

Teach For All

Overview

Our Theory of Change, History and Impact

June 2011



Session Objectives

- Identify and describe the existing global challenge
- Explain our mission to build national movements to address educational need
- Engage with and internalize TFALL's Theory of Change
- Describe TFALL's history and impact to date
- Be inspired to join and contribute to our long-term global impact in the movement to eliminate educational inequity

Session Pre-reading

Prior to diving into this Theory of change deck, please take 20 minutes to visit our [website](#) and read each of the following in-depth:

- All “Network” sub-pages
- All “Impact” sub-pages
- The following “About Us” sub-pages: “History” and “Press”

In addition, please watch the following two videos:

- Meet Our Global Team on the “Staff Opportunities” page
- The feature video on the “Network Structure” page

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I. **A universal challenge; a universal solution**

II. Overview of the model

III. Maximizing success at the national level

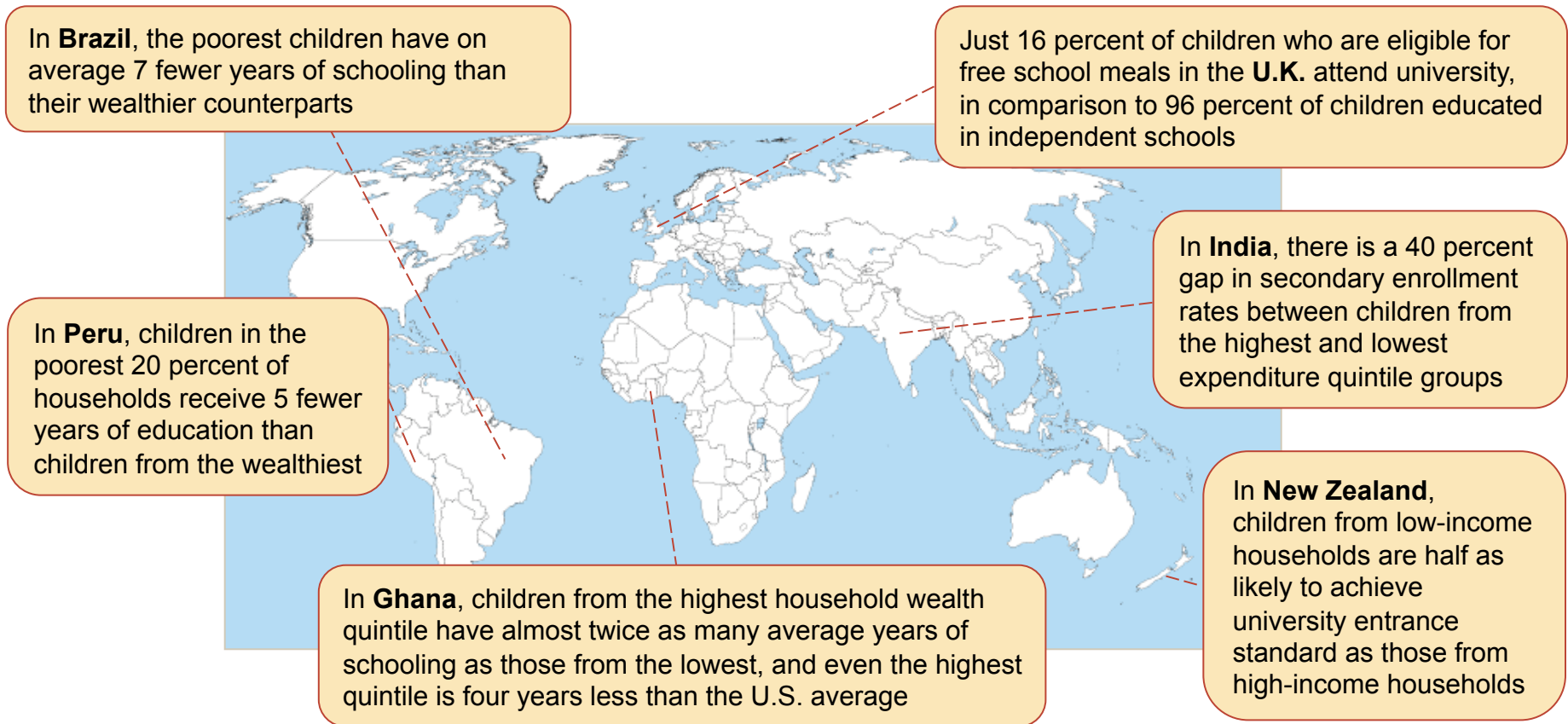
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Educational inequity: a challenge around the world

Educational inequity is a persistent problem in countries at all stages of development



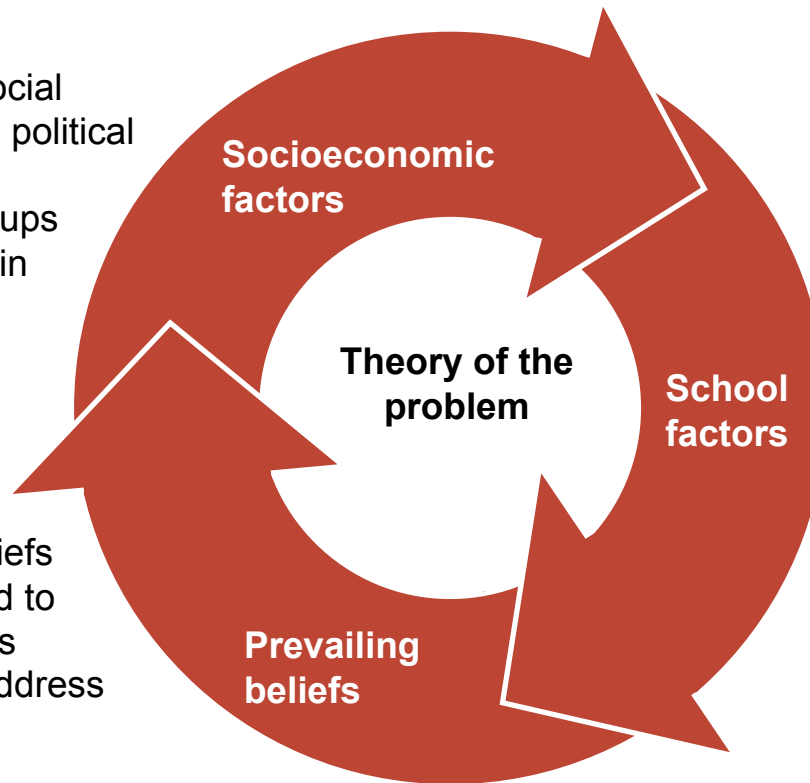
Sources: Secondary Education in India: Universalizing Opportunity, The World Bank, 2009; Raising Student Learning in Latin America: The Challenge For the 21st Century, The World Bank; UNESCO Press release No.2008-115; Presentation by Deyan Kolev; The Sutton Trust, The Mobility Manifesto, 2010; UNESCO Education for All Global Monitoring Report; Demographic and Health Surveys (DHS), 2008. UNESCO Institute for Statistics in EdStats, 2010. Annual Report on NCEA and New Zealand Scholarship Data and Statistics (2009), May 2010.

