



Worldfund's 2015 Annual Impact Report



Education in **ACTION**

A Letter from the Executive Director

Dear Worldfund Friends,

Who doesn't love a good action verb?
Play. Experiment. Engage.
Teach. Learn. Inspire.

Want to know who is excellent with action verbs?
Worldfund's teachers!

Worldfund-trained public school teachers and principals are all action. Through our IAPE, LISTO or STEM Brasil teacher training programs they implement project-based practices learned through the trainings in their schools and in their classrooms.

With a reinforced professional background, these teachers are then more prepared to inspire their students to reach their full potential.

Best Wishes,



Kelly Maurice
Executive Director



Worldfund's 2015 Impact



This year was a year of action.
Worldfund is on the move.

IAPE was recognized by Mexicanos Primero, a key organization in the fight for quality education in Mexico, as one of seven best practices worldwide for learning a foreign language.



The LISTO team laid the foundation for a pilot program that will take our LISTO program partially online, through “blended learning”, allowing Worldfund to reach more principals than ever before possible.



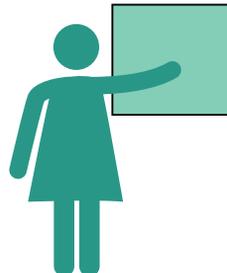
The Instituto de Co-Responsabilidade pela Educação, which runs over 200 schools in Brasil using a carefully chosen methodology, chose STEM Brasil to become the official Science and Math training program.

544,007



New Students Reached

2,842



New Educators Trained

1,001



Schools Impacted



1.6 million+

Number of students reached by
Worldfund-trained educators since 2007

Lights. Camera. Action!



A Tribute to John Rassias

On December 2, Professor John A. Rassias of Dartmouth College passed away at his home in Vermont. Worldfund received this news with deep sadness and sense of loss, coupled with equally deep gratitude for his visionary contribution to education.

His Rassias Method® has been the foundation of the IAPE program since the Inter-American Partnership for Education began in 2007. John was thoroughly moved by the knowledge that a half million students' lives in Mexico are being touched by gifted IAPE teachers.

His spirit will live on in the work of over 2,000 IAPE teachers throughout Mexico. Worldfund and the IAPE community are committed to carrying his dream forward and infusing his dynamic energy into the next chapters of IAPE.



Máriam's Story

John Rassias inspired me to get rid of barriers when teaching, to be empathetic and to see mistakes as part of the learning process in a safe and positive environment.

In Sinaloa, where I teach, over 250 teachers from pre-school to middle school levels have been directly trained in the Rassias Method through IAPE and we have, in turn, trained over 900 more. The Method has been adopted statewide at the primary school level and we are now taking it to middle schools and Normales (teacher training institutions). John Rassias' spirit lives on in my smiling students enjoying class.

We are doing better as teachers because we are doing better as human beings.

Thank you, Rassias Center. Thank you, IAPE. Thank you, Worldfund.

*Máriam Pérez. Middle School Teacher.
IAPE Participant & Instructor 2009-2015.*

IAPE Impact in Action

**This year,
IAPE reached...**

78,195



New Students

281



New Teachers

281



Schools

The human impact of the Inter-American Partnership for Education program cannot be overstated. The Rassias Techniques promote a connection between student and teacher that is fundamentally important in the classroom. Last year, we were able to quantify this impact with the positive results of the Inter-American Development Bank's Randomized Control Trial of our IAPE Intensive English Teacher Training program.

This year, we gathered even more data about the indispensable work the IAPE English teachers do in their schools and in their communities.



Lasting Impact

The IAPE programs operate in an ecosystem that continues to impact Mexican public school students even after the teacher has graduated from the program. This year, our team conducted a survey of 326 IAPE Teachers' Collaborative USA participants from 2008-present to track if and how the teachers continue today to use the methods they were taught. Through this we learned that:

98%



Teachers still using
the Rassias Method

Teach. Inspire. Lead.



Julian's Story

I am a proud native of Zinacantan, Chiapas. In these schools, the indigenous language (Tsotsil) is taught as the first language and Spanish as a second language.

I have had the great fortune to participate in LISTO, and at that moment a transformation started in my life, not just professionally but mainly as a person. Among the lessons I have gained, it is the importance of the students being at the center of all learning experience. Before the LISTO program I was focused on the process of how to teach, when the fundamental essence is the student's process of learning.

LISTO has also taught me that real leadership is based on service. I have assumed this thought and this has led me to constantly reflect, not just about me as a person but as an educator.

