

Teach For All's approach: Research, data and global insights on addressing educational inequality and how it translates right here in Portugal

DECEMBER 2019



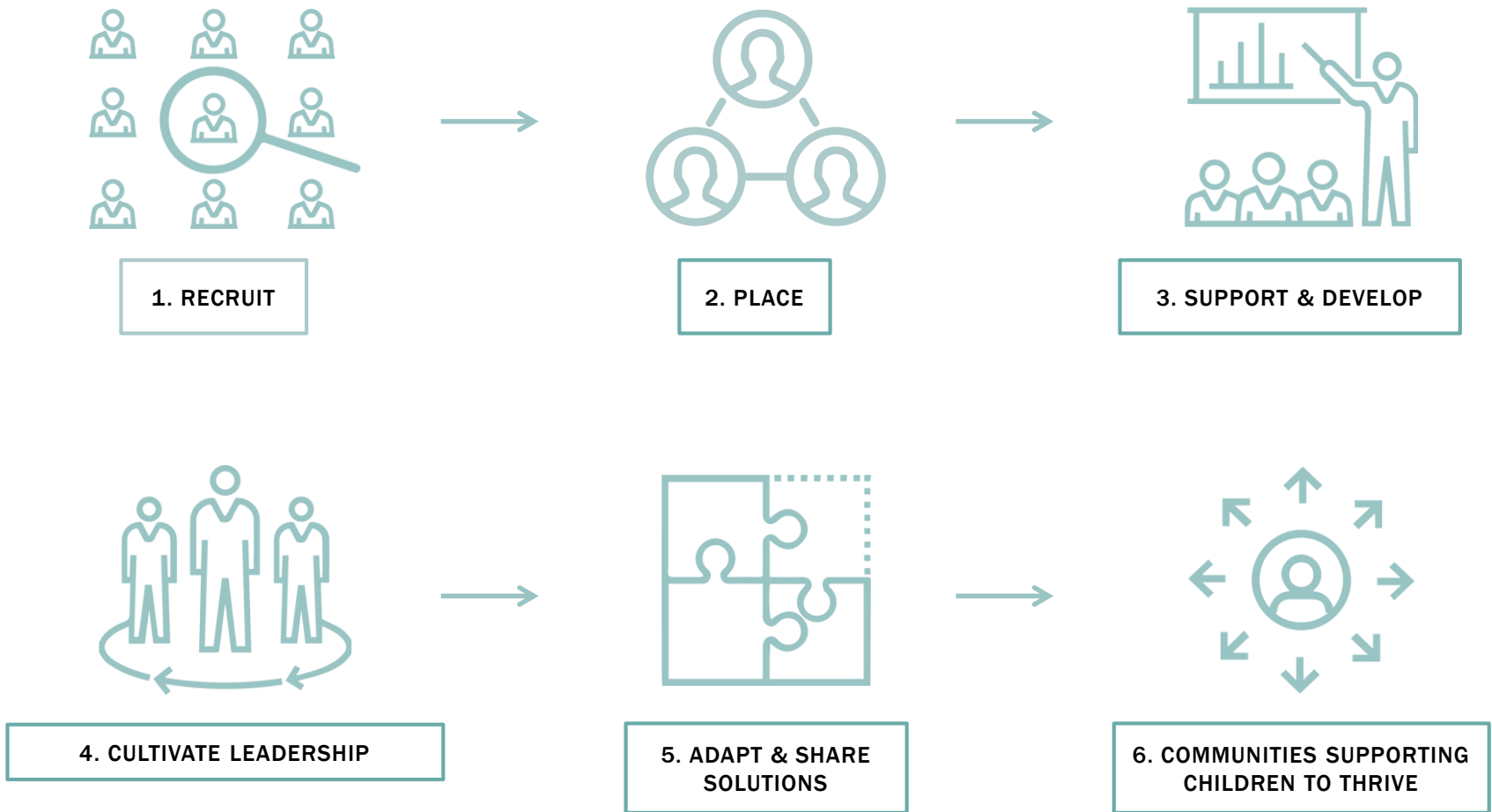
Laura Lewis, Teach For All

Pedro Almeida, Teach For Portugal

25 YEAR VISION

In 2040, communities in every part of the world are enabling all 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

OUR RESEARCH & EVALUATION APPROACH AIMS TO ASSESS OUR THEORY OF CHANGE



WE'VE COMPLETED NUMEROUS STUDIES ACROSS OUR THEORY OF CHANGE

Partners studied # studies to date

43



Recruit Place, Support and Develop Cultivate Leaders

What can we learn from local innovations in recruiting, selecting and developing leaders and how can we distill this across a global network?

