

TEACH FOR ALL

BUILDING A PIPELINE
OF FUTURE EDUCATION
LEADERS AROUND THE
WORLD

**Christina Kwauk, Jenny Perlman Robinson,
and Samantha Spilka**

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Teach For All at a glance

EDUCATION LEVEL:

Early childhood, primary, secondary



LOCATION:

Network partner organizations in 40 countries

FOCUS OF INTERVENTION:

Developing education leadership through the recruitment, training, and support of talented individuals from diverse academic backgrounds to teach in high-need communities and pursue diverse career pathways to expand educational opportunity for all children.

INTERVENTION OVERVIEW:

Teach For All (2007-present) is a global network of 40 independent locally-led and funded organizations. Each partner organization recruits and develops a diverse range of university graduates and young professionals to teach for two years in high-need schools in their countries, with the goal of developing a pipeline of future education leaders. All network partner organizations commit to eight core actions and principles. Among them are placing participants for two years in high-need schools; measuring impact; partnering with public and private sector entities; and maintaining independence from government control. Another is to give flexibility to allow for local innovation based on local education needs. Teach For All provides each partner organization with direct support on critical issues (i.e., developing strong teachers and alumni), facilitates connections through the network, seeks out additional resources for network partners, and provides opportunities for leadership development. Teach For All's theory of change rests on developing leadership within and outside of the education sector to transform school systems and inequities in educational opportunities with the ultimate goal of ensuring all students are receiving the education they need to achieve their potential. Teach For All network partners channel their country's outstanding talent toward expanding quality educational opportunities among the most vulnerable children in their communities. The aim is for Teach For All participants to continue as alumni to work across sectors that impact education and opportunity as teachers, school leaders, policymakers, social entrepreneurs, and business or civic leaders who help effect change and ensure that more students are able to receive a quality education.

TYPE OF LEARNING MEASURED:

Student academic achievement (i.e., reading, mathematics, science) and non-cognitive skills (i.e., self-esteem, self-efficacy); participant and alumni mindsets; and alumni career trajectories

COST:

Total budget: \$20.4 million in 2014 (for Teach For All's global network).

SIZE:

Direct reach—15,000 current teachers, 50,000 alumni. *Indirect reach*—1 million students.

IMPACT:

Student achievement—Students taught by Teach For America math fellows demonstrated an additional 2.6 months of learning over the course of a year compared to students taught by novice and veteran teachers. After two and three years of placing a Teach First teacher in a resource-deprived secondary school in the UK, there were school-wide gains of 0.05 standard deviation in test scores, or a boost of one grade in one of a student's eight best subjects. And, students in Enseña Chile schools made greater gains in comparison to students in non-participating public and private schools in their Spanish and math test scores, as well as in their non-cognitive and socio-emotional abilities. *Career trajectories of teachers*—73 percent of alumni across the Teach For All network continue to work in education or in support of lower-income and disadvantaged communities. *Mindsets*—Teach For America volunteers' convictions about the academic potential of children from low-income backgrounds were strengthened and volunteers were more likely to pursue a career within the education sector following their teacher assignments.

Background

During the 1980s and 1990s, the United States experienced stagnant academic outcomes among low-income students and a national teacher shortage crisis across all communities. Wendy Kopp, CEO and co-founder of Teach For All, recognized that, for all children to have the opportunity to attain a quality education, the education sector needed new leaders.¹ In 1989, Kopp established Teach For America, a leadership development program designed around the idea that the pathway to becoming a strong education leader starts in the classroom (Nick Canning, interview by Jenny Perlman Robinson and Samantha Spilka, July 7, 2015). The idea was simple: recruit talented university graduates and place them for two years in high-need urban and rural schools around the country. Today, teachers, or participants, receive five to eight weeks of pre-service training on lesson planning, classroom management, and other important lessons on experiential learning methods. Participants also receive ongoing support throughout the school year, including classroom visits and weekend-long leadership development training. The ultimate goal of this model is to channel

the energy of the most talented youth into education, developing a corps of education leaders who are committed for life, both inside and outside the classroom, to increasing opportunities for children.

In 2002, Teach First was launched in the United Kingdom out of an attempt by two British business membership organizations to identify private sector solutions to address educational disadvantage in London. Teach First, founded and led by Brett Wigdortz, a member of the consulting team that recommended the program, follows the same approach as Teach For America: it recruits and trains the UK's top graduates to teach in some of the country's most challenging schools for two years. Teach First has since become the biggest recruiter of college graduates in the UK, with 1,261 college graduates selected in 2013.² As the success of both programs gained media attention throughout the mid-2000s, social entrepreneurs around the world began to approach Kopp and Wigdortz to establish similar organizations in their own countries. Shortly thereafter, in 2007, Teach for America and Teach First came together to co-found Teach For All.