To know how to lead, how to inspire (which in our world is called “Lekil mantal ja jun ich’el ta muk Komun”) is a strategy that has helped me to recognize, to value and to part of others’ experiences.



LISTO emphasizes Mandela's motto: “I am the captain of my life”.

If we act based on affection and do things with our hearts, we will be successful. Why? Because we will be giving the world the best of us and that is what LISTO has taught us.

I cannot just make the change on my own. The change has to come from each of us.

*Julian Ricardo Jiménez De la Cruz.
Principal. LISTO Chiapas participant 2014-2017*

LISTO Impact in Action



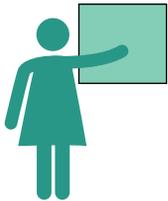
**This year,
LISTO reached...**

364,312



New Students

618



New Principals

560



Schools

Dr. Blanca Heredia of the Center for Teaching and Research in Economics (CIDE) in Mexico conducted the first ever external program evaluation on LISTO.

Strengths of the LISTO program identified by the evaluation team include:

Strong and motivated support network



75%

Higher program graduation rates

Higher standardized test scores in LISTO schools



Continual Support

353 Principals from 338 different schools in the state of Veracruz attended the first ever Education Congress presented by Worldfund, Tamsa/Tenaris and the Department of Education of Veracruz (see photo to the right). Principals participated in workshops about leadership, innovation, anti-bullying and discipline.

Build. Create. Calculate.



Michele's Story

I am a Biology teacher at a public secondary school in Rio Grande do Sul, a city in the southernmost region of Brazil. I write to share my passion for education with you. I love my profession, but being a teacher is not easy. People are so accustomed to the idea that public students can't succeed in life that they don't understand why we put so much effort into our profession.



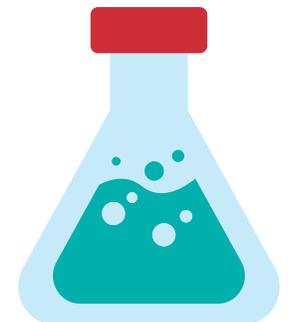
Thanks to Worldfund, I found in STEM Brasil trainers great partners - people who believe in the public school as much as I do.

They gave me the instruments and the confidence that I needed to innovate in the classroom and the transformation was immediate.

My students have become more active in class and there's been an increase in the number of students who now want to pursue careers in Science and Technology. Ten of them were accepted to university in STEM fields.

Even when I am not doing practical activities, I can incorporate the STEM Brasil methodology into my daily practices. The evident connection between the school contents and real life and the STEM Brasil interdisciplinary approach created a culture of collaboration in the school, and the Physics teacher and I always work together.

*Michele Worst. Biology Teacher.
STEM Brasil participant 2015.*



STEM Brasil Impact in Action



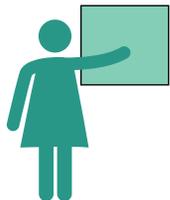
This year,
STEM Brasil
reached...

101,500



New Students

1,943



New Educators

160

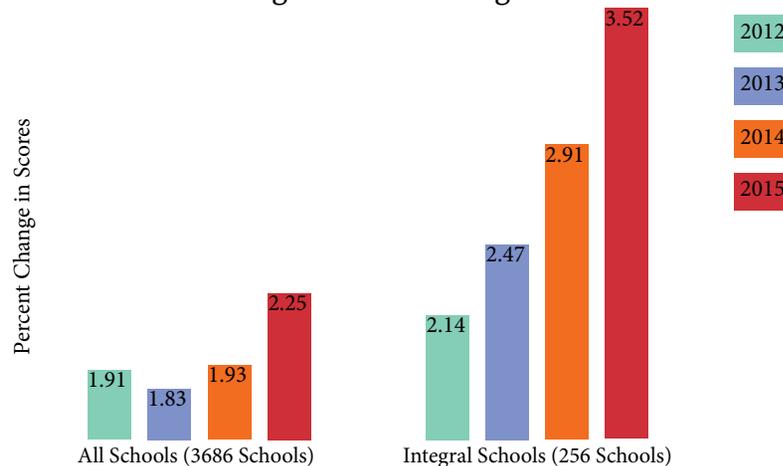


Schools

STEM Brasil currently works with teachers in the crucial fields of Science and Math across 3 states and is set to increase that reach in additional states in 2016 through innovative partnerships and a proven method.