What effect does placing diverse and promising future leaders in classrooms in under-resourced communities have on student outcomes and participant's leadership?

10



Cultivate Leadership

What is the effect of intentional efforts to cultivate leadership?

4



Adapt and Share Solutions

What role does Teach For All's global organization play in accelerating progress of network partners?

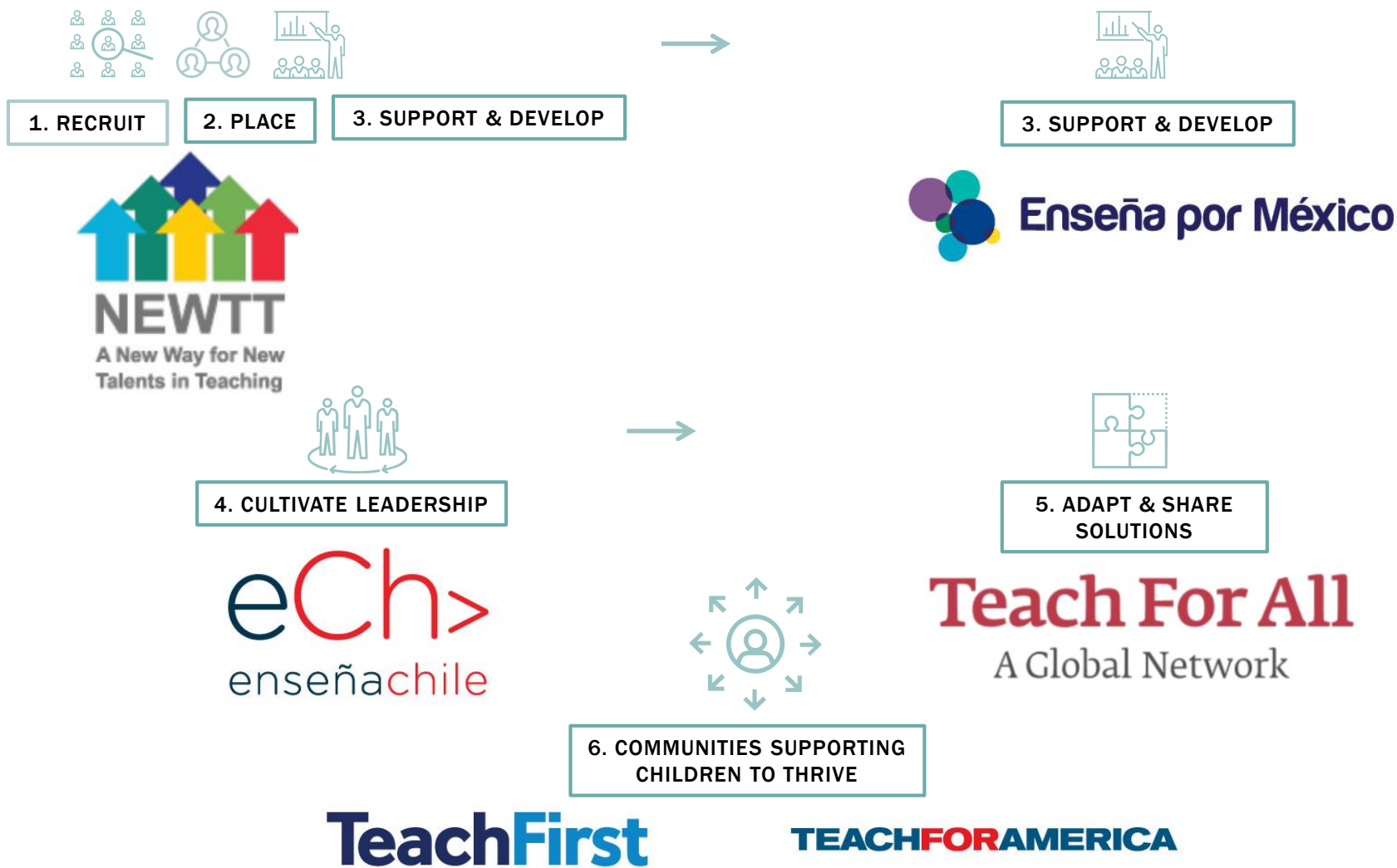
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Communities Supporting Children To Thrive

What role does individual and collective leadership play in communities making the most progress?

