About Lever for Change and the Bold Solutions Network
Lever for Change is a John D. and Catherine T. MacArthur Foundation affiliate, whose mission is to unlock significant philanthropic capital and accelerate social change around the world’s biggest challenges. Building off of the success of 100&Change, MacArthur’s breakthrough competition for a single $100 million grant to help solve one of the world’s most critical social challenges, Lever for Change helps philanthropists source rigorously evaluated, high-impact philanthropic opportunities and connects nonprofits and problem solvers to significant amounts of philanthropic capital. Lever for Change does this through managing customized competitions for philanthropists or by matching them with solutions in its Bold Solutions Network, a searchable online database of the top, vetted proposals from all of its competitions. For participating organizations, the Bold Solutions Network offers ongoing learning and networking opportunities to strengthen the impact of their work, raise their visibility, and increase their potential to secure increased funding.

About This Collection
Lever for Change is excited to present an opportunity to fund the top education proposals from the second round of 100&Change. Each proposal was assessed using four criteria: impactful, evidence-based, feasible, and durable, and was rigorously evaluated, undergoing MacArthur’s initial administrative review, a Peer-to-Peer review, an evaluation by an external panel of judges, and a technical review by specialists whose expertise was matched to the project. The organizations featured in this collection are among 100&Change’s Top100 which are the highest-scoring proposals selected out of more than 750 vetted applications submitted from over 85 countries. This collection of top proposals provides donors with an innovative approach to finding and funding effective organizations working to increase access to high-quality learning opportunities.

Navigating this Collection:
Below is a summary of ways to engage with the selected proposals in this collection:

- Top applicants submitted 2-page factsheets to summarize their projects and promote their work. Under each proposal listed on the Table of Contents, you can click on the page numbers to jump directly to the selected 2-page factsheet.
- Additionally, organizations submitted 90-second videos to describe their projects. You can view each video by clicking on the “project video” link under each proposal, or you can watch a playlist of all the project videos by clicking the link at the top of the Table of Contents page.
- To view a summary of information that was captured during the application process, you can visit the project’s Bold Solutions Network online profile page, which is also linked under each project in the Table of Contents.

Next Steps
These organizations are ready to solve critical problems and are seeking resources to make it happen. Donors who are interested in providing significant financial support to Bold Solutions Network proposals should contact Dana Rice, Vice President of Philanthropy, at ddrice@leverforchange.macfound.org.
To view a video playlist of the proposals in the order that they appear in this booklet, please click here.

Please note, proposal order is alphabetical by organization; not reflective of ranking.
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ADDRESSING THE CRISIS OF DEMOCRACY THROUGH GLOBAL HIGHER EDUCATION NETWORKS

OVERVIEW
Bard College, with its partner Central European University, will expand its international network and extend the reach and impact of its unique curricula and programs, enabling faculty and students to engage in the critical thinking, debate, and civic engagement we consider key to addressing critical societal challenges. This global liberal arts network will be the first international university system not defined by a single nation or political institution.

It will operate across borders and be characterized by student-centered teaching, facilitated in real time by technology and interpersonal connection.

MISSION AND GOALS
Bard’s mission as a private institution operating in the public interest has led it to create a network of traditional and nontraditional higher education programs premised on the best traditions of liberal education. Bard’s innovations range from its distinctive undergraduate liberal arts curriculum and its focused graduate programs to its programs designed to reach underserved communities. Bard aims to improve student outcomes, cultivate engaged citizens, reinforce democratic principles, and improve lives and livelihoods on a global scale by increasing access to higher education. Bard will accomplish these goals by expanding programs to new partners and across its existing educational network, which includes:

• Bard Early Colleges (currently in Baltimore; Cleveland; Washington, D.C.; Newark, New Jersey; Hudson, New York; New Orleans; and New York City)
• International partnerships and programs (Central European University in Vienna, Bard College Berlin, Al-Quds Bard College for Arts and Sciences in East Jerusalem, Faculty of Liberal Arts and Sciences [Smolny College] in Russia, Fulbright University in Vietnam; American University of Central Asia in Bishkek)
• Bard Prison Initiative
• Bard Microcolleges in local libraries and community organizations
• Educational programs for refugees
• Undergraduate and graduate programs based at its main campus in Annandale-on-Hudson, New York

Bard has demonstrated that by acting institutionally as engaged citizens, colleges and universities can enhance learning, increase engagement, and reach underserved populations across borders to help provide the tools necessary to support civil society and democracy. This connection is supported by research showing that the Bard early college model, for example, is effective in positioning young people to succeed in higher education and that a robust undergraduate education can be achieved across the socioeconomic spectrum, leading to successful graduate study and careers. Based on the results seen across the Bard network, we’ve concluded that employing the underlying principles of civic engagement in higher education accelerates democratic values.
IDENTIFYING EXPANSION OPPORTUNITIES
Bard will identify key populations for expansion of its work with both traditional and nontraditional partners, such as libraries and community organizations. The impact is global in scope yet intensive and personal, whether in a U.S. prison or a refugee camp abroad. The common thread is improving the critical thinking and communication skills necessary to pursue academic credentials and civic participation.