The universal nature of educational inequity

While cultures and contexts differ, we are finding that the basic nature of educational inequity is universal

Forces such as poverty, discrimination, limited social mobility and/or historical political structures create severe challenges for some groups of students, and in certain cases, entire societies

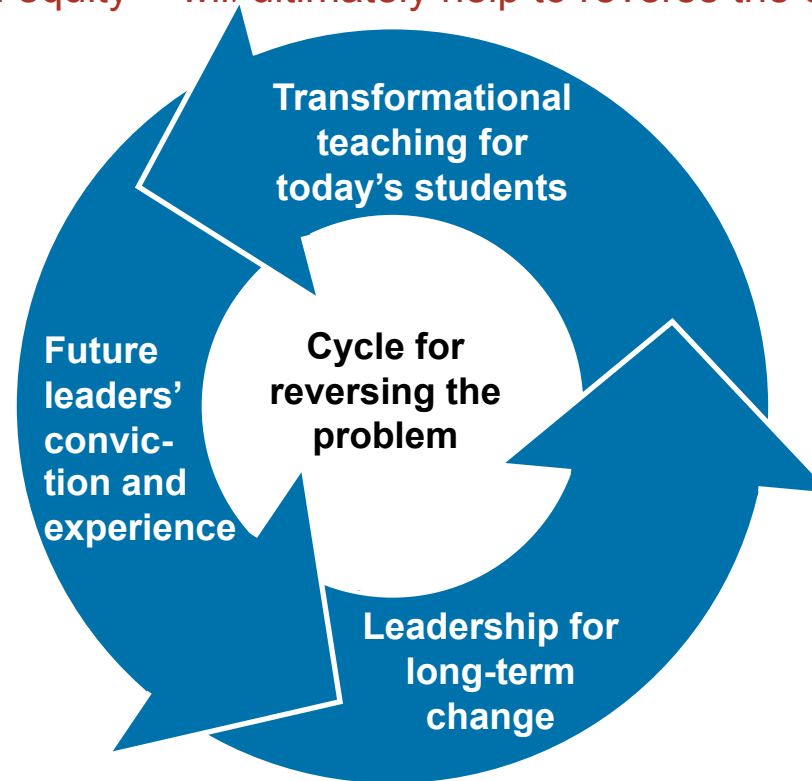
Assumptions and beliefs haven't historically led to the necessary policies and investments to address these issues



School systems lack additional capacity to help students facing these severe challenges attain a quality education and in some cases to enable these students to access education at all

The universal power of channeling the energy of future leaders against the problem

The Teach For All model -- recruiting, selecting, training and developing future leaders to commit two years to teach in high-need areas and to become lifelong leaders for educational excellence and equity -- will ultimately help to reverse the cycle



Given this universality, much can be learned from country to country

A universal challenge; a universal solution



Teach For Lebanon Students



Teach For China Fellow and Students



Enseña Perú Teacher and Students



*Teach First Participant and Students
(United Kingdom)*



*Teach For America Corps
Member and Students*



Enseña Chile Students

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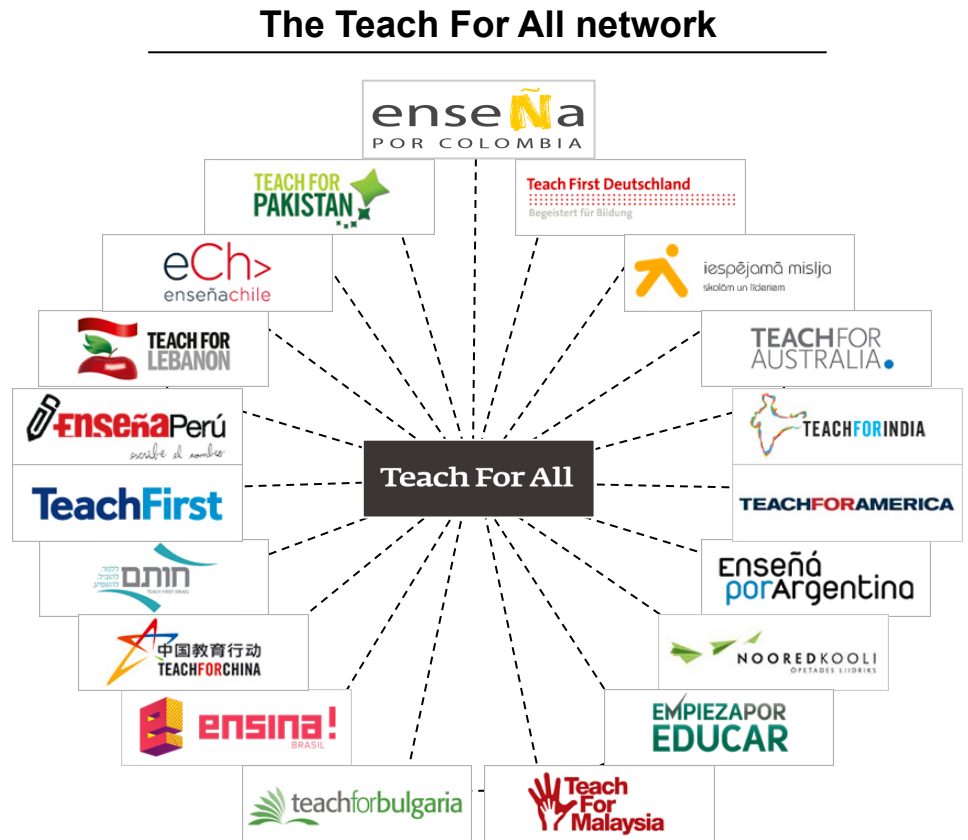
VI. Bringing it all together: Teach For All's theory of change and its implications

Overview of Teach For All

Teach For All is a global network of independent social enterprises that work to expand educational opportunity in their nations. Teach For All expands educational opportunity internationally by increasing and accelerating the impact of these organizations.