Building a pipeline of future education leaders

Today, Teach For All is a global network of 40 independently led and funded partner organizations that share a common vision, mission, and a set of unifying principles.³ Operating in a diverse range of countries

including Ghana, Haiti, Mexico, Lebanon, the Philippines and Sweden, the Teach For All network aims to prepare young college graduates and professionals for leadership roles in education and

beyond. Acting as an “incubator of national entrepreneurs,” Teach For All has established in just a decade a new pipeline of future education leaders, both inside and outside of the classroom (Fernando Reimers, interview by Jenny Perlman Robinson and Samantha Spilka, July 9, 2015). In 2016, Teach For All had over 3,600 alumni outside the U.S. and the U.K. By 2020 this number is expected to quadruple to more than 12,000 alumni. If current trends hold, 60 percent of these alumni will continue to work within education while many others will pursue change in education from other related sectors (personal communication, Deborah Levine and Jenny Perlman Robinson, June 15, 2016). According to Teach For All, the impact of this contribution to education leadership will play out over many years (personal communication, Wendy Kopp and Jenny Perlman Robinson, February 16, 2016).

Teach For All has taken a steady, organic approach to scaling, adding approximately five new partner organizations per year to the network since its inception. While Teach For All is working to achieve scale within each of its partner countries—on average, each partner organization grows its teaching cohort by 18 percent each year (personal communication, Deborah Levine and Jenny Perlman Robinson, June 15, 2016)—the story of Teach For All's expansion can be viewed from at least two levels: 1) adapting a core approach across many countries and cultures, and 2) creating systemic change at the national level through its participants and alumni.

Many of the social entrepreneurs who had initially approached Kopp and Wigdortz about establishing a partnership in their country—and many social entrepreneurs

today who are inspired to initiate a partnership—learn of Teach For All while studying or working abroad in a country where a network partner is operating and have seen firsthand the ramifications of a poor education (Davies 2014). When social entrepreneurs are moved to the point of action, they develop a feasibility and business plan to create their country's Teach For All partner organization. At any one time there may be 20 or more entrepreneurs with early stage plans for a Teach For All network partner organization in the pipeline (personal communication, Amy Black, Deborah Levine, and Jenny Perlman Robinson, June 15, 2016). New partners are invited to join the network based on their alignment to Teach For All's mission, core values, and unifying principles as demonstrated through business plan materials and ongoing support conversations. This includes that the new partner organization seeks to strengthen the national education system and to build a pipeline of future education leaders, rather than to merely use the network as a “teacher quality solution” (Sarabeth Berman, interview by Jenny Perlman Robinson and Samantha Spilka, June 25, 2015). Successful new partners enter the network with several components already procured, including: good government relations (i.e., recognition or in conversation with government to recognize the need for alternative teacher certification pathways); funding through philanthropic channels; and a robust pool of college graduates for recruitment (Sarabeth Berman, interview by Jenny Perlman Robinson and Samantha Spilka, June 25, 2015).

Teach For All was founded on the premise that the socioeconomic circumstances of a child's birth should not determine his/her educational outcomes, and that regardless

of circumstances all children deserve a quality education (Sarabeth Berman, interview by Jenny Perlman Robinson and Samantha Spilka, June 25, 2015). According to Teach For All, the strength of the network is apparent through its approach to leadership development, which addresses a very core and common problem around the world: that teaching is often considered a low prestige profession and does not always attract enough of the most talented individuals. The Teach For All model addresses this dilemma and has proven relevant across a wide range of contexts (Barbara Bruns, interview by Jenny Perlman Robinson and Samantha Spilka, July 9, 2015).

However, Teach For All was not created and scaled around the world as a strategy for responding to national teacher shortages. The intervention, according to Kopp, is “not scalable to meet the demand for teachers” (personal communication, Wendy Kopp and Jenny Perlman Robinson, February 16, 2016). Instead, the global network was launched to help develop strong educational leadership capacity by enlisting a country’s outstanding talent and directing that talent and energy toward expanding quality educational opportunities for the most vulnerable children in their communities. Kopp explains that Teach For All’s theory of change “is not to grow to the point where the partnering organizations provide all—or even a substantial portion—of a nation’s teachers or leaders. Rather, the goal is for each national organization to reach a scale at which it produces enough leaders to ultimately transform the system” (Kopp 2014). Like Teach For America, each Teach For All partner places individuals in classrooms so that, through the experience of working in communities and

collaborating with parents, schools, and students, they gain a deep understanding of the problems and potential solutions and then go on to form a continuous network of education leaders inside and outside schools (personal communication, Wendy Kopp and Jenny Perlman Robinson, February 16, 2016).