A FEW OF THE MOST PROMISING RESEARCH STUDIES ACROSS THE THEORY OF CHANGE





RECRUIT, PLACE, DEVELOP | MULTI-COUNTRY NEWTT EVALUATION

Question

Recruit: Are partner organizations' recruitment and selection strategies bringing in new talent into the workforce? What characteristics do the fellows have coming in?

Place: What are perceptions of head teachers on the efficacy of Teach For All fellows?

Develop: What opportunities to learn do fellows have? How does the training and ongoing support affect the development of both teaching competencies and skills of fellows?

Approach



The Methodology:

2 year longitudinal study



The Partners:



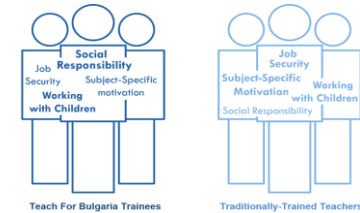
The Evaluator:

UNIVERSITÄT
DUISBURG
ESSEN

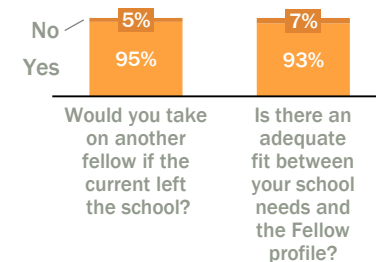
Open-Minded

Results

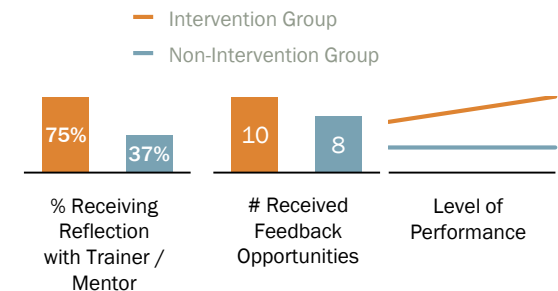
Different motivations for teaching



High placement satisfaction



Improved leader development

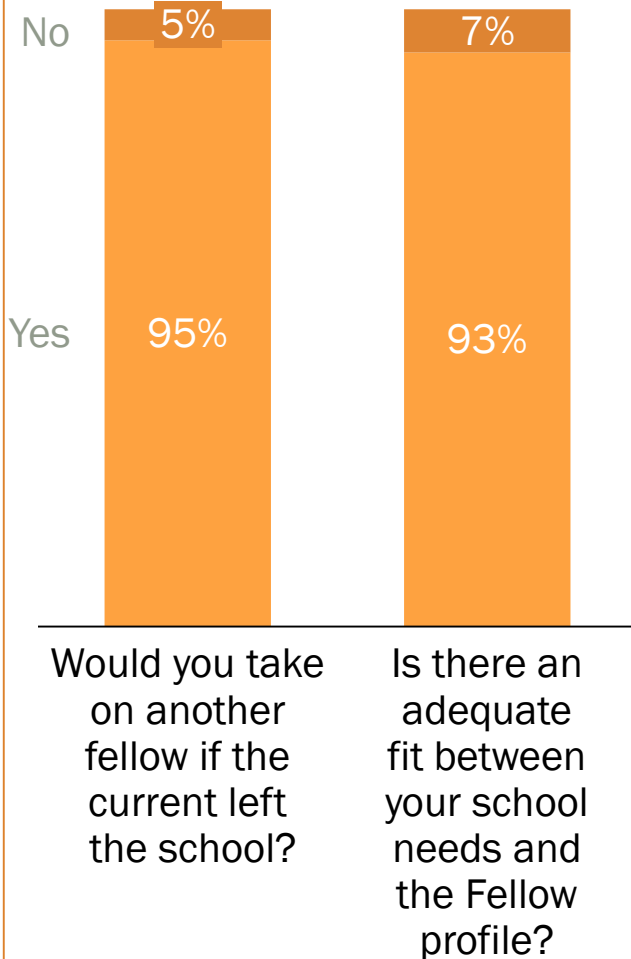


Source: Hermann, Abs, Eva Anderson-Park and Stefanie Morgenroth, (2019) Universität Duisburg-Essen.

