SCHOOL THE WORLD

Accelerated Learning Program through: **“TUTORING AT THE RIGHT LEVEL”** 2022-2025

MISSION & PHILOSOPHY

OUR MISSION:

Our mission is to disrupt the cycle of extreme poverty through the power of quality education.

Yes, we build schools, but that is not enough. To create lasting change, you also have to reach children early, train teachers, deeply engage parents, stock libraries and expand access to education after primary school. So, we do all of that too, and that's our difference.

OUR VISION:

We envision a world where all children can start school ready to learn, master foundational literacy skills in primary school, and gain the digital and life skills in lower secondary school that equip them with skills to chart a path out of extreme poverty.

OUR PHILOSOPHY:

We believe all children love to learn, want to learn and are capable of learning. We believe all parents want a better life for their children and all teachers prefer motivation and achievement to apathy and failure. Nevertheless, we recognize that the complexities behind generational poverty require us to be innovative and often disruptive to change the status quo.

OUR VALUES

Community

We partner with communities. Our model brings together government, community leaders, parents, teachers and global citizens, working together to change the status quo for children.

Learning

We believe learning and evolving is essential to creating change. Not only for the children, teachers and parents, but for our staff, our Board of Directors and our world-changing supporters!

Empowerment

Empowerment is an essential pillar of our work. Our model empowers all stakeholders, including children & youth, to become education change agents and build a better future.

Transparency

We focus on the quality of our work and the honesty in our relationships. We commit to measure our effectiveness, continually improving our programs and being transparent.

Accountability

We hold ourselves and all stakeholders accountable. The children deserve nothing less and without accountability, generational poverty is sure to continue.

OUR PROGRAMS

EARLY CHILDHOOD

- Coach Women Volunteers
- School Readiness & Developmental Milestones
- Build Pre-schools

PRIMARY SCHOOL

- Infrastructure
- Parent Training
- Teacher Training
- Libraries
- Tutoring

MIDDLE SCHOOL

- Girls Scholarships
- Partial Scholarships
- Alternative Models
- Student Trainings

SCHOOL READINESS → **LITERACY & PRIMARY SCHOOL COMPLETION** → **DIGITAL LITERACY & LIFE SKILLS**

16 YEARS OF IMPACT

198 Schools

116 Playgrounds

195,058 Students reached

15,223 Parents Empowered

3,071 Scholarships & Alternative Schooling

8,592 Teachers Trained

1,151Libraries Stocked

Accelerated Learning Program through:
"TUTORING AT THE RIGHT LEVEL, TaRL"

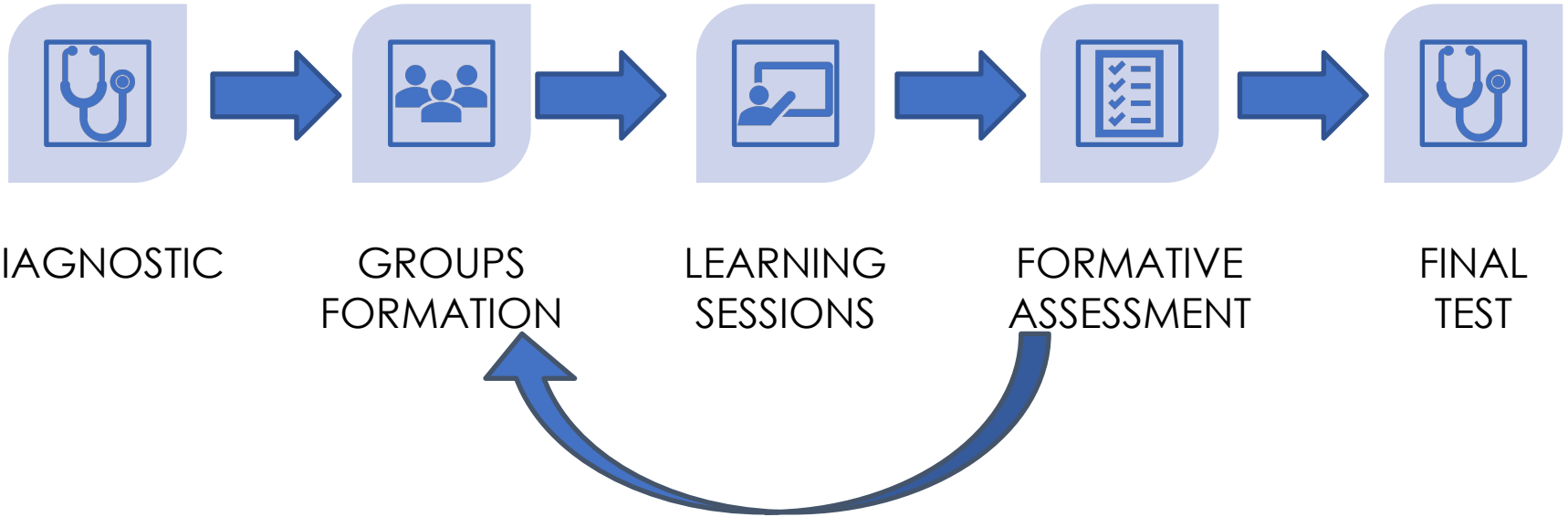
11,201 students tutored (2022-2025)

Objectives:

- Bring students up to functional literacy and numeracy.

Classroom based Intervention:

- Using Teaching at the Right Level ("TaRL") pedagogy adapted to language and context and incorporating playful learning techniques.



Selected for the **hundrED** Global Collection 2024

Selected for the **hundrED** Global Collection 2025

Selected for the **hundrED** Global Collection 2026

Selected as one of the 100 most scalable and impactful education innovations!

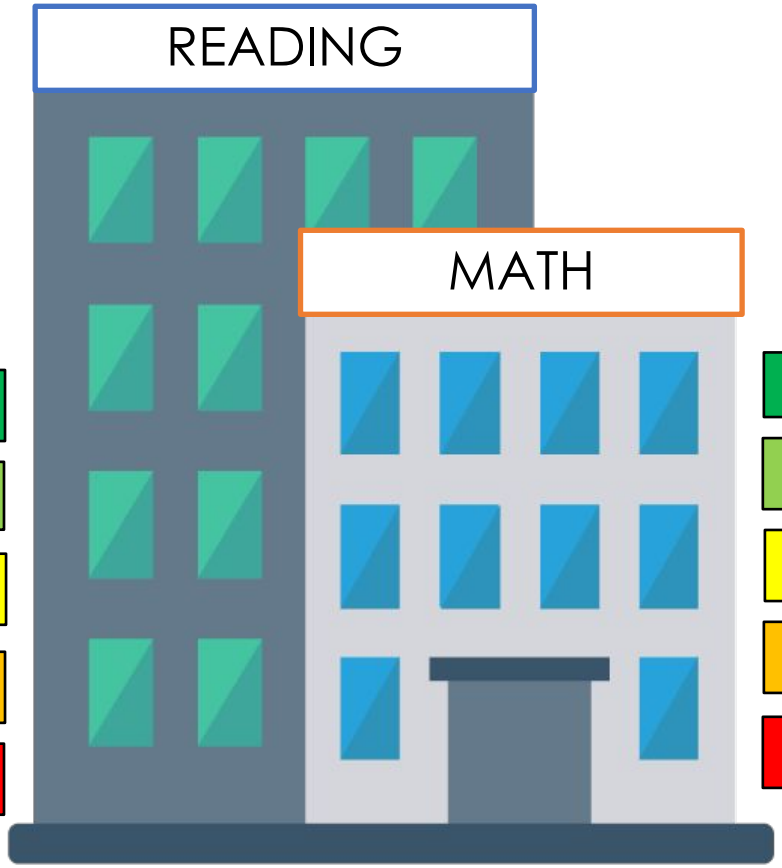
HundrED Academy Reviews

"The Accelerated Learning Recovery Program's impact is proven through statistically significant student gains in both reading and math as a powerful way to tackle COVID learning loss in communities across Guatemala, Honduras and Panama.

The scale of this program is huge as we have underserved children in developing countries improving in literacy and numeracy and only an accelerated learning can enable them catch-up with the rest of the world and compete favorably in education."

- Academy member

Levels per area



Level 5: STORY*

Level 4: PARAGRAPH

Level 3: SENTENCE

Level 2: WORD

Level 1: LETTER

Level 5: FRACTIONS*

Level 4: UP TO 1000

Level 3: UP TO 100

Level 2: UP TO 20

Level 1: UP TO 10

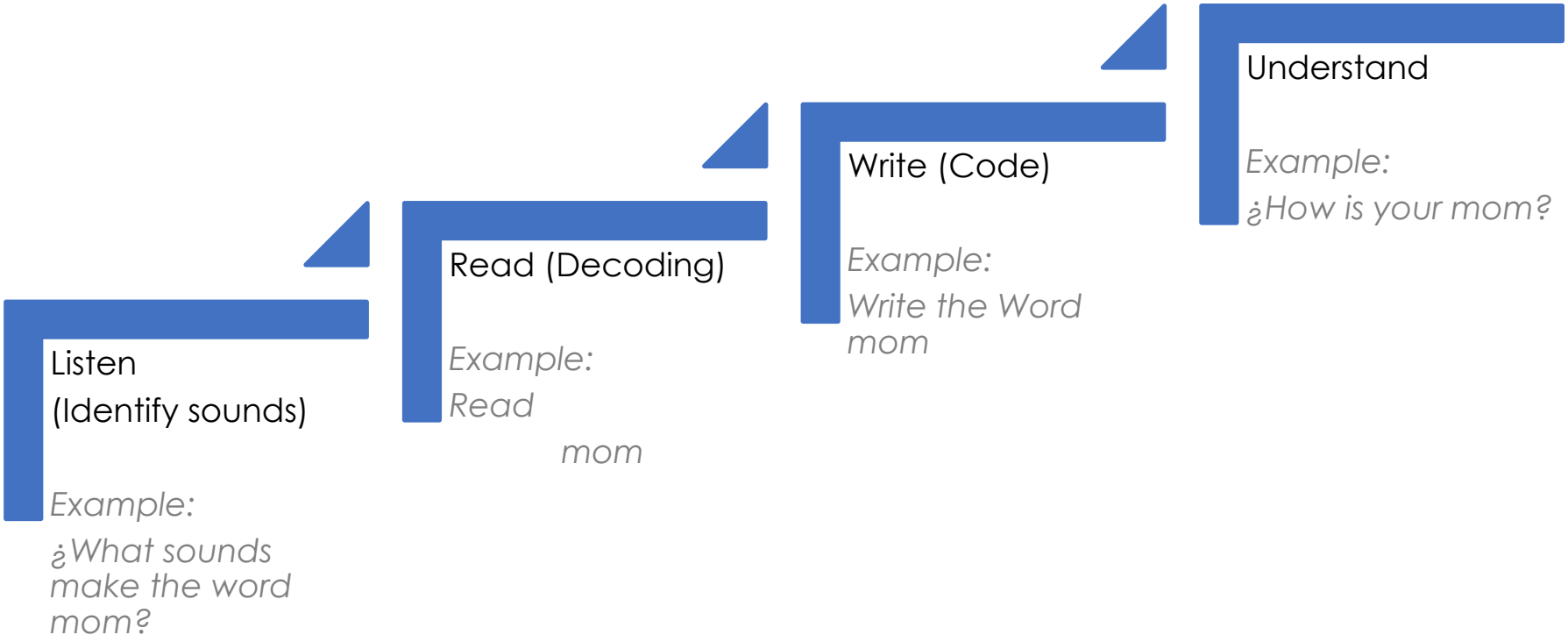
Design 2022:
- Up to first-level stories (75 words)

Design 2023:
- Up to third-level stories (200 words)
- Writing paragraphs.

Design 2022:
- Up to 1000

Design 2023:
- Up to fractions
- Emphasis on number manipulation

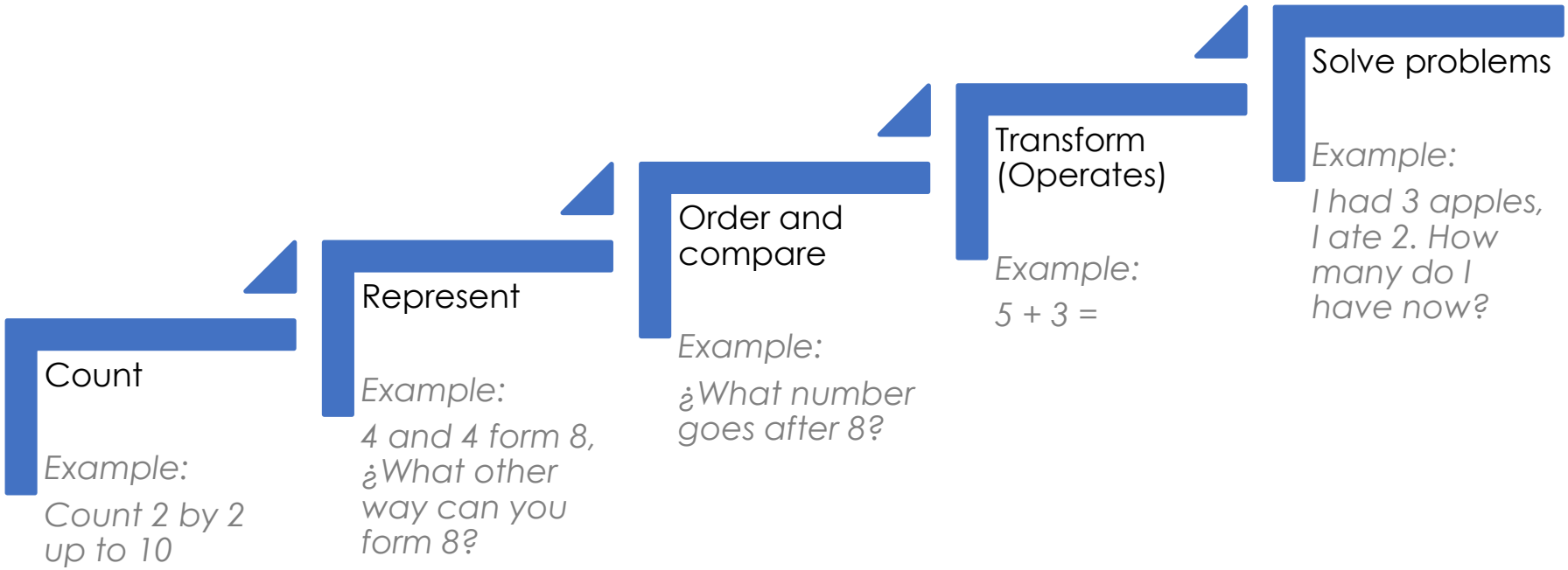
Reading steps



Functional Reading:

- Read second-level stories with precision and fluency. (75-150 words)
- Apply reading comprehension strategies to retrieve and interpret information.
- Write paragraphs fluently.

Math Steps



Functional Math:

- Count, identify, write, order and compare whole numbers up to 1000.
- Represent whole numbers up to 1000 equivalently.
- Solve problems using the four operations (+, -, x and ¸)

Cohorts

COHORT 1

2nd. – 5th. Grade
Tutoring 5 hours a week in Guatemala Honduras and Panama for 6 months

GUATEMALA (4-hours 1st. year)
26 tutors in 26 communities,
1,799 students.
(2022 = 1,199 + 2023 & 24 =600)

HONDURAS
19 tutors in 18 communities,
1440 students
(2022 = 960 + 2023 & 24 =480)

PANAMA
3 tutors in 3 communities,
597 students
(2022 = 398 + 2023 & 24 =199)

2022 - 2024

COHORT 2

2nd. – 5th. Grade
Tutoring 5 hours a week for 6 months

GUATEMALA
11 tutors in 7 new communities
1,336 students (2023 = 1069 + 2024 = 267)
+4 tutors in 4 previous communities
489 students (2023 = 391 + 2024 = 98)

HONDURAS
10 tutors in 9 new communities
988 students (2023 = 790 + 2024 = 198)
+1 tutors in 1 previous community
79 students (2023 = 63 + 2024 = 16)

PANAMA
4 tutors in 2 new communities
729 students (2023 = 625 + 2024 = 104)

2023 - 2024

COHORT 3

2nd. – 5th. Grade
Tutoring 5 hours a week for 6 months

GUATEMALA
23 tutors in 17 new communities
1,336 students

HONDURAS
11 tutors in 9 new communities
542 students

PANAMA
23 tutors in 11 new communities
1,863 students

2025 - 2026

Reading Results

Cohort 1

- 2022 → G1: 2nd | G2: 3rd | G3: 4th
- 2023 → G1: 3rd | G2: 4th | G3: 5th
- 2024 → G1: 4th | G2: 5th

Cohort 2

- 2023 → G1: 2nd | G2: 3rd | G3: 4th
- 2024 → G1: 3rd | G2: 4th | G3: 5th

Cohort 3

- 2025 → G1: 2nd | G2: 3rd | G3: 4th
- 2026 → G1: 3rd | G2: 4th | G3: 5th

Funtional Reading:

- Read second-level stories with precision and fluency. (75-150 words)
- Apply reading comprehension strategies to retrieve and interpret information.
- Write paragraphs fluently.

