Do you have suggestions for how to improve the program?		Goal 5 program improvement	Increase Funding*Change Eligibility Criteria*Change volunteer requirements*change application process*change book return policy*all of the above*other* Additional comments:
Any other feedback you'd like to give us about your experience with the scholarship program?		Goal 5 program improvement	How can we improve the program in the future.
What would you like to say to TIDE and donors of the scholarship program?		Goal 3 visibility, goal 5 improvement	

Agenda for Scholarship Survey Training 11 August, 2022

Introductions: Who are you in the world?

Preliminaries:

- TORs, phone minutes, payment

- EMAILS or other way to receive documents to your laptop.

- How I work – collaborative! You have a lot of skills, I need to hear your opinions, input, feedback

- Overview of the assessment project: Assessment of the program since its inception – TIDE is 25 this year, part of that celebration.

Context of the survey work:

- Background to scholarship program 21 years
- What we are trying to accomplish with survey: evaluate short and long-term impact, look at visibility of program, make it better/bigger going forward.
- Not random questions! Questions are carefully constructed to assess certain impacts and aspects of the program. All the questions asked help address goals we have
- Cohorts: Current, 4yrs out or less, 5-9 years out, 10+ years, parents, non-recipients. Why cohorts?
- The information you collect will enable us to accomplish these goals – Story of the brick layer at Sagrada Familia

Logistics:

- Notebook – use it to record info you need to let me know.
- I will provide you a list of names, may need to contact people on social media, (I'll send these to you on Monday). Possible contact strategies:
  - Interview parents/guardians first to get phone numbers of their scholarship children – especially adult children.
  - Find the former scholarship recipient on social media, reach out to them, and try to connect to set up a phone call.
- Phone Interviews: Call and ask interview based on who they are, put data into Survey 123 real time
- Field Interviews -- Will go out in the field ½ day with Federico to ask face to face questions
- Friday meetings - contact me earlier if you have issues (keep notes in your notebook to bring to this meeting!)

Confidentiality:

- Keep info in file on desktop and at end of survey delete survey info from laptop

- No gossip or sharing information about students

Survey Techniques:

- <u>Quality</u> of the data is important to telling an accurate story about the program.
    - Important you're not just calling people you know
    - How to ask unbiased questions - examples of leading questions
- How to ask difficult questions
- Typing question answers (we will practice this!)
- Flow chart of the Survey - Really important to answer all the questions, make sure you don't skip. Go slow.

Survey 123:

- Review the survey
- <mark>**Practice interviews**</mark>

Survey Notes:

- For Exceptionally good interviews of past recipients, we should ask those people if they'd be willing to participate in a radio interview celebrating TIDE at 25.

- Parents/guardians and students surveyed don't necessarily have to be related pairs to be surveyed, they just have to have received a scholarship or had a student who received a scholarship. For example: If we survey Sally Ride, who received a scholarship in 2001, we don't necessarily have to interview Sally's parents, who for whatever reason are not available. In the same manner, if we interview Constance Comment whose child Tetley received a scholarship, we don't necessarily have to interview Tetley.

- It's going to happen, there will be an interview that contains information you did not expect! Use your notebook to write information down and let me know. Scenario: If we interview a parent who had a scholarship recipient that is not in our database: Record name of student, DOB, high school attended, # of years they received TIDE scholarship, school years they received scholarship, did they complete HS? If no, how many years did they attend?

SURVEY INTRODUCTION SCRIPT:
Good afternoon, I'm _____, I'm currently working for TIDE, helping the organization conduct a survey of the TIDE scholarship program. Would you have a few minutes to talk with me about your experiences with the program? Yes/No.

If yes:
Thank you so much, it should only take about 15 minutes, the purpose of the survey is to look at how the scholarship program has impacted students and communities over the years, and how we can improve the program in the future.