Our Network Structure

- The 19 independent social enterprises currently in the Teach For All network are committed to addressing educational need in their countries
- The central Teach For All organization provides critical support in this effort, allowing these organizations to develop higher-impact programs years ahead of what would otherwise have been possible



Building national movements to address the problem

The mission that unites members of Teach For All is to enlist their nations' most promising future leaders in the effort to address educational need by recruiting top graduates to commit two years to teach in high-need schools and to work throughout their lives, from inside and outside of education, to address the root causes of the problem

- **Each organization recruits and develops promising future leaders** of a variety of disciplines and career interests to commit two years to teach in areas of educational need
- These participants provide a critical source of additional teachers who ensure their students have the educational opportunities they deserve
- **With significant training and ongoing support, participants succeed with students**, in the process gaining a deeper belief that it is possible to ensure educational opportunity for all and a first-hand understanding of how to achieve it
- In showing that children in challenging circumstances can achieve at high levels, participants influence the prevailing beliefs
- **Over time, alumni work as leaders** in the classroom, in education more broadly, and across all sectors to effect the fundamental changes necessary to ensure educational opportunity for all
- Alumni work to minimize socioeconomic challenges, build capacity in schools and school systems, and change prevailing beliefs through their examples and advocacy

Immediate impact in classrooms and long-term systemic impact

Enlisting the Nations' Most Promising Future Leaders in Education



Recruiting: *"Teaching is really the least aspirational thing you can do today as a bright young person. Flipping that, getting the best people to actually want to do this and associating teaching with leadership, is a very different and new mindset in India."*

-Shaheen Mistri, Teach For India Founder and CEO

Teaching and Support: *"Every day when I wake up in the morning, and when I go to bed at night, I know why I am here. If I don't do a good job, I will be failing my students, and if I do a good job, it will really make a difference in their lives."*

-Teach for China participant:



Alumni working as leaders: *"We are entering the educational jungle with the aspiration to bring about an in-depth change in the long-term. There are no quick solutions here."*

-Teach For Israel participant



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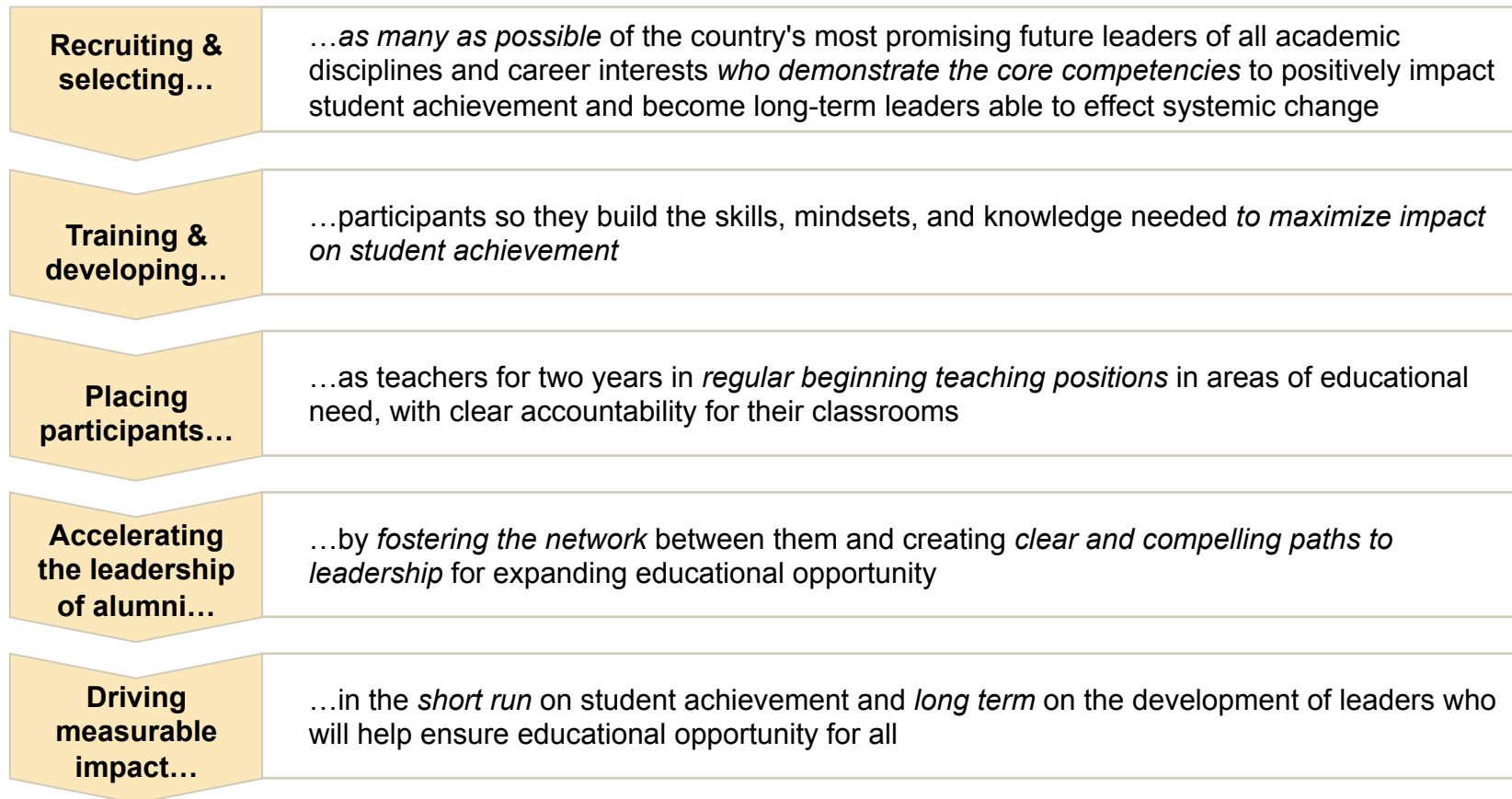
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Unifying program principles

Certain principles are critical to successful implementation of the model



Unifying organizational principles

Certain principles are critical to successful implementation of the model

Entrepreneurial leadership...

...to accomplish ambitious goals despite resource constraints, to improve and innovate over time, and to challenge traditional paradigms

Local ownership...

...to adapt the unifying principles to drive the greatest possible impact given the unique challenges and opportunities in each country

Public and private partnership...