The Bard network is formally connected through a scaffolding of organizational structures, partnership agreements, and, in most cases, common accreditation. The liberal arts curriculum and the Bard degree are the common threads creating a resilience among our projects enduring not just years, but often decades. Ideas and practices based on curricula, teaching methods, and civic engagement strengthen and nourish the network and generate innovations and initiatives. The approach to institutional engagement, in turn, expands the boundaries of the network. For example, faculty from Smolny work in several Russian institutions, from Kaliningrad to Siberia, promoting student-centered learning, while faculty at Al-Quds Bard work with multiple Palestinian secondary institutions and refugee teachers in Jordan to help further core institutional practices.

SCALING THE PROJECT
With funding of **one million dollars**, Bard would develop more network classes, which unite Bard students and faculty with partners across the globe. Bard would also expand opportunities for short- and long-term student exchanges and participation in international alliances and civic engagement projects. Bard College could, for example, expand its debating societies across the international network, the early colleges, and the Bard Prison Initiative.

Funding of **five million dollars** would enable the creation of new avenues for faculty work across network institutions and international exchanges; curricular innovation and research projects; and support of new civic engagement projects for students on national and international scales, connecting them both virtually and through conferences and internships.

Funding of **ten million dollars** creates an even more robust platform for blended learning and teacher training to spaces beyond the typical classroom, such as in refugee camps, diverse cultural institutions, community-based organizations such as libraries, and prisons and other communities most often excluded from the university experience. It allows Bard to extend the scope of its international activities, particularly in Africa, Asia, and Latin America.

Karen Unger, Assistant Vice President, Office of Institutional Support
Anne Cox Chambers Alumni/ae Center, Bard College, PO Box 5000, Annandale-on-Hudson, NY 12504-5000
Email kunger@bard.edu     Phone 845-758-7434     www.bard.edu

The Bard High School Early Colleges are public-private partnerships in six cities in the United States. Students receive a high school diploma and a tuition-free Bard College associate’s degree in four years.

Al-Quds Bard College for Arts and Sciences. Out of approximately 4,000 universities and colleges in the United States, Bard College is the only one that has a dual degree undergraduate program with a Palestinian university.

The Bard Prison Initiative, founded in 2001 by a Bard College student, has become a full-fledged college initiative. BPI has granted 550 degrees and become a national leader in higher education for incarcerated students.

Photos ©Bard College

January 2020
Summer For All: A Third Semester of Work & Learning

Summer Is the Most Unequal Time in America

Through no fault of their own, low-income children fare worse than wealthier peers in education, employment, health, and safety. Despite leading in average school performance, Massachusetts has substantial gaps in achievement, wealth, and life outcomes based on race and zip code:

![Image](image_url)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>2017 median net worth in Boston:</td>
<td>$247,500 for whites</td>
</tr>
<tr>
<td></td>
<td>$8 for blacks</td>
</tr>
</tbody>
</table>

The notion that school alone is the great equalizer is outdated. Even with great schools, unequal access to summer opportunities causes low-income students to fall behind in education, employment, health, and safety outcomes.

Children Spend Just 20% of Their Waking Hours in School

The other 80% is where disadvantage is exacerbated. Summer inequities compound over time and reveal themselves in achievement gaps and closing windows of opportunity after high school.

Only 1/3 of Young People Participate in Summer Learning or Summer Jobs

Boston Beyond and the Boston Private Industry Council will expand evidence-based summer learning and employment models in five high poverty cities to address these inequities in life outcomes.

We will demonstrate how major cities can ensure all young people, regardless of family income or zip code, have transformational summer learning and employment that will help them escape poverty’s long shadow.

PROJECT SOLUTION

Contact:
Chris Smith
Executive Director
Boston Beyond

FEBRUARY 2020

Lever for Change
Boston After School & Beyond
America Needs a New Social Contract

This project has the potential to...

- Create a new paradigm for learning such that all students have opportunities to build skills and social capital through experiential summer learning and employment
- Inspire cities across the country to adopt Boston's evidence-based strategy
- Equip youth with the skills to navigate the next school year, employment opportunities, and the rest of their lives
- Directly benefit 200,000 low-income youth across 5 cities, with the potential to impact generations of learners

THE EVIDENCE:

Boston's summer learning and employment models are well-researched and supported by a strong evidence base:

- The largest study to date on summer learning, commissioned by the Wallace Foundation and evaluated by RAND, found that high attenders of Boston Beyond's model gained a statistically significant advantage over a control group in math, English language arts, and key social-emotional skills.
- An evaluation of Boston's summer jobs programs by Dr. Alicia Sasser Modestino of Northeastern University found that participation in summer jobs leads to improvement in social and academic behavior, as well as reductions in criminal justice system involvement.

HOW YOU CAN HELP:

Investments of $1-$10 million would provide valuable resources to expand these models in high poverty cities. Funding opportunities include:

- **$1M** would expand access to summer learning and employment for low-income young people in Boston, and provide them opportunities to earn skills credentials used on college and job applications
- **$5M** would spread Boston's summer learning and employment model to one other city, establishing key system functions such as coordination, measurement, and professional development
- **$10M** would spread Boston's model to one other city and form a statewide council and a cross-city working group to learn from each city's experiences

WHY US?