Level 5: STORY*

Level 4: PARAGRAPH

Level 3: SENTENCE

Level 2: WORD

Level 1: LETTER

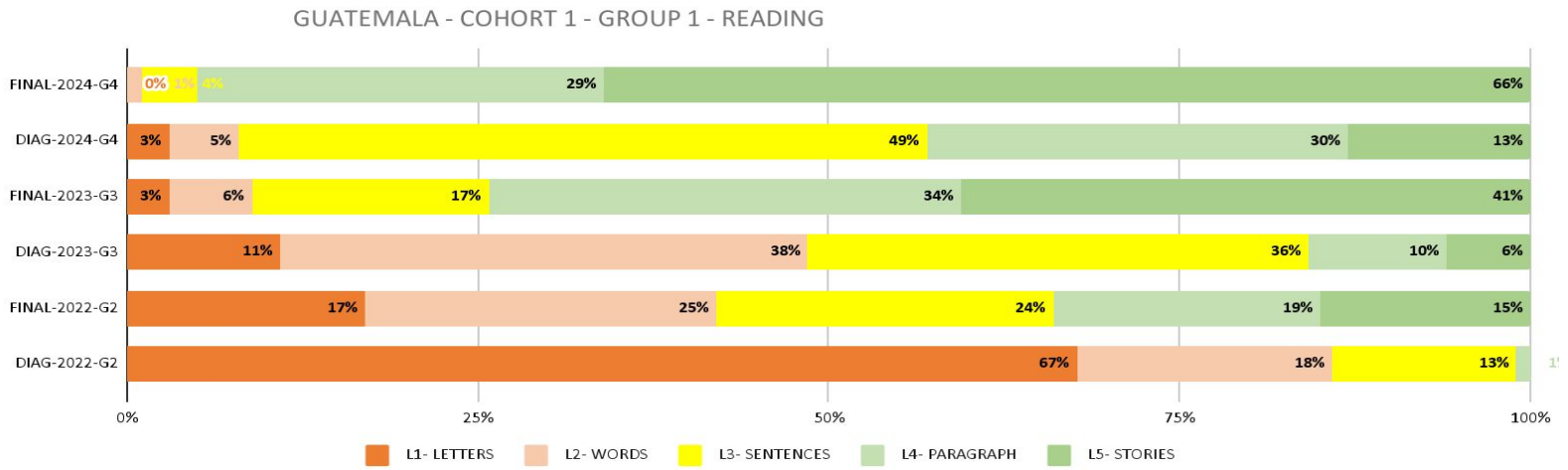
Design 2022:

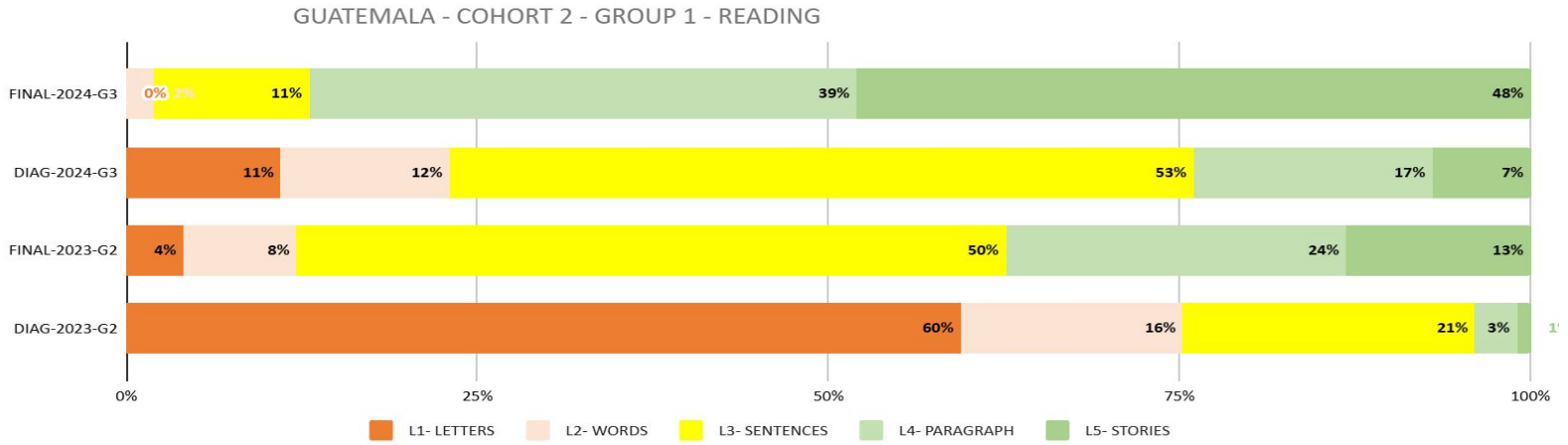
- Up to first-level stories (75 words)

Design 2023-2024:

- Up to third-level stories (200 words)
- Writing paragraphs.

Reading Results - Guatemala





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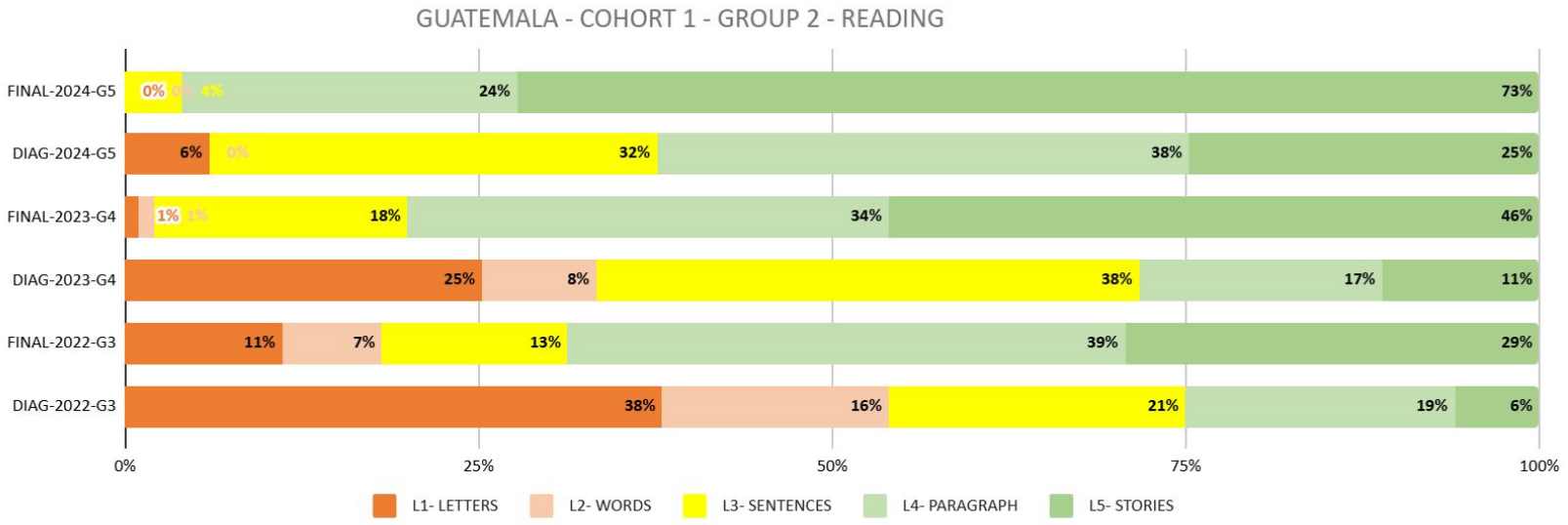

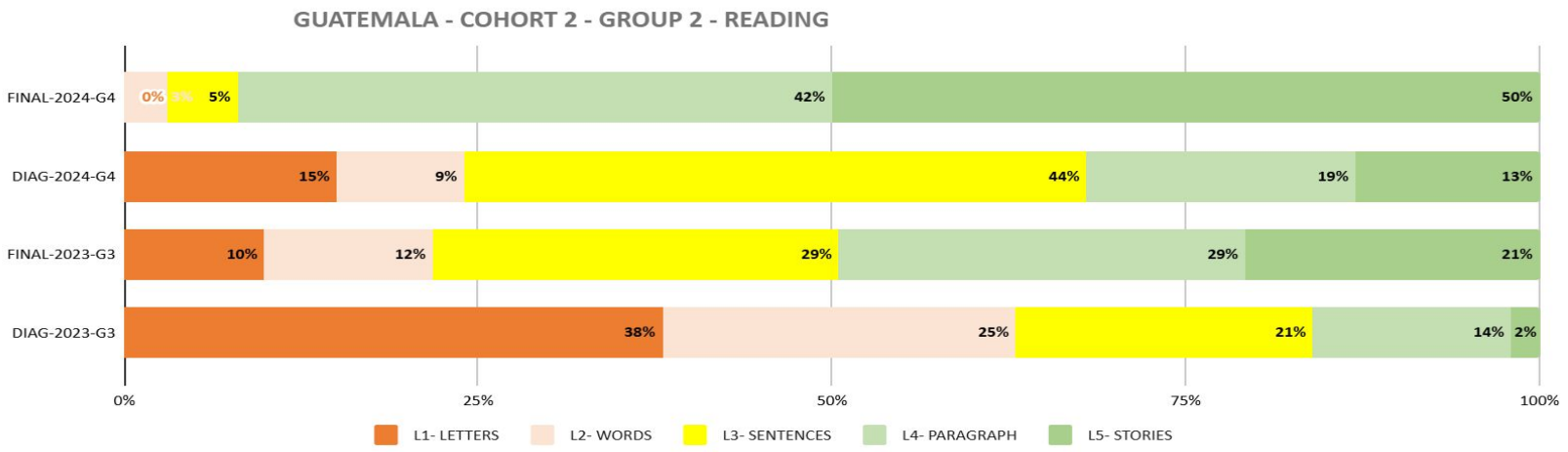

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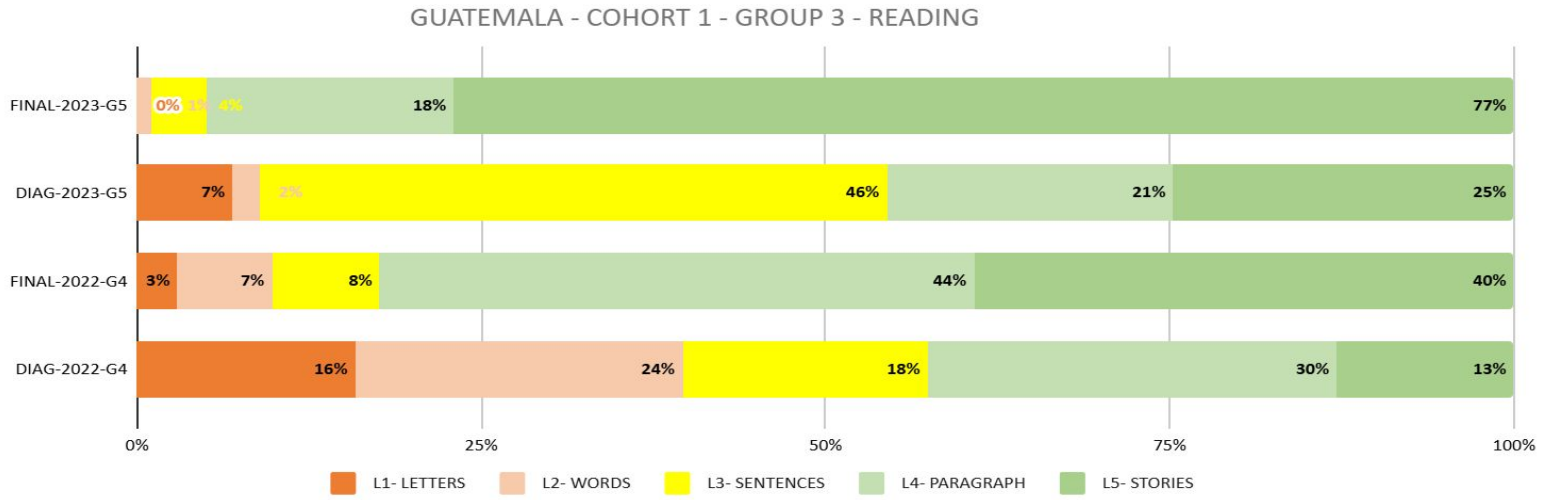
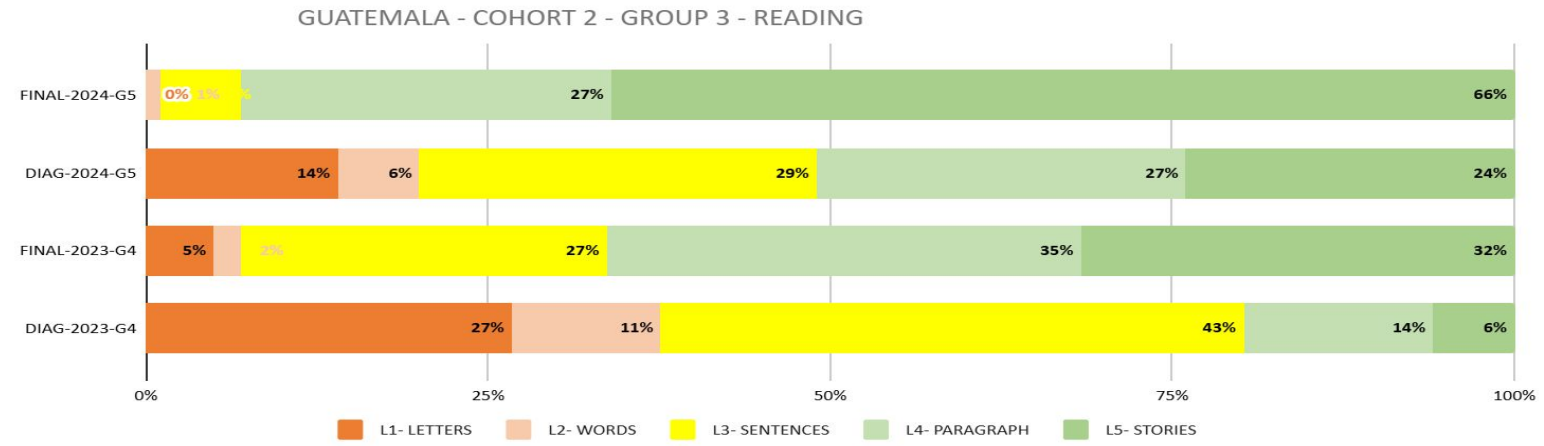
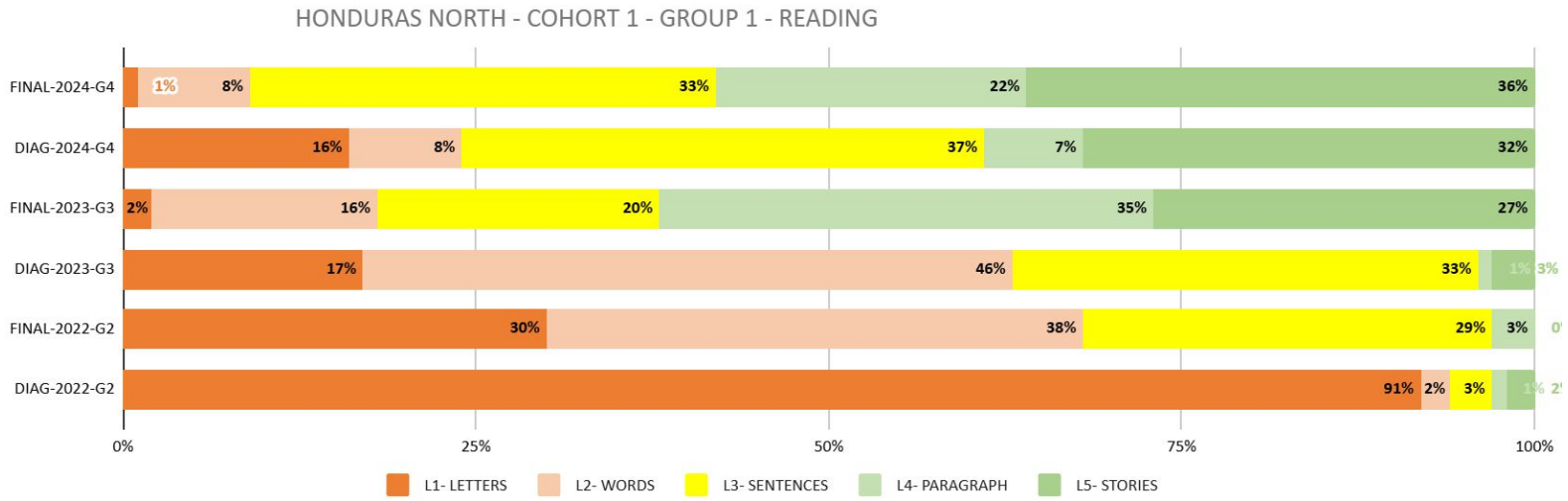
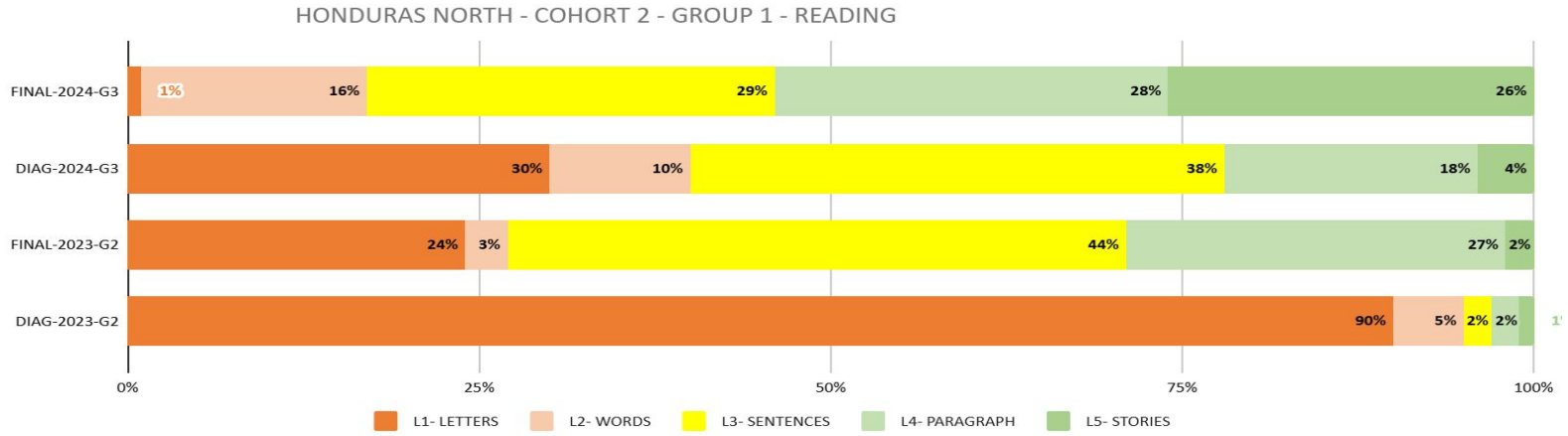