Partner organizations operate autonomously within the Teach For All network. Each has control over its own branding, funding, staffing, programming, and approach, looking to the unifying principles for direction. For example, many partner organizations set a quota for each recruitment cycle. In Bulgaria, this quota was 30 in 2011. Adhering to the guiding principles and focusing on recruiting the most promising future leaders, Evgenia Peeva, CEO of Teach For Bulgaria, explained that only 21 spots were actually filled (Evgenia Peeva, interview by Samantha Spilka, July 21, 2015). Instead of focusing on filling numbers to reach a quota, Teach For Bulgaria needed to make sure it had the capacity to support its participants and that it brought in the highest quality recruits with the most potential to add to the talent pipeline. It is in this spirit that Teach For All has grounded its scaling process.

Teach For All’s global organization provides the customized support each partner organization needs to succeed and to grow sustainably, ensuring that their students and participants are achieving and learning and that they are cultivating the individual and collective leadership of their alumni. Teach For All provides partners with ongoing support in the areas of organizational development; teacher recruitment, training, support, and professional development; participant

and alumni impact; and garnering public and private sector support, including fundraising (personal communication, Wendy Kopp and Jenny Perlman Robinson, February 16, 2016).

In terms of Teach For All’s future, Kopp envisions a future where each network partner organization is not only learning from one another, but where the leaders recruited are deeply connected, innovating, and learning from one another (Wendy Kopp, interview by Jenny Perlman Robinson and Samantha Spilka, August 3, 2015). In the most recent phase of Teach For All, the network has begun to focus on fostering learning among alumni, establishing cross-network communities among these leaders so that they are not “re-inventing the wheel” in all different

countries but understanding principles for success and adapting best practices to their contexts (Wendy Kopp, interview by Jenny Perlman Robinson and Samantha Spilka, August 3, 2015). While Kopp’s original vision for addressing educational inequity did not include a global network, she can now imagine a day when Teach For All will reach over 100 countries. Kopp is quick to add that “we [Teach For All] are not the ones to make this decision” (Wendy Kopp, interview by Jenny Perlman Robinson and Samantha Spilka, August 3, 2015). Rather, as network partners mature and grow, they will demonstrate to other countries that this approach is one to consider in building the local capacity necessary for change (personal communication, Wendy Kopp and Jenny Perlman Robinson, June 15, 2016).

Impact and evidence of success

Teach For All’s strategy has been to raise the importance of leadership development and to guide strong talent toward improving entire education systems. With this, Teach For All has been documented to have impact at the level of individual students, network participants and alumni, and overall education systems.

At the student level, a range of studies have demonstrated the positive impact that Teach For All partner organizations have had on children. For example, a Mathematica Policy Research study found that students taught by Teach For America math teachers demonstrated an additional 2.6 months of learning over the course of the year, compared to novice and veteran teachers (Decker, Mayer, and Glazerman 2004). Similarly, a

University of Manchester study of the UK’s Teach First indicated that the greater the number of Teach First participants in a school, the better its students performed on secondary school exams (Muijs et al. 2010). Another University of London study found that, after two and three years of placing a Teach First teacher in a resource-deprived secondary school, there were school-wide gains of 0.05 standard deviation in General Certificate of Secondary Education scores, or a boost of one grade in one of a student’s eight best subjects (Allen and Allnutt 2013).