Boston Beyond and the Boston Private Industry Council have developed citywide, evidence-based models that span the developmental spectrum from K-12. Collaborating since 2010, together we create a comprehensive, citywide system of learning that can be replicated in other cities.
Our goal is to generate an ever-multiplying virtuous cycle through which girls go to school, succeed and become leaders who in turn support the younger generation of girls. Within 5 years, SISTER will support 5 million marginalized girls in secondary school in sub-Saharan Africa, and open the gates to millions more.

THE PROBLEM

The fundamental benefit to humanity of girls’ education is widely acclaimed by world leaders and leading economists. It is heralded as one of the greatest opportunities of our time to tackle the biggest global challenges because of its impact on economic prosperity, population growth and climate change.

Yet millions of girls are excluded from school; 96.5 million girls globally with the highest rates in sub-Saharan Africa.

Poverty underpins the many barriers to girls’ education, and is a driver of practices like early marriage.

Even for girls who beat the odds and complete secondary school, they graduate into communities where there is a dearth of opportunity, and they lack access to the capital, connections and assets to create their own employment.

A mere fraction of the possible benefits of girls’ education are therefore being realized, because so much potential lies latent if girls cannot complete school and, in turn, if young women who graduate cannot capitalize on their education.

The world needs an urgent solution that not only ensures all girls go to school, but that opens up their path to a secure livelihood beyond school and ultimately, to positions of leadership. In this way, we can realize the full potential of girls’ education for individuals, for their communities and for countries.

OUR SOLUTION

Our solution – SISTER – tackles the problem of girls’ school exclusion by addressing the dearth of post-school opportunities for young women. It does so by creating pathways of opportunity for young women that are linked to their leadership in supporting marginalized girls in their community to go to school. The result is an ever-multiplying virtuous cycle through which girls enrol and complete school, and in turn step forward as leaders for the younger generation.

At the core of SISTER is an innovative system of social currency: After completing secondary school, young women are offered skills training and soft loan capital to start small-scale enterprises or pursue further education. Instead of paying financial interest on loan capital, they repay ‘social interest’ by taking on accredited volunteer roles in schools and communities to support marginalized girls in school. Michelle’s story overleaf illustrates SISTER in action.
**WHY IT WILL WORK**

**SISTER** is the culmination of 25 years of refining CAMFED’s model of support for girls’ education and young women’s empowerment that has successfully been delivered at scale in five countries of sub-Saharan Africa.

The CAMFED Association will be at the forefront of **SISTER**’s roll-out. This is the pan-African network of young women leaders founded by girls who completed school with CAMFED’s support which has a growing membership of 150,000, set to reach 300,000 within three years. As young women who once themselves experienced exclusion, they are the experts on what it takes for the most marginalized girls to go to school and learn. They have also devised the system of social interest through which young women pay forward support for girls’ education.

Well-established partnerships provide the framework for scale and sustainability: with government agencies in scaling the accredited volunteer roles in schools; with micro finance providers in scaling the soft loan facility that incentivizes repayment of social interest.

CAMFED has engaged with the Obama Foundation’s Girls Opportunity Alliance to explore opportunities in bringing recognition to young women leaders’ collective action and achievements, and inspire a global movement for girls’ education.

**PROJECTED IMPACT**

**SISTER** has the potential to support 5 million marginalized girls in secondary school in five years in sub-Saharan Africa, thereafter becoming self-generating and ever-multiplying as those 5 million in turn support millions more.

**SISTER** builds on a strong evidence base, validated by independent evaluation:

- Young women leaders in the CAMFED Association are each financially supporting on average three other girls in their community in secondary school.
- The accredited volunteer program in schools is associated with a significant uplift in marginalized girls’ retention and learning outcomes.
- In four countries where the system of social interest on loan capital is in operation, loan repayment rates among young women borrowers are consistently above 95%.

**OPPORTUNITY TO INVEST**

Together we can unlock the extraordinary potential of young women’s leadership in support of girls’ education:

- **$10M** would fund the expansion of **SISTER** in three countries and introduction to one further country, connecting young women leaders and supporting 450,000 girls in secondary school.
- **$5M** would fund the expansion of **SISTER** in two countries, connecting young women leaders and supporting 200,000 girls in secondary school.
- **$1M** would fund the expansion of **SISTER** in one country, connecting young women leaders and supporting 40,000 girls in secondary school.

February 2020
The problem
1 out of 6 students drops out of school.

Students facing poverty and students of color will drop out at even higher rates. Poverty and trauma are toxic forces that drive many students to drop out, yet education policy overlooks these barriers to learning.

Change is possible
Communities In Schools (CIS™) has a proven solution to keep kids on the path to graduation: integrated student supports.

We surround kids and families with a community of trained, caring adults and resources that keep students on the path to graduation. We’re by their side supporting them beyond the classroom.