Reading Results - Honduras North





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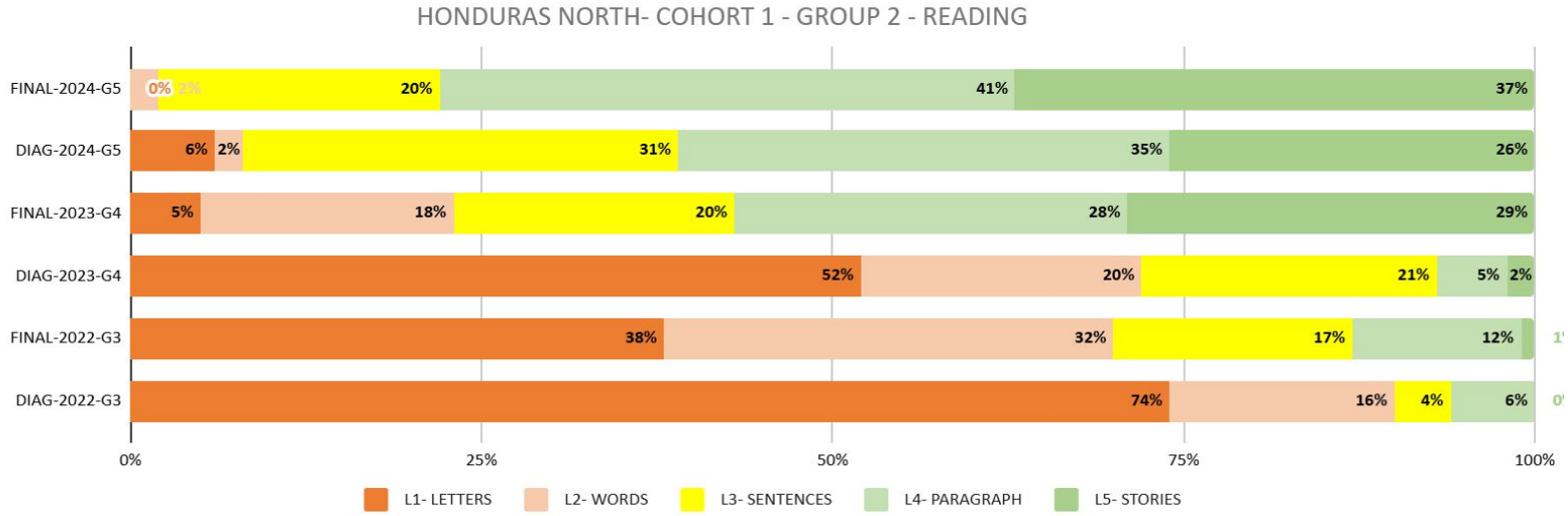

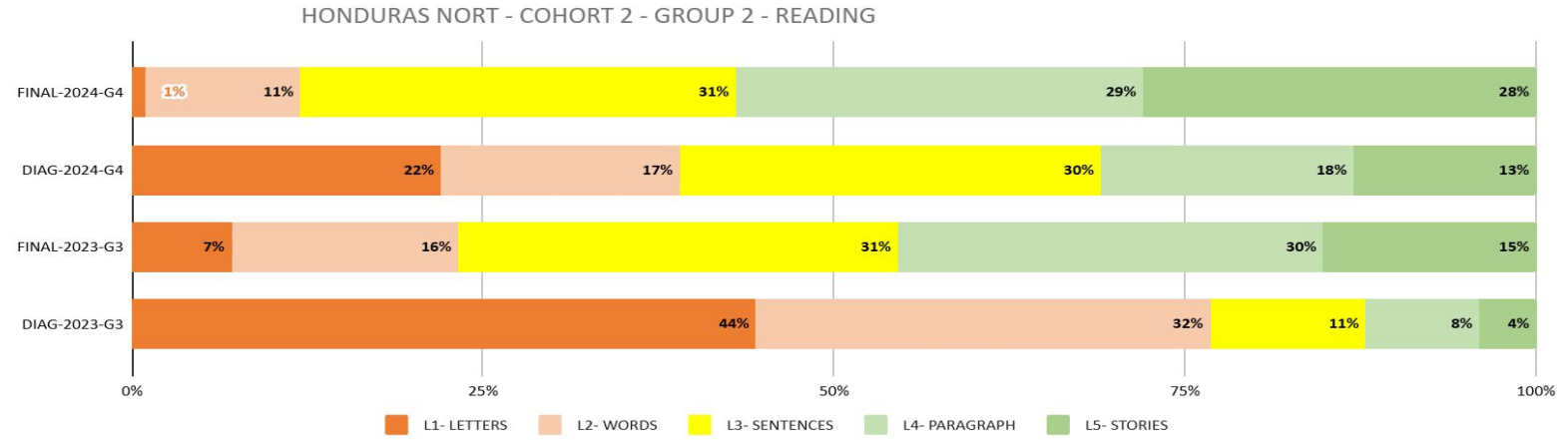

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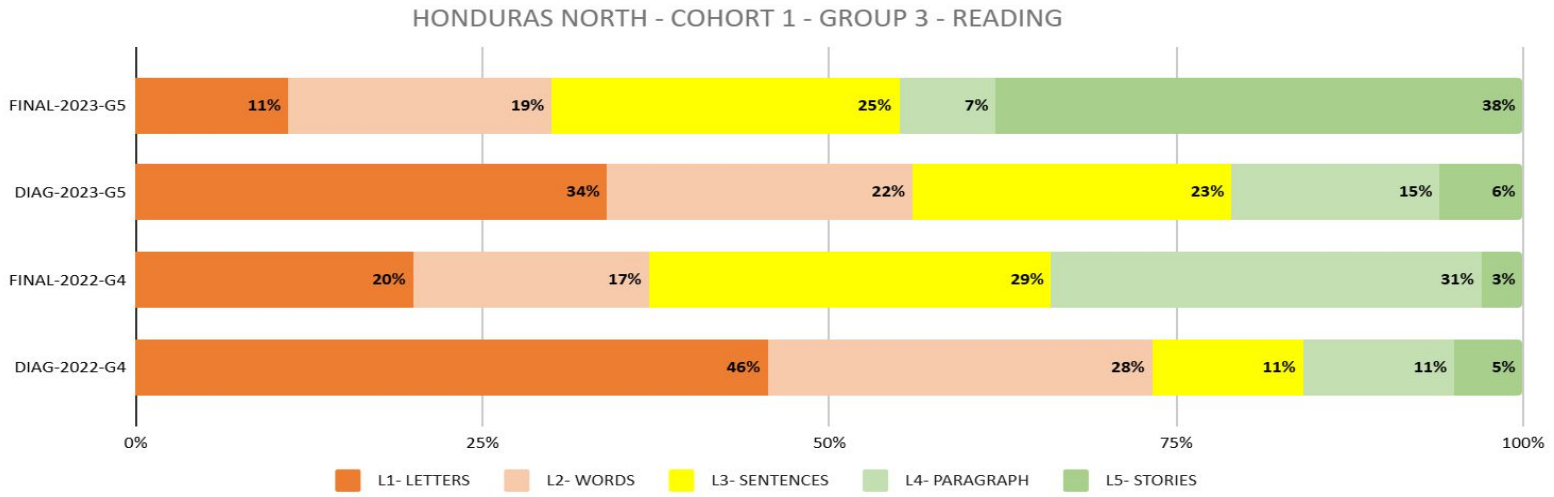

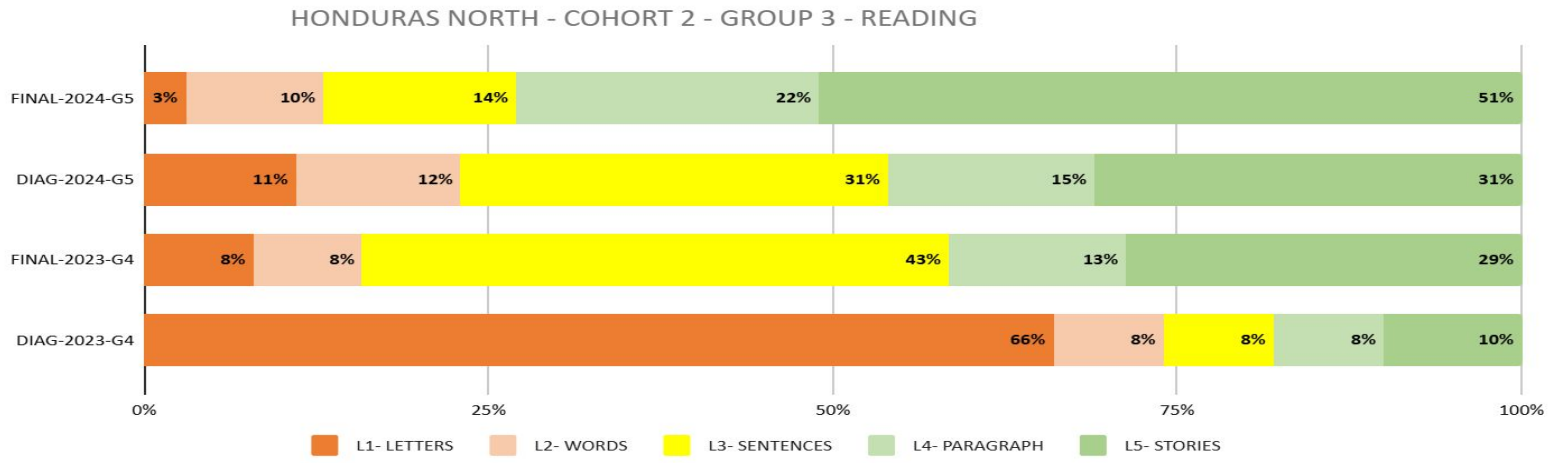

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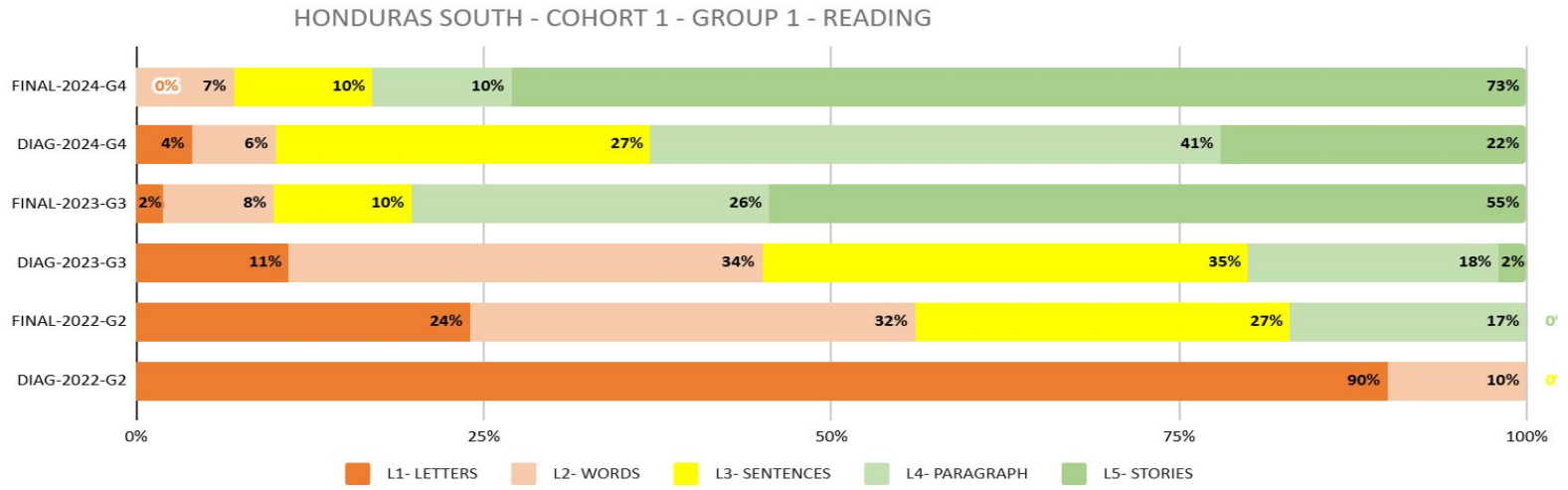

