Thoughts from our President
Dear STS Supporters:

In 2016, School-to-School International reached more countries and children than ever before. What kind of work did we do? Here are a few glimpses.

**MEASURING LEARNING**
Are kids learning in developing countries? We helped our partners find out. In Afghanistan, we conducted the country’s first national assessment of early grade reading. It turned out kids were reading better than expected, though security and appropriate teacher training remain areas of concern. We helped a dozen grantees measure whether using technology like tablets or smart phones improves children’s literacy. In most cases, it did, but making technology work in developing countries proved challenging.

**ENHANCING LIVES**
In Pakistan and Zambia, we helped partners and ministries of education interpret assessment results in more meaningful ways by establishing reading standards—e.g., children should understand at least 80% of what they read. Using standards, ministries can now determine how many children are reading at acceptable levels and in which areas, and make strategic decisions to help them learn to read better.

We also helped change the way math is taught in schools in Ghana. There, we worked with the Ministry of Education and partners to develop a new math curriculum that asks children not just to count and do operations, but to think about what numbers mean and become agiler in their ways of working with numbers. We introduced this new system to Grade 1 and 2 teachers, whose learners made significant gains in only one year.

**EMPOWERING GIRLS**
In Guinea, we continued to explore new ways to support girls. The United Nations Girls’ Education Initiative gave us a grant to study our efforts. We found our girls’ scholarship recipients did significantly better in reading and math than their peers. However, because these same girls could not identify any professions beyond teaching and nursing, we introduced them to community role models—police officers, politicians, office workers. To ensure boys also supported girls’ success, we organized clubs where girls and boys could explore the arts, sociocultural practices, and self-esteem issues. These kinds of learnings continue to inform the development of the Whole Child Model, our approach to integrating education, health, and engagement.

The commitment of people like you—our funders, partners, donors, and colleagues—has enabled us to improve the lives and learning of so many girls and boys worldwide. We are grateful for your support.

Dr. Mark Lynd
Co-Founder and President
STS is committed to improving the lives and learning of girls and boys worldwide through thoughtful research, practice, and partnership.
We began in Guinea in 2002, with eight schools. Our mission was to improve students’ learning and lives through collaboration and constant learning.

Since our founding, we have continuously implemented and tested our Whole Child Model—a holistic approach rooted in the understanding that for students to thrive, their basic needs must be fulfilled.

Since our founding, we have reached 34 countries. While the scope of our work in those countries has expanded and changed over the years, our commitment to improving the lives and learning of girls and boys has not. In 2016, we supported 19 educational and community-based projects in 24 countries, including our flagship initiative in Guinea.

Wherever we work, we embody our enduring values and apply the lessons we have learned from developing the Whole Child Model, providing partners our expertise in research and evaluation, curriculum and training, and policy and planning.

Everyone keeps an eye on attendance at school, especially for girls. I support my girls and… encourage them to study with the boys.

– Guinean mother on the effects of STS’s girls’ education outreach

Enduring Values
Countries Where We Worked in 2016
Other Countries Where We Have Worked
A Holistic Approach to Girls’ Education

In 2016, we published *A Holistic Approach to Girls’ Education*, thanks to support from the United Nations Girls’ Education Initiative. The case study captured our innovative efforts to help girls and inspired us to do more, including inviting Guinean women to share their career stories so girls could broaden their professional interests. Our girls’ education activities include a scholarship program, which provided a bag of rice monthly to 47 girls in 12 schools. Eleven scholars finished in the top five of their class, and eight moved on to secondary school.

Our Whole Child Model focuses on three areas of need—education, health, and engagement.