Community at the center of our movement

8,100 community partner organizations
3,800 non-profit and youth development professionals
41,000 community volunteers

Partnership for policy change
The Council of Chief State School Officers (CCSSO) is the voice for the K-12 public education school system and the critical intersection between federal policy, states and districts. Together, Communities In Schools and CCSSO will embed integrated student supports policy in each partnering state’s educational ecosystem.

The evidence is clear
1.6 million students served
99% of students stay in school
86% of students improve academics
95% of seniors graduate or receive a GED

Sean’s Story
For Sean, the grief of losing his mom manifested in explosive outbursts and plummeting grades. CIS site coordinator Lee McLeod refused to let him give up. Lee checked in daily and connected him with grief counseling and academic help. Sean recalls, “She made me think I could do better, so I did.”

info@cisnet.org | 703.518.2597
We need your help supporting the whole child

CIS and CCSSO will establish a statewide framework for embedding integrated student supports in the U.S. education system to create effective conditions for learning – ensuring vulnerable students stay on the path to graduation.

Lighting the torch for systems change: $1 Million

Communities In Schools and CCSSO will convene a National Summit of 2,500 educators, community leaders, and experts to lend their expertise to the development of national guidelines for integrated student supports. They will become ambassadors for our model and help to build national momentum. Using those guidelines, CIS and CCSSO will conduct discovery research and develop a strategic action plan to expand integrated student supports in our existing school programs.

Demonstrating the potential of our model: $5 Million

In addition to the plans outlined above, we'll implement demonstration projects in two states with the lowest-performing, most economically disadvantaged high schools in communities that we have not yet reached. We'll start with Regional Convenings with representatives from state agencies, local districts, schools, and communities resulting in plans that unite the many people who are key to children’s futures. Then, we'll work with schools to hire site coordinators to provide integrated student supports. Throughout the following year, we'll hold trainings and provide data-informed support to school staff. Our goal is to build capacity in local leaders to allow communities to own this work so that this practice becomes part of the school fabric.

Paving the road to brighter futures: $10 Million

Systemic change is only possible when amenable public policy is in place. With this funding, CIS can implement the model in five states following the same plans described above, while CCSSO works to change state practice in targeted jurisdictions. We'll unlock public funding and improve local administration of existing funds to pay for integrated student supports and remove barriers to accessing public resources for economically disadvantaged communities. All the while, we'll be creating a larger and larger pool of local champions who work tirelessly in their communities to connect students to the resources they need to succeed.
OUR SOLUTION

OneSky is building local capacity in China, Vietnam, and Mongolia by hiring women and training them to train others to establish high-quality ECCE programs that empower marginalized children to thrive, breaking intergenerational cycles of poverty. We are transforming the quality of care for the most vulnerable: children left behind in high-poverty rural villages of China, migrant children of low-wage factory workers in Vietnam, and children in urban informal settlements like Mongolia’s ger districts.

HIGH QUALITY ECCE PROGRAMS
providing nurturing learning environments and training caregivers in responsive care.

BLENDED LEARNING
through a mobile-friendly online community platform for learning and training.

TRAINING OF TRAINERS
to build capacity of caregivers and leaders in the ECCE workforce.

ROBUST MONITORING & EVALUATION
including digital data assessment tools.

STRATEGIC PARTNERSHIPS
with local organizations and government at all levels to shift ECCE norms and transform broken systems, improving the lives of vulnerable children at scale.

Unlocking the potential of our world’s vulnerable children

THE CHALLENGE

• Science has shown that nurturing care during the first 1000 days of a child’s life is crucial for healthy development. Across Asia, 58 million children under five are at risk of not reaching their full potential.

• As toxic stress from poverty and adversity in migration weakens a child’s budding brain architecture, the lack of quality early childhood care and education (ECCE) further undermines that child’s promising future.

• Less than 1% of women living in poverty have access to quality, affordable ECCE and are often forced to choose between leaving their children in substandard care settings while working or staying home to care for their children – perpetuating the cycle of poverty.

OUR STORY

OneSky is a global NGO whose mission is to teach communities and caregivers to provide nurturing responsive care and early education that unlocks the vast potential hidden in our world’s most vulnerable young children. Founded in 1998 after a flawed social policy resulted in an entire generation of abandoned baby girls in China, OneSky began to train child welfare workers to bring family-like care to all children languishing inside Chinese orphanages.

By 2010, China’s Ministry of Civil Affairs adopted our approach as the national standard for orphan care and invited us to train every child welfare worker in the country on how to deliver our evidence-based methodology to the children in their care. This groundbreaking partnership has reached over 30,000 caregivers in every one of China’s 31 provinces this year.

Over the last 21 years, OneSky has trained 43,270 CAREGIVERS to provide life-changing, responsive care for 209,907 CHILDREN in CHINA, VIETNAM, and MONGOLIA.
In the first months of life, if children lack essential nurturing care and stimulation, they will fail to reach their full potential.

Through our programs, OneSky trains caregivers to provide at-risk children with high quality daily interactions.

At-risk children enter primary school on a level with their peers, securely attached, self-confident, and resilient, ready to succeed.

Better prepared, once-marginalized children can grow up positioned to enjoy opportunities that arise as society around them develops.

