Measuring, Enhancing, Empowering

2016 Annual Report
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 that 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
Worldwide Partnership
Our Holistic Approach

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

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STS SPOTLIGHT

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.
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.

We supported 19 projects in 24 countries, providing our expertise in three core areas—research and evaluation, curriculum and training, and policy and planning.
In 2016, STS implemented numerous Early Grade Reading Assessments (EGRAs).

We implemented assessments in 8 countries:

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

Conducted 14 EGRAs

Customized the tool for 11 languages

Assessed 39,467 students
STS stands out thanks to our collaborative, talented, and dedicated staff as well as our management’s commitment to building and maintaining that staff.

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.

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.

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.

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.

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.

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Mo Schroeder-Sanai
Operations Director

Candace Debnam
Executive Director

Lauren McAskill
Business Development Manager

Casey McHugh
Program Manager

Randy Tarnowski
Junior Research Associate

-- Mark Lynd
President and Co-Founder
Leading with Integrity

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

Hetal Thukral
Director of Research

Kristina Solum
Director of Programs

Beth Odenwald
Deputy Director of Programs

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Certified Public Accountant, Professional Contracts Manager, and Independent Consultant

Alex Pompe
Growth Lead, Premise Data

Katherine Young
Research Analyst, EMC Research
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

PARTNERS

Chemonics International, Inc.
United States Agency for International Development
United Kingdom Department for International Development
World Vision
Australia’s Department of Foreign Affairs and Trade
FHI 360
Education Development Center, Inc.
Alcoa Foundation
Plan International
NORC at the University of Chicago
Creative Associates International, Inc.
United States Department of Agriculture
Project Concern International
Ministry of Education of Afghanistan
Ministry of Education of Ghana
Ministry of Education of the Democratic Republic of Congo
Ministry of Education of Ethiopia
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Ministry of Education of Morocco
Ministry of Education of Niger
Ministry of Education of Pakistan
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Ministry of Education, Science, and Technology, Tanzania
Ministry of Education and Sports, Uganda
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Beneficent Technologies, Inc.
Catholic Relief Services
Institute for Disabilities Research and Training
École Nationale Supérieure des Mines de Rabat
Kampuchean Action for Primary Education
Little Thinking Minds
Oeuvre Malienne d’Aide à l’Enfance du Sahel
Qué Funciona para el Desarrollo A.C.
Renouveau de l’Education
Resources for the Blind, Inc.
Sesame Workshop India Trust
Women Educational Researchers of Kenya
Kenya Community Development Foundation
Africa Educational Trust
Link Community Development Ethiopia
International Institute of Rural Reconstruction, Ethiopia
Emmanuel Development Association
Defense for Children International
International Rescue Committee Sierra Leone
World Education Nepal

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