Before we start, I want to assure you that participating in the survey does not in any way reflect on your use of scholarship in the past or influence eligibility to receive scholarships in the future. No names of students or parents/guardians will be included in the report and any information you share with us is strictly confidential.

If no: Is there a better time we could arrange for me to call you back? We would really value your feedback and opinions so we can make the program better for students and parents.

SURVEY OUTRO SCRIPT:

Thank you very much for sharing your experience with me and with TIDE. TIDE is celebrating 25 years this October, and it is important to us to improve our scholarship program we go into the next 25 years! Please keep an eye out for more information coming in the fall about TIDEs silver anniversary events. Have a nice rest of your day.

Appendix D: Student letters of request, recommendation, and gratitude

Letter of Request – Scholarship recipient from PG, assisted in 2018:

My name is ⬛⬛⬛⬛⬛⬛, a residence of the beautiful town of Punta Gorda and I have been residing in this town ever since I was five years old. During my childhood, I have experienced lot of violence in my own community such as burglary, fights, and murder. The thought of a child ever experiencing those kinds of horrific crimes is something I pray never happens to the children of Belize, but unfortunately, it is happening. At times, I would question why these things would occur, what drives people in the wrong direction to make decisions that aren't so positive and then it hit me one day as I gazed upon the living conditions of the people in my community, the rough streets, and potholes that young children play in, the mothers that use their fist to discipline their child and the children that are left unattended to by their so-called "loved ones". This one gaze gave me an instant message that not much is done to educate the people in my community.

Therefore, one of my goals is for me to help the young children realize that violence is not a road they would want to travel on. My desire is to educate our young children who are the foundation for a prosperous and successful Belize that working hard and being good will earn them lifetime of respect, positive future and a country where we are able to see mothers helping their children with their homework instead of abandoning them and children going to school instead of lingering on the streets smoking pot. There can be change in our community if we try to make that change, therefore my goal is for me to become a teacher so that on daily basis I can be able to fill my students with positive knowledge and give them advice about the importance of being good, staying school and getting an education.

Teachers are really the ones that the young children look up to because they spend a great quantity of time with them therefore, they should have a greater influence on them. I believe that by being a teacher, I will be able to make a change in my Toledo District. A famous quote which I have looked up to and has provided with guidance what my goals and aspirations are is a quote from Marcus Garvey which states, "Education is the most powerful weapon that can be used to change the world". This quote speaks the truth that we can change our communities through education, thus I will change mines if I am able to successfully finish my education and that is one reason why I believe that I am the best candidate for this scholarship because I will ensure I put this scholarship into excellent use. Also, in the near future, I would want to start an organization whereby the children of our Toledo District are able to use their time wisely by engaging in arts, dance or drama program. Overall, this scholarship will greatly assist me in accomplishing my goals and aspiration and I do hope I receive this wonderful life saving opportunity.

Letter of Recommendation from Primary School teacher, 2014:

San Marcos R.C. School
Toledo District
Belize, Central America
July 23, 2014

To whom it may concern:
    I write to recommend ████████ for the book Scholarship she is seeking at your organization.
    I have personally known ████████ for the last five years, She is a person with admirable character, manner and respect for others. Also, I have taught her in Standard Six at San Marcos R.C. School. She is an excellent student who is consistent with her school work. She ranked first in her Class of 23 throughout the school year. She also graduated as the validictorian of the graduating class 2014 scoring 77% on the PSE.
    I enthusiastically recommend ████████ for the assistance she is seeking without any reservation. I am confident that your investment would worth it and that she will make the utmost best of it. If you seek additional information, feel free to contact me at 650-6262 or at Steve83ico @ yahoo.com. Thanks.

Sincerely yours,

[signature]

Estevan Ico
Teacher
San Marcos R.C. School

58

7/4/2018

███████████

High School Graduate (of)
Providence SDA High School
Sponsor
Toledo Institute for Development and the Environment

Dear Sir/Madam:
On entering high school, I remember my mother showing me a receipt with a total of over $300.00 for *some* of the books that I needed for first form. Aware of the expenses that were ahead of us, my father spoke to some members of TIDE. A few days later, that $300+ was sent back to us along with the rest of text books I'd needed.