Seeing the impact of our programs, government and local partners change ECCE systems, thus building brighter futures for the next generations.

IMPACT AND EVIDENCE

• In 2018, a three-year RCT of our work in China was completed by the China Development Research Foundation and the Amsterdam Institute for International Development. The impact evaluation showed that our programs had a statistically significant positive effect on caregiver attitudes and child development outcomes.

• OneSky’s model has been recognized as a noteworthy practice by the Asia-Pacific Regional Network for Early Childhood (ARNEC).

• OneSky is producing a new landmark body of ECCE evidence with Professor Aisha Yousafzai of the Harvard T.H. Chan School of Public Health through an impact evaluation of our work in Vietnam. The study will be the largest home-based childcare provider survey outside of the Global North and the first in Asia to look at home-based childcare in industrial zones.

A CALL FOR INVESTMENT

We believe in the POWER OF PARTNERSHIPS to benefit the most marginalized children across Asia.

$1M

Improve prospects for vulnerable children left behind by migrant worker parents through community center programs in 40 high-poverty rural villages in China.

$5M

Upskill and digitally empower frontline ECCE caregivers through blended learning with an online platform suited for mobile, improving the quality of care for over 100,000 marginalized children in China, Vietnam, and Mongolia.

$10M

Train and certify the home-based childcare workforce in industrial zones, professionalizing an informal system to transform the care and education of 417,000 children of low-wage factory workers in Vietnam.

We work towards a day when all vulnerable children are valued as a precious human resource.

Please join us as we train caregivers and scale up quality ECCE programs to ensure every marginalized child can reach her full potential, translating into a more robust and prosperous Asia for decades to come.

Find out more by visiting us at www.onesky.org or contact info@onesky.org.
No Child Left Behind

Sampark Foundation was founded by Anupama and Vineet Nayar (Former CEO of HCL Technologies and Author of HBP bestseller “Employees First Customer Second”) with a belief that “frugal innovation” along with relentless execution in partnership with the government, can drive large scale change in learning outcomes. This user driven design thinking approach gave birth to Sampark Smart Shala™.

The Unsolved Problem - Poor Learning Outcomes

6/10 Children in grade 5 cannot read grade - 2 text

8/10 Children cannot do simple math

Over 144 million children study in more than 1 million public-funded schools in India. In the 17 years since education became a fundamental right, the country has achieved a near-universal enrolment rate of 96% at the primary level. However, all independent surveys — including the National Achievement Survey (NAS)—point to alarmingly poor learning outcomes.

Our 5-Step Model of Change

For these innovations to trigger significant on ground change, we had to find a mode of execution that works with the existing system and within the system. For the program to be accepted and owned by the government, we created a 5-step model of change to transform learning outcomes and ensure the gains are sustained beyond us.

1. **PARTNER**
   Partner with the Government
   Signed MoU with the Government to rollout Sampark Smart Shala™ in 90,000 schools

2. **PROVIDE**
   Provide innovative Training and Learning Methodologies
   275,000 Math and English kits distributed

3. **TRAIN**
   Train teachers in blocks or villages
   320,000 teachers trained

4. **TECH-ENABLE**
   Tech-enable the teachers
   200,000+ trained teachers use the Sampark Smart Shala™ mobile application

5. **MONITOR**
   Monitor learning outcomes
   Monitor learning outcomes of 7 million children

Our Impact Footprint

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<thead>
<tr>
<th>States</th>
<th>Districts</th>
<th>No. of Schools</th>
<th>No. of Teacher Trained</th>
<th>No. of Children Impacted</th>
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</thead>
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<td>2016</td>
<td>3</td>
<td>40</td>
<td>48,213</td>
<td>4,920</td>
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<td>3</td>
<td>68</td>
<td>46,976</td>
<td>46,302</td>
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<tr>
<td>2018</td>
<td>4</td>
<td>80</td>
<td>76,486</td>
<td>88,053</td>
</tr>
<tr>
<td>2019</td>
<td>6</td>
<td>157</td>
<td>91,486</td>
<td>181,155</td>
</tr>
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</table>

6 states (Chhattisgarh, Jharkhand, Haryana, Uttar Pradesh, Himachal Pradesh and Uttarakhand) in India.
Our 5 Innovations - Sampark Smart Shala™

Sound Box
A rechargeable audio device that uses a voice mascot, ‘Sampark Didi’ and 112 carefully researched lessons accompanied by fun songs, music and games to ignite learning.

3D Teaching Learning Materials
These colourful and attractive teaching and learning materials (TLMs) are specially designed to work in rural classrooms and help explain concepts in linear steps: from simple to complex, and from concrete to abstract.

SF Activity App
Sampark’s field representatives use this App to rate the implementation of the various aspects of the program in schools on preset parameters. Their monthly performance reports goes to state officials.

Multimedia Workbooks
Illustrated and tech-enabled English and Math workbooks provide its users a real-time access to online and offline video lessons on scanning the QR codes given at the end of each topic.

Sampark Smart Shala App
SSS App is a free learning platform with over 200,000 teachers as active users, where they share their classroom innovations. Besides, it gives them access to lesson-specific video content, activities, solved question papers.

