Launched in 2007, Teach For All marks its 10th Anniversary this year. In the decade since our founding, we’ve grown to become a global network of independent organizations united by our core purpose—to develop collective leadership to ensure all children have the opportunity to fulfill their potential.

In this report we celebrate the progress each network partner is making in their countries, the powerful lessons we have learned from one another, and the journey ahead as we work toward our vision for the future.

For more stories from across the Teach For All network, visit our interactive 10th Anniversary Report at teachforall.org/10-year-report
Lessons for the Journey Ahead
A letter from Wendy Kopp, CEO and Co-founder

It’s been an incredible privilege to work with the thousands of dedicated individuals who have been drawn to the mission and values of Teach For All over the last ten years. I’ve learned so much working alongside all of you and, as we recognize our first decade as a community, I wanted to share my most salient lessons from our journey together. These lessons inspire and inform my optimism for the future of our work, which I hope to continue with all of you for many years to come.

We can move more quickly if we’re learning from each other across borders.

Eleven years ago, before anyone had considered the idea of Teach For All, Shaheen Mistri invited me to visit India to help explore the possibilities for a Teach For India. Shaheen and other social entrepreneurs from around the world had begun contacting Teach For America and Teach First (UK) about opportunities to utilize our approaches in their own countries. As I boarded the plane to Mumbai, I was wracked with doubt thinking about the vast differences between the United States and India. I wasn’t sure what of relevance I would have to share.

I didn’t realize that I was beginning the journey towards a powerful lesson. On that first visit to India, I began to see that while there are indeed significant differences, there are also remarkable similarities from place to place in the roots of the inequities that face children. Poverty, discrimination, poor nutrition and health care services, inequitable distribution of resources, low expectations, schools that aren’t equipped to meet extra needs—these are just a few of the systemic injustices that hold millions of children back from fulfilling their potential all around the world.

For a long time, most of us have assumed that education is a local issue—that we can trade lessons across borders about everything from economic development to public health to environmental sustainability, but we need to solve the challenges facing children and education on our own. Yet given the similarities in the roots of these challenges, I’ve realized solutions are far more shareable than we’ve understood.

What I’ve also seen is that the differences in culture, experience, and circumstance generate new ideas and novel approaches. I never could have imagined the innovations that staff members, teachers, alumni, students, community partners, and others across our network have pioneered in a single decade.

It’s exciting to see the potential to move from separate, national learning curves to interlinked learning curves that are growing the collective wisdom around how to ensure all of our children have the opportunity to fulfill their potential. To make the most of this possibility, Teach For All is facilitating Communities of Practice to bring together alumni from around the world who are working on shared challenges, like designing new schools, strengthening teacher development programs, and reshaping policy. And our newly forming Global Learning Lab is capturing and spreading lessons from classrooms and communities that are making the most progress, both within and outside of our network.

Who knew that my own home country and city would benefit as much from the learning across Teach For All as anyone else around the world? As one Teach For America alumnus and current New York City teacher shared with me, “I cannot stress this enough—having the ability to access diverse perspectives from around the global network is truly changing the way we teach.”

Our approach is developing the kind of leadership we need.

Ten years and 46 partners later, it’s incredible to see the strikingly similar results that our approach produces, even across extraordinarily diverse contexts.

As I look around the world at network partners that are close to 10 years into this journey, it seems as if the same movie is playing everywhere. From Chile and Peru to Austria and Latvia to India and Nepal, we are seeing young alumni lead in a way that is game-changing in their communities and countries.

At the outset of this journey, I wasn’t certain how our approach would play out across contexts. Now, however, I think we can safely say that recruiting cohorts of promising future leaders to teach in communities that experience economic and social injustice, and providing intensive support along the way, is a broadly effective way for developing lifelong leadership in pursuit of equity and justice.

One of my favorite things to do when I visit Teach For All partners is to ask alumni a simple question: What was
their biggest learning during their two-year teaching commitment. Regardless of whether they taught in Dhaka or Dallas, Bangkok or Bogota, alumni share two things over and over. First, they gain a powerful sense of possibility that both they and their students have the potential to accomplish anything they set out to do. And second, they gain a recognition of the magnitude and complexity of the inequities facing children in their countries. I’ve come to think that the consistent nature of these answers provides important insight into the ways in which our network’s approach is foundational for lifetime commitments to taking on the obstacles that hold millions of children back.