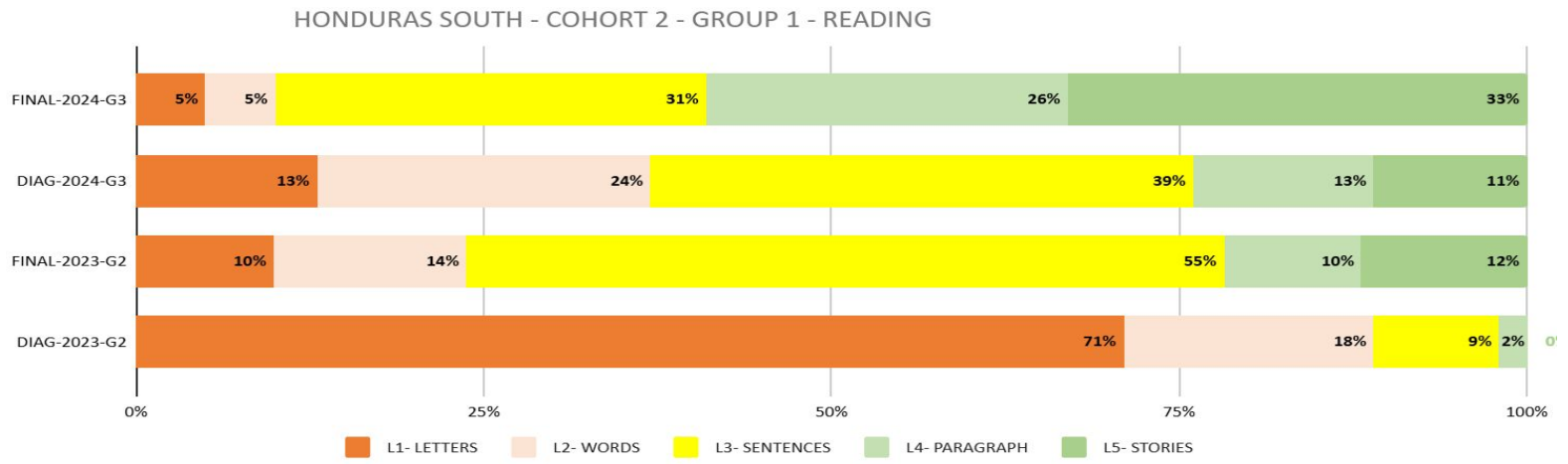

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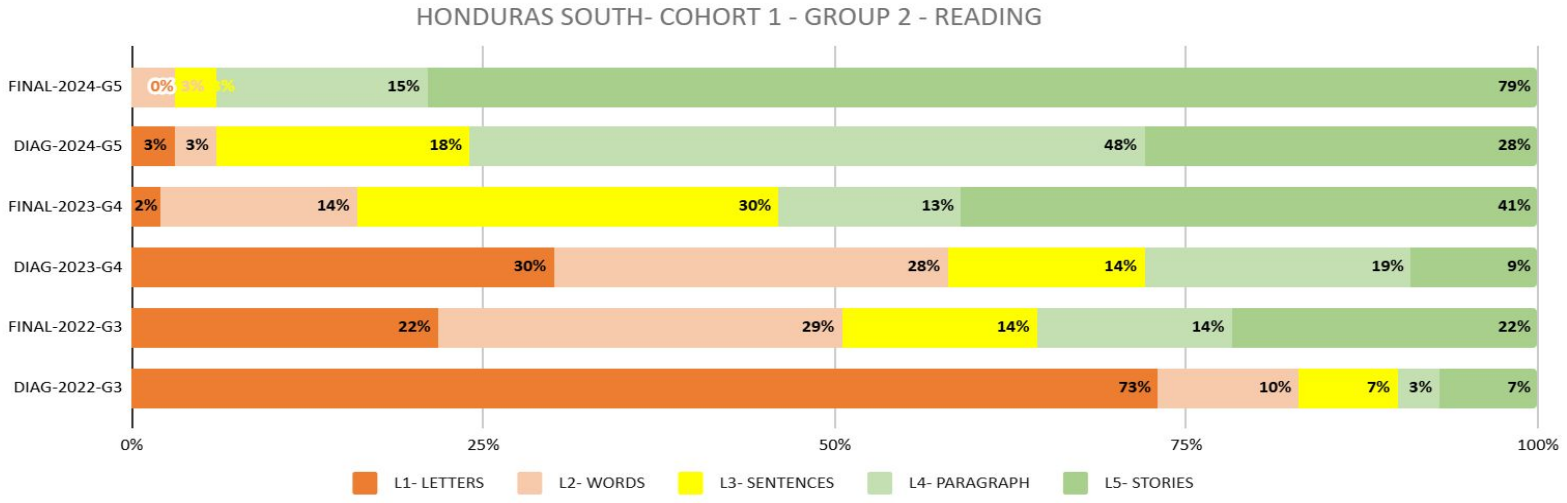

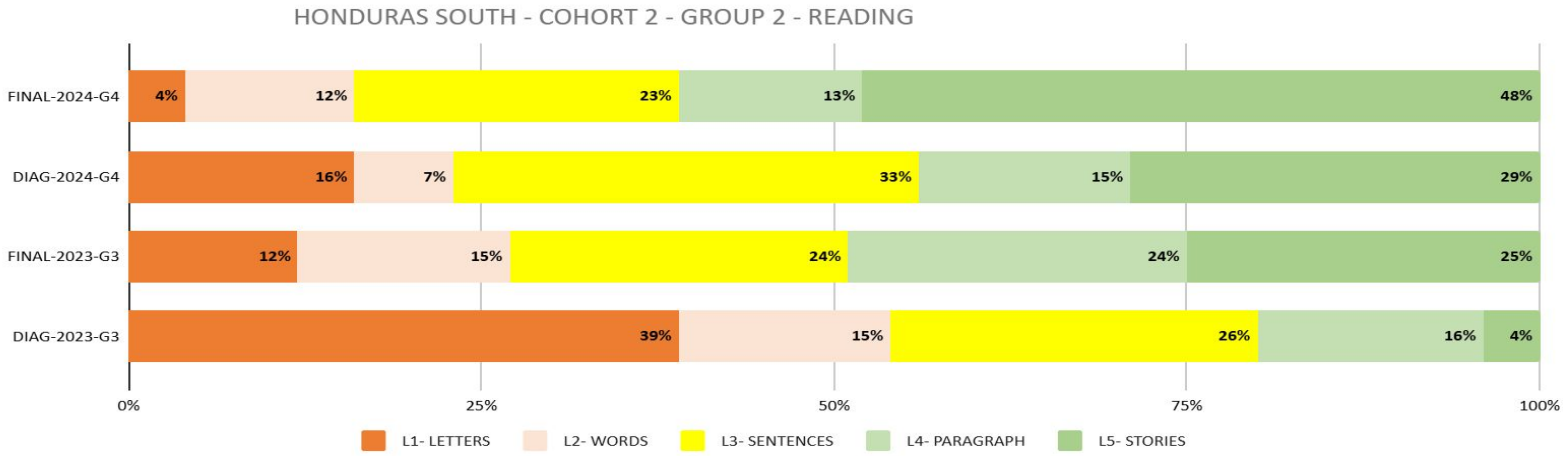

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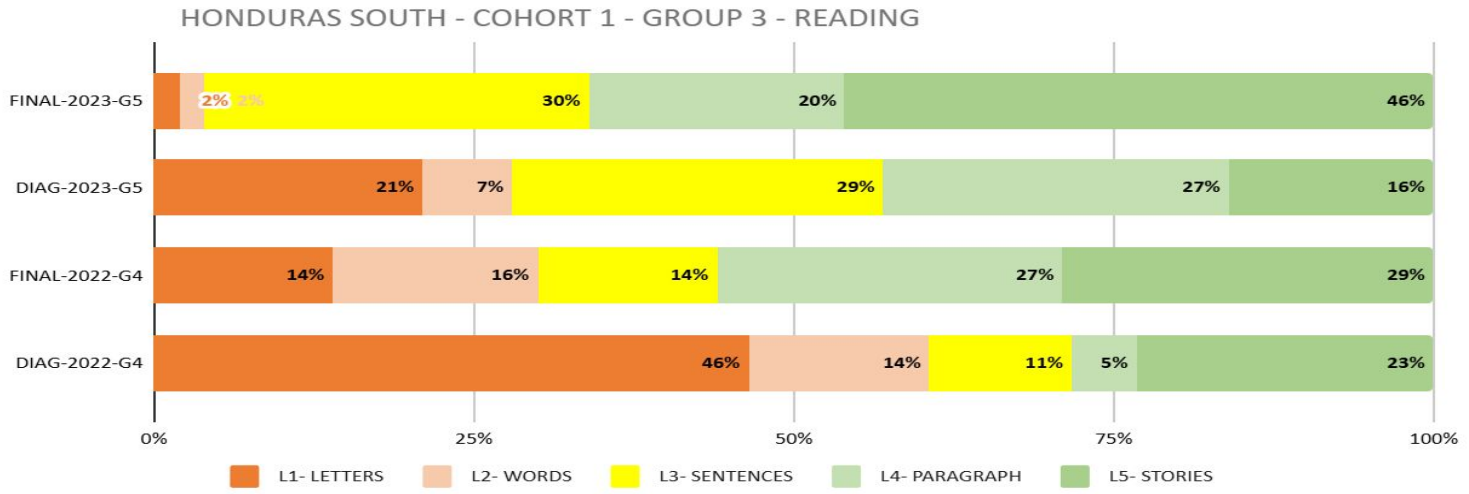
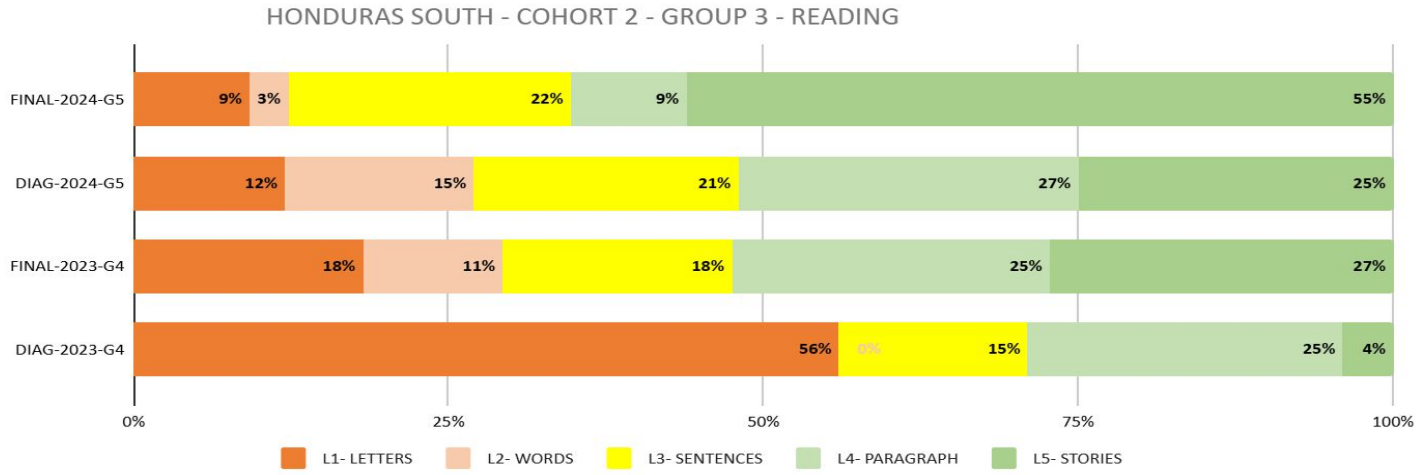
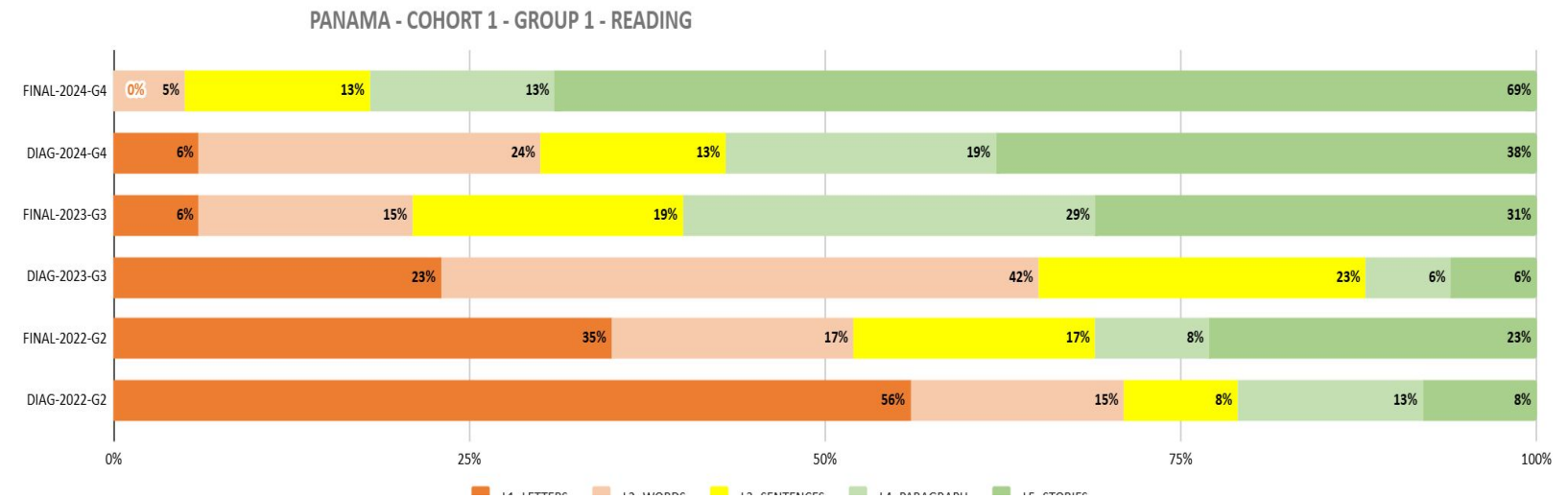
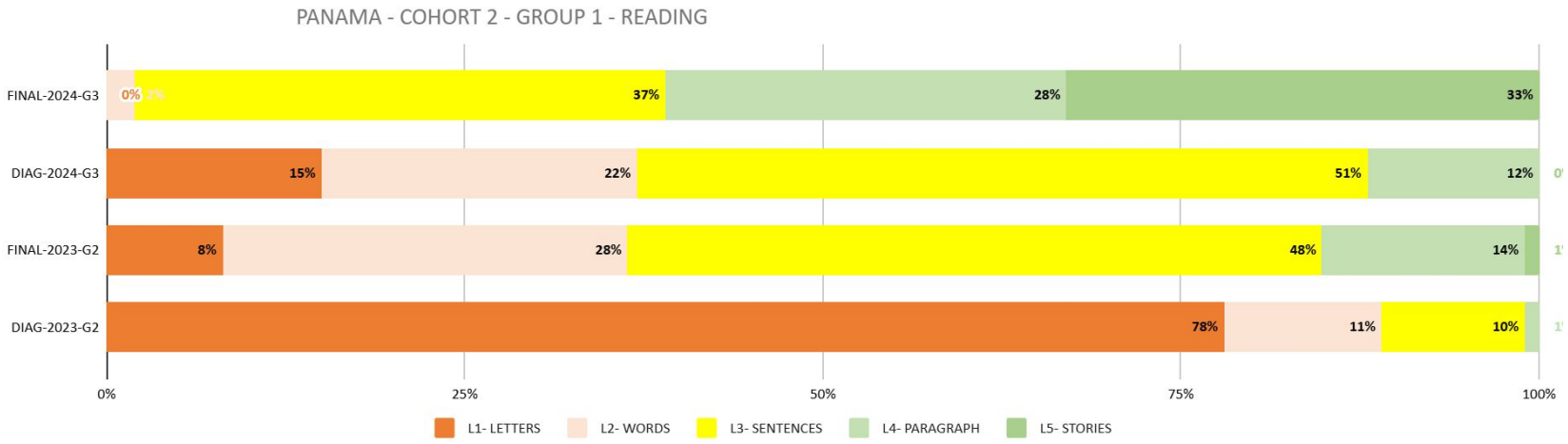




Reading Results - Panama





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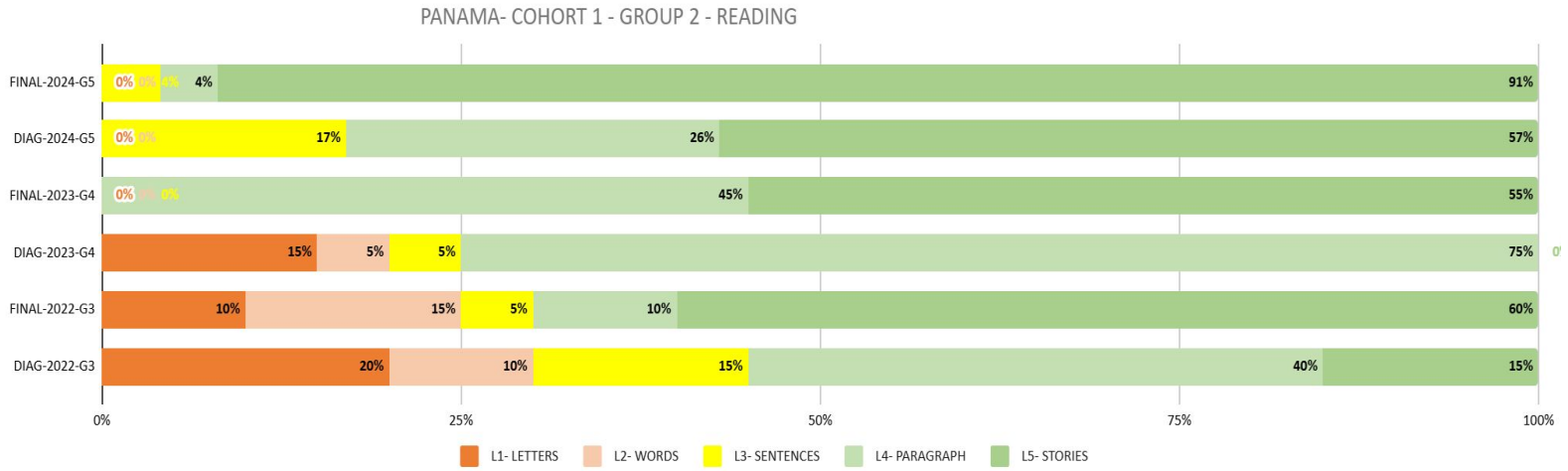

