

Teach For All



Teach For All is a growing network united by a common purpose



Our global network is developing collective leadership to ensure all children can fulfill their potential

2007



6,000
teachers



15,000
alumni



TODAY



60
partners



15,000
teachers



82,000
alumni



Over 74%
of alumni still working
in education

Our approach is designed for immediate impact in classrooms, and long-term collective impact in communities and at a system level



1. PARTNER WITH COMMUNITIES

Teach For All network organizations **build deep partnerships with communities** committed to making long-term progress for children.



2. RECRUIT PROMISING LEADERS

These organizations recruit their nations' **diverse, promising leaders** to channel their energy into these communities by teaching for at least two years.



3. PROVIDE SUPPORT & DEVELOPMENT

Network partners **support and develop participants** to work together with community members, families, and local leaders towards a **shared vision for student success** and to gain the foundation for a lifetime of leadership for children.



4. CULTIVATE LEADERSHIP

Network partners **cultivate long-term collective leadership** among alumni, allies, and community members in pursuit of progress towards the vision for student success.



5. SHARE AND ADAPT SOLUTIONS

The global organization provides a platform for **staff, teachers, alumni and allies** around the world to **share solutions** to accelerate progress.



6. COMMUNITIES SUPPORTING CHILDREN TO THRIVE

Communities all over the world provide all children the education, support, and opportunity to fulfill their potential.

The global COVID-19 pandemic will make our work more important than ever

**1.5 billion children
have been affected
by school closures**

**Half of them have been
out of school for 7 months**

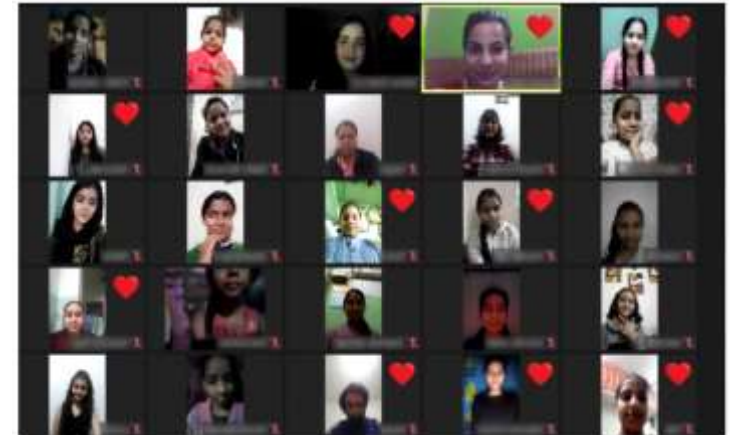
We risk severe setbacks for today's generation

Even before COVID-19,
in low- and middle-income countries,
**more than half of 10-year olds
had failed to learn to read entirely
or were out of school**

Returning to pre-pandemic outcomes will not be enough
to make up for the learning losses of this era.

We need to do more.

Our students and teachers are rising to the challenge, sharing innovations and leveraging technology to accelerate progress



The pandemic has magnified the importance of collective leadership, and the power of learning and sharing across borders

Thank You

TeachForAll.org



Appendix

Our Network's Unifying Principles

While each network partner is independent and locally led, all partners share a commitment to the following principles that define our overarching approach:

- **Pursue our global network's shared purpose** and theory of change rooted in our theory of the problem, live into our core values when working across the network, and contribute to our unifying vision and intended outcomes
- **Recruit and select** a significant number of the country's most promising leaders from diverse backgrounds, academic disciplines, and career interests, who demonstrate the values and capabilities to positively impact holistic outcomes of students in marginalized communities and become lifelong leaders who work with others to achieve systemic change
- **Support and develop participants** as leaders who work with students, families, and community members towards a shared vision for student success and gain the foundations for a lifetime of contribution to children fulfilling their potential
- **Partner with schools and communities** to contribute to collective leadership among students, educators, and community members, initially with participants who make a two-year commitment to teach, with full responsibility for student learning, and ultimately with alumni who continue working to expand opportunity for children
- **Cultivate lifelong leadership** among alumni so they can work collectively with students, families, and other stakeholders to enable all children to fulfill their potential
- **Pursue measurable impact** on holistic student outcomes at the classroom and community levels
- **Operate an autonomous organization** with an independent board and a diversified funding base
- **Partner with the public and private sectors** at every level to achieve shared goals and sustain local and national impact
- **Build a diverse coalition of leaders** including team members, participants, alumni, students and supporters, with a commitment to the representation and inclusion of those who have experienced the inequities we're addressing

Teach For All's Core Values



Sense of Possibility We believe in the extraordinary potential of all children and in our collective potential to realize our aspirations, and so we act with courage, boldness, urgency and perseverance in pursuit of transformational impact.



