SCHOOL-TO-SCHOOL INTERNATIONAL IS COMMITTED TO IMPROVING THE LIVES AND LEARNING OF GIRLS AND BOYS WORLDWIDE THROUGH THOUGHTFUL RESEARCH, PRACTICE, AND PARTNERSHIP.”

STS Mission Statement

A MESSAGE FROM OUR PRESIDENT

Dear STS Supporters:

For many in the U.S., 2018 was a year marked by questions about how we treat one another and the planet. At School-to-School International (STS), it was an opportunity to work with our colleagues in developing countries whose challenges are not so different from our own. They too struggle with questions about how we should engage our peers, understand our communities, and create the kind of planet we want to leave for our children. With them, we used our skills and expertise to find ways to improve teaching and learning while making education systems more effective in preparing the next generation of world citizens and leaders.

A few glimpses from our work in 2018:

• In the Democratic Republic of the Congo, evaluation tools and interactive dashboards developed by STS were used to visualize progress and take action to improve programs to help children read.
• In Syria, information from a household survey conducted by STS was used to identify educational needs in communities displaced by the ongoing crisis.
• In Ethiopia, the results of an STS-designed evaluation system were used to identify the obstacles that keep girls from attending school.
• In Ghana, a math program designed and piloted by STS showed significant gains in student learning—gains so substantial that the government decided to scale the program nationwide.
• Based on work in Morocco, the Philippines, and India, STS shared lessons learned about the policies, teacher training, and parental support needed to reach some of the world’s most vulnerable children, including those with sight and hearing disabilities.

Throughout the year, our work with the Whole Child Model continued. In Guinea, our field office became STS-Guinea—an independent, locally registered NGO. Building on work in over 40 schools since 2002, STS-Guinea now seeks educational research and teacher training opportunities for its communities and has already received support to conduct training for secondary school graduates in English and computer skills. In Tanzania, STS became a locally registered NGO to continue developing the Whole Child Model in this new environment. We look forward to assisting elementary schools in the Arusha District in their efforts to improve education, health, and community engagement so children can learn better.

In all our efforts, we continue to learn from our colleagues as much as we give—and we believe our work together will help us all find new and better ways to live together on this planet.

Dr. Mark Lynd
Co-Founder and President
In 2018, School-to-School International worked in 24 countries, including launching projects in Ghana, Afghanistan, Kiribati, Malawi, Mali, Syria, and Uganda.
Planning and Policy

In Mali, we led capacity building activities with education leaders at the national, regional, and district levels to enable them to conduct Early Grade Reading Assessments from start to finish—and to use those results as a basis for policy and resource decision-making.

Inclusive Evaluation and Research

All children deserve a quality education, and we are committed to creating evaluations that empower programs to meet all students’ needs.

In Liberia, we created exams to appropriately place marginalized, out-of-school children in accelerated learning programs. In Malawi and Ethiopia, we conducted gender and social inclusion analyses. And in Mali, we directed a household survey for a holistic look at adolescent girls’ education.

Ensuring Sustainable Development

Even the most promising interventions are limited if they fail to achieve sustainability.

In 2018, we used results of our monitoring and evaluation research to advise on program design to ensure greater sustainability—in the case of DFID’s Girls’ Education Challenge—and scalability—in the case of All Children Reading: A Grand Challenge for Development.

Expanding Partnerships

We believe that the greatest work comes from the close collaborations we have with a wide network of partners across the globe.

In 2018, we deepened our work with organizations such as DFID and initiated work with partners such as Plan International UK and the Accelerated Education Working Group.

Research and Evaluation

In 2018, we conducted household surveys with parents and children in Africa and the Middle East; assessed the reading and mathematics skills of Ethiopian secondary school students; and conducted mixed-method, gender-sensitive evaluations as part of DFID’s Girls’ Education Challenge.

Curriculum and Training

In Niger, we developed a literacy curriculum for second grade students, including accompanying leveled and decodable readers in multiple languages. In Ghana, we partnered with the Education Service and Ministry of Education to develop a primary mathematics syllabus based on national standards and, to accompany it, instructional materials and a school-based in-service teacher support model.

Integrated Approaches to Education

After 16 years of developing the Whole Child Model in Guinea, our office there became autonomous. We expanded the model to Tanzania, where we were also participating in the McGovern-Dole Food for Education Program—an effort to integrate early grade literacy with food security to build a more self-reliant and productive society.

OUR EXPERTISE

Since our founding, we have worked in 37 countries, sharing our expertise in research and evaluation, curriculum and training, policy and planning, and integrated approaches to education.
In 2018, our work took us across the globe—from the island state of Kiribati in the Pacific to the rugged mountains of Tajikistan in Central Asia, to Liberia and Guinea on the West African coast.