No doubt influenced by the American culture I grew up in, I’ve tended to think of our work in terms of fostering individual leadership. But as I’ve continued my learning journey with Teach For All, I’ve come to understand the power and importance of developing collective leadership.

From the beginning, our work has been about fostering the development of leaders who will take on the inequities that face children in their full complexity. Our theory of change rests on the recognition that we can’t ensure children have the opportunity to fulfill their potential from within classrooms alone; we’ll also need to strengthen whole schools and school systems, develop strong systems for child welfare, nutrition, and public health, take on systemic barriers to higher education and employment, and so forth. Teach For All has always been about developing leadership that is committed to working for all of these changes, and more.

This work to develop individual leaders at every level of the system and across sectors contributes to the collective leadership we need. But over the last decade, we’ve become more focused on two things that I’ve come to understand are also integral to the notion of collective leadership.

First is the imperative of ensuring that we’re developing leadership among those who are least privileged by the status quo and have the greatest stake in changing it. This means we must recruit and develop individuals who have experienced the inequities we’re working to address, as Teach For America has worked to do for years, and as many other partners are working to do today. It also means working to foster the leadership of students themselves, their parents, and other community stakeholders. I’ve been so inspired by people all across the network who are illuminating the potential in this—by Teach For India CEO Shaheen Mistri’s commitment to ensuring that fostering student leadership is embedded in all aspects of Teach For India’s work, by the student leaders who stole the show at the Global Conference in Bulgaria, by the parent leaders in Memphis who took charge of the movement for educational equity in their city, by Panal, a student leadership initiative that was initially launched by an alumnus of Enseña Chile and has now been adapted by social entrepreneurs in Argentina, Mexico, Colombia, Peru, and Ecuador.

I’ve also learned how important it is for network partners to dedicate themselves to working in deep partnership with local stakeholders. I’m grateful to Teach First NZ: Ako Mātātupu, which showed our global community how unpacking privilege and undertaking the journey of self-awareness, relationship-building, and learning about local culture, history, and context is necessary for true partnership. I’m grateful to Teach For Nepal, which has been a pioneer in working with communities to develop and pursue student visions. And I’m grateful to the example that Anseuse Pou Ayiti is building in Haiti, through scaling only as quickly as they can engage deeply in partnership with new communities, including through recruiting current teachers as fellows. When we orient our work around geographic centers and prioritize creating space for building relationships, having difficult discussions, co-creating shared visions, reflecting on lessons learned, and thinking together about what more we must do, we ensure that we’re growing the collective wisdom,
leveraging each other’s strengths, and rowing forward together as quickly as possible.

Over the past year, we came together to articulate our ultimate reason for being. We stated our core purpose—to develop collective leadership to ensure all children fulfill their potential. It has been energizing to see our network grappling with how best to live into this. What does developing collective leadership require of us, as individuals and organizations? The thoughtfulness, reflection, and determination that is blossoming around the network to live into this purpose has inspired me and, I’m confident, will make our shared work that much more impactful.

**We must dedicate ourselves to reimagining education, in addition to achieving equity.**

Like so many in our global community, I was inspired by Teach For India’s students who staged the musical *Maya*. The production—and the impact the whole experience had on the students who participated—illustrated so powerfully the possibilities of a reimagined education, in this case one that integrated the arts, values, and academic rigor.

In India and across the network, I’ve been challenged by pioneering work to rethink education so that the students we’re working with can reshape the world they’ll inherit. Like many at Teach For All, I was personally drawn to our work by the injustice of educational inequity and the imperative to address it. Initially, this often led to a frame and focus around catching students up to their more privileged peers—but what I’ve seen from so much good work across the network is that this is insufficient.

The centrality of the imperative to reimagine education finally struck me a couple of years ago as I worked together with a diverse team of network partners and global organization staff to consider what we want to accomplish over the coming 25 years.

We engaged experts to understand how the global economy is changing and the range of challenges today’s children must be prepared to tackle. Like many others, I was daunted by the recognition of what it will take for today’s children to navigate the changing economy and take on exceedingly complex problems, from conflict to climate change, in our increasingly interconnected world.