While much of the scholarly research on the effects of the Teach For All approach has focused on Teach For America and Teach First, there is some emerging evidence of Teach For All’s positive

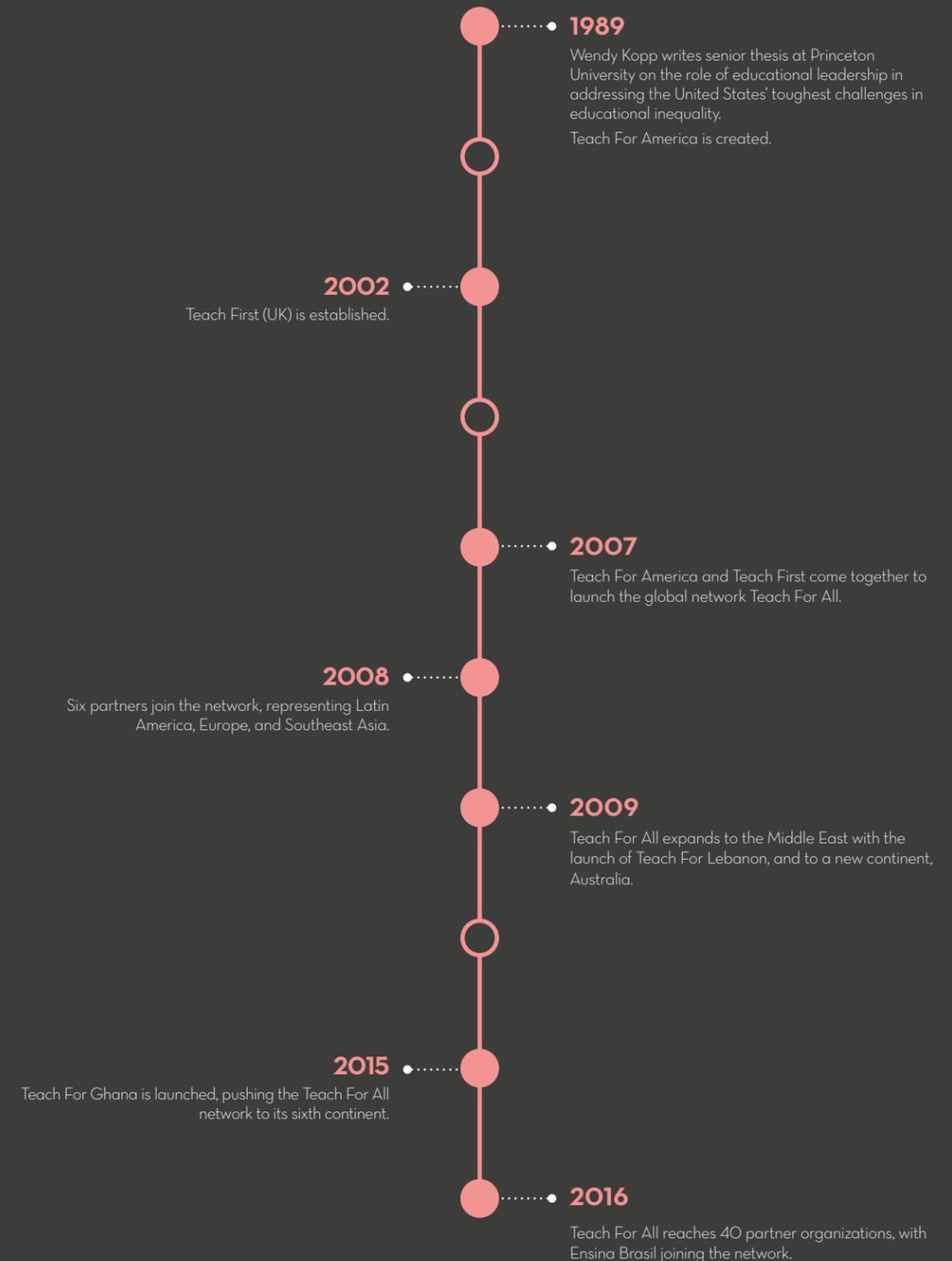
impact in other countries. For example, in Chile, preliminary evidence from an Inter-American Development Bank study suggests that students in Enseña, Chile schools made greater gains in comparison to students in non-participating public and private schools in their Spanish and math test scores, as well as in their non-cognitive and socio-emotional abilities, including self-esteem (as indicated by increases in positive self-perception), self-efficacy, and intellectual and meta-cognitive abilities (Alfonso, Santiago, and Bassi 2010). The authors of the study suggest that Enseña Chile teachers' positive attitudes are being transmitted to their students, which over time is improving their students' self-esteem—a finding that is consistent with the goal of attracting the highest quality graduates with the leadership competencies to transform classrooms and in turn enable students to transform themselves (Alfonso, Bassi, and Borja 2012). While not without its critics, many other studies (both anecdotal and rigorous) point to the positive results that Teach For All has achieved to date, allowing it to continue expanding across the globe.

