





One day **all** of Pakistan's children will participate in an education that nurtures them to become **LOVING, THINKING** and **ENGAGED NATION-BUILDERS.**

# OUR MISSION

Our mission is to build a movement of diverse and capable leaders committed to eliminating educational inequity in Pakistan.

# OUR VALUES



## Personal commitment to the mission

We draw purpose from situating ourselves within the inequitable systems we are trying to change



## Excellence

Nothing short of our very best efforts is acceptable



## Growth

Everyone has the potential to grow, and we share responsibility for enabling that growth



## Inclusion

Our movement needs every voice, and we work to amplify voices that are often on the margins of power and decision making



## Collective Responsibility

We share ownership over the organization's successes, failures and learnings



## Integrity

We align our actions with our commitments, especially when it is difficult

# OUR MODEL



## RECRUIT

Recruit accomplished university graduates to a two-year, full-time, paid Fellowship



## TRAIN

Train Fellows in teaching, leadership and community mobilization



## MATCH

Match Fellows with struggling classrooms in low-income communities



## EMPOWER

Empower Fellows to lead their students to transformative academic and personal growth



## SUPPORT

Support Fellows in grassroots initiatives to build school and community capacity



## BUILD

Build an Alumni-led movement to tackle educational inequity

# Preface

In the last year, Pakistan has seen countless struggles, from crippling economic conditions, and political instability to environmental disaster. The shrinking of state and family resources, the flight of skilled talent, and increased polarization shape our collective reality. Education, which should be a pathway to development for individuals, communities and nations alike, remains in shambles; between 23 and 28 million children are out of school, and over 75% of school-going children face learning poverty, effectively rendering their participation in education pointless. Across the socio-economic spectrum Pakistanis are asking; What are our reasons for hope?

For us at Teach For Pakistan, hope lives in the leadership of our students, Fellows and Alumni. Through their work each day, they show us what is possible. In classrooms, they beat the odds, rapidly closing the achievement gap and changing what success looks like. In schools, students are challenging a culture that expects them to “be seen and not heard,” campaigning for their right to feel safe and taught well; for climate conscious practices; for respect across gender, ethnicity and religion; for access to resources. In communities, the definition of quality education is shifting, and parents and teachers are partnering to, among other things, develop apps for career readiness, raise health awareness, and establish

learning hubs. At the system level, Alumni work as teacher educators, school and school-system heads, researchers, policy advisors, curriculum designers, skill developers, ed-tech entrepreneurs to design, implement and improve solutions that have far-reaching impact on millions of children. There is a movement afoot, uniting all who believe in the idea that another future is possible for a child born to a marginalized or underserved community. That another future is possible for Pakistan.

This report is a testament to the people who work at the pulsating heart of this movement, whose efforts nurture our hope and our humanity. We invite you to peruse the highlights of the year we leave behind and join us in welcoming the year ahead. Particularly special in this moment is the beginning of Teach For Pakistan's national expansion. The program is set to launch in Sindh in 2024, beginning with the city of Karachi which was home to Teach For Pakistan's 2011-2014 pilot. This homecoming symbolizes a valuable lesson: no hardship cannot be overcome when a group of people coalesce, with enduring conviction, around a vision. To us that vision is of a Pakistan where every child partakes in an education that nurtures them into the loving, thinking and engaged leaders our country needs.

Invest in **People**  
Invest in **Pakistan**



# A Message

## from the Board Chair and Chief Executive

We at Teach For Pakistan firmly believe in our country's potential, especially its youth, whose immense talent and boundless energy are engines to lead us toward an equitable and happy future.

A predominantly young population exceeding 230 million can produce truly limitless geo-economic dividends, only if we can harness and hone Pakistan's human resources to make it globally competitive in an era marked by a knowledge economy. Investing in the potential of our youth to end educational inequity can ensure that all our children grow into Loving, Thinking, and Engaged nation builders.

This report marks 10 years of the Teach For Pakistan movement, five since its second avatar as an independent, national nonprofit organization registered under the Companies Ordinance 1984. As a leadership development program, we recruit graduates from Pakistan's top universities, and young professionals, and train them to lead change in classrooms, schools and communities before placing them in public schools in underserved communities to teach for two years. Through our partnership with the Ministry of Federal Education and Professional Training and the Federal Directorate of Education, Teach For Pakistan's outreach has grown to 27% of public schools on the underserved margins of our nation's capital.