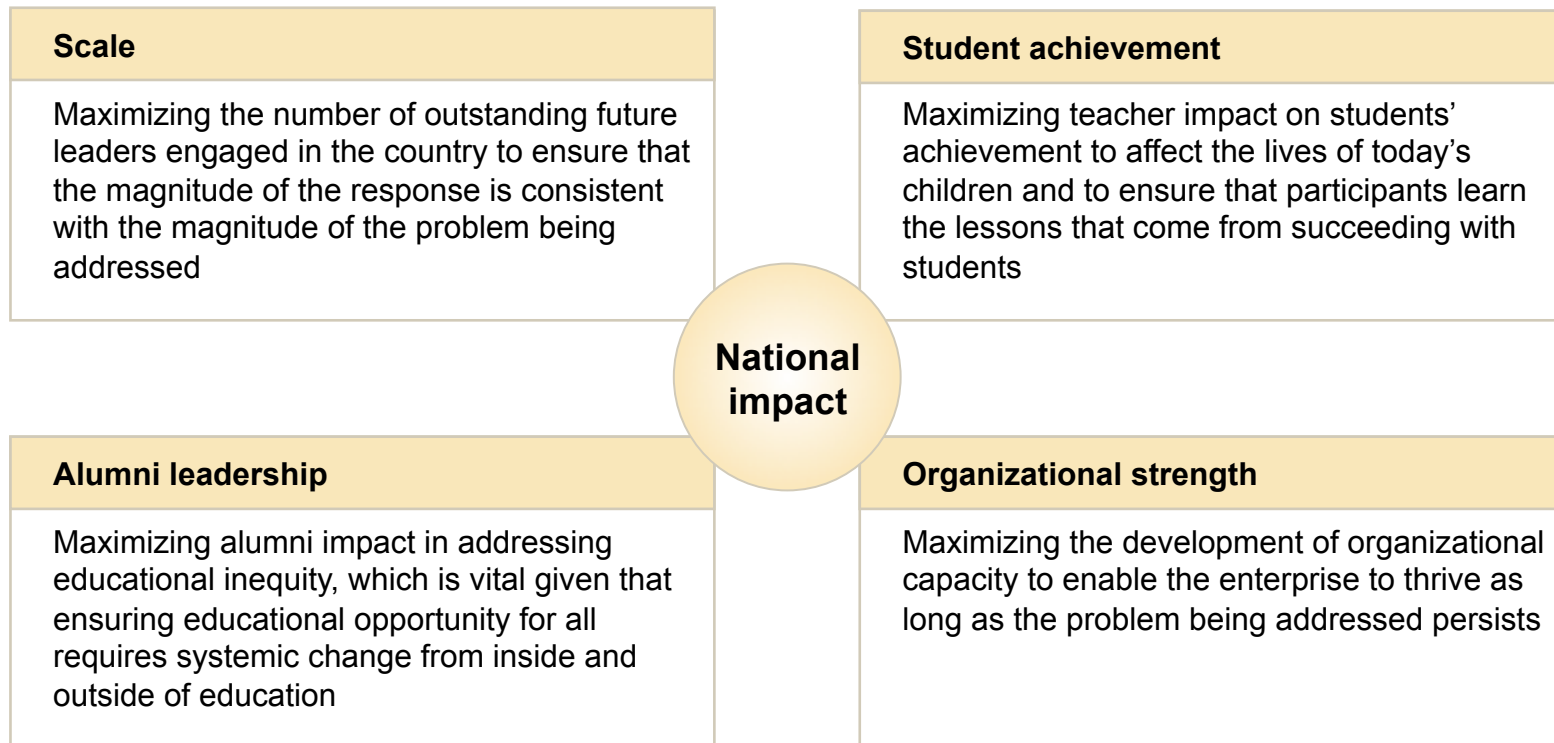
...to provide the teaching positions and funding necessary to achieve and sustain scale and impact, and to ensure accountability for results

Organizational strength...

...to ensure the talent, structure and culture, strategic clarity, and support systems necessary to grow with quality and sustain success

Maximizing impact on a national level

Fulfilling the potential of the Teach For All model requires maximizing impact in four key dimensions:



How the network functions

Teach For All and the independent organizations sign partnership agreements that clarify mutual responsibilities

Partners adhere to common standards of network participation...

- Commitment to unifying principles
- Leader with shared values, commitment, and capability
- Appropriate use of IP and assets
- Local autonomy and financial responsibility
- Participation in the global data system
- Branding compliance
- Participation in network events and meetings

Partnership agreement

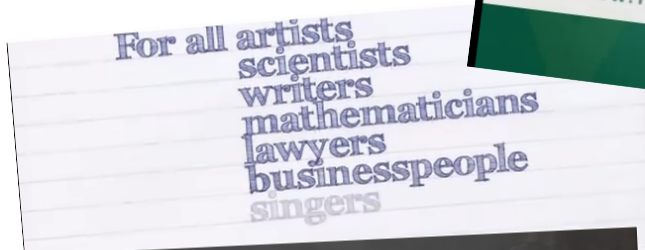
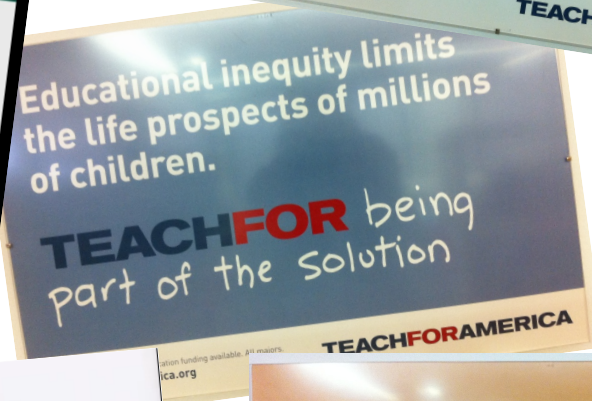
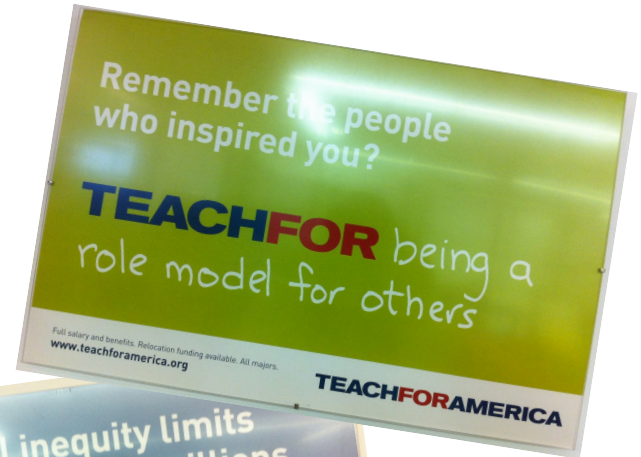
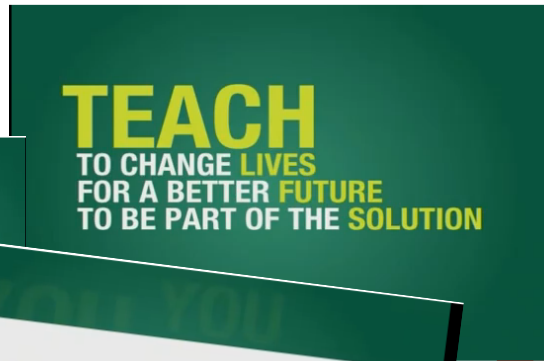
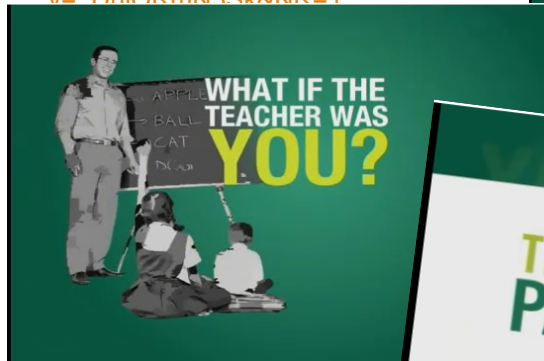
...and receive benefits from Teach For All in return