I take this opportunity to thank you, my sponsor(s) for helping my parents and I. What you've done for us has truly been a blessing. For the past five years I've been dreaming about becoming a forensic investigator. Studying Science in Criminal Justice and specializing in Forensic Science is something I pray to do one day. I want to help others like you have, but in a different area of life. It's good to see there are still people who care about the needs of others, doing something I hope to spend a great deal of my life doing, putting others before myself. Thanks again for all you've done for us.
Sincerely,

███████████

June 16, 2022

███████████

San Isidro Village
Toledo District
Dear sir/Madam,
I would like to take this opportunity to thank Toledo institute for development and Environment (T.I.D.E) for assisting me with books scholarship for the past 2 years. I love what the organization did for me during my high school years, even doe I am graduated but still I would not forgot this organization and the opportunity they have given me. I would have spent lots of money by buying books each year, but thanks for T.I.D.E that I was given a book scholarship. In order for me to stay in this program, I did all my best to keep my grades high. Thank you for the support during this difficult time, I really appreciate it, once again, I say thank you.
Sincerely,

███████████

Yemeri Grove
Toledo District
Belize, C.A
27th June, 2022

Toledo Institute for Development and Environment (TIDE)
1 Mile San Antonio Rd, PO BOX 150
Toledo District
Belize, C.A

I am penning this thank you letter genuinely thank you for your esteemed Book Scholarship, that you awared me over the course of my four years of Secondary level education. I am contented fortunate also appreciateve to have been a recipient of your Book Scholarship.

This Book Scholarship had greatly assisted me in the empowerment of my education. It has been a much needed tool and help that had allowed me to have the much needed information I need to complete my researches and projects on appointed due dates. Even with on set challenges of the COVID 19 PANDEMIC, T.I.D.E beyond any daut, provided me with the required text book I needed. Certainly, I immensly enjoyed my four years communicating with TIDE, giving updates on academic performance, volunteering, Participating in banner and poetry competitions which all brings awareness to the importance of Coastal Environmental Conservation.

Sincere thank you again for having selected me as a reciepent four years ago for your T.I.D.E Book Scholarship, your generousity empowered my academic journey. I will persevere and totally give back to others possibly a Scholarship to needy Students in the future certainly, I must say, without Gods grace and your generosity, I would not be as I am today, a proud graduate of Julian Cho Technical High School. Thank you T.I.D.E Book Scholarship for empowering my education.

Sincerly yours,

████████████

████████████

61

Appendix E: Quotes of gratitude and impact from current and former students and parents

Students:

Thank you very much in assisting me, God bless your helping hands.

Thanks and I appreciate the program, I would like to see expansion so that more people can benefit from it.

"Thank TIDE family and donors to really assist in school with tuition"

With this assistance, I will make my dream come true to graduate from university to get my degree. This is like a dream come true for me"

"Thanks to TIDE and Donors for giving me this opportunity to get a book scholarship. I really appreciate the help. Continue the program for other students who are in need. "

"I appreciate all the help and wish to repay you guys some days in the future for all the help you gave."

"Thanks very much for all the help with books to further my education and all that is left is to do my best and excel in school."

"I would like to say thanks because they helped me out with the books through 4 years of high school."

"Thanks, TIDE, for motivating me and showing me that I can achieve more and can improve in anything."

"I believe with this assistance my life will improve in the longer run."

"Thank you to TIDE and donors for giving me this scholarship opportunity, it is helpful for my parents financially. It has given me the opportunity to accomplish my future goals to get to my future career. "

Keep up the good work that you are doing in our community.

Thanks for the huge assistance.

A big thank you for what you are doing because you have changed students' lives in a good way.

Thank you and it really has been a huge help.