Our Impact

Improvement in Learning Outcomes in Children
A third party assessment in 2018-19 by Feedback Consulting showed a remarkable increase in the percentage of children who answered grade level questions in Math & English:

- 68% in Chhattisgarh compared to 29% in 2017-18.
- 54% in Jharkhand compared to 18% in control group with no intervention.
- 70% in Haryana compared to 23% in control group with no intervention.

Strategic partnership for large scale impact

<table>
<thead>
<tr>
<th>How you can help</th>
<th>Grant Amount</th>
<th>No of Children impacted</th>
<th>No of School impacted</th>
<th>Partnership Advantage</th>
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<tbody>
<tr>
<td>Project direct impact</td>
<td>$1 million</td>
<td>300,000</td>
<td>3,000</td>
<td>Help expansion into 3000 schools</td>
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<tr>
<td>Project impact plus</td>
<td>$5 million</td>
<td>1 million</td>
<td>10,000</td>
<td>Help expansion into 10,000 new schools plus help develop Science program to.</td>
</tr>
<tr>
<td>Project impact advantage</td>
<td>$10 million</td>
<td>2 million</td>
<td>20,000</td>
<td>Help expansion into 20,000 new schools plus help develop program in regional languages.</td>
</tr>
</tbody>
</table>

Sampark Foundation, A-176, Sector-40, Noida - 201301, Uttar Pradesh, INDIA, Ph No: 0120-4217660

www.samparkfoundation.org  kusummm@samparkfoundation.org

Published on : - 02.02.2020
The Issue

Today, our world is more divided than ever and inclusion has never been more urgent. Exclusionary mindsets have resulted in a world full of isolation, stigma and shame for millions. Inclusion is a human right that is out of reach for people on the fringes of society, especially for those with an intellectual disability (ID), who suffer greatly from negative attitudes and cultural barriers that prevent many from living a full life of dignity, meaning and purpose. An inclusive future where stigma and isolation no longer plague the marginalized requires a generational tipping point; one that encourages the development of constructive, healthy mindsets willing to accept those who are different.

Disability Facts & Statistics

- **The population is significant…**
  Children with disabilities make up close to half of the 65 million children who do not have access to school.

- **The price of their exclusion is high…**
  In addition to human costs, the ILO estimates the price of exclusion of persons with disabilities at 3-7% of GDP in Low and Middle Income Countries.

- **Social infrastructure is the major barrier…**
  The most significant barriers to inclusion of children with intellectual disabilities (ID) are negative attitudes and a lack of meaningful data.

To address this global challenge—we urgently seek a generational tipping point for inclusive mindsets and attitudes.

THE SOLUTION: SPECIAL OLYMPICS UNIFIED CHAMPION SCHOOLS

Special Olympics is championing the inclusion of people with ID, having grown into one of the strongest global movements for inclusion and social change since its inception in 1968. With inclusive programming in over 190 countries and territories and reaching over six million people, Special Olympics is the largest grassroots disability sports organization in the world. Together we are breaking down barriers and promoting acceptance in schools and communities across the globe.

Special Olympics Unified Champion Schools is a strategy for schools Pre-K through university that intentionally promotes meaningful social inclusion by bringing together young people with and without ID to lead in the creation of accepting school environments. Through this evidence-based programming®, youth have structured opportunities to learn how to encounter difference with positivity through inclusive sport and leadership development. This social and emotional learning experience creates an inclusive mindset in youth participants while also embedding inclusion as a cultural norm.

“With inclusive programming in over 190 countries and territories reaching over 6 million people, Special Olympics is the largest grassroots disability sports organization in the world.”

February 2020
A Unified Champion School has three components.

1. Unified Sports
   Young people with and without ID join as teammates in sport and play.

2. Inclusive Youth Leadership
   Young people with and without ID join to lead advocacy and awareness to increase inclusion.

3. Whole School Engagement
   Awareness and education activities engage student body in message of inclusion.

Current Impact: U.S.

Over the past decade, Special Olympics Unified Champion Schools has executed over $100 million in Congressional appropriations in partnership with the Office of Special Education Programs at the U.S. Department of Education, allowing for rigorous refinement and evaluation of the programming in the United States.

Surveys of participating students and teachers show that:

- 95% reported that UCS created a more socially inclusive school environment.
- 94% reported that UCS made a big impact in reducing bullying, teasing, and offensive language.
- 85% reported learning how emotions and attitudes affect others, and the value of standing up for your beliefs.
- 84% reported learning patience, compromise and improvement in sharing responsibility.

The Opportunity: Global Tipping Point

After over a decade of successful implementation in the U.S. and promising initial pilots in several other countries, Special Olympics is ready to scale UCS globally. Our project design places a focus on specific countries that can adapt, refine, and grow the UCS model and the support resources needed to serve as a launchpad for UCS in surrounding countries.

Through strategic, targeted investment, we will develop best practices and materials that are culturally and linguistically relevant to build momentum and further expand the programming in nearby countries. Emphasis on research and evaluation will empower us to further understand the situation of youth with ID in schools globally, how to build inclusive mindsets, and document progress towards Sustainable Development Goal Four: Quality Education for All.