- Technical assistance and access to programmatic and organizational best practices
- Professional development and support for CEOs
- Support in garnering access to new funding and talent
- Use of global brand
- Global opportunities for staff, participants, and alumni

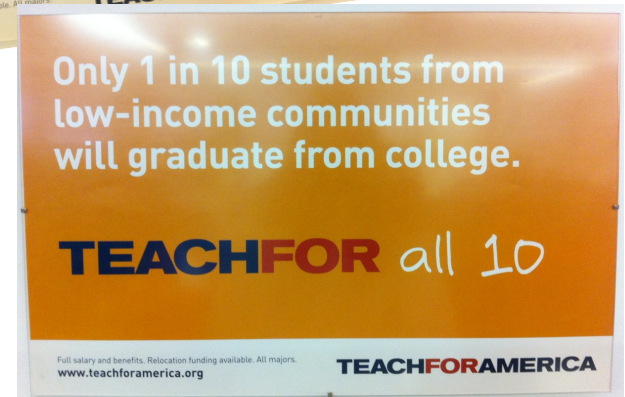
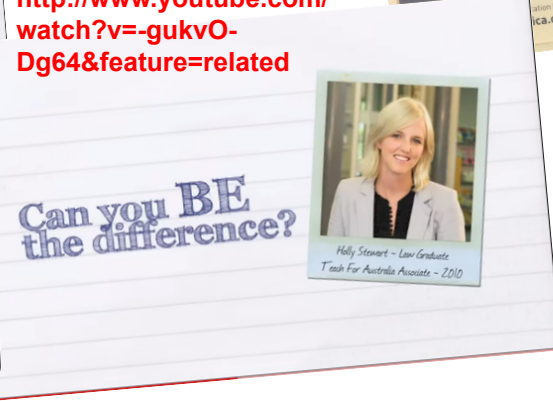
Local ownership to adapt the unifying principles

Insert Video Link

<http://www.youtube.com/watch?v=DuiORmN3Sk&NR=1>



Insert Video Link:
<http://www.youtube.com/watch?v=-gukvO-Dg64&feature=related>



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The challenges Teach For All exists to address

Without a global network, organizations will overcome certain challenges more slowly given the factors particular to the unifying model

Challenges in building an <u>effective program</u>	<ul style="list-style-type: none">• Time required to establish the reputation among top graduates as a highly selective recruiter that enhances career trajectories• Limited evidence within countries of the potential impact of teaching and education on children in high-need areas• Limited knowledge within countries of the predictive traits, mindsets, skills and knowledge that differentiate teachers who are effective with low-income children• Limited knowledge within countries of the systemic changes necessary to ensure educational excellence and equity and of how best to catalyze them
Challenges in building <u>public and private sector support</u>	<ul style="list-style-type: none">• Limited evidence within countries of impact of this model• Limited evidence within many countries of impact of alternate routes for teacher certification• Limited traditions of non-profits with robust private sector funding bases
Challenges in developing a <u>strong and sustainable organization</u>	<ul style="list-style-type: none">• Limited models within countries of social enterprises that achieve scale with quality• Limited staff candidates who have experience teaching low-income children successfully and training and supporting transformational teachers

In the absence of a global network, the knowledge and experience organizations gain from addressing these challenges would be more likely to remain in-country

Teach For All's approach to addressing the problem

Teach For All helps network organizations address key challenges through three overarching strategies