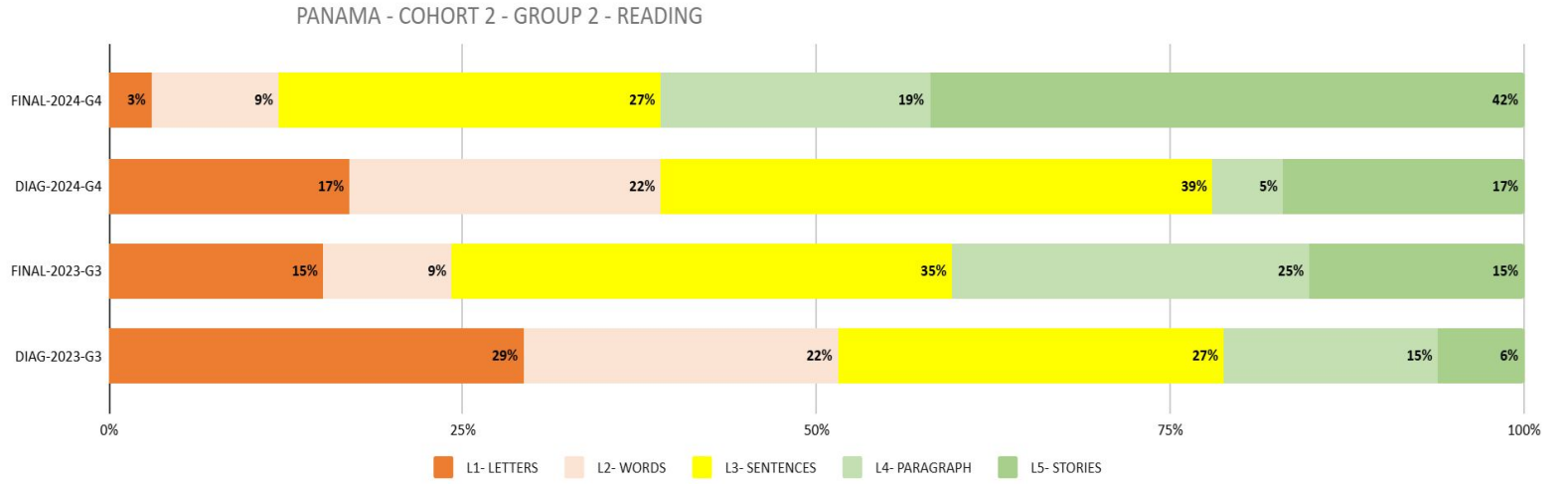

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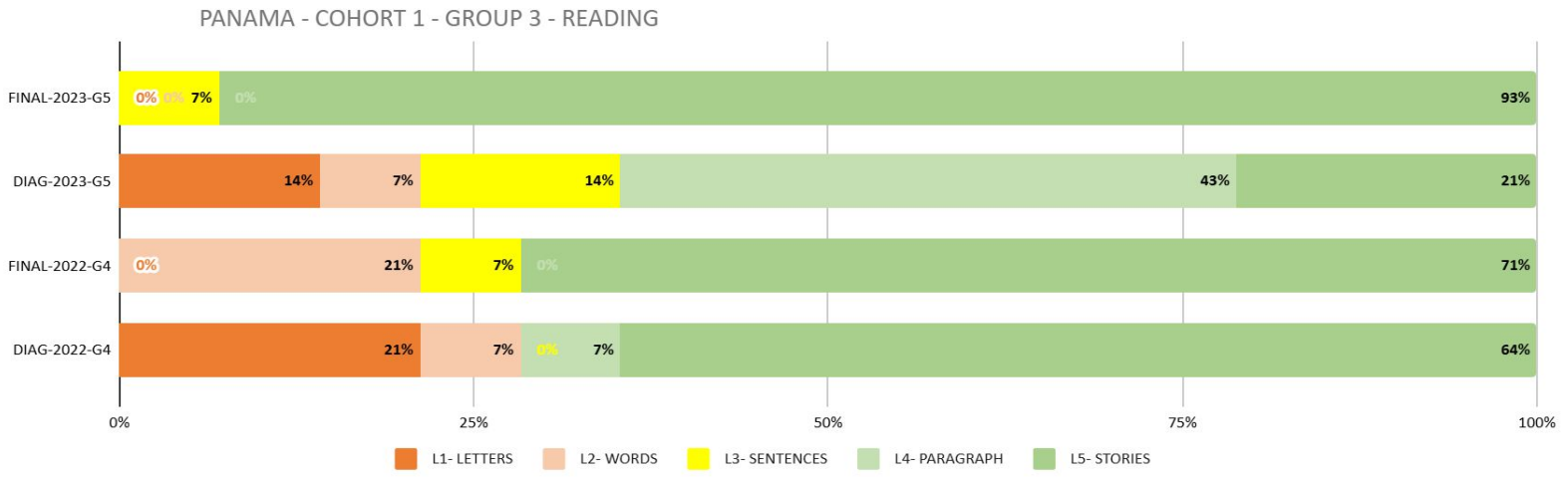
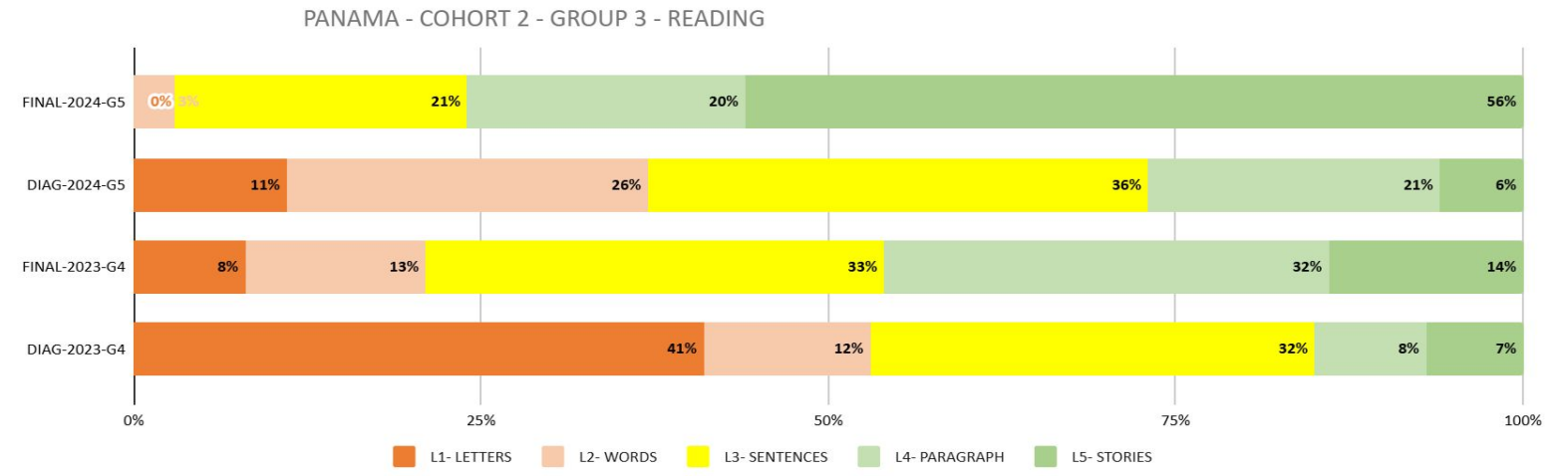




Math Results

Cohort 1

- 2022 → G1: 2nd | G2: 3rd | G3: 4th
- 2023 → G1: 3rd | G2: 4th | G3: 5th
- 2024 → G1: 4th | G2: 5th

Cohort 2

- 2023 → G1: 2nd | G2: 3rd | G3: 4th
- 2024 → G1: 3rd | G2: 4th | G3: 5th

Cohort 3

- 2025 → G1: 2nd | G2: 3rd | G3: 4th
- 2026 → G1: 3rd | G2: 4th | G3: 5th

Functional Math:

- Count, identify, write, order and compare whole numbers up to 1000.
- Represent whole numbers up to 1000 equivalently.
- Solve problems using the four operations (+, -, x and ¸)

Level 5: FRACTIONS*

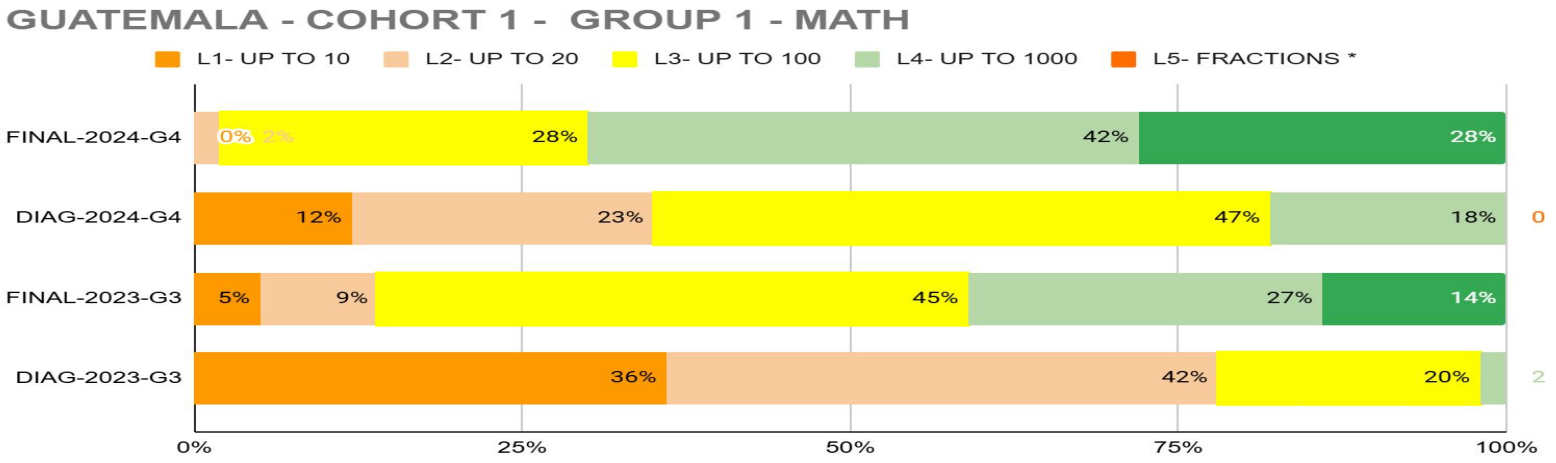
Level 4: UP TO 1000

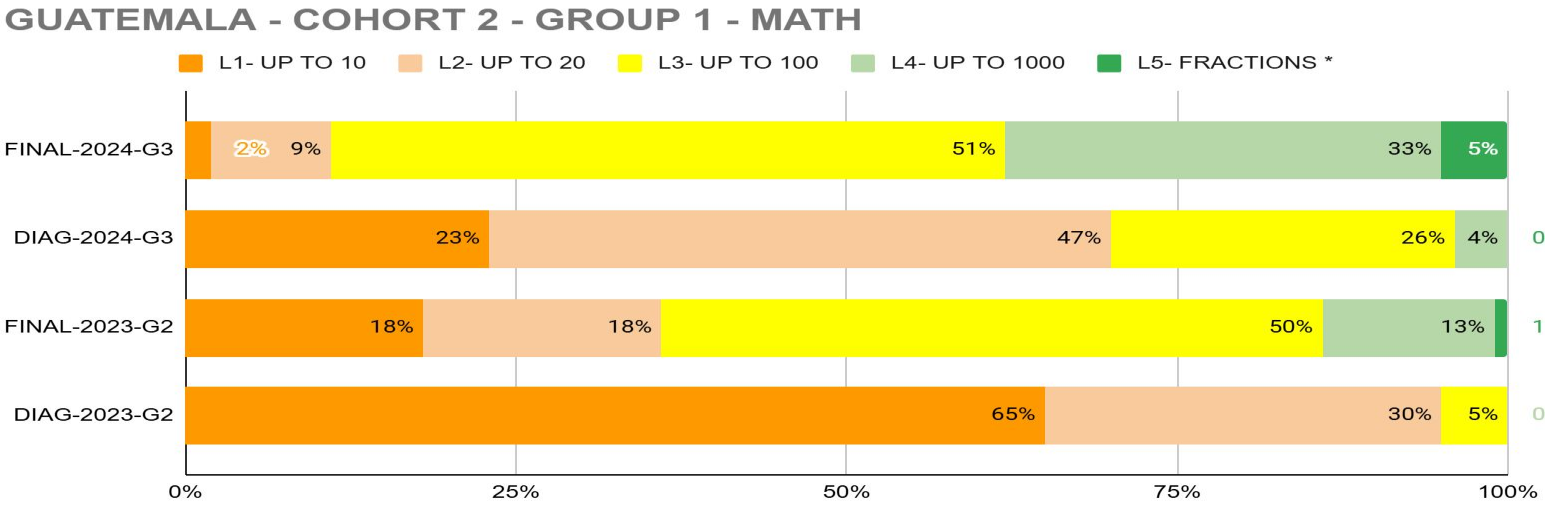
Level 3: UP TO 100

Level 2: UP TO 20

Level 1: UP TO 10

Math Results - Guatemala





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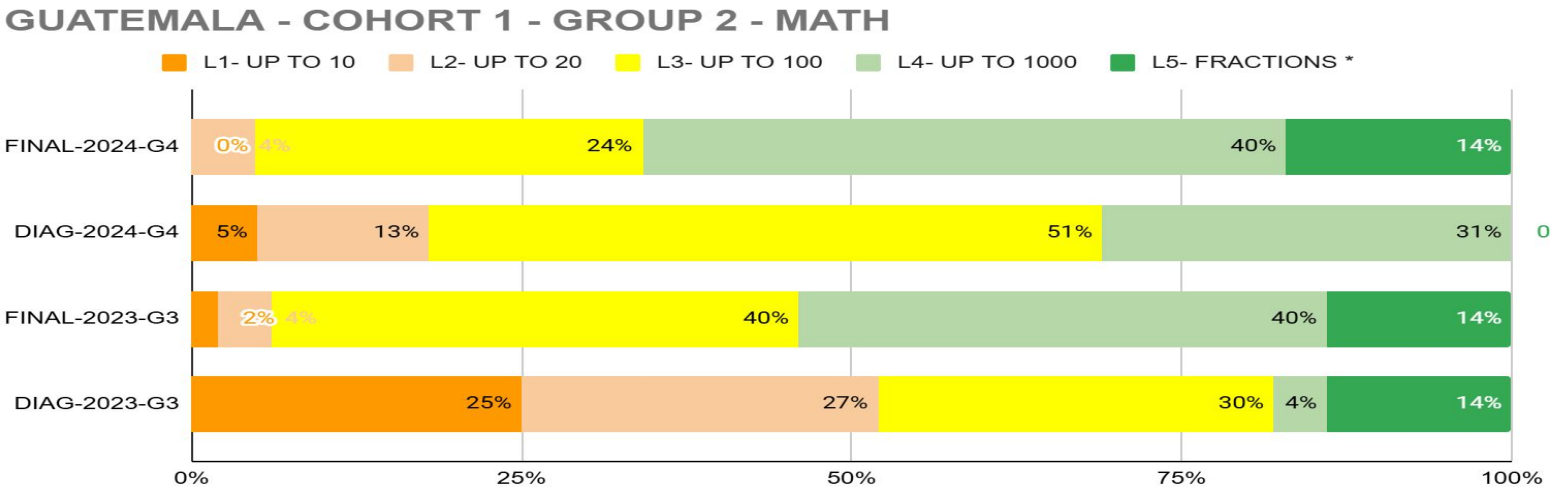