On average, students in Teach For Pakistan classrooms gain 4.4 years in academic achievement during the two years they are taught by our Fellows. Upon graduation, Fellows pursue myriad professions or enroll in higher studies, over 75% making their careers in education or in service of marginalized populations, employing the leadership skills and grassroots experience gained during Fellowship. The goal for them is to envisage and implement in partnership with all stakeholders, critical reforms for systemic change. With 163 current Fellows, a 215-strong Alumni community, and over 24,000 students



taught across 107 schools, we are ready to expand our movement to Sindh, beginning from Karachi this year.

Teach For Pakistan takes great pride in contributing to the evidence-based expansion of development discourse and policy dialogue in Pakistan and globally through the Teach For All movement. Data gathering and analysis help our government and donor partners adopt outstanding program features like teacher recruitment, training, classroom practices, and whole child development for scaling up. We are delighted to see key elements of the Teach For Pakistan approach reflected in government interventions such as Teach For Change in Sindh, and the Tech Fellows and Education Fellows projects in Gilgit-Baltistan.

**We thank you** - our friends, supporters and well-wishers - for your partnership in shaping this movement, and look forward to another year of teaching for pride, for progress, for Pakistan.



*Nassir Kasuri*

Chair, Board of Directors



*Khadija S. Bakhtiar*

Chief Executive Officer

# Board Directors and Advisors

## **Nassir Kasuri**

### ***Executive Director North - Beaconhouse School System***



Nassir Kasuri is the Chair of Teach For Pakistan's Board since 2017. He is one of the directors and owners of The Beaconhouse School System and The Educators, which combined have almost 300,000 students in five countries. A graduate of LUMS, Mr. Kasuri has been Director IT at Beaconhouse as well as CEO of The Educators. He is currently the Executive Director for the Beaconhouse Northern Region. In addition, he heads Beacon Energy Limited and Beaconhouse International Colleges.

## **Zahra Ahmed**

### ***Global Marketing and Sales Specialist***



Zahra Ahmed was part of the founding team of Teach For Pakistan, volunteering her time and expertise to the organization since 2017, and spearheading the organization's corporate and government partnership development work. She has served on the Oil Companies Advisory Committee and the Overseas Investors Chamber of Commerce and Industry. Currently, she is the President of the Diplomatic Spouses' Association in Prague, a registered non-profit supporting Czech charities and welfare organizations.

## **Osman Saifullah Khan**

### ***Director, Saif Group of Companies***



Osman Saifullah Khan has been a founding Board Member since 2017. He is the Director of the Saif Group Of Companies and has been an active member of the Young Presidents' Organization, the Securities & Exchange Commission of Pakistan and the Pakistan Business Council. He applied his leadership and business acumen to his role of Vice Chairman of All Pakistan Textile Mills Association and was also a Former Member of the Senate of Pakistan.

## **Faisal Bari**

### ***Interim Dean, LUMS School of Education***



Dr. Faisal Bari is a Senior Advisor to the Board on Strategy and Program. He is an Associate Professor of Economics at LUMS. He is also the Director of Academic Programs at the School of Education at LUMS. He served as the Deputy Country Director for Pakistan with the Central Eurasia Project, and education economist for South Asia at the Open Society Foundation. Dr. Bari has consulted for various multilateral and bi-lateral agencies including the World Bank, UNDP, DFID and the Asian Development Bank.

# SCALE THE PROGRAM TO

Teach For Pakistan is on the path to scaling its impact, widening our geographical footprint, growing the numbers of youth and student leaders we reach and shape, and generating insights that are valuable for policy and practice.



# COLLECT MEANINGFUL EVIDENCE

From July 2022 to June 2023, 34 second-year Fellows and 121 first-year Fellows served across 57 FDE schools, teaching 10,552 students, nearly doubling the program scale from 85 Fellows who taught 5,341 students across 39 schools in the previous year.