**LITERACY AND NUMERACY ARE BOTH STRONG PREDICTORS OF ACADEMIC SUCCESS. INSTRUCTIONAL PROGRAMS FOR BOTH DESERVE A QUALITY EVIDENCE BASE FOR THEIR DESIGN, DELIVERY, AND MONITORING IN BOTH PRIMARY AND SECONDARY SCHOOL.**

**HIGHLIGHTS FROM 2018**

In 2018, STS led the development or implementation of Early Grade Mathematics Assessments (EGMA) in Kiribati, Ghana, and Ethiopia, as well as Secondary Grade Mathematics Assessments (SeGMA) in Ethiopia.

In Liberia, we continued our work with out-of-school children, aged 8–15, by developing mathematics placement and summative assessments for accelerated learning programs.

In Ghana, we worked with local partners to revise early grade mathematics syllabuses, create accompanying training guides, and lead teacher professional development.

Across our numeracy projects, we provide technical assistance on data collection, data quality assurance, and strategies for reviewing and contextualizing findings to promote collaboration, learning, and evidence-based decision making.

**Girls’ Education Challenge projects in Ethiopia and Malawi funded by DFID**

STS is conducting mixed-method, gender-sensitive evaluations over the course of these multi-year projects. During the first year of implementation in Ethiopia, we designed and tested qualitative and quantitative tools, including EGRAs and EGMAs for 4th, 6th, and 8th graders as well as SeGRAs and SeGMAs for 8th and 10th graders. We monitored data collection, trained enumerators, and ensured data quality, management, and analysis. In Malawi, we began disability-inclusive work for marginalized girls, aged 10–19, who have never attended or have dropped out of school.

**Sindh Reading Program in Pakistan funded by USAID**

Having conducted baseline and midline EGRAs for SRP, STS conducted an endline EGRA in 2018 to mark the final stage of the five-year project, which aimed to improve the early grade reading performance of 400,000 children across eight districts of Sindh Province. For the endline, we administered EGRAs and questionnaires in Urdu and Sindhi in 547 schools. More than 5,800 students participated, as well as nearly 1,000 teachers and head teachers.

**Girls’ Leadership and Empowerment through Education project in Mali funded by USAID**

STS managed the baseline study for this three-year project by collecting and analyzing data from a household survey of parents and girls aged 8–18 in 80 villages, an inventory of all 272 schools in the project area, and administrative data from a regional ministry of education. We designed the study, developed data collection tools in English and French, and oversaw translation into three national languages. We also programmed tools for electronic data capture, trained data collectors, monitored data collection, and analyzed all results.

**Read With Me Project in Tajikistan funded by USAID**

In the project’s second year, STS designed and piloted a comprehensive formative assessment training module. The module aims to build the skills of teachers in the early grade to develop, administer, and use formative assessments in the classroom. We also oversaw a nationally representative EGRA that assessed second and fourth grade students in both Tajik and Russian.
A WHOLE CHILD MODEL EVOLVES

For 16 years, STS has been developing the Whole Child Model—a holistic approach to education based on the understanding that for students to thrive, their basic needs must be fulfilled.

Rooted in years of research and professional experience, the Whole Child Model focuses on three areas of need—education, health, and community engagement—so that all children can learn more effectively.

Since 2002, we partnered with 36 schools in Guinea to support more than 8,000 students through active learning, local language instruction, teacher training, and girls’ empowerment. We developed school health policies, provided medical supplies, and constructed wells and latrines.

And we trained school managers, deepened parental involvement, and hosted cross-cultural learning opportunities to increase community engagement in education.

In 2018, we helped launch STS-Guinea as an independent NGO. At the same time, our home office turned its attention to Tanzania where we will be working through local partners in a coordinating and capacity-building role that honors the principles of the Whole Child Model.

The beginning

An observation inspired the creation of our Whole Child Model: Students cannot succeed with standalone solutions such as textbooks or teacher training. Rather, a combination of education, health, and engagement is needed if children are to thrive during their early school years.

16 years in Guinea

From 2002 to 2018, STS partnered with 36 schools in Guinea to support more than 8,000 students through active learning, local language instruction, teacher training, and girls’ empowerment. We developed school health policies, provided medical supplies, and constructed wells and latrines while deepening parental and community involvement in education.

The next phase

In 2018, STS-Guinea launched as an autonomous nongovernmental organization that is able to generate its own funds, manage its own programs, and maintain an office and staff in Conakry. In July, STS-Guinea received a $150,000 grant from the Alcoa Foundation to jump-start their work.
“IT IS A PRIVILEGE TO WORK WITH SUCH A DIVERSE COMMUNITY OF DEDICATED INDIVIDUALS COMMITTED TO PROMOTING HUMAN RIGHTS AND GLOBAL PROSPERITY THROUGH EDUCATION.”

Candace Debnam, Executive Director
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STATEMENT OF ACTIVITIES

Support and Revenue
Contracts......................................................$4,514,932
Contributions and Other Income.............$24,177
Total.............................................................$4,539,109

Expenses
Program Services.........................................$3,371,845
General & Administrative...........................$1,216,861
Fundraising...........................................................$597
Total.............................................................$4,589,303

Net Assets January 2018.............................$371,224
Net Assets December 2018..........................$321,030