Locally Rooted and Globally Informed We value the enormous assets in the communities where we work, immerse ourselves in local perspectives, needs and opportunities, and work in deep partnership with students, families, educators, and community members—all while also seeking to build our understanding of what is possible based on insights from outside of our communities and countries.



Constant Learning We commit to continuous education, reflection and improvement as the foundation for the transformational leadership we strive to develop.



Diversity and Inclusiveness We seek to ensure full participation of people from all cultures and backgrounds, and we believe those who have themselves experienced the inequities we're working to address should guide and lead this work.



Interdependence In recognition of our shared humanity and interconnectedness, we work with generosity and compassion to help each other develop and grow.

Network partners pursue contextualized visions and plans and seek to contribute to a shared global vision and intended outcomes

OUR VISION

In 2040, **communities** in every part of the world are enabling all of their children to have the education, support and opportunity to **shape a better future** for themselves and all of us. These communities are **inspiring and informing a worldwide movement** to achieve this everywhere.



INTENDED OUTCOMES

Communities all over the world are making progress towards our 25-Year Vision.

We are developing a **significant number of extraordinary leaders** who teach successfully in under-resourced communities and continue working to ensure all children have the opportunity to fulfill their potential.

All across the network, participants and alumni are ensuring **students attain an excellent education that enables them to grow as leaders** who will shape a better future for themselves and all of us.

We are an **interconnected global community** learning from and supporting each other in pursuit of transformational progress for children.

We are an **influential voice in the global discussion**, advocating based on our diverse experiences for equity and opportunity for children.

Research demonstrates we're having a positive impact

Developing students as leaders

TEACHFORAMERICA

A 2017 meta-analysis of the impacts of alternative teaching pathways found that students of Teach For America, on average, tend to excel more academically compared to students of teachers from traditional training programs ([Whitford, et al, 2017](#)).

Enseña por México

A pioneering impact evaluation of Enseña por México finds participants have a positive impact on the development of students' skills such as self-efficacy, self-management, growth mindset, and social awareness, in addition to creating positive classroom environments for their students using student perception surveys. ([Peña and Chacón, 2017](#))

Developing participants and alumni as leaders



A 2019 two-year study on five European network partners demonstrates that participants of these organizations are highly prepared to teach before entering the classroom and continue to develop both the pedagogical and leadership skills to be effective classroom leaders throughout the two year program.

TEACHFORINDIA

A part of Global Equity Within Reach, a quasi-experimental study investigates the effects of teaching as a participant in Teach For India on individuals mindsets and perceptions of systemic injustice, educational inequity, and impact on alumni career trajectories. (Ongoing)



A part of Global Equity Within Reach, a quasi-experimental study on alumni mindsets, behaviors, and career trajectories shows that Enseña Chile's program influences its participants' opinions and perceptions regarding public policies that impact educational opportunities for children (Claro and Sanchez, 2018).

TEACHFORAMERICA

Experience as a corps member has lasting impact on participant leadership; a 2017 study on Teach For America shows that participants demonstrate a decrease in both class-based and racial resentment ([Mo and Conn, 2017](#)) and that alumni are more likely to participate in the political process.

Global education leaders believe our work is vital to achieving quality education for all children (SDG#4)



“The greatest need in education is for a new generation of pioneering innovators to pursue changes at all levels of the system. I’ve seen that the Teach For All network is cultivating exactly this kind of leadership and thus performs a vital role within the larger landscape.”

— Andreas Schleicher (Director, Directorate for Education and Skills, OECD)



“...improving learning system-wide begins with a constellation of leaders committed to transformational change... Teach For All network partners comprise one pipeline [of leaders]”

— Julia Gillard, (Chair, Global Partnership for Education; Former Prime Minister of Australia)



“I see the Teach For All approach as a key strategy for building management leadership capability in ministries, which is so crucial to the progress we need.”

— Jaime Saavedra (Leads the Education Global Practice at the World Bank Group; former Minister of Education of Peru)



“Without effective leadership, we simply cannot expect any progress in education. I visited Lead For Ghana and Enseña Chile classrooms recently and became even more convinced that Teach For All partners are bringing in exactly the leadership capacity that is essential for developing countries to achieve Sustainable Development Goal #4.”

— Dzingai Mutumbuka (Former Chair of the Association for the Development of Education in Africa (ADEA) & Former Minister of Education in Zimbabwe)

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