Role of Teach For All: Services and resources provided to partners

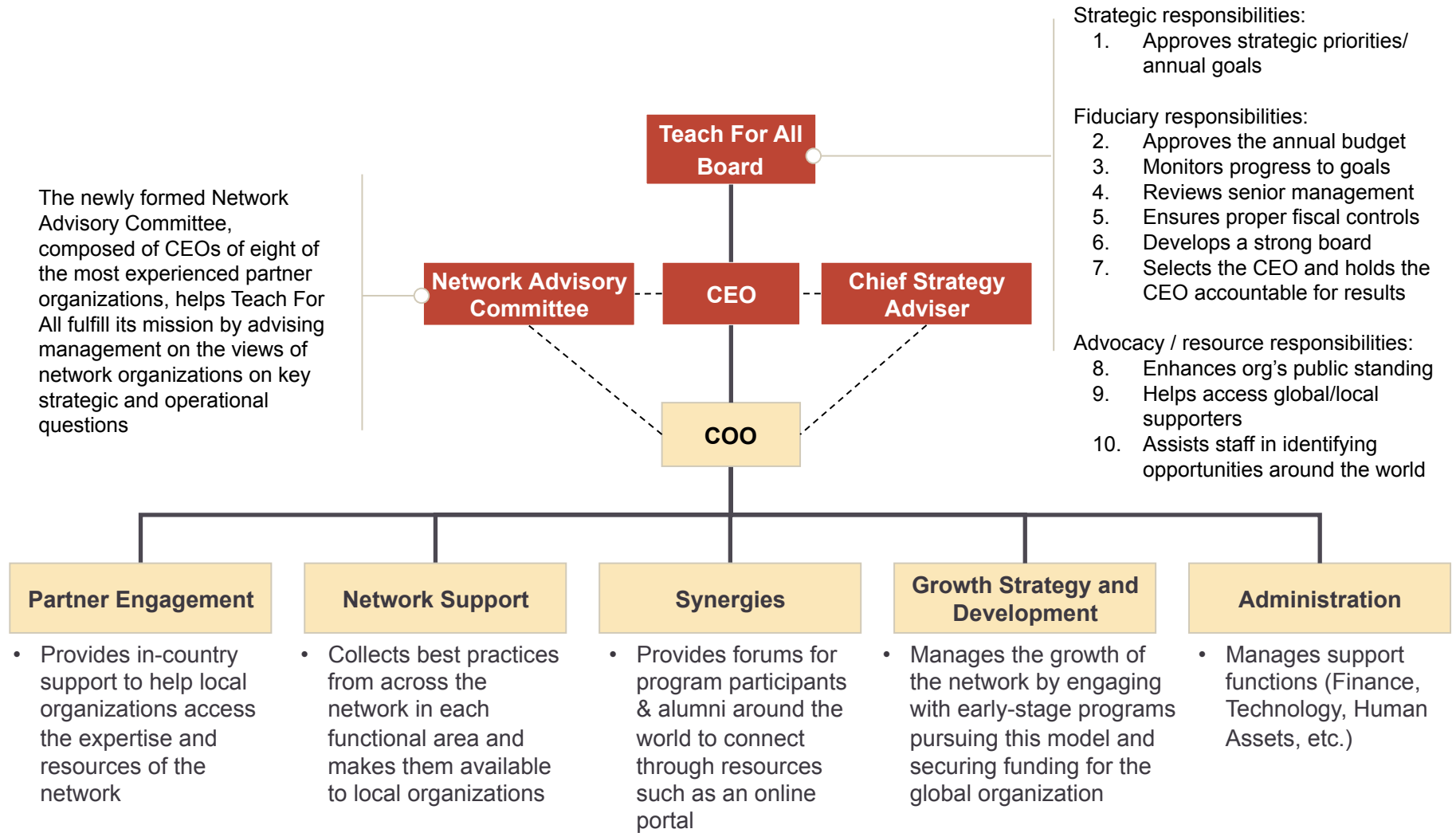
- 1 Capturing, transferring, and adapting network knowledge**
 - Teach For All *captures the lessons* that national organizations learn as they work to develop their programs, build public and private sector support, and develop their organizations
 - Teach For All helps others in the network *adapt these lessons* to their local contexts
- 2 Facilitating direct connections among staff, participants & alumni**
 - ...*Among staff members* to foster understanding of key impact drivers, self-reflection, innovation and boldness, and skill-building
 - ...*Among participants* to attract recruits who seek global exposure and seed a culture among first and second year teachers of believing they can have a transformational impact on their students
 - ...*Among alumni leaders* to help them understand the most promising opportunities for tackling educational inequity in their countries and around the world
- 3 Generating new global resources**

Teach For All's global presence and reach creates:

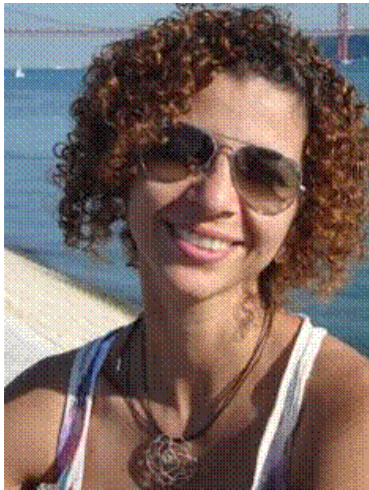
 - International funding opportunities
 - Graduate school and corporate deferral opportunities to help increase prestige for recruits
 - International media to strengthen prestige among recruits and funders
 - Knowledge of select cross-country best practices for developing teachers and leaders who work for educational equity

Teach For All's organizational structure

Teach For All's operating areas aim to support local enterprises and to sustain a strong central organization



Our impact

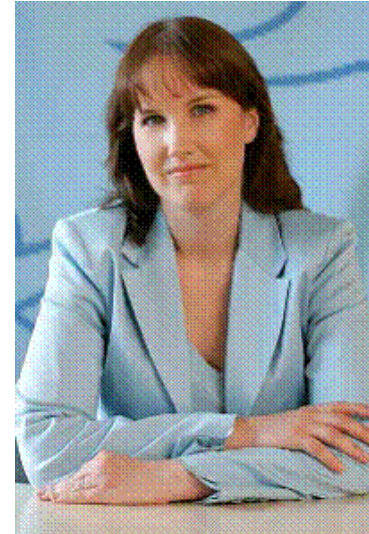


It's a global network that really believes in local issues and supporting the local organizations to make it happen

- Maira Pimentel, CEO Ensina! Brasil

It doesn't matter whether in India or in China or Estonia or in the US. At the end of the day you're struggling with the same issues. and it's very comforting to hear that you're not alone

-Kairi Kroos, CEO of Noored Kooli
(Youth to School, Estonia)



We've been able to climb a huge learning curve very quickly because Teach For All has helped us avoid many potential failures and saved us a lot of costs. Teach For All has had a significant impact and has done an amazing job.

-Tomas Recart, Executive Director Enseña Chile



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A network created to accelerate impact

As a response to entrepreneurs from more than 12 countries, Teach For America and Teach First created Teach For All to enable organizations pursuing this same mission and theory of change to learn from each other and to have an impact internationally in an effective and efficient way

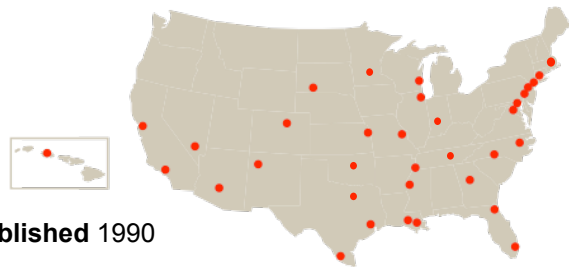
Teach For All launched at the Clinton Global Initiative in 2007 and has been operational since February 2008



A record of success: Teach For America and Teach First

Rigorous, independent studies of Teach For America and Teach First, the most experienced programs in the Teach For All network, provide evidence of this model's positive impact

Teach For America (U.S.)



Established 1990

Immediate Impact

- In 2009-2010, more than 46,000 applications received for approximately 4,500 positions
- More than 8,200 corps members teaching in 39 urban and rural areas in the 2010-2011 school year
- A growing body of independent studies show that Teach For America corps members have a greater impact on student achievement than traditionally trained teachers

Long-term Impact

- More than 20,000 alumni in all sectors are winning some of the highest accolades teachers can win, running some of the highest-performing schools in urban and rural areas, pioneering change as social entrepreneurs and school system superintendents, and supporting reform as elected officials, policy advisers, businesspeople and committed citizens

Teach First (U.K.)