STEM Brasil Outperforms

São Paulo School System Educational Index Scores vs. Scores of Integral Schools using STEM Brasil



Source: São Paulo State High School Educational Development Index

In a case study of São Paulo schools, these schools with the STEM Brasil methodology and other innovative curriculum elements used in the Integral Schools have seen higher increases in their IDESP scores than the school system at large. The São Paulo State Educational Development Index (IDESP) is made up of two variables: pupil performance in tests applied under the São Paulo State Student Assessment System (SARESP) and an indicator of transition flows between grade levels in the education system.



Advancing into 2016



Celebrate

2016 marks the 10th Anniversary of the start of the IAPE program. In August of 2006, Worldfund founder Luanne Zurlo met with Professor John Rassias in Hanover, NH to discuss the idea. That next spring, a pilot project took place. Here's to another decade of transformational leadership by IAPE English teachers and to those that made and continue everyday to make the dream a reality.



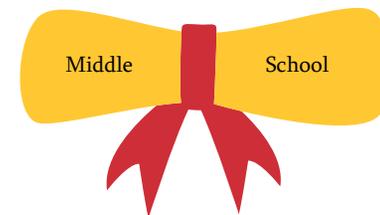
Innovate

With two more states participating in the program - San Luis Potosí and Estado de Mexico - the LISTO team has been working hard to strengthen the curricular model and to introduce a flipped-classroom format, all in order to be strong enough to implement LISTO Blended in 2016 with the objective to reach more principals through the addition of an online component.