At a systems level, the impact is visible through the career trajectories and attitudes of Teach For All alumni. For example, 65 percent of Teach For America and 74 percent of Teach First alumni continue to work in the field of education as teachers, school leaders, or state or district leaders.⁴ Across all network partners that track this data, on average, 73 percent of alumni are working in education or in support of lower-income and disadvantaged communities (personal communication, Deborah Levine and Jenny Perlman Robinson, June 15, 2016). A recent Harvard University study found that

Teach For America's impact on its participants is ultimately a stronger belief that the achievement gap is solvable and a higher awareness and conviction that all children from low-income backgrounds can have the same academic achievement as children coming from more affluent backgrounds. The study goes on to show that participation in Teach For America increases the likelihood that a career in education will be pursued (Dobbie and Fryer 2011).

Former Teach For All staff and fellows have assumed many leadership positions as alumni, continuing in public service and contributing to the field of education. Examples include the former CEO of Iesp jam Misija (Mission Possible, Latvia) who was appointed Minister of Education in 2014;⁵ CEO of Enseña por Colombia (Teach For Colombia), who spent four years in the Office of the President;⁶ and six Teach For America alumni who were recognized in Forbes 30 Under 30 (in education) 2015 edition for their contributions to the field. Sandra Fomotskin, a Noored Kooli (Teach For Estonia) fellow, became the Communications Consultant for the Ministry of Education and Research for the Republic of Estonia,⁷ while Chaitra Murlidhar, a Teach For India fellow, has remained an influential Advisory Board Member for Teach For India and a manager of social innovations for Thermax Ltd.⁸ In Chile, a group of Enseña Chile alumni co-founded a non-profit organization aimed at accelerating the impact of teachers entering the education system. Today, their alternative teacher certification program is expanding to other countries across Latin America (personal communication, Deborah Levine and Jenny Perlman Robinson, June 15, 2016).

Timeline of key events



Key drivers behind scaling impact

At the heart of Teach For All's vision is the cultivation of leadership capacity at all levels of the education system, with the aim of improving the equity and quality of education, particularly among the world's most underserved communities. But just how did this global network of independently operated partner organizations successfully adapt and scale across a diversity of low-, middle-, and high-income countries? According to Teach For All, the emphasis on demand-driven growth, entrepreneurial spirit, and local autonomy have been central to the success of the organization and its network partners. Teach For All

has also benefited tremendously from a core approach that responds to a fundamental problem shared by many education systems around the world, yet is easily adaptable to the needs and priorities of any country. Teach For All has also relied on word of mouth, reputation, and media attention to attract potential new partners to the network, and has leveraged strong public sector working relationships with an eye to long-term systemic change. Together, these strategies have helped to direct the network's energy and focus on seeding education reform movements in many countries.

Addressing a universal problem with a simple idea

Teach For All is built on the premise of a very simple concept that is applicable in a vast array of contexts: recruit talented individuals who may not otherwise have considered the education sector as a career path and provide them with intensive training and support to teach in high-needs classrooms in their country for two years (Barbara Bruns, interview by Jenny Perlman Robinson and Samantha Spilka, July 9, 2015). Just as some of the world's leading corporations seek to attract highly talented individuals, Teach For All participants are recruited from a country's leading universities or other key sources of talent. Teach For All strives to make the teaching profession not only a desired career choice—bringing both prestige and competition to the profession—but also an accessible one (Derrin Kerr, interview by Jenny Perlman Robinson

and Samantha Spilka, June 30, 2015). In developing a program that only requires a two-year commitment, talented young graduates who might not otherwise consider teaching have the chance to be immersed via what amounts to a trial period. Nick Canning, Teach For All's Chief Operating Officer, sums up the concept: "try and channel as much of the country's top talent towards addressing the problem of education inequity" (Nick Canning, interview by Jenny Perlman Robinson and Samantha Spilka, July 7, 2015). The intensity of the experience of being grounded in the inequities faced by their students and communities is expected to inspire a sense of injustice in participants and, subsequently, the development of a personal calling to address the underlying problems of educational inequity. Even though many young teachers might have viewed the

stint at the beginning as a short-term placement, ultimately Teach For All provides young talent with a teaching

experience that helps create a pipeline of professionals working toward systemic change.

Balancing centralized support with decentralized decision making

A key aspect of the success of scaling Teach For All's approach has been a commitment to both local capacity building and local autonomy. Central to Teach For All's theory of change is a deep belief in the importance of each local social entrepreneur developing a vision for adapting the approach to their context and fully owning its success. Each partner organization has its own CEO and staff, and is responsible for making autonomous decisions on how to collaborate with government partners, raise funds, and recruit fellows. At the same time, each network partner has access to centralized support, tools, and resources. In addition, the opportunity to learn from partners across borders is built into the network's structures and processes.