*2022 Cohort Institute Day 1, 15th July*

The public schools supported by Teach For Pakistan's Fellows last year are located across Barakahu, Nilore, Tarnol and Sihala, rural sectors of Islamabad where population growth far outstrips the development of education and health services. According to a 2017 UNICEF report profiling Islamabad's rising inequity, nearly 40% of the total population of the capital territory lives in these grossly underserved communities.

## Schools with Teach For Pakistan's Impact in each Sector

### Bharakahu

IMCG, (I-XII) Malpur (FA)  
 IMCG, Kot Hathial (FA)  
 IMSB, (I-VIII) Chatta Bakhtawar (FA)  
 IMSB, (VI-X) Rawal Dam (FA)  
 IMCG, (I-X) Malot (FA)  
 IMCG (I-X) Saidpur (FA)  
 IMCG Margala Town (FA)  
 IMCG Rawal Town (FA)  
 IMCG University Colony (FA)  
 IMCB Chak Shahzad (FA)  
 IMSB I-X Saidpur (FA)  
 IMSB Kuri (FA)  
 IMCG (I-V) NHC (FA)  
 IMCG NHC (FA)  
 IMSB I-X Noor Pur Shahan (evening)  
 IMCG I-X Noor Pur Shahan  
 IMCG (I-X) NHC  
 IMCG I-VIII Mohra Nur (FA)

### Sihala

IMCG, (VI-X) Sihala (FA),  
 IMCG I-VIII Rajwal  
 IMCG, Rewat (FA)  
 IMCG, (I-X) Dhoke Gangal (FA)  
 IMCG (I-X) Mohra Nigal (FA)  
 IMCG (I-V) Rawat (FA)  
 IMCG (I-V) Sihala (FA)  
 IMCG (I-VIII) Bhimber Trar (FA)  
 IMSB I-V Kortana  
 IMCG (I-V) Mughal (FA)  
 IMCG (I-VIII) PTC Sihala (FA)  
 IMSB (I-V) Rajwal (FA)  
 IMCG, Pind Malkan (FA)

### Tarnol

IMCG (I-X) Tarnol (FA)  
 IMCB, (I-XII) Tarnaul, (FA)  
 IMCG, Golra (FA)  
 IMCG, Bhadana Kalan (FA)  
 IMCG, (I-X) Naugazi (FA)  
 IMCG I-X Badia Qadir Buksh (FA)  
 IMSB (I-VIII) Dhoke Paracha (FA)  
 IMSB (I-X) Maira Beri (FA)  
 IMCG (I-VIII) Dhoke Paracha (FA)  
 IMCG I-X Sangjiani  
 IMCG (I-X) Jhangi Syedian (FA)  
 IMCG, (I-X) I-14/3 (FA)