Established 2002

Immediate Impact

- In the 2010-2011 school year, more than 900 participants teaching in 6 regions: East Midlands, West Midlands, Yorkshire, Northeast, Northwest and London
- Ofsted report found Teach First teachers had a beneficial impact on their schools by transforming departments and helping raise staff's aspirations of their students with a majority of participants rated as "outstanding"
- Rated the 8th most prestigious graduate employer in the U.K.

Long-term Impact

- Nearly 1,000 people have become Teach First "ambassadors", dedicated to addressing educational disadvantage in the long term, over 40% of whom are already in school leadership roles
- Remaining ambassadors work in all sectors and many mentor pupils, act as school governors and are policy advocates for addressing educational disadvantage

Sources: Decker, P., Mayer, D. and Glazerman, S. The Effects of Teach For America on Students: Findings from a National Evaluation, Mathematica Policy Research Inc. June 9, 2004; Ofsted, Rising to the challenge: A review of the Teach First initial teacher training programme, January 2008; The Times Top 100 Graduate Employers (UK)

A growing network: Teach For All in 2011

Teach For All is a global network of independent organizations that pursue a common mission, commit to align to certain unifying principles, and agree to uphold certain expectations that enable a high-quality and aligned network. Including Teach For America and Teach First, programs in nineteen countries have joined the network



A growing network: Teach For All 2014

We project the size of our network to more than double in the next three years, with an additional 10-20 countries expected to join in the next two years alone. By 2014 we anticipate a network of 44 partner organizations.



[Update Map for projected 2014? (removing country names if necessary and just showing 44 dots globally?)]

Organizations currently in the network

In addition to founding members Teach For America and Teach First, seventeen social enterprises have joined the network



Argentina

- Aiming to place first cohort of 14 participants in March 2011



Australia

- ~45 participants began teaching in Victoria in January 2010
- 55 additional candidates began teaching in January 2011



Brazil

- Placed its first cohort of 40 participants in twelve schools in Rio de Janeiro in February 2011



Bulgaria

- Will place its inaugural cohort of 30 participants in September 2011



Chile

- 68 participants currently teaching in 3 regions
- Will place 50 participants in 2011



China

- ~ 60 participants currently teaching in Yunnan Province



Colombia

- Will place its inaugural cohort of ~30 participants in January 2012



Estonia

- Placed ~25 participants in 2011, including 13 alumni



Germany

- 98 participants currently teaching in 5 regions

Organizations currently in the network (2/2)

In addition to founding members Teach For America and Teach First, seventeen social enterprises have joined the network



India

- ~ 215 first and second year participants currently teaching in 2 regions (Pune, Mumbai)



Israel

- Placed its first cohort of 66 teachers in September 2010 across 5 regions (Jerusalem, Holon, Bat Yam, Be'er Sheva, and Haifa)



Latvia

- 25 first and second year participants currently teaching
- Will place ~20 participants in their 3rd cohort



Lebanon

- 21 participants currently teaching in 5 regions
- Aiming to place ~12 participants in its 3rd cohort



Malaysia

- Will launch in Kuala Lumpur with an initial cohort of 50 participants in January 2012



Pakistan

- Plans to place its first cohort of 40 participants in August 2011 in Karachi



Peru

- The first cohort of 26 participants began teaching in March 2010
- 67 participants currently teaching in Lima, Callao and Arequipa



Spain

- Will launch in both Madrid and Barcelona in September of 2011 with an initial cohort of 45 participants

The pipeline of network organizations

Teach For All is also engaging with social entrepreneurs in the following countries:

Americas	 Mexico	 Canada		
Europe	 Austria	 Ireland	 Lithuania	 Norway
	 Romania	 Sweden	 Macedonia	
Middle East & Central Asia	 UAE	 Egypt	 Jordan	 Afghanistan
	 Nepal			
East/Southeast Asia & Pacific	 New Zealand	 Japan	 Thailand	
	 South Africa	 Ghana	 Liberia	 Nigeria
Africa	 Kenya	 Sierra Leone		

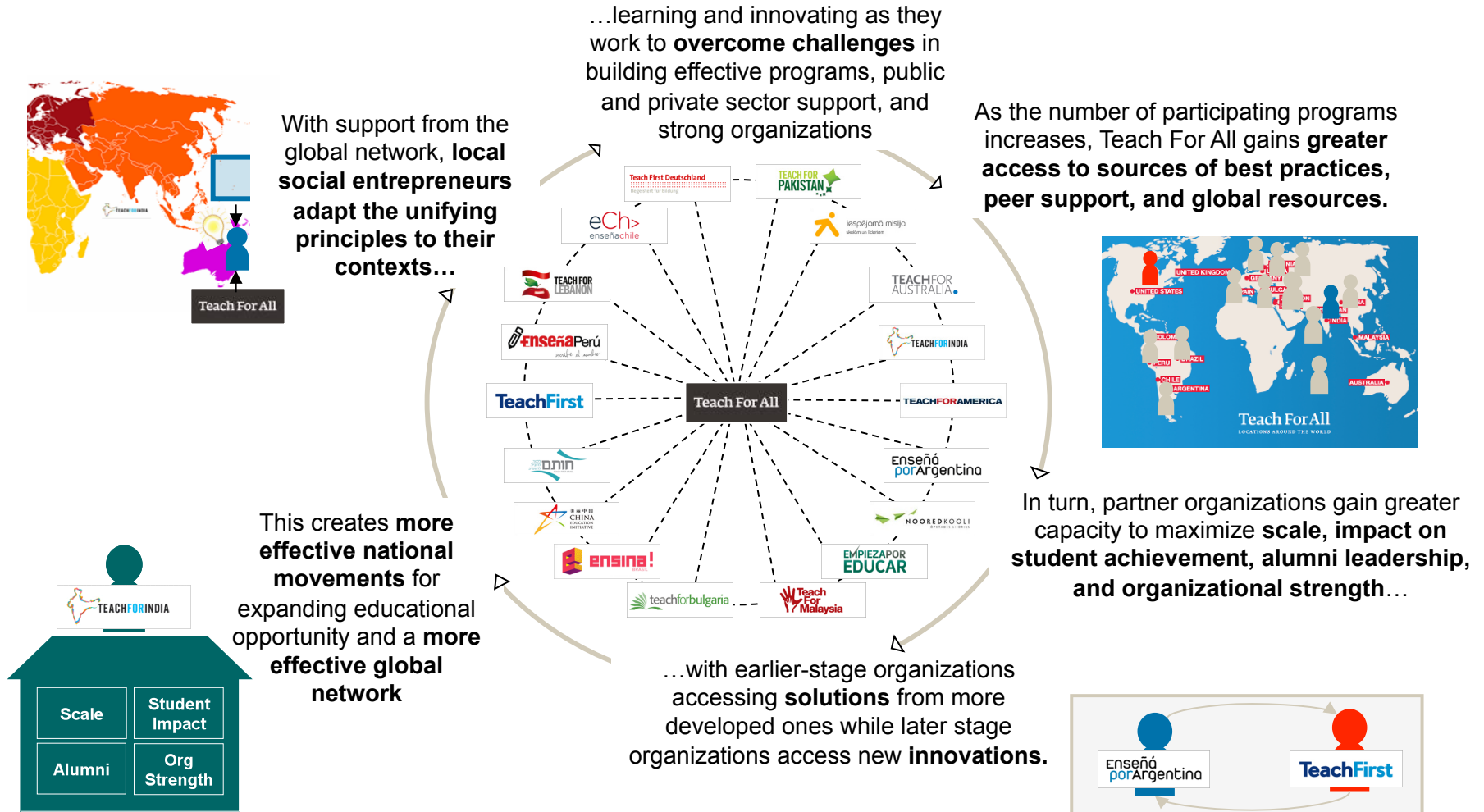
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Teach For All's global theory of change