Achieving this balance between centralized support and decentralized decision-making, however, is easier said than done, particularly in terms of designing Teach For All as a network that attracts and facilitates the kind of local leadership and local entrepreneurialism needed to address the underlying problems of educational inequity. According to Amy Black, Teach For All's Vice President of Growth, Strategy, and Development, the key to achieving this balance is to create a healthy marriage between an entrepreneurial leader and an equally entrepreneurial organization (Amy Black, interview by Jenny Perlman Robinson and Samantha Spilka, July 23, 2015). Instead of viewing Teach For All's role in the network as providing parental

oversight, the network provides the support necessary for each partner to succeed in its given country context. At the center of this support lies mutual trust between the Teach For All organization and the network's partner organizations, as well as established trust between Teach For All partners and their donors.

For example, to develop its country-wide presence, Teach For Bangladesh is working to ensure that there are enough Teach For Bangladesh fellows to serve the same students from grades 1 to 10 in Dhaka, while maintaining a quality over quantity mindset (Sheik Tanjeb Islam, interview by Samantha Spilka, July 2, 2015). By contrast, Enseña por México has focused on expansion from one state to 10 in less than five years (Rebecca Vargas, interview by Samantha Spilka, July 29, 2015). Currently, Teach For Bangladesh is not looking to expand into other cities, while Enseña por México is doing just that. Yet both partners are extremely cognizant of recruiting high quality fellows who have the potential to become leaders within the education sector. According to Teach For All, as partners gain momentum and desire to grow their numbers, they must ask themselves 1) is growth enabling progress in the classroom?, and 2) how are the individuals being transformed during their two years? (Darrin Kerr, interview by Jenny Perlman Robinson and Samantha Spilka, June 30, 2015). The answers to these questions must be derived from each partner's country context, meaning no two approaches to growth are identical.

Growing organically based on local demand

According to Black, the “demand-driven nature has been at the heart” of the Teach For All model since its inception (Amy Black, interview by Jenny Perlman Robinson and Samantha Spilka, July 23, 2015). Teach For All’s Chief Operating Officer Nick Canning adds, “historically, [Teach For All] grew at a pace [based on] the interest of entrepreneurs in countries rather than us going out there looking to drive this model in different countries around the world,” (Nick Canning, interview by Jenny Perlman Robinson and Samantha Spilka, July 7, 2015).

Capitalizing on the positive publicity and visibility of Teach For America and Teach First, Teach For All did not seek out new social entrepreneurs to start partnerships in countries, but rather it took a step back to allow the strength of the model to attract new CEOs.

This organic approach to scaling has flourished in many regions of the world, including Europe, Latin America, the Middle East, and South Asia. However, a gap still exists in Africa. To expand into the continent, the Teach For All network has decided to take a more proactive approach. The network has a dedicated Director of Regional Growth Strategy and Development (Africa) who spends her time meeting with prospective CEOs

of new organizations while also raising awareness for Teach For All in Africa. Given that this approach is relatively new, it is difficult to predict what the outcome will be and how it will affect the demand driven nature of Teach For All’s scaling process.

Teach For All’s emphasis on demand-driven growth also extends to the way network partner organizations respond to the local demands of their communities. Specifically, a close working relationship between partner organization and local students, parents, and community leaders has enabled Teach For All partners to co-create with community stakeholders agreed upon student outcomes. For example, Anseye Pou Ayiti (Teach for Haiti in Creole, or APA) engaged in a collaborative process with local leaders in the communities where APA works to establish a contextualized vision of learning outcomes for their children. This vision reflects not only the values and global knowledge of the APA’s founder, but also the values and aspirations of local leaders. It also is grounded in a deep understanding of local challenges and in the assets and unique opportunities of each community (personal communication, Wendy Kopp and Jenny Perlman Robinson, February 16, 2016).

Identifying a core approach that can be flexibly applied

With a model that has been applied in 40 very different contexts, Teach For All has demonstrated proof of adaptability. At the country level, partner organizations are charged with developing fellows who will

systemically transform education systems. Yet while they pursue the same approach, each partner organization customizes their strategic approach based on its country’s needs (Nick Canning, interview by Jenny

Perlman Robinson and Samantha Spilka, July 7, 2015). For example, Teach For Australia may focus its alumni development efforts on school leadership, while Teach For China may be focused on social innovation. While the unifying principles, commitment to the network, and commitment to the core values are non-negotiable, partners have much freedom in flexibly adapting the approach in a way that best fits their environment.