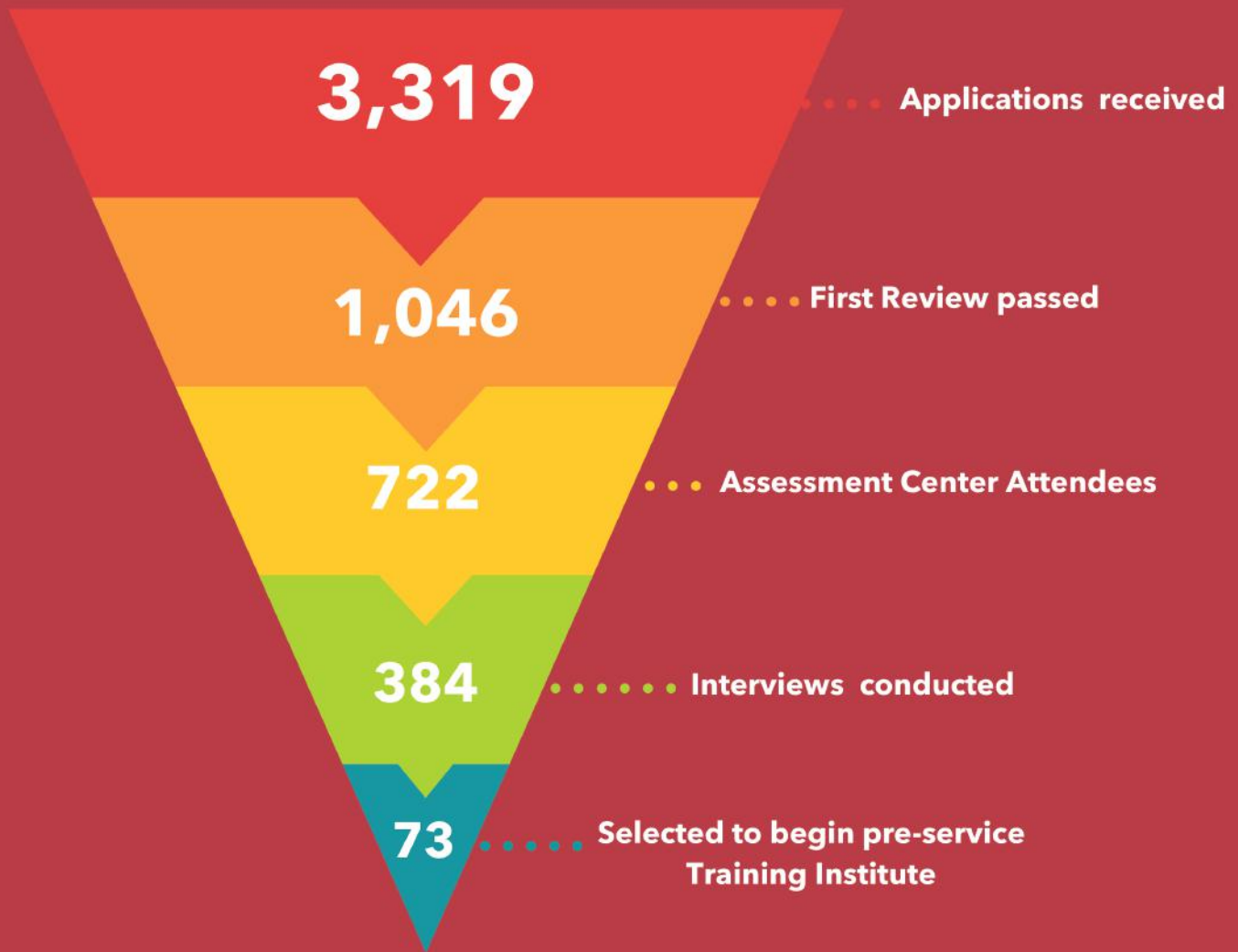
### Nilore

IMCG, Nilore (FA)  
 IMCG (I-X) Jaba Taili (FA)  
 IMCG, (I-X) New Shakrial (FA)  
 IMCG, (I-VIII) Sohan (FA)  
 IMCB, (I-XII) Jaba Taili (FA)  
 IMSB (I-X) Khana Dak (FA)  
 IMCG I-V Tamma (FA)  
 IMCG I-V Tarlai No. 2 (FA), (evening)  
 IMCG 1-8 Khana Dak (FA)  
 IMCG Ali Pur (MV) (FA)  
 IMSB (I-X) Khanna Nai Abadi (FA)



Teach For Pakistan Fellows have taught across **27% of public schools** in Islamabad's marginalized rural communities.





The 2022-23 Fellow recruitment campaign running from October 28th, 2022 to April 12th, 2023 and spanning 15 universities, garnered a total of 3,319 applications, out of which 3% of applicants were accepted and extended an offer. 73 people began their pre-placement training on July 3rd.

#### **What we're learning:**

Scaling our approach to leadership development without losing the quality, that is a hallmark of Teach For Pakistan, required early and consistent investment in the leadership capacity of the people who design and run the program, and in an organizational culture that evolves to keep up with our ambition.



64% of our Fellows were Females while 36% were Males.

These Fellows hail from more than **35** cities and **20** universities with around **50%** joining from top 7 universities of the country including NUST, QAU, LUMS, and IBA

The cohort's average CGPA was **3.6** out of 4





# COLLECT EVIDENCE POLICY

Teach For Pakistan's programming generates a wealth of data and insight on the hardest questions our education system grapples with, especially in the areas of teacher management and governance, and student outcomes and assessments. A key focus this past year has been to capture and share these insights with key stakeholders, including school-based, government and donor partners. The following section describes our efforts in this regard over the past year.