**EDUCATION ACTIVITIES**
- Equipped teachers and provided curricula in reading and math
- Established bi-weekly teacher coaching sessions
- Supported girls through scholarship program

**HEALTH ACTIVITIES**
- Constructed one community well
- Educated teachers on health and nutritional issues
- Organized days for communities to clean school grounds

**COMMUNITY ENGAGEMENT ACTIVITIES**
- Trained school management committees on school management and health policies
- Conducted outreach on girls’ education and gender equity
During the 2015-16 school year in Guinea, we:

- supported 5 schools
- awarded 47 scholarships to girls
- trained 38 teachers
- reached 2,632 students
Among our projects in 2016, we administered formative assessments in Pakistan; conducted a knowledge, attitudes, and practices study in Mali; organized a teacher motivation study in DRC; ran a math pilot in Ghana; supported research on the fidelity of implementation of projects in multiple countries; and monitored the use of technology in teaching early grade reading in nine countries.

In Niger, we partnered to develop and implement reading materials according to a systematic approach to literacy.

In Ghana, we launched an innovative numeracy project that helps teachers shift from procedural methods to more conceptual ways of teaching and understanding mathematics.

In Malawi, we collaborated with government officials and other stakeholders to ensure their National Reading Program was implemented in accordance with the country’s approved reading strategy, built consensus around key policy decisions, and reviewed teaching and learning materials for alignment with the national reading strategy.
Innovative Expertise

In 2016, STS implemented numerous Early Grade Reading Assessments (EGRAs).

We implemented assessments in 8 countries:

- Morocco
- Mexico
- Lesotho
- Ethiopia
- Afghanistan
- Zambia
- Pakistan
- India

We supported the design and implementation of EGRA tools in Dari and Pashto, cleaned and analyzed the data, and produced a report detailing students’ reading skills and highlighting contextual factors associated with strong reading outcomes.

In collaboration with USAID Chemonics International, Inc.

The Ministry of Education within the Government of the Islamic Republic of Afghanistan
THOUGHTS FROM STS’S STAFF

STS stands out thanks to our collaborative, talented, and dedicated staff as well as our management’s commitment to building and maintaining that staff.

― Mark Lynd
President and Co-Founder

Our holistic approach to research and interventions allows STS to add value at every stage of a project. A commitment to thoughtfulness and quality permeates the organization.

― Candace Debnam
Executive Director

STS is an organization filled with smart, dedicated individuals, who, day in and day out, demonstrate their commitment to producing quality research and collaborating internally and externally to improve children’s education worldwide.

― Mo Schroeder-Sanai
Operations Director

STS expertly navigates a balance between being an open and flexible partner while providing experience-tested and realistic guidance; our approach enables us to execute high-quality products within changing environments.

― Lauren McAskill
Business Development Manager

STS’s mission is deeply infused into every level of the organization. Everyone has brought with them a commitment to service, which creates an agility that matches the challenges present in global education.

― Randy Tarnowski
Junior Research Associate

Partners say they can count on STS to respond quickly, be a thought partner in the design of research and interventions, and do high-quality work.

― Casey McHugh
Program Manager
President Dr. Mark Lynd and Executive Director Candace Debnam lead School-to-School International. Lynd co-founded STS as an independent nonprofit organization in 2002, and Debnam heads the Senior Management Team. We have employees in the U.S., Guinea, DRC, Ghana, Kyrgyz Republic, Pakistan, and Tajikistan.

**Mark Lynd**  
President

**Candace Debnam**  
Executive Director

### SENIOR MANAGEMENT TEAM

**Mo Schroeder-Sanai**  
Director of Operations

**Kristina Solum**  
Director of Programs

**Hetal Thukral**  
Director of Research

**Beth Odenwald**  
Deputy Director of Programs

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Research Analyst, EMC Research
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STATEMENT OF ACTIVITIES

Support and Revenue

Contracts ............................................................................................................... $3,346,726
Contributions and Other Income ........................................................................ $191,564
Total ...................................................................................................................... $3,538,290

Expenses

Program Services .................................................................................................. $2,574,678
General & Administrative .................................................................................... $921,370
Fundraising ........................................................................................................... $11,850
Total ...................................................................................................................... $3,507,898

Net Assets January 2016 ........................................................................................ $316,788
Net Assets December 2016 .................................................................................... $347,180

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United Kingdom Department for International Development
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