Research shows that a tipping point in attitude shift is reached when 25% of a population holds a belief. By scaling Unified Champion Schools nationally within countries and then to others in the region, we will build a Unified Generation that has grown up developing an inclusive mindset and positive attitudes towards people with ID.

Investment Options | Scale of Impact

<table>
<thead>
<tr>
<th>Investment Options</th>
<th>Scale of Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1 Million</td>
<td>Opportunity to provide a targeted investment in 1 country to develop, implement, and take to scale UCS; with a strategic focus to adapt the model to the educational, cultural, and linguistic context of the country while measuring and evaluating the impact.</td>
</tr>
<tr>
<td>$5 Million</td>
<td>Opportunity to provide a targeted investment in 3-5 culturally, linguistically and geographically similar countries to develop, implement, and take to scale UCS. Through strategic adaptations of the model within the appropriate local contexts, we will exponentially increase our scale and scope within a targeted geography. Additionally, we will create a cutting edge research study on the components of inclusive mindsets.</td>
</tr>
<tr>
<td>$10 Million</td>
<td>Opportunity to provide a targeted investment in 1 Special Olympics Region (Latin America, Europe Eurasia, Africa, Middle East/North Africa, Asia Pacific and East Asia) to develop, implement, and take to scale UCS. Through strategic adaptations of the model within the appropriate local contexts, we will exponentially increase our scale and scope within a targeted geography. Additionally, we will create a cutting edge research study on the components of inclusive mindsets.</td>
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February 2020
**MILLIONS OF CHILDREN WORLDWIDE ARE MISSING OUT ON QUALITY EDUCATION**

- **75 million** children aged 3-18 years, living in 35 crisis-affected countries, are in desperate need of educational support. (Overseas Development Institute, 2016)

- **3.7 million** refugee children are not receiving an education at all and refugee children are five times more likely to be out of school. (UNHCR Education, 2016)

Research consistently demonstrates that education is the starting point on the journey to a better life, especially for the poor and the most vulnerable, a fact that communities consistently reinforce.

Even in the worst situations **99%** of children affected by conflict name education as one of their top priorities. (Save the Children, 2015)

Conflict-affected children need flexible learning opportunities, which allow them to catch up on basic literacy and numeracy skills, support their wellbeing and prepare them to successfully (re)enter formal education.

**This is why War Child and our global partners designed Can’t Wait to Learn: a unique education technology model delivering quality curriculum-based learning to conflict-affected children at an affordable cost.**

**PUTTING EDUCATION IN THEIR HANDS**

In the Can’t Wait to Learn model, children learn by playing educational games on tablet computers. The total system solution is comprised of culturally sensitive, custom-made games that include instruction, practice and a learning management system, and low-cost hardware solutions designed for local context and manufacture, including solar charging, tablet recharging stations, and digital tablet desks. This means that Can’t Wait to Learn can provide quality education to all children, no matter where they are. It brings education to places where there not enough classrooms or teachers, and to both refugee and host community children - whether in formal Ministry of Education schools or through catch-up learning programs within alternative education centers.

**CHILDREN LEARN, AND THEY LEARN FAST EFFICIENT, EFFECTIVE AND LOW-COST**

- In Sudan, research results show that Can’t Wait to Learn children improved significantly. **Nearly twice as much in maths and almost three times as much in reading.**

- **Findings for Sudan,** also indicate that Can’t Wait to Learn has the potential to improve children’s chances of reaching required reading competency levels at a rate **2.7 times faster** than the Government Alternative Learning Program (ALP).

- In Lebanon, on average children playing Can’t Wait to Learn improved their math score by **7% in just twelve weeks.**

- Research shows there is a **measurable positive effect on self-esteem** experienced by children engaged in Can’t Wait to Learn.

Our comparative analysis shows that the cost of delivering Can’t Wait to Learn is significantly lower than other alternative education methods.

In the small-scale trials conducted so far - which included considerable research costs - the cost per child has been around **$400**

However, plans to go to scale in Sudan would bring the cost per child per year to around **$50**

**THE GAME WORLD IS THEIR WORLD**

One of the unique features of the approach is that the software is tailored to the relevant national curriculum requirements and, crucially, designed with children to ensure the learning environment is recognizable and safe. Using a well-developed human-centered design approach, we co-create each game world by transforming children’s voices, stories and art into familiar characters and locations in the educational game world.

**Above** - Girls in Sudan, learning Arabic reading with Can’t Wait to Learn. Photo by Bos / UNICEF Sudan
LEARN MORE

Watch this short video click here  |  Email cwtl.info@warchild.nl  |  Site www.warchildholland.org/cantwaittolearn

February 2020

ACHIEVEMENTS TO DATE INCLUDE

- Reaching over 20,000 children in Sudan, Lebanon, Jordan and Uganda, with start-up in Chad initiated in 2019.
- Establishing an excellent track record collaborating with Ministries of Education and partners including UNICEF and UNHCR.
- Securing strategic investment from key donors and supporters and winning recognition with international awards at pilot/innovation stage.
- Investing in research and learning, generating valuable impact data and improving implementation processes.