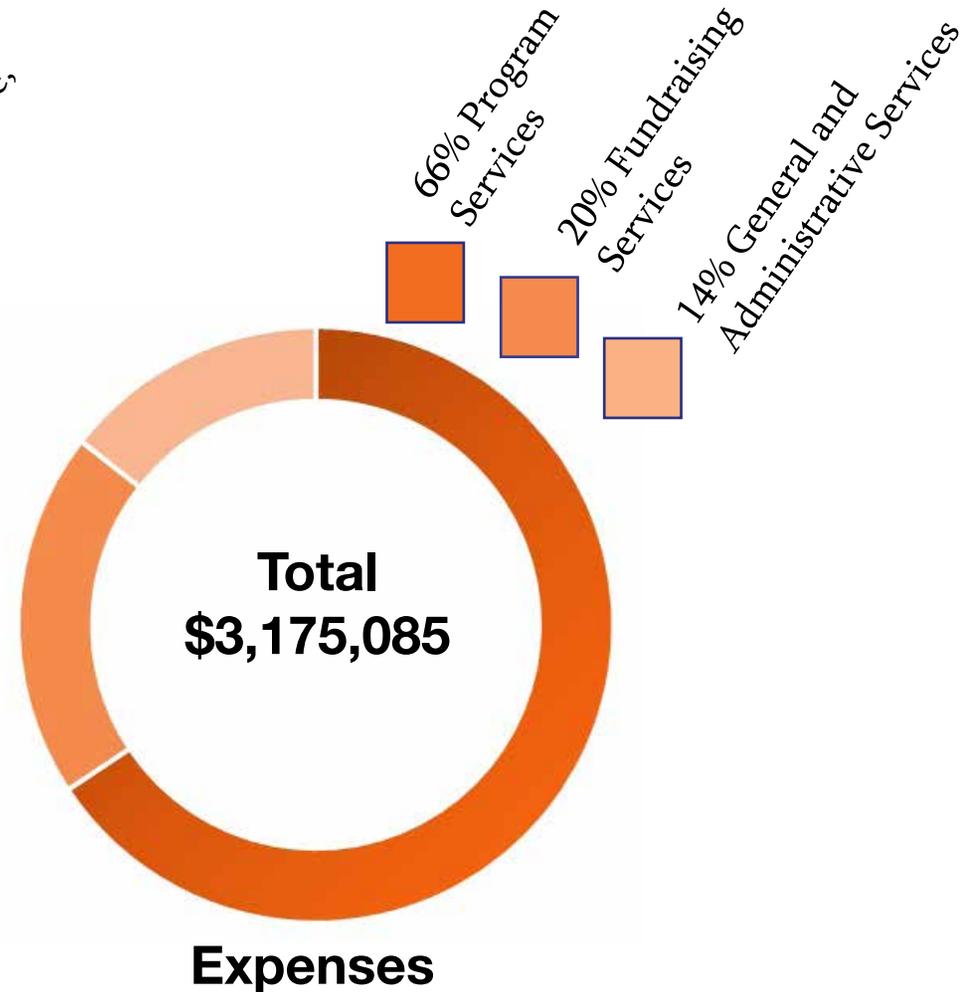
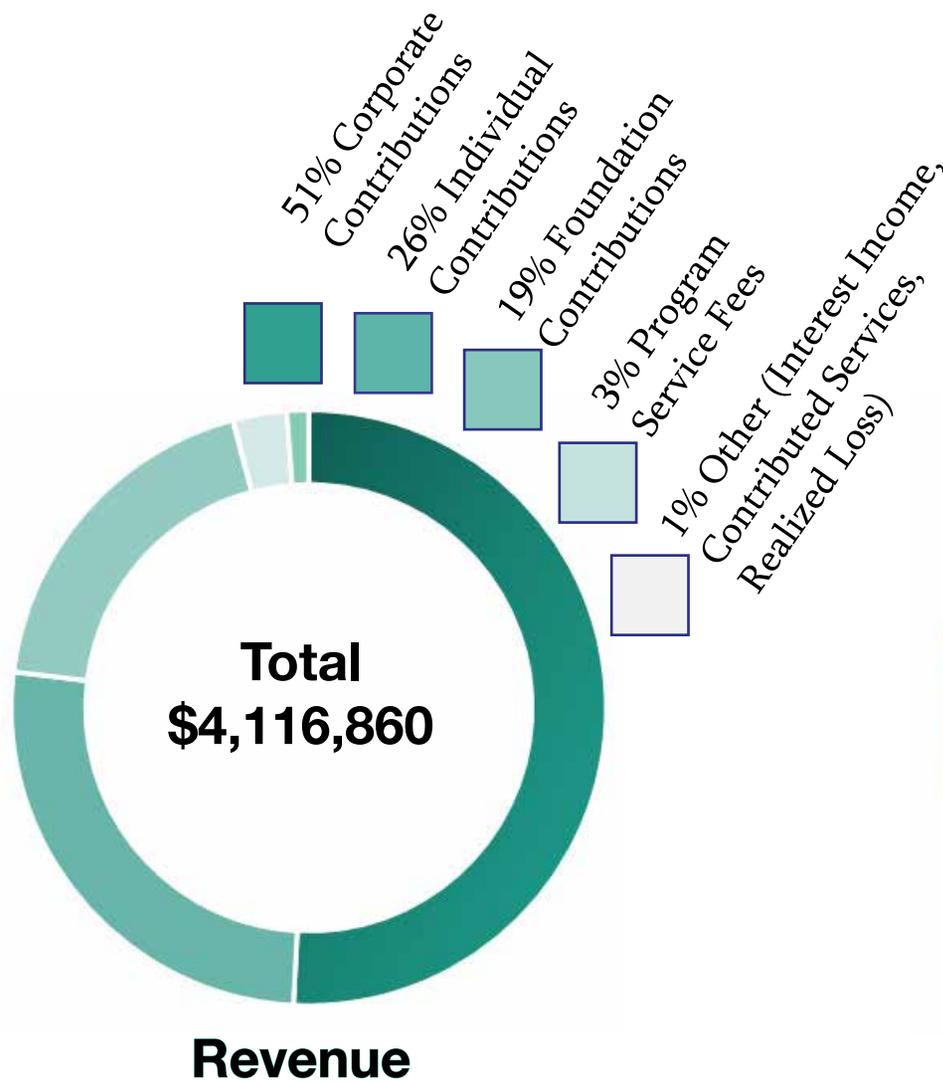


Expand

Continuing a strong growth streak, the STEM Brasil program methodology will be adapted to serve a new audience: Middle School Science and Math teachers. STEM Brasil has previously operated solely in High Schools.



2015 Financial Health Report*



*Preliminary Financial Statements - Year End September 30, 2015

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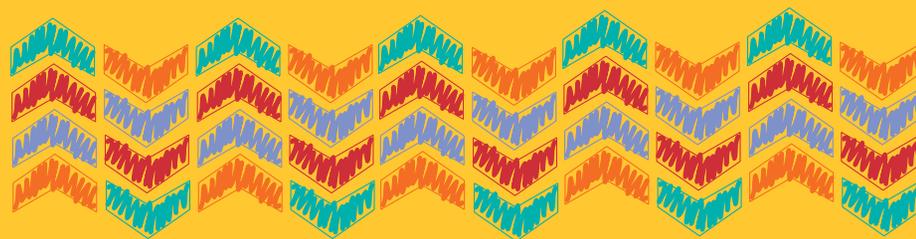
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