Being flexible does not just pertain to the adaptability of the Teach For All model to country contexts, but also entails the adaptability of Teach For All’s global organization, particularly its ability to make mid-course corrections. For example, in 2013, Teach For All underwent a staff restructuring that resulted in the creation of two teams: the partner engagement team and the network impact team. This reorganization marked a shift in how to approach scaling. Before this restructuring, every new country would be assigned a partner engagement director to help the new country program establish itself. Once Teach For All grew significantly, this process became unsustainable. A new regional approach was then adopted, in which regional offices were established around the world, focusing solely on its local partners (Sarabeth Berman,

interview by Jenny Perlman Robinson and Samantha Spilka, June 25, 2015). By removing the partner engagement director and developing a regional consultant instead, the model has allowed for more rapid and sustainable growth. It has also ensured that mature partners still have regional support even without a dedicated consultant in-country.

Furthermore, as the Teach For All network evolves and is comprised of more mature partners (those that have been established for more than five years), it requires different support than when it was comprised of primarily newer partners. Another lesson is that, while country context is always different, the needs of partners are very similar in the early days of joining the network. The first year is largely “out of box” support, focused on assisting a partner country’s launch. But as partners have grown and matured, Teach For All has found that their needs evolve (Nick Canning, interview by Jenny Perlman Robinson and Samantha Spilka, July 7, 2015). Thus, partner support must be continuously re-evaluated. As Teach For All’s existing network scales and matures, the organization will have to balance supporting existing partners while creating new, strong partnerships in countries that have not had a Teach For All presence in the past.

Building government buy-in from the start

According to Sarabeth Berman, Teach For All’s Vice President of Public Affairs, the importance of an enabling policy environment cannot be overestimated. Good government relations and having government policies in place

(i.e., allowing for alternative teacher certification pathways) are what allow for a non-mainstream idea like Teach For All to be accepted (Sarabeth Berman, interview by Jenny Perlman Robinson and Samantha Spilka, June 25, 2015).

This recognition has led many network partner organizations to work towards government partnership early on. Indeed, as per Teach For All's unifying principles, country partners must be a non-state entity working in partnership with both the public and private sectors. This tenet has helped to make partner organizations less vulnerable to leadership changes. A case in point is Teach First, which represents 20 percent of new teachers in disadvantaged schools across England and Wales (personal communication, Sarabeth Berman, Eileen McGivney, and Jenny Perlman Robinson, January 4, 2016), after having grown almost 25 percent per year during its first 11 years (Teach First 2014). Part of the success of Teach First is attributed to the deliberate approach from day one to work across party lines. As a result, it was the only education initiative supported by all three political parties during the 2010 UK general election (Hill 2012).

Just as good government relations and government policies have been crucial to Teach For All's success, a major barrier to growth for the network has been government regulations on the teaching profession. In particular, alternative pathways to teaching are not widely accepted or recognized in many countries where Teach For All partners strive to grow (Katharine Onorato, interview by Jenny Perlman Robinson and Samantha Spilka, August 5, 2015). Some countries have strong teacher unions that are concerned with protecting the traditional route to teacher training. In these countries such as Brazil, government regulations have actually prevented Teach For All from taking off (Bruns and Luque 2014).⁹

Achieving government support in these more challenging contexts from inception is thus even more crucial. Strong public-sector working relationships are important, not only for ensuring Ministry of Education officials understand Teach For All's mission and work—and how it supports rather than competes with their work—but also for developing the relationships and trust necessary for securing both political and monetary support to the organization.

For example, Teach For All's partner in Mexico, known as Enseña por México, was having a difficult time getting started until CEO Erik Ramirez-Ruiz began to cultivate the support of the Secretary of Education in the State of Puebla, Mr. Luis Maldonado and Mrs. Patricia Vazquez, who at the time was the Director of Technology within the state's Department of Education. Mr. Ramirez-Ruiz's persistence paid off, as Mrs. Vasquez went on to become Puebla's Secretary of Education and an avid supporter of Enseña por México. Today, Enseña por México works in 9 states across the country (Erik Ramirez Ruiz, interview by Jenny Perlman Robinson and Samantha Spilka, July 24, 2015).