Teach For All aims to increase and accelerate the impact of organizations that share our common strategy for reversing the cycle of educational inequity



Strategic implications (1/4): Teach For All's core values

Given our theory of change, our core values play a critical role in binding us together as partners engage across the network

Transformational change

We seek to build national movements that expand educational opportunity in ways that are life-changing for children and transforming for communities and nations. Given the magnitude of educational need and to ensure the change we effect is significant and sustainable, we act with high standards and urgency while taking a long-term view

Constant learning

We value the strength and diversity across the network and are committed to learning from each other in pursuit of multiplying our impact. With humility, we take the initiative to understand each other's experiences and perspectives and to act strategically on the insights we gain

Mutual responsibility

We are committed to supporting one another's welfare, development, and success. We help and challenge each other, and we seek answers that make each other stronger. To foster a strong and collaborative global community, we operate with openness, honesty, respect, trust, and generosity

Sense of possibility

Our deep belief in the potential of children, communities, and nations – and our optimism about the possibility of ensuring educational opportunity for all – inspires us to be bold and entrepreneurial in tackling the challenges we face

Strategic implications (2/4): Teach For All's approach to growth

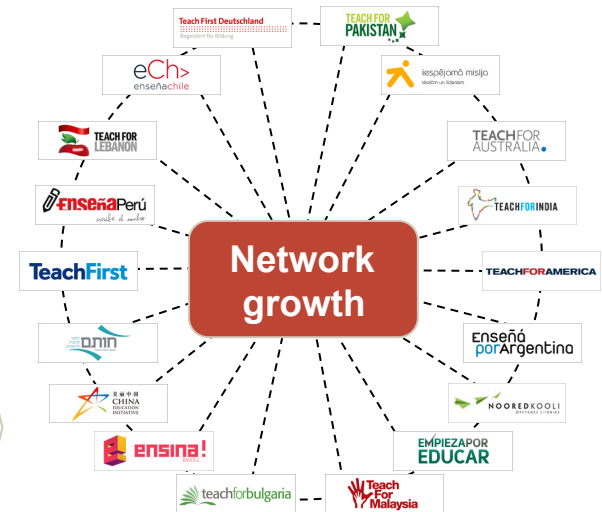
To develop the highest-impact network possible, Teach For All takes an approach to growth that is driven by the initiative of local entrepreneurs and inclusive of aligned programs

Driven by local initiative...

Given the importance of local ownership and entrepreneurship, our growth is driven by social entrepreneurs who approach the network with an interest in joining, rather than by active expansion efforts on Teach For All's part

Inclusive of aligned programs...

Given our desire to add value to organizations pursuing the unifying mission and to benefit from their engagement in the network, we maintain a partnership process that facilitates the entry of programs that are committed to the unifying principles and core values and have the capacity to implement an aligned program



"Local adaptation is critical. We don't initiate the growth. We want to partner with countries to take their vision forward by using our model" -Amy Black, Teach For All VP Growth Strategy & Development

Strategic implications (3/4): Teach For All's priorities

Given our analysis of the problem we are addressing, Teach For All is focused on four major priorities:

Teach For All's priorities

- Accelerate our partners' development of effective programs that powerfully achieve the unifying principles
- Accelerate our partners' development of robust public and private sector support
- Accelerate our partners' development of strong organizations that maximize and sustain impact
- Build Teach For All into an effective international organization and network

Strategic implications (4/4): Role of the network organizations

While national organizations' primary mission is to create impact in their countries, Teach For All relies on them to make certain critical contributions to help the network maximize its impact

Role of Teach For All

Corresponding role of national organizations

1 Capturing, transferring, and adapting network knowledge

- A. Developing and sharing *innovations* that can help all network organizations
- B. Participating in a *global data system* that enables Teach For All and network organizations to use data to learn from one another

2 Facilitating direct connections among staff, participants and alumni

- C. *Participating actively* in network conferences, meetings, and other forums, and engaging in peer-to-peer interactions

3 Generating access to new global resources

- D. Where possible, helping “*expand the pie*” by identifying and participating in joint fundraising, staffing, and other collaboration opportunities
- E. Publicly identifying as part of the Teach For All network in accordance with *branding guidelines*

To successfully carry out each of these roles, network partners operate according to the Teach For All network's core values

Bringing it all together



A Teach For America classroom:

<http://vimeo.com/18899844>

:

[EMBED BOTH VIDEOS]

:



A Teach For India classroom:

<https://sites.google.com/a/teachforallnetwork.org/staffhomepage/home/teacher-support-homepage/excellent-teachers/sanaya>

Reflection

Now that you've had some time to reflect on our Theory of Change, please answer the following questions independently and be prepared to discuss them with your manager during your post-session debrief

1. What questions or thoughts do you have about our mission and Theory of Change?
2. In what ways is Teach For All's TOC distinct from the TOC of partner orgs?
3. In what ways are the unifying principles paramount to network cohesion?
4. What is the relationship between the unifying principles and the importance of local adaptation?
5. In what ways does our TOC enable us to have unique impact?

One day, all children will have the opportunity to attain an excellent education.