## **What we're learning:**

Academic learning and non-cognitive skill development go hand-in-hand. To achieve transformational student growth, we must simultaneously work on fostering empathy, confidence, resilience, and leadership in students.

# OF IMPACT TO INFORM & PRACTICE

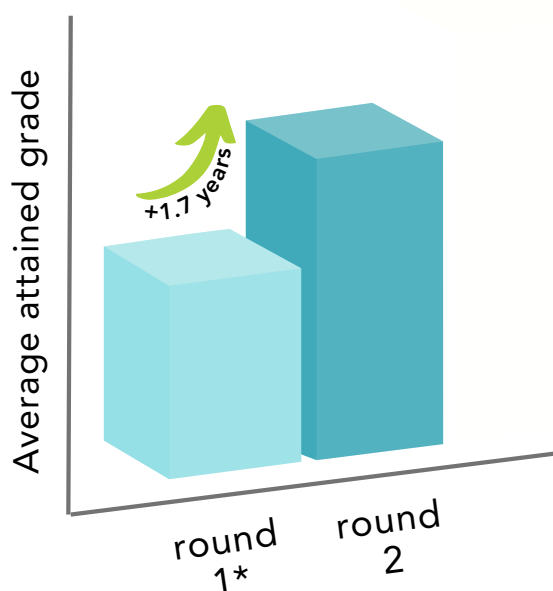


## Student Achievement

Teach For Pakistan Fellows taught English, Math, Science and Social studies to 10,328 students across 8 grades last year.

Diagnostic test data reveal that students are between 4 and 5 years behind in their learning across all subjects. This means that a child in Class 5 has not attained the knowledge and skills they are expected to have learned in Class 1. Data from Teach For Pakistan's standardized assessments show rapid progress on closing this achievement gap.

First-year Fellows' students grew on average by 1.7 years between October 2022 and May 2023.

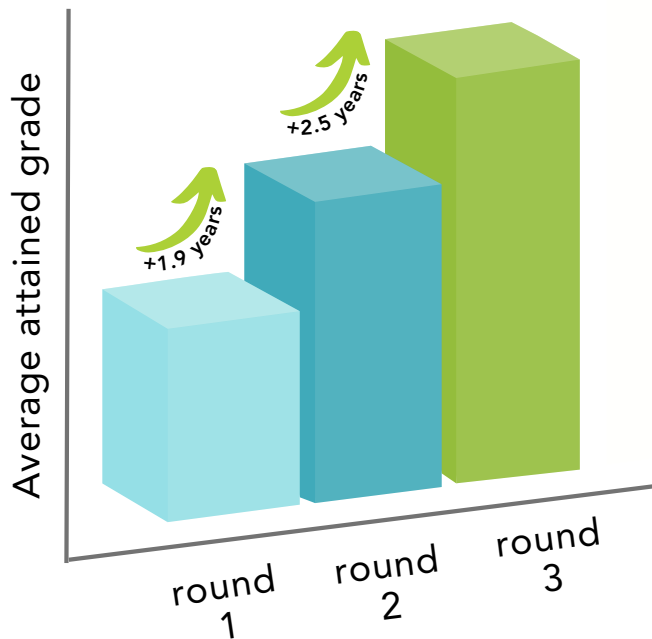
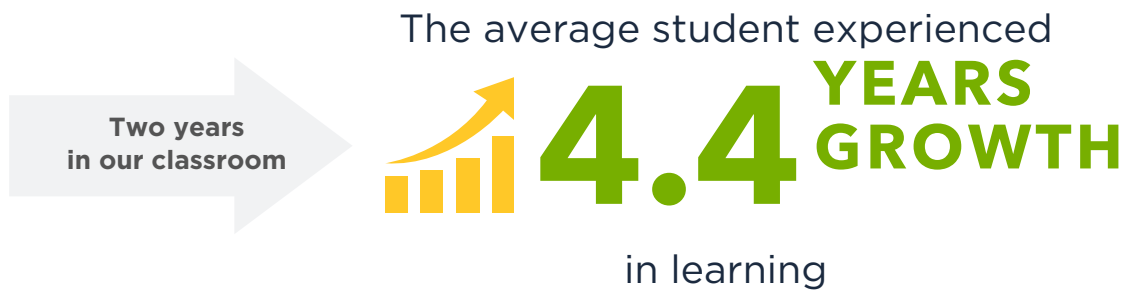