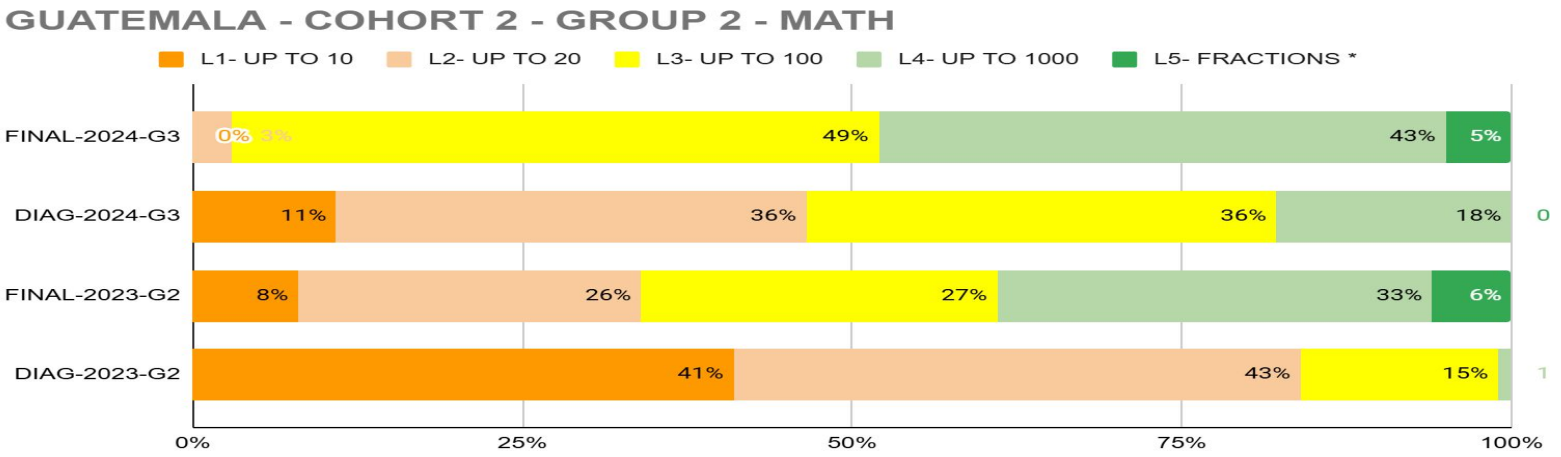

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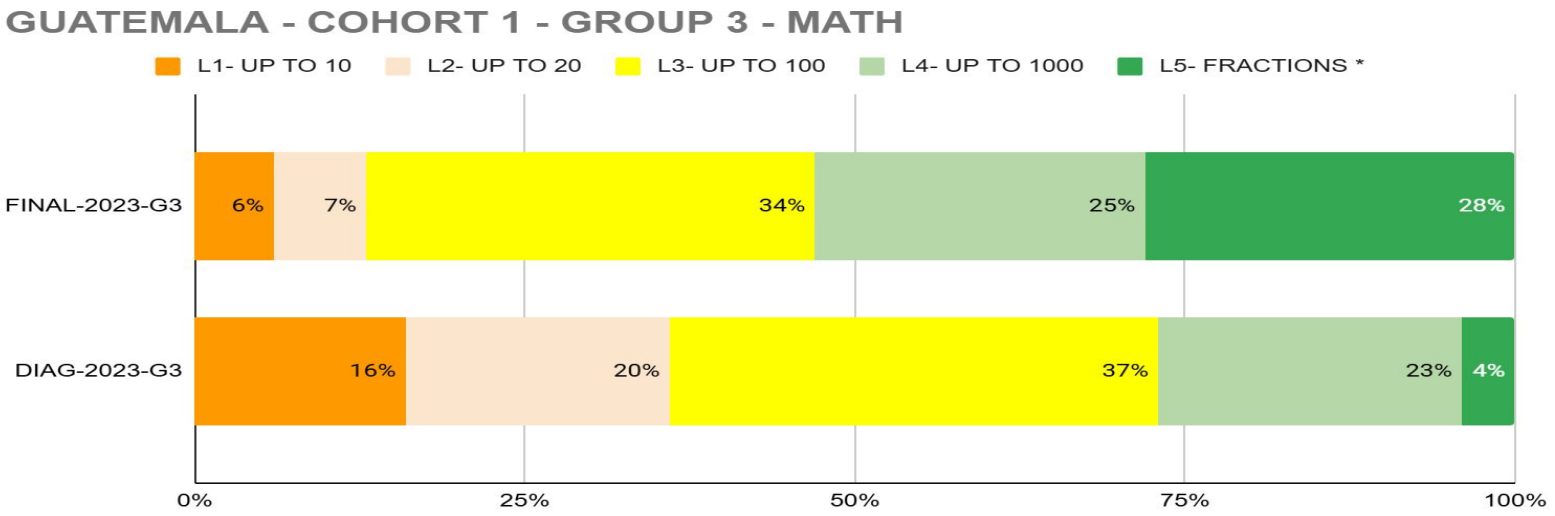
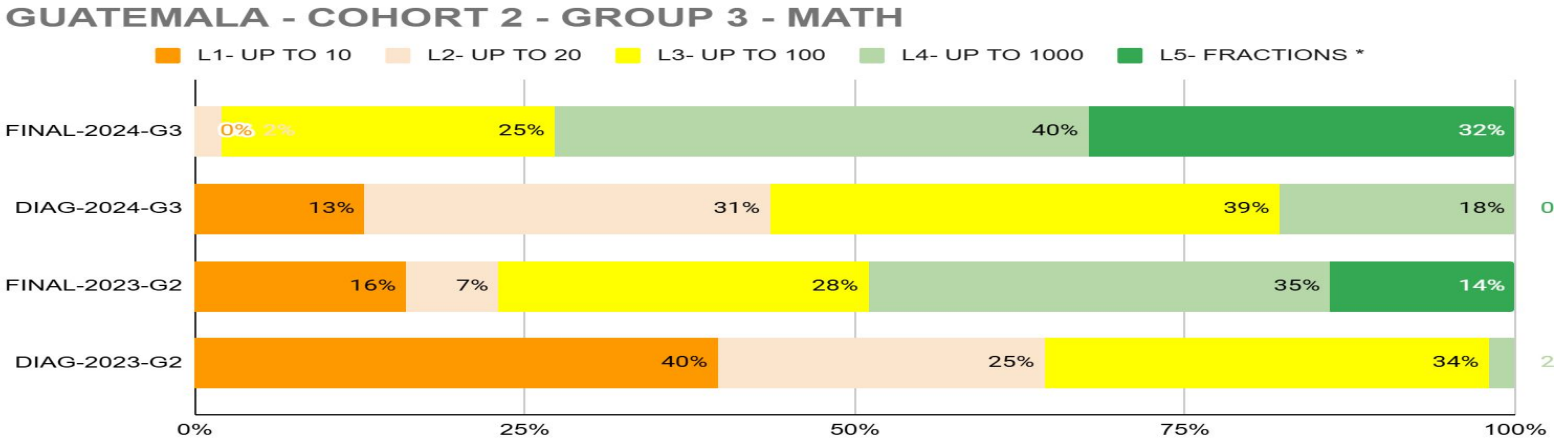
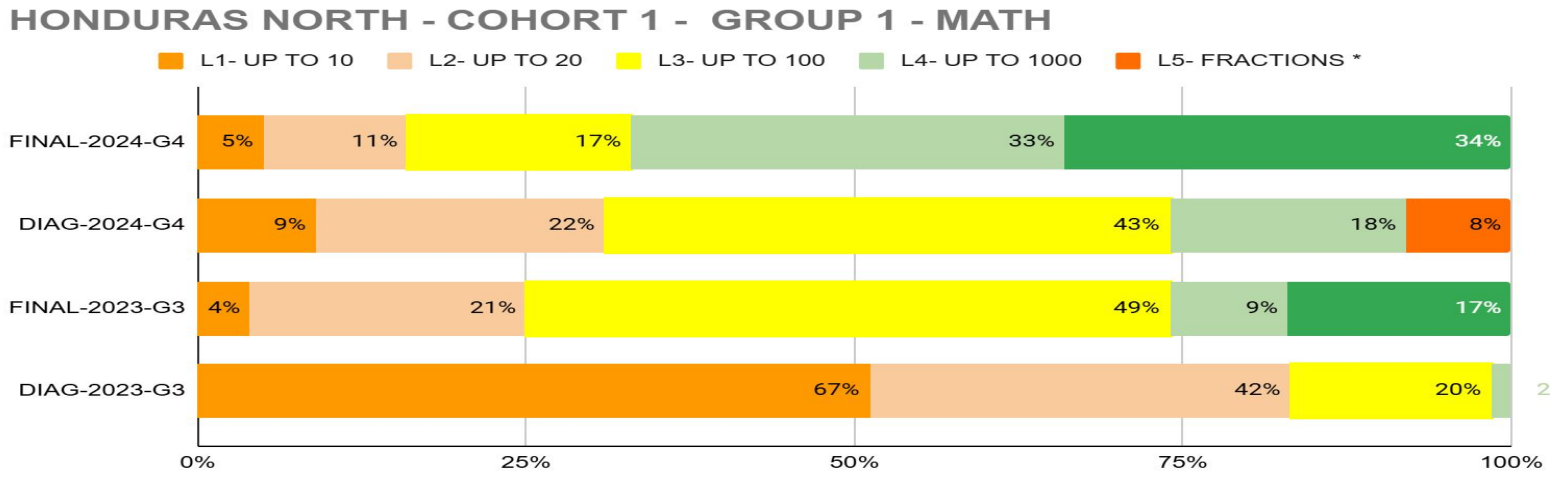
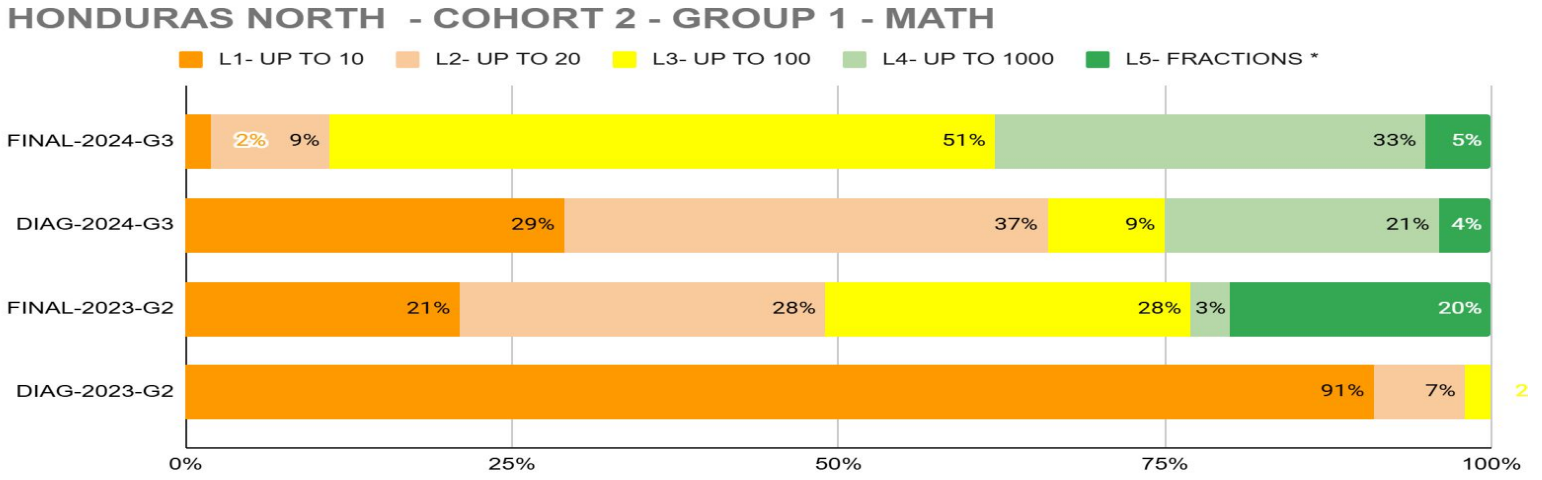




Math Results - Honduras North





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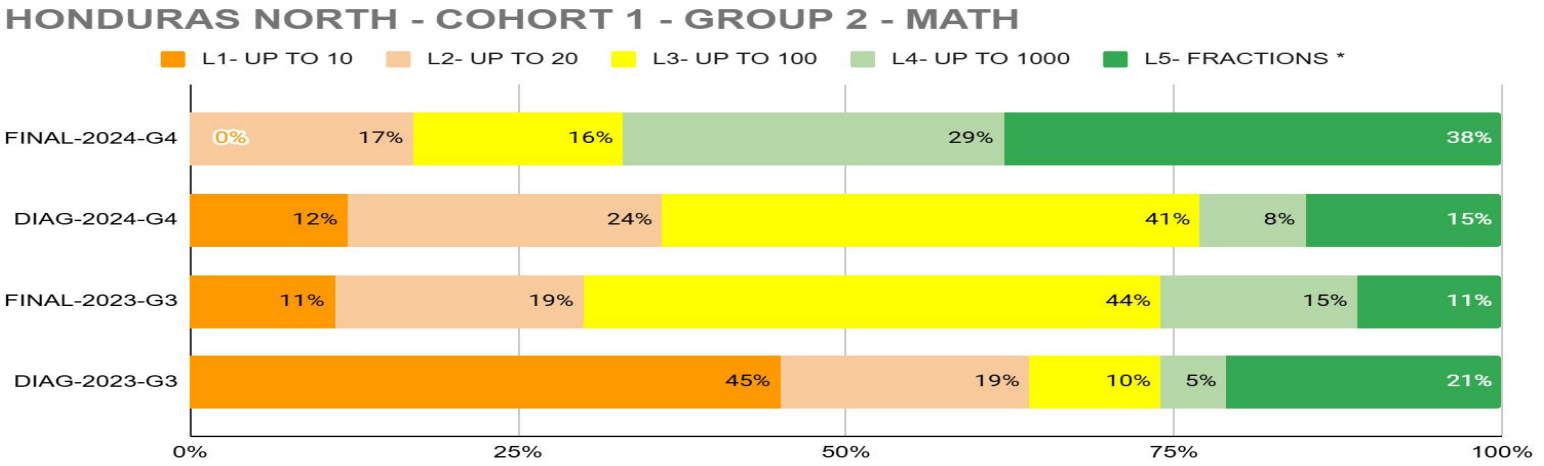