To help prepare today’s kids for the challenges of tomorrow, we need to ensure that students are growing as leaders who have the competencies, dispositions, agency, and awareness to shape a better future for themselves and all of us. This will take reimagining education altogether. The truth is, achieving equity within today’s system won’t do the students with whom we work justice.

Given the imperative to reimagine education, I’m excited about the work underway across the network and within our Global Learning Lab to reconsider what student outcomes we should be working towards, how to reach these outcomes, and what more we can do to support our alumni and others to pioneer the system change we need. I’m hopeful that our network can be a driving force in changing the way we educate children so that they are prepared to create a just, peaceful, sustainable world.

What a fulfilling learning journey this has been, inspired and enabled by thousands of members of our global community in ways we probably can’t even imagine. And yet, we are still just baby steps in.

I’m personally so excited about our work towards our shared Vision:

**In 2040, whole communities in every part of the world will enable all of their children to have the education, support and opportunity to shape a better future for themselves and all of us. These communities will inspire and inform a worldwide movement to do this everywhere.**

Realizing this Vision will require leveraging all the lessons above and many more that we haven’t yet discovered.

I look forward to continuing the journey alongside all of you.

— Wendy
Our Global Network

In the decade since Teach For All was founded, Teach For All has grown to include partners in 21 countries.
All was founded, our global network in 46 countries on six continents.
10 Years of Learning

Exchanging ideas and solutions across diverse contexts enables Teach For All partners to make progress faster. The following stories bring to life some of the many ways we are learning from and with each other.

“We Can Make this Happen”

In 2015, while Teach For Nigeria was still in its early stages of development, I visited Pune, India along with my fellow early stage entrepreneur Kassaga Arinaitwe of Teach For Uganda. We were there to learn from Teach For India’s successes and challenges operating in contexts with great economic and educational inequity.

During the trip, we visited classrooms, met with Fellows, alumni and staff, and learned many things from Teach For India that have informed our work at Teach For Nigeria. One of my biggest takeaways was around what to look for when recruiting Fellows and hiring staff:

• Look for people with a sense of transformation & a sense of possibility
• Look for learners
• Look for humble people

We had a meaningful session with Teach For India’s CEO, Shaheen Mistri. I was inspired by her powerful message which centered around the importance of keeping the children at the core of everything we do.

Most inspiring for me, however, were our meetings with Teach For India alumni. They set the foundation for my conviction in this work. These alumni, along with the Fellows, staff, and Shaheen, gave me a sense of possibility.

Nigeria has so much in common with India and this experience solidified my conviction that, indeed, we can make this happen for Nigeria.

—Folawe Omikunle, CEO, Teach For Nigeria
“Everybody is expected to lead.”

In January 2013, 18 of Teach For America’s Summer Institute leaders immersed themselves in Enseña Perú’s training institute to learn about their unique approach to developing leadership and culture among the newest cohort of participants. The Teach For America staff members shadowed 61 new “PEPs”—Profesionales de Enseña Perú—who were taking part in the organization’s fourth summer institute.

“We’ve been asking ourselves some tough questions about the experience that we’re creating during the summer for our corps members and their kids,” shared Michael Aronson, then Teach For America’s Senior Vice President, Institutes, “and that led us to realize that we would benefit greatly and learn a lot by going to another Teach For All partner.”

Immediately, the visitors from Teach For America were struck by how deeply EnseñaPerú’s core values were embedded in their approach to institute.

“If they had never actually shared with us their values—the words of their values—by the end of the second day I think our group could have discerned exactly what those values were,” said Aronson.

The group was also inspired by Enseña Perú’s conviction in and commitment to the idea that true leadership comes from within and that each of us can—and must—be a leader.

“PEPs here are really learning how to be leaders in the classroom, leaders in the community, and then leaders that can change a system,” reflected Laneisha Cobb, currently Teach For America’s Senior Vice President, Teacher Leadership Development. “And that to me has been really illuminating in terms of how we think about leadership.”

“At the end of the day,” concurred Aaronson, “when it comes to the things they care most about—their values—everybody is expected to lead.”

“While context is important, knowledge and solutions are transferable.”

In 2016, Teach For All launched the Communities of Practice, providing a platform for alumni from across the global network with similar career pathways to build relationships and further their work by sharing and discussing each other’s successes and challenges. While their local contexts are unique, the nature of the challenges these alumni are addressing in their countries is often similar.