*The assessments are conducted in 3 rounds throughout the Fellowship - round 1 is conducted upon Fellows' arrival in the class, round 2 upon the end of the first academic year, and round 3 at the end of the Fellowship. The above results demonstrate the average grade-level increase in a TFP classroom after the first year of the Fellowship*

*\*Due to changes in the National Curriculum and textbooks at the start of the academic year, the diagnostic assessments for the 2022 cohort needed to be recreated. As a result, assessments for various grades and subjects were delayed and conducted in three rounds.*

The reported data point for the 2022 cohort is derived from the first round of assessments conducted from October 15th to December 15th. The second round was conducted in May 2023, showing a 1.7 grade-level jump in one academic year.

Second-year Fellows' students grew on average by 2.5 years between August 2022 and May 2023.



*The above rounds' results demonstrate the average grade level in a TFP classroom after the assessments.*

The first round was conducted in September 2021, and the second round was conducted in April 2022, showing a 1.9 grade-level jump in just 7 months. The last round was conducted during the last month of the fellowship, May 2023, where the students on average demonstrated a 4.4 years of growth in the span of 20 months of learning in a Teach For Pakistan classroom.





## Hear from the folks at the frontlines of this movement.

### Student Perception Surveys

The student perception survey was conducted in November/December 2022 to gather students' feedback on various aspects of Fellows' teaching practices, classroom culture and environment, and how valued students think their input is in the classrooms.

# 82%

of the students say Teach For Pakistan classrooms have an engaging and learning environment

# 83%

of students believe their input and ideas are valued



*They (Teach For Pakistan Fellows) taught us that once you make a decision nothing is impossible, and that the impossible can be turned possible with the will to do so. Today I can proudly say that I know what my rights are, and how to speak up and stand up for those rights”*

*~ Nadia Habib, Class 5*



## Fellow surveys

The results below are extracted from the end-of-Fellowship survey in June 2023 from the graduating 2021 cohort, conducted to assess the overall experience of the Fellowship.

# 100%

of Fellows believe that the training and ongoing support by Teach For Pakistan provided a critical role in their leadership development

# 100%

of graduating Fellows believe they have grown and continue to grow the capabilities they need to play a valuable role in the movement to ensure that all children in Pakistan have the opportunity to attain an excellent education



*I've seen most of them (students) growing into confident individuals who confront authorities when something unfair happens to them or in their surroundings. They raise their voice against corporal punishment. They ask questions about needless financial contributions they are asked to make. They realize their collective power. They've also gained an appreciation and tolerance for diverse ways of being and living. These are the ways in which they've grown, and this growth is what I'm proud of."*

~ Ahmad Lodhi, 2021 Fellow



## Hear from the folks at the frontlines of this movement.

### Principal surveys

The principal survey was conducted in May 2023, from principals of partnered schools working with the 2021 cohort.

# 100%

of principals want more Fellows to be placed in their schools in coming years

# 94%

state that Fellows have a good relationship with parents

# 82%

of principals say Fellows help improve overall school culture

# 88%

state that parents are more involved in students' learning due to Fellows' engagement with them



*(Other) teachers should follow the practices of Fellows and learn from them. Just like Fellows, (other) teachers should also focus on conceptual understanding for students.*

~ Madam Asma, Principal,  
IMCG University Colony



*The Fellows were excellent teachers, and it was a great experience to have them teach in our school...(they) were keen listeners and observers, something that taught their students about sensitivity and care as well.*

*~ Dr. Faiz Sultan, Principal,  
IMCB-Humak*



*TFP is doing the best work for Pakistani students. The contribution is remarkable not only for students but also for other teachers. They have introduced us to the modern trends. The rigorous process of Fellows selection and training are excellent*

*~ Madam Tahira Nasreen,  
Principal, IMSB I-VIII Malpur*

# Transformational Classrooms:



**Start of the Fellowship,**  
Ansa's 6th and 7th graders stood at **1.1** and **1.6** grade-levels respectively in Science.