"I would like to thank every single one that extended the opportunity with heartfelt gratitude for without this scholarship I wouldn't have graduated."

A big thanks for the scholarship for without it, he would have spent more money that they didn't have and was able to save the little to cover other costs.

Thank them because without the assistance it would have been hard and please continue [the program] for more needy individuals.

Thanks for helping the students because some are interested in higher education but don't have the means.

"A huge thank you for supporting me with the books scholarship. I appreciate what they have done for me, because the books they gave me had a lot more information about each topic than is discussed in class."

A big thank you for the four years of assistance, it was very helpful.

Thanks a lot, because it helped me out a lot through some tough financial times. This scholarship program is really helping families and students such as myself.

Thanks to TIDE and donors for providing the books not only for me but for all the other students that needed them.

Thanks for giving the opportunity to students who really need the scholarship.

Continue the amazing job of supporting the community and its people.

Thanks for the scholarship I am grateful for being accepted and determined in achieving my goal with the assistance.

I would like to say thank you for the scholarship. It helped me a lot. I hope more students get help and see great results.

Thanks, TIDE, for all the help during the four years of school and experience while conducting community service.

As a past beneficiary of TIDE's program, I would like to thank them and also like to let them know that is really beneficial for myself and my family and with the extension to my community.

"A huge thank you to TIDE and Donors for providing me with a scholarship throughout high school, they are doing great in helping students."

Thanks to TIDE and I really appreciated the support from the program. I haven't forgotten the help I received.

Thankful for the help. At the time I received the scholarship, it helped my parents a lot, and TIDE should continue to assist more students in need of help.

I would like to thank them for helping me through the years of studying because the books are expensive and my family could not afford to buy them so I am very grateful.

I would like to thank them for the opportunity TIDE and donors have given me for 4 years to finish school because it relieved a financial burden on my parents.

They were very supportive and I would like to thank them for helping me to complete 4 years of high school.

Thanks for everything and I appreciate every help I got even though I didn't complete it. I do realize now that value of education and wishes TIDE to continue to do the great work.

Thanks, and I hope they continue with the scholarship program because it can help a lot of families.

He appreciated it and it's good to help others for education is important for a better community.

I am very thankful that I never had to buy books because they are really expensive and during that time my mother was not in a financially stable position because my father had passed away. I am also thankful for the community service done because it adds to my knowledge.

"Thank you to both TIDE and donors. Keep up more funding to help other students."

Thanks TIDE (members/ Staff) and donors for the excellent job that they are doing to help people that are in need and for continuing to support students.

I appreciate the assistance and would hope that those being assisted can join in the cause of conservation. It is a win-win situation for the scholarship recipient and the organization.

Thanks for opening the door for me because without it, I wouldn't have been able to reach where I am now. It was a huge help.

They did a great job in helping people in need. It is good for people to study and have them be better for future.

A huge thanks to you for the help and assistance during high school, it is very much appreciated. TIDE should always continue to make a big difference in student's life and also the community and its members.

Thanks to the donors, staff and everyone looking out for the scholarship recipients since everything was clear, good and supporting families.

"Grateful to TIDE for the financial support to have advanced in my education and career. I hope that community will always remain at the core of all its programs and I hope to support the organization as much as I am able to."

I'd like to say thank you and without them [the donors], I wouldn't have graduated from high school. This scholarship gave me the motivation to continue. I had started high school and failed the first year of school because of having the wrong set of friends. But one year later after dropping out of school TIDE provided me with a new opportunity and I appreciated it. So, keep doing the good work and continue to assist others that need the help just as they have given me.

I would like to thank TIDE and donors for the opportunity to finish school because my parents had a difficult time sending all their children to school.

Thanks TIDE from the depth of my heart for the assistance in giving me the opportunity to move forward in my life from a secondary school diploma to an associate's degree and then a bachelor's degree. I learned a lot and I'm doing well for myself. Wish TIDE continues the great work.