“There are some things that are the same for all of us,” says Katie Cramenova, the CEO and Co-Founder of Steps Academy and an alumna of Teach For Bulgaria. “And then there are these cultural or geographical differences, which challenge your thinking, and make you think, ‘Am I doing the right thing? Have I considered that?’

Being part of a Community of Practice provides alumni with a network of colleagues to support and challenge them, as well as to offer advice based on their own experiences.

“The great thing about the community of practice is you can find a lot of experts, but all of them are in different... moments in their organizations,” explains Laura Borda, Education Director for Co-School and an alumna of Enseña por Colombia. “What I think now, every time I’m trying to solve something, is ‘There must be someone in the network who is asking this question.’”
“The global connectivity of the network inspires us.”

In 2015, Gustavo Rojas, then Enseña por México’s Head of Alumni Development identified a need to support the program’s alumni in developing innovative solutions to the many social problems they encountered during their years in the classroom. On the other side of the Atlantic, Teach First was successfully doing just that through its Social Innovation Unit, which was created to accelerate the progress of alumni social entrepreneurs. To jump-start a social innovation initiative at Enseña por México, Gustavo reached out to Teach First for guidance, and asked them to host a “bootcamp” for participants and alumni.

“We knew that we wanted to gather people to learn from them, we knew that we wanted to not necessarily have to reinvent the wheel, and we knew that we had to train our people,” he explained.

“Quickly we realized that the Enseña por México team had some amazing passion and a big vision for what they wanted to achieve, but needed some guidance and specialist expertise,” shared Lucy Ashman, then Senior Officer of Social Innovation at Teach First and currently Director of Social Innovation at Teach For All. “So we thought, why not work really deeply in partnership to deliver this event?”

Through their bootcamp, Lucy and fellow Senior Officer of Social Innovation Gina Cicerone supported Enseña por México participants and alumni in identifying problems underpinning inequity in the communities in which they work, generating ideas for addressing them, and then prototyping those ideas locally.

“For us what was really important is that this wasn’t going to be something that Teach First’s Innovation Unit was coming over to implement, but that this was about transferring the knowledge so that Enseña por México can do it in their context and they can lead this in years to come,” says Gina.

“Reimagining education must be at the center of our work.”

In October 2016, 400 members of Teach For All’s global community from more than 40 countries came together in Blagoevgrad, Bulgaria to explore the concept of reimagining education—what does it mean? why must we do it? is doing so even possible?—and push each other’s thinking about the kind of education all students, particularly those in under-resourced and marginalized communities, will need to navigate and lead our rapidly changing world. For three days, thought-leaders in education, technology, policy and many other fields shared their perspectives on why and how most countries in the world need to redesign the systems and rethink the pedagogies that define their children’s educations.

But throughout the event, it was the voices of those children themselves—students from a few miles away in Bulgaria and others who’d traveled to be with us from countries around the world—that rang loudest and clearest. Enlightening us with their perspectives, vision, and wisdom, and reminding us that there are many others worth listening to whose voices are not so loud, they proved themselves to be the true experts in the room.

“If we reimagine education, I think it will enable every student to articulate a realizable vision for themselves,” explained Shashi, a student leader from Malaysia.

“Thus it will achieve the true purpose of education—to realize the hidden talents and the potential that lies within everybody.”

“For many years, my teachers have been telling me that it’s up to me,” Vasko, one of the Bulgarian students shared. “Somehow I didn’t get it until very recently. Suddenly, I realized that I am your future. So, it’s really up to me. I can define what this future will be and work to make it happen.”

Evgenia Peeva-Kirova, Teach For Bulgaria’s CEO, articulated what everyone in attendance was thinking and feeling by day three. “Having seen the incredible examples of student leaders from all across our network,” she reflected, “I know that our work is contributing not only to a reimagined education, but also to a reimagined world.”
Our 25-Year 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.

Our Core Values

We’re guided by our shared Core Values when working together across borders

- Sense of Possibility
- Constant Learning
- Locally Rooted & Globally Informed
- Diversity & Inclusiveness
- Interdependence

Our 10-Year 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 of students, teachers, alumni, staff and allies who are learning from and supporting each other.
- We are an engine of innovation and learning, sharing expertise from within and beyond our network on creating transformational progress in classrooms and communities.
- We are an influential voice in the global discussion, advocating based on our diverse experiences for equity and opportunity for children.