At the **end of the Fellowship**, they bridged the gap, now achieving mastery at **6.7** and **7.9** grade level

## Key pedagogical practices

- Hands-on scientific experiments
- Building a Science Vocabulary wall
- Using learning aids such as models, diagrams, to connect theoretical knowledge to application



**Start of the Fellowship,**  
Waheed's 6th and 7th graders stood at **0.1** and **0.4** grade-levels respectively in Science.

At the **end of the Fellowship**, they bridged the gap, now achieving mastery at **6.1** and **7.1** grade level

## Key pedagogical practices

- Created WhatsApp groups for sharing learning resources
- Fostering leadership through collaborative group work
- Boosting confidence through bi-monthly prize distribution

# Impact Spotlights



**Start of the Fellowship,** Haleema's 6th and 7th graders stood at **0.3** and **0.5** grade-levels respectively in English.

At the **end of the Fellowship**, they bridged the gap, now achieving mastery at **7.1** and **6.4** grade level

## Key pedagogical practices

- Carefully curated reading material aligned with their reading level
- Language acquisition by providing auditory exposure to language
- Exploring language further through songs, plays, music, etc



**Start of the Fellowship,** Alishbah's 6th and 7th graders stood at **0.2** and **0.9** grade-levels respectively in Science.

At the **end of the Fellowship**, they bridged the gap, now achieving mastery at **6.6** and **7.8** grade level

## Key pedagogical practices

- Curating contextually relevant content; connecting mathematical concepts with students' everyday life
- Conducting remedial classes and one-on-one study sessions with students to facilitate differentiated learning



# COMMUNITY PARTNERSHIP PROJECTS

Teach For Pakistan's Fellows extend their impact beyond classrooms, engaging in **community partnerships and expanding leadership to address system-level challenges** in education. In their second year, Fellows partner with the school communities to drive innovative Community Partnership Projects, addressing barriers to student learning through a meticulously designed, fundraised, and executed process. Fellows go through a rigorous training, design, feedback, and selection process before they can start their project implementation.

Last academic year, the 2021 cohort implemented

**18** CPPs across **22** school communities

on varied themes including career counseling and preparedness, digital and financial literacy; mental health and reproductive health awareness; and teacher training.

Project	Project Description	School
<b>University Preparedness &amp; Career Readiness</b>		
<b>Raasta</b>	Workshops and sessions for university preparedness and increasing digital literacy skills through access of computers and English literacy	IMSG, (I-X) Saidpur (FA), Ibd.
<b>Career Door</b>	Building academic readiness and awareness in students on career paths and scholarships	IMSB, (I-VIII) Chatta Bakhtawar (FA), Ibd. & IMCB, (I-XII) Jaba Taili (FA), Ibd.
<b>Agahi</b>	Career sessions and workshops for students to explore career options	IMCG, Pind Malkan (FA), Ibd. & IMCG, Rewat (FA), Ibd.
<b>Career Agahi</b>	Digital app for career counseling and literacy building	IMSB, (VI-X) Rawal Dam (FA), Ibd.
<b>Rajwal Rangers</b>	Exploring career pathways and accessing higher education opportunities	IMSG I-VIII Rajwal
<b>Teacher Training, Parental Engagement &amp; Student Leadership</b>		
<b>Teacher Training</b>	Workshops to share teaching methodologies among school staff	IMCB, (I-XII) Tarnaul, (FA), Ibd
<b>Increasing Engagement</b>	Workshops with parents and teachers to increase engagement in school activities	IMSG, (I-VIII) Sohan (FA), Ibd.
<b>Increasing Opportunities</b>	Initiate extra-curricular activities in school to build student leadership	IMCG, Margalla Town (FA), Ibd.
<b>Non-Cognitive Skills Development</b>		
<b>Sports Education</b>	Development of students' non-cognitive skills through sports	IMCG, Bhadana Kalan (FA), Ibd.
<b>Skill Development Program</b>	Building students socio-emotional skills and digital literacy	IMSG, (VI-X) Sihala (FA), Ibd.
<b>Literacy Development</b>	Create engaging opportunities for students to improve literacy skills	IMSG (I-X) Jaba Taili (FA), Ibd. & IMCG, (I-XII) Malpur (FA), Ibd.
<b>Literacy Development Programmes</b>		
<b>Digital Literacy</b>	Improve students' access to digital literacy skills	IMSG, (I-X) Naugazi (FA), Ibd.
<b>Literacy and Numeracy Development</b>	Improve students' language acquisition and numeracy skills through interventions	IMSG, (I-X) Dhoke Gangal (FA), Ibd.
<b>Tehreer</b>	School magazine to increase student leadership and build literacy	IMCG, Nilore
<b>Financial Literacy</b>	Equip students with skills to become financially independent	IMSG, (I-X) New Shakrial (FA), Ibd.
<b>Labs &amp; Libraries</b>		
<b>Parwaan Gah</b>	School Library to build literacy	IMCG, Kot Hathial (FA), Ibd. & IMSG, (I-X) I-14/3 (FA), Ibd.
<b>Takhleqi Dunya</b>	Building a science lab for students to have access to hands-on STEAM learning	IMSG, (I-VIII) Malot (FA), Ibd.
<b>Awareness Campaigns</b>		
<b>Health Awareness for Girls</b>	Workshops and sessions for female personal health	IMCG, Golra (FA), Ibd.