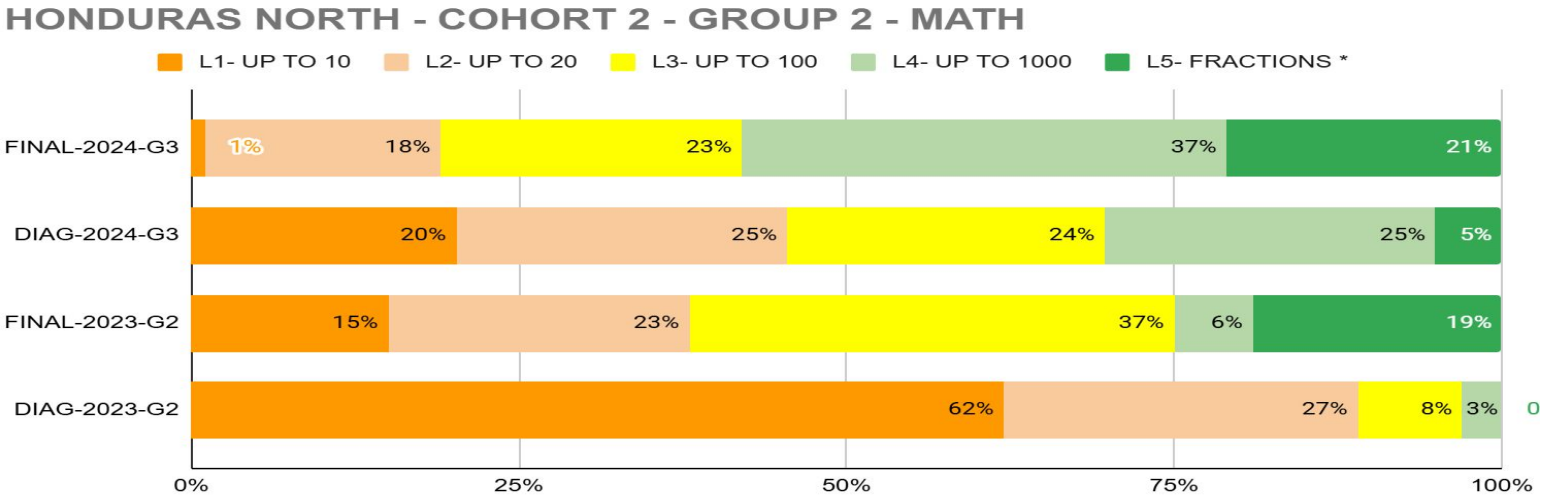

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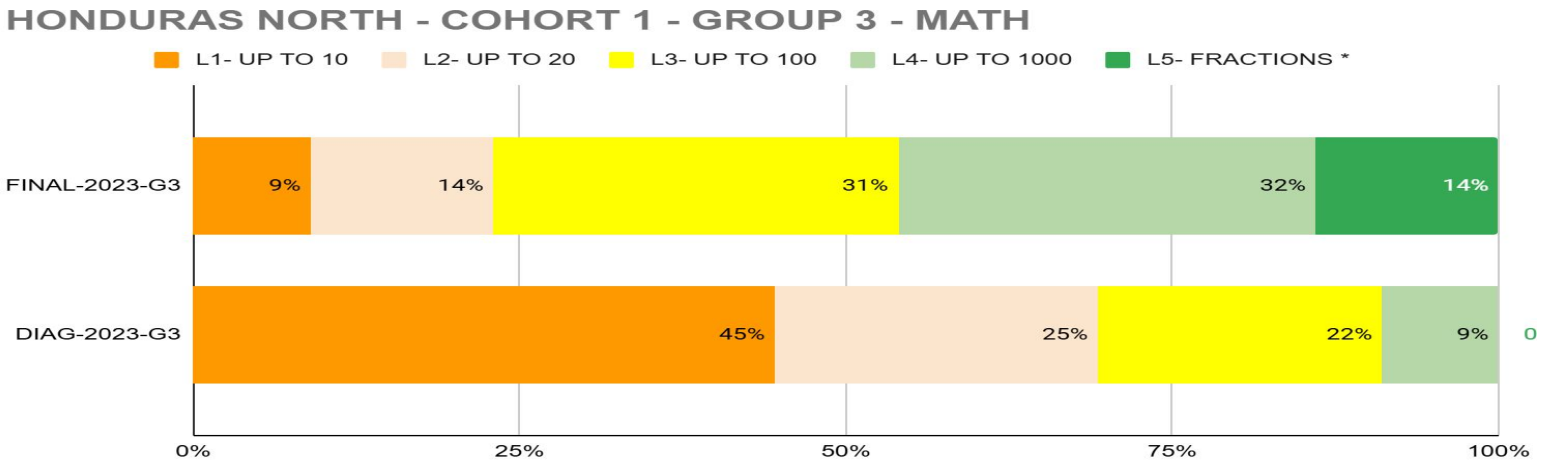
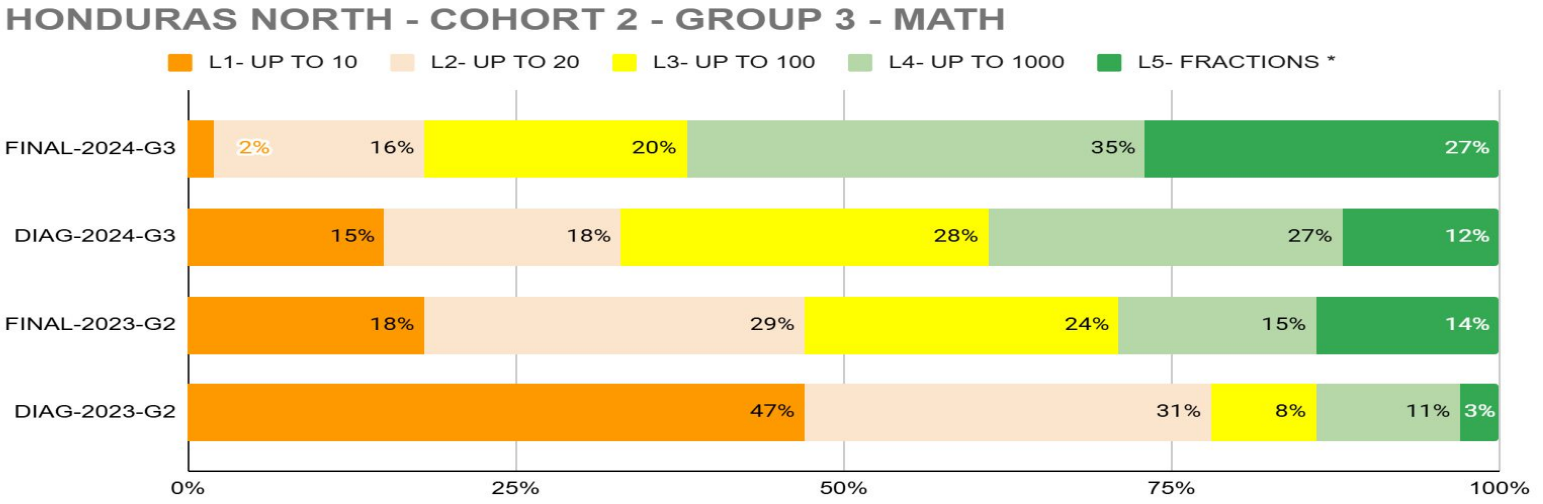
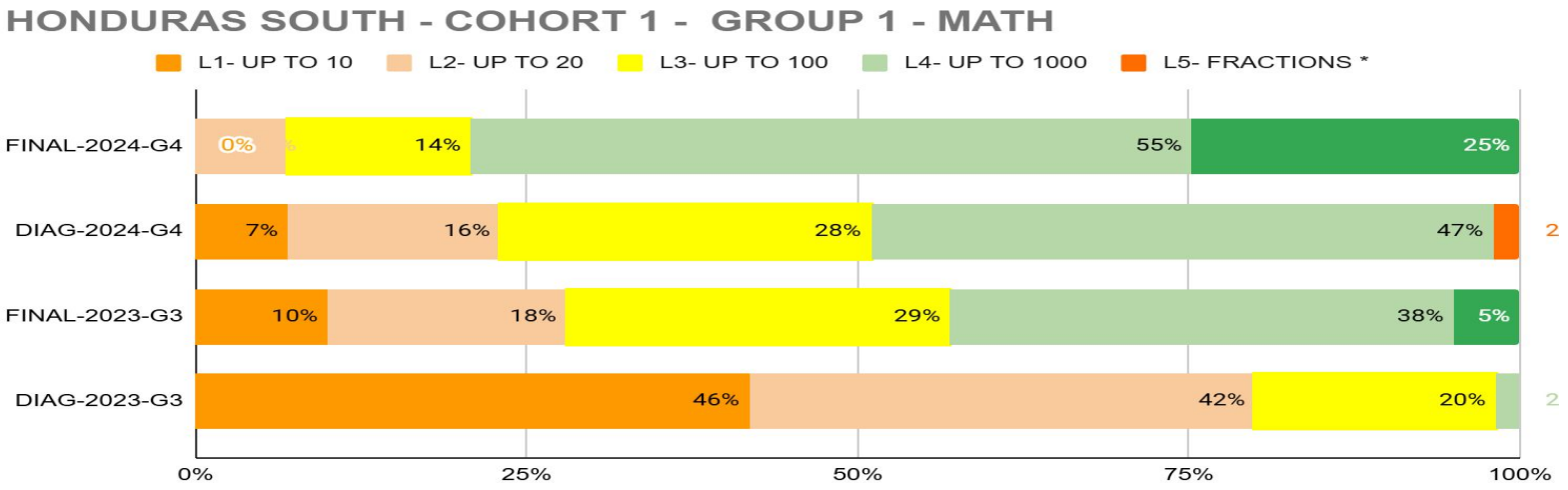
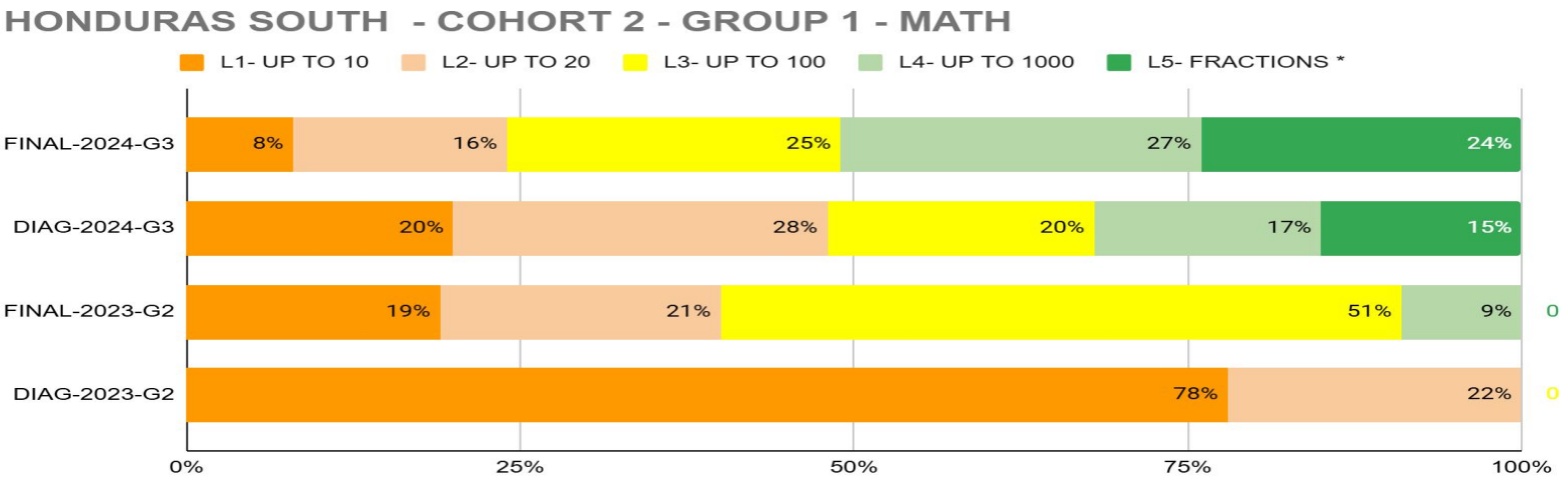