We have laid the foundations for scale up, and are well positioned for bold investments to support our ambitions. With your support, over the next five years we can:

DRIVE WIDER ADOPTION OF CAN’T WAIT TO LEARN AS A GLOBAL EDUCATION SOLUTION $10 MILLION

- Enable 100,000 children to gain basic maths and literacy skills based on national curricula.
- Conduct detailed research to inform game and data management portal quality improvements, and further develop frugal hardware technologies to support local manufacture.
- Offer quality assured open source content and game code to a wider audience through global open access platforms and by adapting content to new devices, such as smart phones, beyond current Android offerings.
- Accelerate Ministry of Education ambitions to accredit and significantly expand Can’t Wait to Learn in existing countries.

START UP IN A NEW COUNTRY $5 MILLION

- Enable 50,000 children in South Sudan, Burkina Faso, Nigeria or Colombia gain basic maths and literacy skills.
- Conduct needs assessment, co-creation and curriculum-based game design processes, in new languages.
- Document learning to support wider adoption and further build the evidence base for the sector.
- Identify and onboard additional implementation partners.

SCALE UP IN EXISTING COUNTRIES $1 MILLION

- Enable 10,000 children in Sudan, Lebanon, Jordan, Uganda or Chad gain basic maths and literacy skills.

Partnerships for scale
The Can’t Wait to Learn scaling team bring together: War Child Holland’s technical leadership and expertise; Save the Children’s operational reach; the software design capacity of &ranu; Butterfly Works’ human-centred design skills, and Sheffield Hallam University’s frugal innovation expertise.

Taken to scale Can’t Wait to Learn has the potential to be widely adopted as a model to support children living in conflict and/or with limited access to education anywhere in the world. Our ambitions are to reach

- 320,000 children in current countries in three years.
- 1,000,000 children in current and new countries in five years.

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- Securing strategic investment from key donors and supporters and winning recognition with international awards at pilot/innovation stage.
- Investing in research and learning, generating valuable impact data and improving implementation processes.

Lever for Change
War Child Holland
Fifty million girls in sub-Saharan Africa are not in school. As a result, they are robbed of the chance to reach their potential and become more vulnerable to early marriage, gender-based violence, unwanted pregnancy, depression, and HIV. World Vision believes that when girls are given opportunity and rights, families, communities, and entire countries win. And we have an innovative solution that is already making a dramatic difference. Our evidence-based Early Warning System identifies at-risk girls before they drop out, keeping them safe and in school through interventions that unite the whole community.

**THE PROBLEM**

The root cause of these problems is gender inequity: a lack of fairness in the way that women and girls are treated compared to boys and men. To change social norms, it is essential to change perceptions about what others believe and do. Evidence shows that girls’ education will not improve unless harmful gender norms are addressed. Unless we act now, today’s adolescents will become adults who perpetuate the same harmful beliefs and practices that limit girls’ futures.

**THE SOLUTION**

Our Early Warning System transforms harmful gender norms and keeps girls in school, empowering them to reclaim their futures. We will use evidence-based interventions, like SASA! and Coaching Boys into Men, to shift harmful gender norms. In schools, we will track indicators like attendance, behavior, and course performance, cultivate skills, provide connections with peers and trusted adults, and disrupt the cycle of violence. As a faith-based organization with a staff that is 95% local, we are uniquely positioned to address harmful gender norms by engaging religious institutions, and by building on existing relationships at the national, community, school, and interpersonal level.

Your support will help scale the Early Warning System to reach hundreds more schools in Uganda and tens of thousands of additional girls.

**OUR SUCCESS IS EVIDENT**

Early Warning System has achieved a 99% school retention rate in Uganda (151 schools, 10 districts) compared to the national rate of 22%.

Children who rated school as a safe place that protects from violence against children increased from 54.5% to 93.5%.
TARGT OUTCOMES

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>School retention rate for adolescent girls</td>
</tr>
<tr>
<td>90%</td>
<td>Of girls and boys who rate school as a safe place that protects from violence</td>
</tr>
<tr>
<td>90%</td>
<td>Of adolescent boys who do not accept any forms of violence</td>
</tr>
</tbody>
</table>

**$1 million**

Positive discipline teacher trainings and Coaching Boys Into Men will be implemented in 75 schools in Uganda (5 districts) for 2.5 years.

**$5 million**

EWS will be implemented in 180 schools in Uganda (12 districts, 15 schools each), for 4 years.

**$10 million**

EWS will be implemented in 225 secondary schools in Uganda (15 districts, 15 schools each), for 4 years.

For more information contact Kimberly Quanstrum-Jillson, Senior Director of Foundations and Partnerships, at kjillson@worldvision.org.

World Vision is a Christian humanitarian organization dedicated to working with children, families, and their communities worldwide to reach their full potential by tackling the causes of poverty and injustice.
Visit www.Solutions.LeverforChange.org to explore more Bold Solutions. To learn more about Lever for Change or inquire about our services, please visit www.LeverforChange.org or contact us directly at info@leverforchange.org.