Parents:

I want to thank TIDE and doners they are doing great in helping students because books are expensive because it is the main source of study. I would have needed more assistance in providing uniforms, school supplies, and [support for] other siblings because we aren't employed with paid jobs but we are still grateful for the support. We know that he [our son] will be able to support himself with this assistance.

"A huge thank you for assisting my Granddaughter with the book's scholarship, to pursue her studies to become a better person in the future. May God continue to bless each and every one who is supporting in making the scholarship recipients dream come true. TIDE tries to assist as many students as possible through book scholarships. KEEP UP THE GOOD WORK!"

I just want to say thanks to TIDE for opening their hearts and doors and for giving my daughter an opportunity to go to high school. It was a blessing to my family and other families whose children were a part of the program. Continue the good work.

A big thank you to TIDE and the donors for providing the scholarship for parents who have it hard to meet daily needs and especially school needs. Let them keep up the good work.

"This is a good initiative that really assisted me as a single parent because I had other obligations for my other children who were enrolled in school. I am very grateful for the opportunity."

 A great thank you to TIDE and Donors.

Thank you for assisting my children though out their studies in high school. May God continues to give u strength.

TOLEDO INSTITUTE FOR DEVELOPMENT AND ENVIRONMENT (TIDE)

1-MILE SAN ANTONIO ROAD · P.O. BOX 150 · PUNTA GORDA TOWN · BELIZE CA
OFFICE: +(501) 722 2274/2431 FAX: +(501) 722 2655
E-MAIL: info@tidebelize.org   VISIT US ON THE WEB AT http://www.tidebelize.org

Application Form for TIDE Scholarship Program

PERSONAL DATA

1.   FULL NAME: Mr.   Miss

_____
First   Middle   Last

2.   Date of Birth: DD_____ MM_____ YR_____

3.   Home Address: _____
                   _____

 4.   E-mail Address: _____

5.   Contact Numbers: _____

6.   Parents/Guardians

Name: _____

Address: _____

Contact Number(s): _____

Occupation:

7.   List Certificates or Diplomas received. Please supply photocopies of all awards.
_____
_____
_____
_____
_____
_____

8.   Supply two (2) reference letters with your application, along with copy of recent report card.

9.   Include a page describing your career goals and aspirations.

Volunteer Time and Activity Sheet

Activities	DATES	# hours

Volunteer name

The time and activity sheet is completed on a weekly basis and submitted to the volunteer's supervisor, copied to the Development Office.

Supervisor: _____
      Name and Signature
Contact info:

TIDE Scholarship Students
Biodata Sheet

Date: _____

Name of Student:_____

Date of Birth: _____

Name of School Attending: _____

Name of Mother: _____

Name of Father: _____

Father's Occupation: _____

Mother's Occupation: _____

Telephone:_____   Cell: _____

Email:_____

Address: _____
_____
_____
_____

Emergency Contact: _____

Present name & Form of Class: _____

Signature of Student: _____   Date: _____

TIDE Scholarship Program

CRITERIA for selection of candidates

Candidates selected should:

a. Be a Belizean residing in the Toledo District, particularly the communities within the Maya Mountain Marine Corridor, which includes, Monkey River, Punta Negra, Bella Vista, Trio, Bladen, Big Falls, Columbia, Eldridge Ville, Forest Home, Cattle Landing and Punta Gorda.

b. Demonstrate financial need.

c. Must be accepted into a secondary institution in the Toledo District or Independence High School.

d. If a primary school student, make a minimum of 45% in the Primary School Exam.

e. If a high school student, must successfully complete the year as a pre-requisite for continuing assistance.

f. Present at least two letters of recommendation from teachers.

g. Provide accurate personal information.

h. Present term or semester report card to TIDE for file

i. Volunteer at TIDE or community for a minimum of 3 hours per month and participate regularly in TIDE's outreach activities.

j. Demonstrate proof of good behavior in class and community