In the case of Peru, EnseñaPerú (EP) was initially facing difficulties placing fellows in public schools, due to the legal and political barriers of placing non-education professionals as teachers in public classrooms. This placed significant limitations on EP's ability to place fellows in the highest-need schools and communities. However, with the arrival of a new minister of education in 2014, who prioritized leveraging human capital in the education sector, EP saw an opportunity to change this reality. Working closely with the

minister, EP was able to raise awareness and interest about the potential impact of EP's fellows in the public school system. At the same time, EP's alumni were working across regions in the public sector, building the right national, regional, and local relationships needed to construct a more complete understanding of the needs and opportunities within the education community. In 2015, EP signed an agreement with the ministry that allowed the organization to place fellows in high performing public schools. And in

2016, with the country facing a teacher deficit resulting from an increase of teaching hours in the public school day, EP was able to influence the creation of a fast-track placement program for non-education professionals to teach in open positions in public schools. These deficits were prevalent in highly vulnerable communities in rural areas, precisely the communities EnseñaPerú sought to serve (personal communication, Wendy Kopp and Jenny Perlman Robinson, February 16, 2016).

Lessons learned

- Contrary to the assumption that scaling requires top-down, centralized models, Teach For All has successfully expanded across 40 countries with an approach that ensures network partners have full autonomy to implement their program as they see best fit, while adhering to a set of *core principles* shared across all network partners. Closely related to this has been the network's commitment to local entrepreneurship and ownership, to building local capacity, and to facilitating learning across borders.
- Teach For All has traditionally followed a *demand-driven growth model* in which prospective partner organizations approach the Teach For All network. It has learned that it will need to become more proactive in building awareness about its approach and supporting social entrepreneurs in overcoming local challenges in some areas where there is the greatest educational need, including in many countries in Africa and the Middle East.
- While the idea behind Teach For All is simple, it responds to a fundamental problem shared by many education systems around the world: the low prestige of the teaching profession and the subsequent difficulty in attracting outstanding talent into education leadership. Teach For All addresses this dilemma and *its approach is flexible* across country contexts, allowing an extremely diverse array of national organizations to *customize the approach* in a way that will have the greatest impact on their country's educational landscape.
- A central focus of Teach For All is *systems change*—not to train enough teachers to address each country's teacher shortage, but rather to change mindsets and to develop a cohort of young people who want to improve education in their communities. As such, developing entrepreneurial leadership is a key component to the network's theory of change.
- Although systems change is the goal, Teach For All made the deliberate decision to support network partners that are independent of government in order to maintain the necessary autonomy and independence from local

politics and government bureaucracy. However, *strong working partnerships with the public sector* and *government buy-in* have been key to the success of partner organizations.

- Teach For All has and continues to be challenged by the *regulatory environments* restricting alternative teaching pathways in each of its network countries. This makes it even more crucial that Teach For All partner organizations develop strong ties with government entities.

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Endnotes

1. <http://teachforall.org/en/about/vision-and-mission>, accessed May 23, 2016.
2. <http://www.bbc.com/news/education-23227967>, accessed May 23, 2016.
3. Teach For All's vision is that one day all children will have the opportunity to attain an excellent education. Its four core values are: transformational change, constant learning, mutual responsibility, and sense of possibility. Its eight unifying principles can be broken down into programmatic principles (recruit and select the country's most promising future leaders; train and develop corps members to maximize their impact on student achievement; place corps members as teachers for two years in high-need areas; accelerate the leadership of the alumni; and drive measurable impact), and organizational features (a local social enterprise that adapts the approach, innovates, and achieves ambitious goals despite constraints; independent from the control of the government and other external entities, with an autonomous board and diversified funding; and partnerships with the public and private sectors that provide the teaching placements and supportive policy environments).
4. <https://www.teachforamerica.org/alumni/community/alumni-survey-snapshot>, accessed June 23, 2016; <http://teachforall.org/en/research>, accessed May 24, 2016.
5. <http://teachforall.org/en/news/latvian-partner-ceo-lead-ministry-education>, accessed May 24, 2016.
6. <http://teachforall.org/en/pablo-jaramillo>, accessed May 24, 2016.
7. <http://teachforall.org/en/news/alumni-changemakers-ed-vainker-and-sandra-fomotškin>, accessed May 24, 2016.
8. <http://teachforall.org/en/news/alumni-leaders-video-profiles>, accessed May 24, 2016.
9. Although, Enseña Brasil relaunched this year as a new organization (but related to original) with government partnerships in two states (personal communication, Deborah Levine and Jenny Perlman Robinson, June 15, 2016).

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