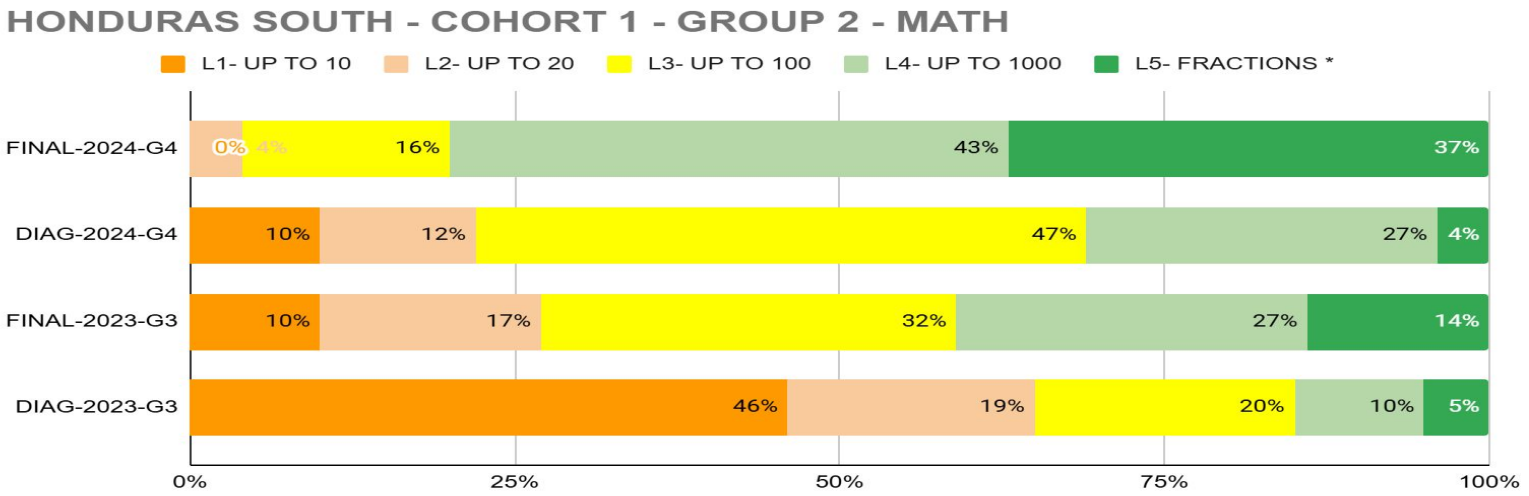


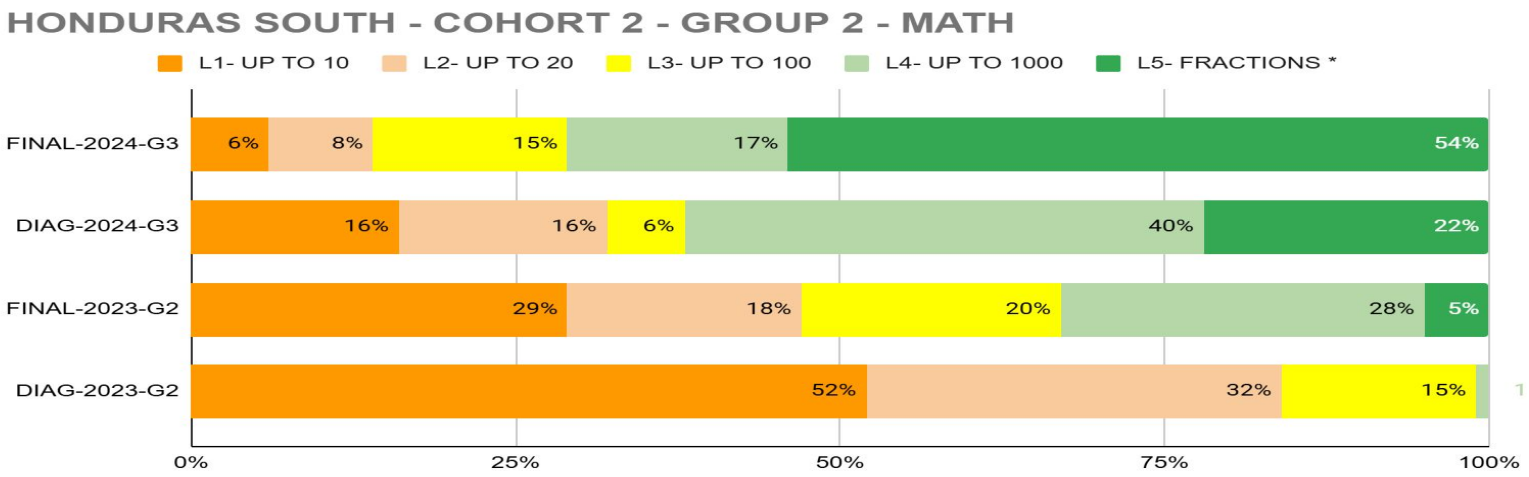
Math Results - Honduras South





Math Results - Honduras South





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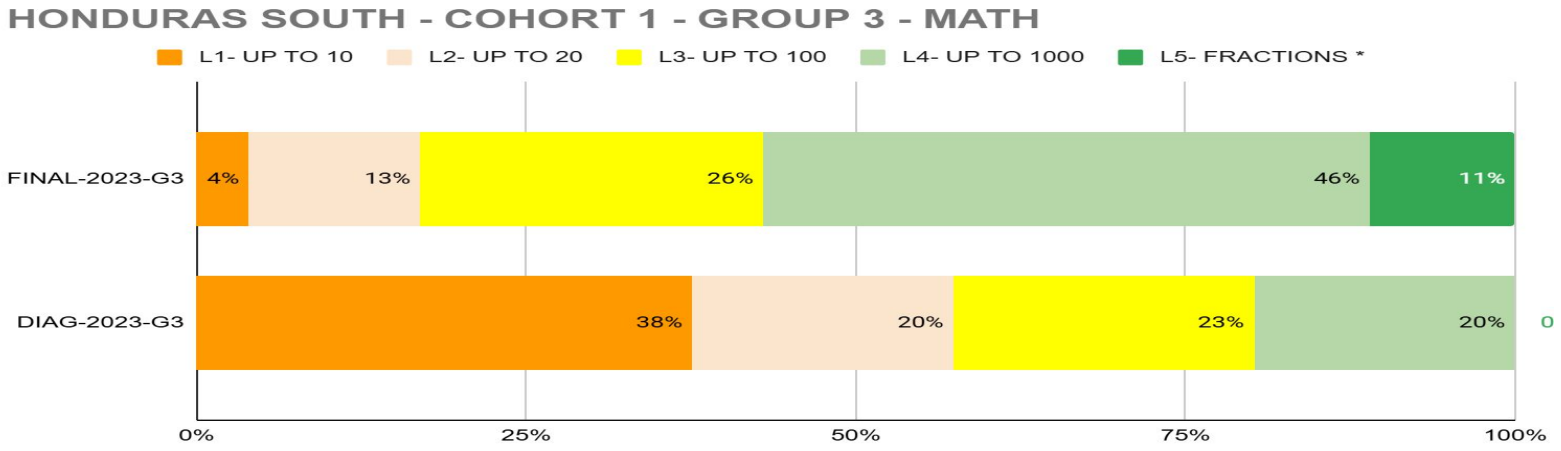
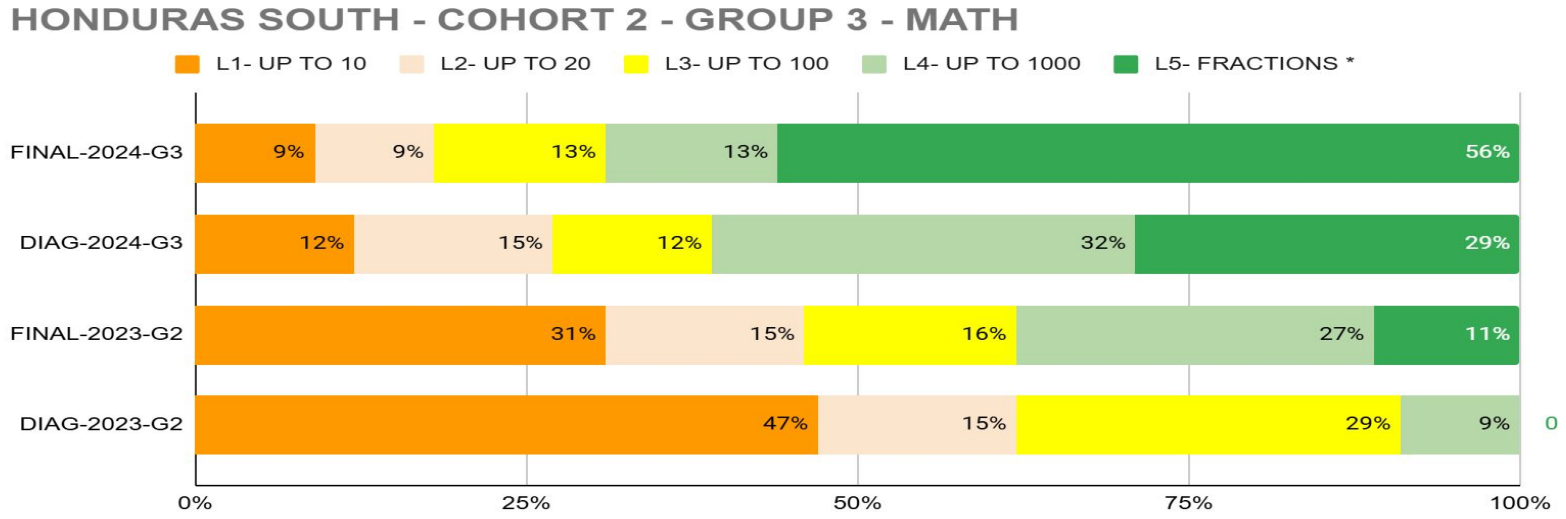
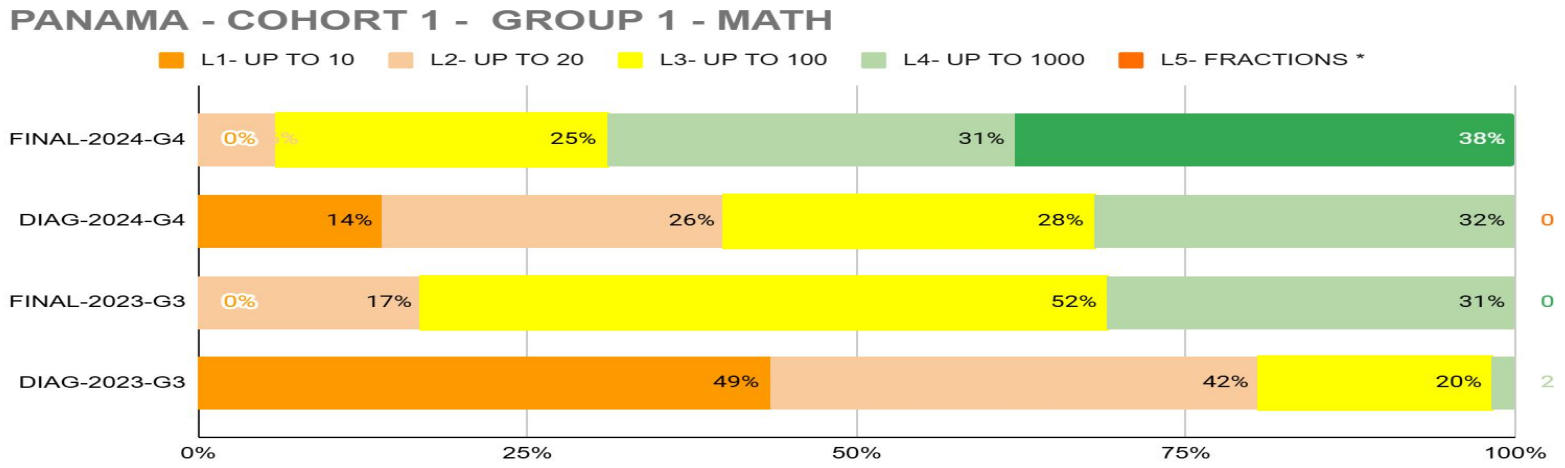
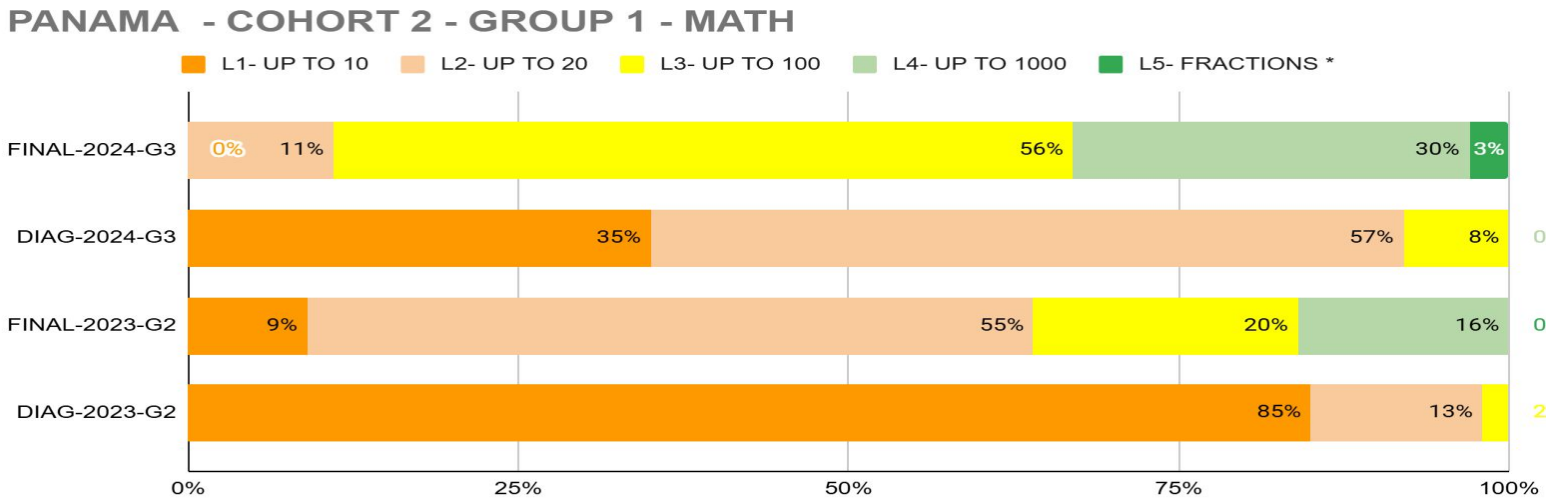


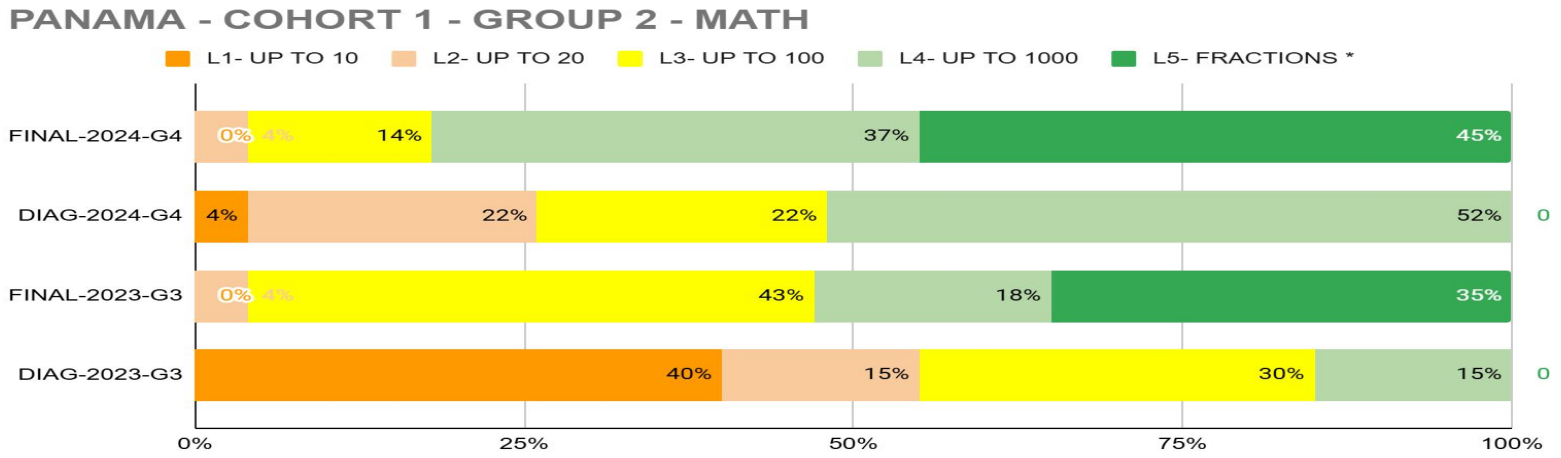


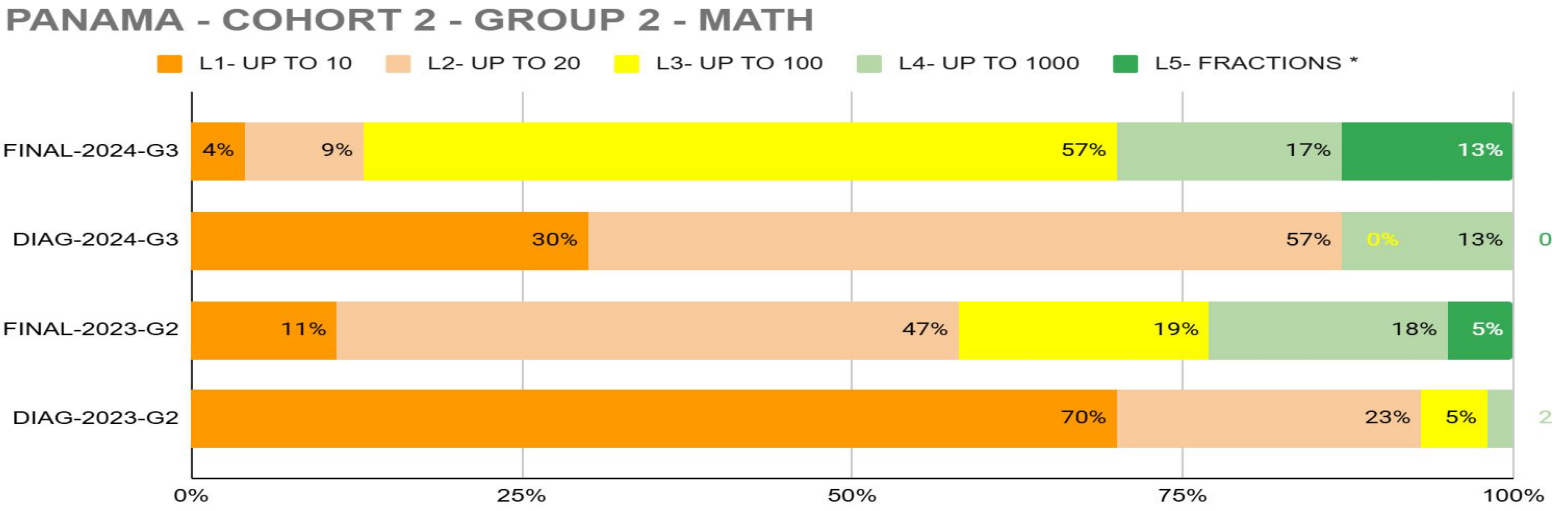
Math Results - Panamá



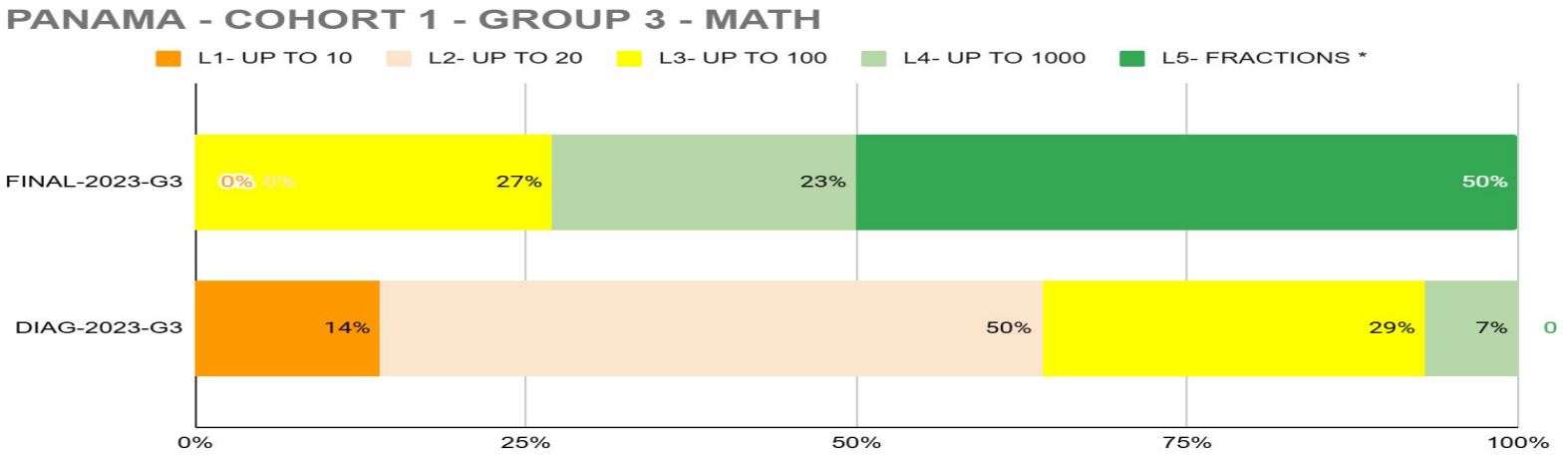


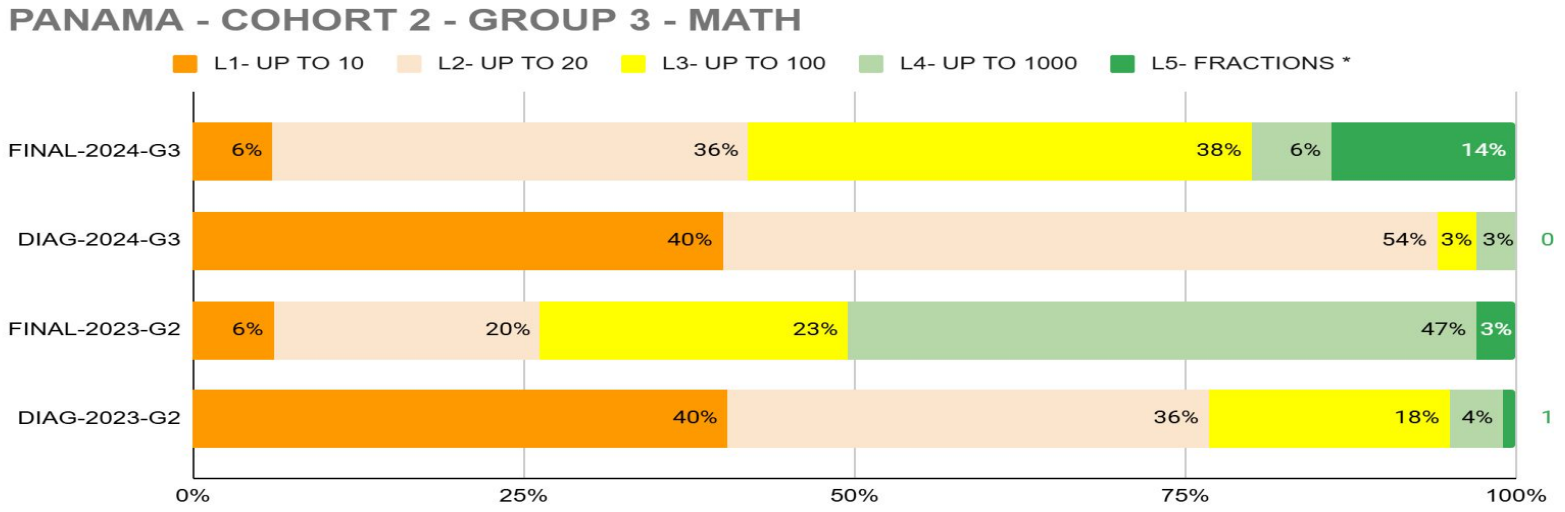
Math Results - Panamá





Math Results - Panamá





Key learnings

Assessment & Tools

- One of the first lessons was the need to **redesign the math diagnostic**, since it did not correlate as expected with the formative assessment in math (unlike the reading diagnostic, which worked well).

- This led us to gather feedback from tutors and create a **new assessment tool** that avoided the application and grading mistakes of the previous instrument.

Tutor Training & Support

- We learned the importance of **continuous tutor training and reinforcement**, especially during the first two months, to ensure reliable implementation of the model.

- As a result, we changed our design from **training only at the beginning** to **ongoing training throughout the program**.

- Another lesson was that tutor training needed to go beyond methodology. We identified gaps in basic skills, such as math knowledge and the ability to align learning activities with objectives. To address these, we added more training hours.

Key learnings

Community & Communication

- Communication with communities (parents, teachers, leaders, and Ministry staff) proved to be crucial. A communications plan based on change management principles was deployed and that opened doors for the program.

- A key factor was using **simple, understandable language with parents** when sharing results. This encouraged their engagement in their children's learning and helped keep schools open **even when not all teachers were present and schools were officially closed**.

- The initial communication plan was later adjusted to include **in-person sharing of results with principals and Ministry staff**.

Program Scope & Content

- That same year, we realized we needed to **expand the program to include pre-literacy and pre-math skills**, not only early reading.

- We found that many 2nd and 3rd graders required support in these foundational skills before being introduced to the levels we had originally planned.