

TEACH THE WORLD FOUNDATION



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VISION

We are at the dawn of the Fourth Industrial Revolution, an era made possible by breakthroughs in automation, big data analytics and machine learning. The World Economic Forum has defined this new era as having the potential to dramatically close or further widen social and economic inequalities. In the education sector, advances in learning technologies have vastly increased the potential to accelerate and more effectively address the “global learning crisis,” as poignantly described in the 2018 World Bank Learning Report. Today we are able to implement disruptive solutions, such as widely scalable digital classrooms that use highly engaging, adaptive, low-cost technologies that adapt to culturally diverse populations, are responsive to children’s unique learning needs, and allow learners to connect and learn from each other near and far. The Teach The World Foundation, a global not-for-profit, capitalizes on these 21st Century innovations to reach children and communities in the developing world who lack urgent access to quality education.

MISSION

Teach the World Foundation’s (TTWF) mission is to use digital, game-based learning technologies to solve three of the most intractable problems contributing to illiteracy in the developing world:

1. *Access to educational opportunities.*
2. *Availability of high-quality, relevant and engaging content.*
3. *The massive global shortage of trained teachers.*

THE TEACH THE WORLD FOUNDATION LEARNING MODEL

The Teach the World Foundation has for the past two years endeavored to seamlessly integrate and rigorously test the effectiveness of a set of learning technologies -- commercially available tablets, award winning game-based numeracy and literacy learning applications, data analytics and digital assessments – in the some of the world’s most under-resourced urban and remote rural communities.

The model is implemented by “facilitators,” at a 1-to-25 facilitator-to-student ratio. The facilitator role is filled by low-skilled community workers who ensure (1) that students are provided a safe, clean and positive learning environment and (2) that software and hardware technology are well managed and maintained. In this way, our model eliminates the need to rely on highly trained teachers and addresses head-on the worldwide acute shortage of 69 million teachers projected by 2030.

Core Components of the TTWF Model

1. **Partner Selection.** We recruit partners with a track record of success and high-level of commitment for change.
2. **Digital Learning Partner Capacity Development Program**
Over a **full two-year period**, we work with partners to help them develop competencies in the following areas:
 - a. Implementation Fidelity
 - b. Learning Content Effectiveness & Selection
 - c. Facilitator Management and Development
 - d. Working with Parents & Community
 - e. Technology Troubleshooting, Infrastructure & Maintenance
 - f. Learning Space Needs & Infrastructure
 - g. Student Assessment
 - h. Scaling
 - i. Financing Digital Learning
 - j. Long-Term Planning and Institution-Building
3. **Facilitator Development**
A two-week pre-service training and ongoing support program helps facilitators develop the skills necessary to ensure they are able to:
 - a. Informally Assess and Document Student Progress
 - b. Provide Safe Learning Spaces
 - c. Understand Children’s Social Emotional Learning Needs
 - d. Can Manage and Trouble-shoot Technology Resources

RESULTS

Results from independent research studies conducted at four distinct pilot sites over the past two years have far surpassed our expectations – with TTWF students performing 2 to 3 times better than those in traditional classrooms – and have confirmed the undeniable and disruptive potential of our learning model.

Assessment and Research Program

We have commissioned four studies since our launch two years ago to better understand (1) the degree to which the TTWF model has an impact on student learning and (2) how best to ensure the model can easily and quickly adapt to the complex and untenable conditions currently barring 100s of millions of children from access to quality education.

Stage 1 (2016): Proof of Concept Testing

We launched with a 3 month-long Proof of Concept pilot with 23 out-of-school children, between ages 4 and 8, in Karachi, Pakistan. Nielsen, the global research firm, oversaw research activities. Results placed children in the TTWF program (the intervention group) significantly ahead of those in the control group. Compared to the control group, TTWF student demonstrated *2.5 times more learning growth in literacy* (50% vs. 20%) and *2 times greater growth in math* (44% vs. 22%).

Stage 2 (2017-2018): Developing a Working Model

Student assessment and research efforts for three subsequent pilots that ran each for approximately six months, were led by Dr. Baela Jamil and her team. Dr. Jamil is founder of ASER Pakistan and serves as one of the UN's Education Commissioners.

Pilot Implementations were completed and new have one are underway at a larger scale with the following key partners:

1. The IQRA Fund in Northern Pakistan
2. The Citizens Foundation in Karachi, Pakistan
3. OBAT Helpers in Bangladesh

Digital versions of the EGRA Literacy and EGMA Numeracy early grades assessments were used for the subsequent three pilots. Approximately 500 students participated across three urban and rural geographies in Pakistan and Bangladesh. Results mirrored those of the POC with TTWF students outperforming control group students by *making 2 to 3 times greater gains in both in literacy and numeracy in each geography.*

TEAM

- *Shafiq Khan, President:* Former head of digital at Marriott, where he grew their digital business to \$15B. Previously pioneered e-ticketing at United Airlines and US Airways.
- *Imran Sayeed, Chief Development Officer:* Serial entrepreneur, professor of Entrepreneurship and Innovation at MIT Sloan, former CTO at a Fortune 50 company.
- *Robert Torres, PhD, Chief Strategy Officer:* Former leader at the Gates Foundation responsible for educational technology, and a past president of Teach for America.
- *Naureen Meraj, Chief Learning Officer:* Pioneer in gamification and use in education. Former head of gamification, innovation & engagement at a Fortune 50 company.
- *Shirin Husain, Chief Implementation Officer:* 30 years experience in teaching both children and adults in the developing world in both top tier and underprivileged schools

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For more information please visit www.teachtheworldfoundation.org.