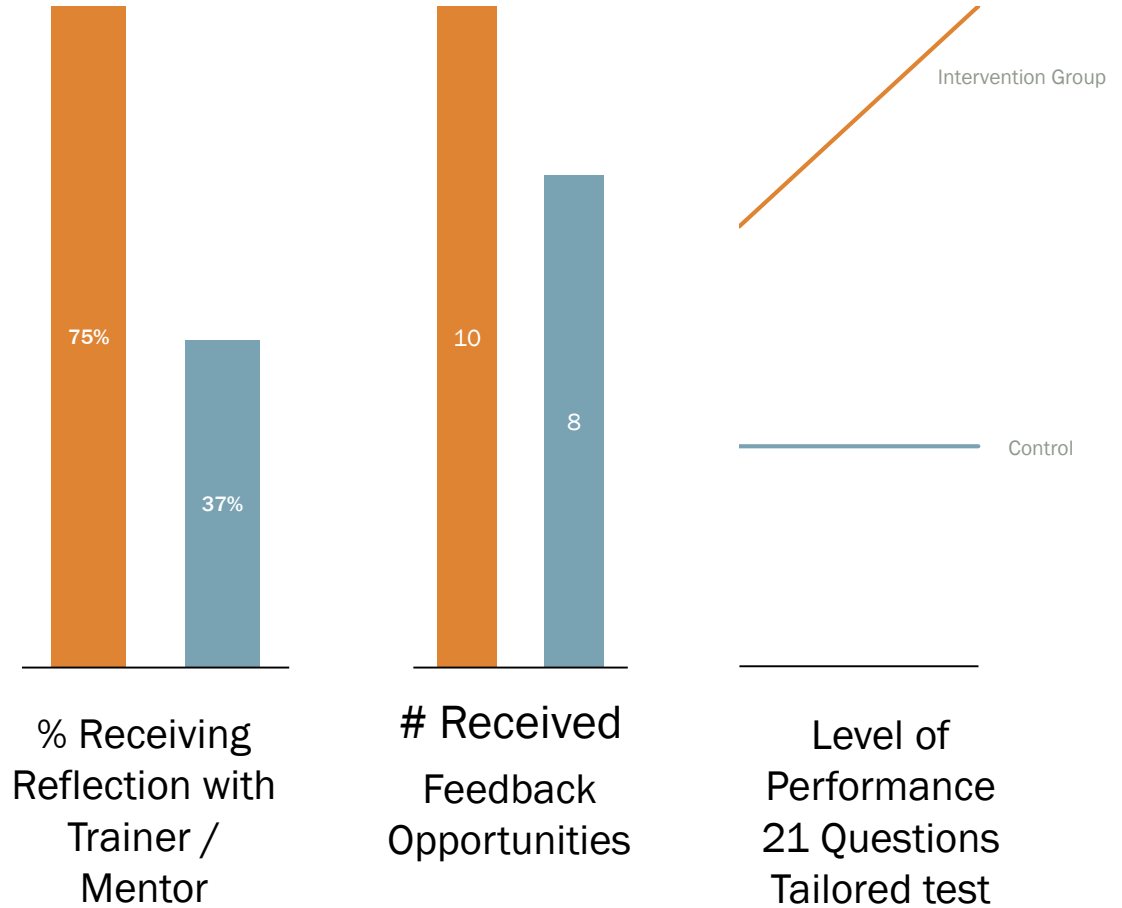
RESULTS



High placement satisfaction



Improved leader development





DEVELOP | ENSEÑA POR MÉXICO'S IMPACT EVALUATION

Question

Develop:

What impact has Enseña por México's approach had on student outcomes?

Approach



The Methodology:

- Quasi Experimental design, that compare the growth in student social and emotional skills between students of Enseña por México teachers and non-Enseña por México teachers

The Metrics:

- Socioemotional skills
- Attitudes and behaviors related to socioemotional skills

The Sample:

- Four states (Baja California Sur, Puebla, Hidalgo, Chiapas)
- Questionnaires to over 26K students



Results

Malleability of student skills

- Results suggest that socioemotional skills can be developed in the classroom
- PEM have a positive impact on students self management, growth mindset, self efficacy, social awareness, and attendance rates

Lessons learned

- It is possible to measure socioemotional skills in a large scale
- Instruments should be validated and palatable
- Collaboration with public sector authorities, principals and teachers is key

Source: Pablo Peña and Armando Chacón (2017). Microanalítica. World Bank's Education Blog August 2018.



CULTIVATE LEADERSHIP | ENSEÑA CHILE IMPACT EVALUATION

Question

Cultivate Leadership:

Does teaching impact educational policy preferences?

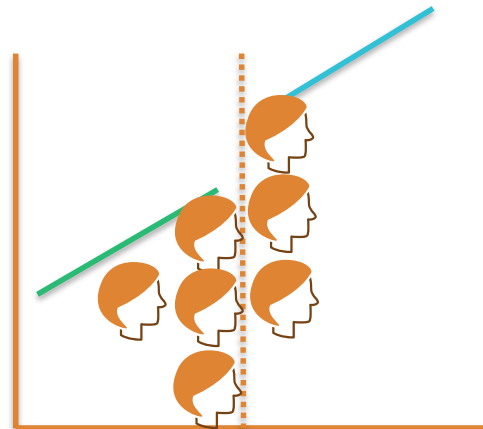
If so, what do individuals think are effective strategies or policies to improve educational opportunities of low income students once they have teaching experience through Enseña Chile's?

Approach



The Methodology:

Regression discontinuity designed to measure changes on Educational Policy Preferences of Participants in an Alternative Teaching Program in Chile



Results



- Higher perceived teacher self-efficacy
- Preferences for adaptive education policies; shifted policy preferences endure even after teachers leave the classroom
- Maintain their conviction that human capacity is more important in ensuring educational opportunities

Source: Susana Claro and Alonso Sanchez, Stanford and World Bank (2018) Working Paper

ADAPT & SHARE SOLUTIONS | RESEARCH ON TEACH FOR ALL



Question

Approach

Results

How has scaling quality education happened?

Millions Learning- approach through mixed methods research

- “Teach For All has contributed to broader education reform and change through its fellows and alumni, as 50 to 80 percent of alumni from most partners stay full time in the education sector.”

Has being part of the Teach For All Network enabled my impact?

Participatory feedback using constituent voice methodology

- **98%** learned something new
- **94%** designed or started a new strategy because of Teach For All
- **93%** applied & adapted a strategy based on a global insight or trend in data
- **90%** adopted another partner’s innovation

n = 268

Source: [The Theoretical, Empirical and Policy Foundations for Building Social Innovation in Europe- Growing Social Innovations 2014](#) and [Brookings Centre for Universal Education 2016](#)



COMMUNITIES | TEACH FOR AMERICA/TEACH FIRST LONG TERM RESEARCH

Question

Communities Supporting Children to Thrive

How do Teach for America /
Teach First impact broader
communities in which they
operate?



Approach



The Methodology

Mixed methods

Study exploring link between
TFA alumni action and policy
shifts that helped to shape
the structures of the District
of Columbia Public School
System

Results

Teach for America

alumni collectively led to
policy shifts that helped to
shape the structures of the
District of Columbia Public
School System that led to
dramatic increases in
student outcomes

Mixed methods

Study of London schools
between 2003 and 2011 as
they moved from being the
lowest performing in
England, to being the
highest performing

Teach First was identified
as one of four enablers for
London schools' success

T Teach
First



Source: Tomas Toch (2018) A Policymaker's Playbook: Transforming Public School Teaching in the Nation's Capital. FutureED at Georgetown University and Sam Baars et al (2016) Lessons from London Schools- Investigating Success, Education Development Trust

HOW ARE NETWORK ORGANIZATIONS DERIVING FROM THESE GLOBAL STUDIES AND INSIGHTS?



THE VISION

All children should have an education that allows them to **achieve their full potential**



STUDENT OUTCOMES: WHAT DO WE WANT TO ACHIEVE?

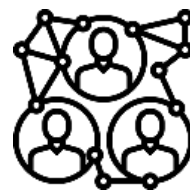


ACADEMIC ACHIEVEMENT



SENSE OF IDENTITY

METACOGNITION AND SOCIO-EMOTIONAL SKILLS



LEADERSHIP

TEACH FOR PORTUGAL 1ST COHORT OFFICIALLY LAUNCHED IN SEPTEMBER 2019

 7 Municipalities

 11 schools

 17 participants

 1.700 students

 5th and 6th grade

 2 years full time in school and community



LEADERSHIP

HOW TO JOIN THE MOVEMENT IN PORTUGAL?

- Advise Teach For Portugal on study design: what should we measure and how?
- Find motivated people with leadership potential and social commitment: where can we find them?
- Work with the first cohort in a summer internship in 2020: how do we leverage their potential?





Enseñax Argentina
Sumate al compromiso



teachforaustria
wir bilden zukunft

TEACH FOR BANGLADESH

TEACHforBELGIUM



TEACHFORBULGARIA



eCh>
enseñachile



enseña
POR COLOMBIA

TEACHFIRST
DANMARK



TeachForFrance



TEACHFORINDIA



すべての子どもが、輝ける未来。
Teach For JAPAN



Enseña por México



TeachFirst
Ako Mātātupu NZ

TEACHFORNIGERIA



TEACHFORUGANDA



TeachFirst

TEACHFORAMERICA



TEACH FOR VIETNAM
Giảng dạy vì Việt Nam