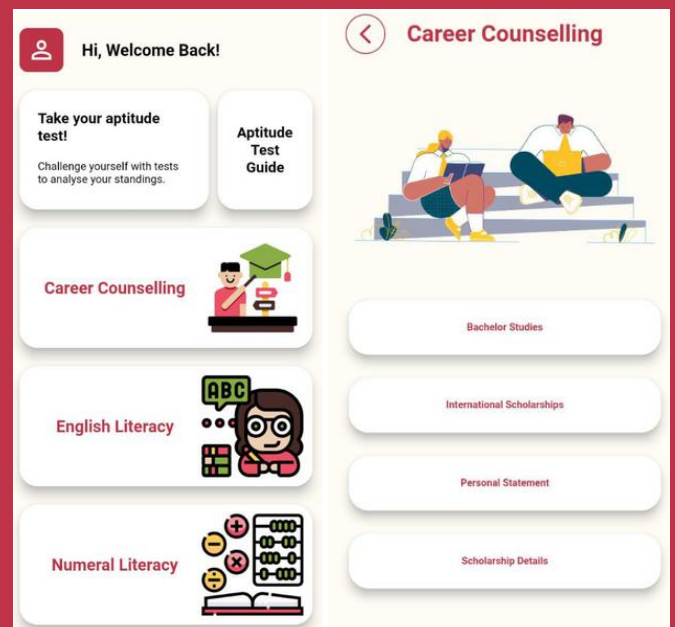


## Career Counselling and Literacy Building through an E-learning Platform

In response to the challenges observed in under-resourced school communities, Teach For Pakistan Fellows, Usman and Nouman, developed the 'Career Agahi' application. Addressing the lack of career awareness and poor scores in English and Numeracy, the app includes an aptitude test, career guidance, and scholarship information. They collaborated with all stakeholders - parents, teachers and students - to take their input and determine the specific content required to guide students in their career paths. They included an aptitude test in the application, with an Urdu guide, making it easier for their students to understand the questions and get accurate results. The app also includes a list of universities, courses they offer and their scholarships process. The Fellows also collaborated with Sparkleo Technologies for app development and acquired technical skills.

The application is live on Play Store across 176 countries and garnered five-star reviews within weeks of its launch. Not only students, but also their parents and the teachers in the school have been trained on how to make the most out of this application.

Watch the Fellow, Usman Khawar, talk more deeply about how this application was created!



# TEHREER

## تحریر

### A pathway to amplify student voice

Teach For Pakistan Fellows, Ushna and Syeda Ansa, addressed a literacy gap in their school students in Nilore who struggled with the English language. By providing daily practice worksheets and engaging stories, such as "Malala's Magic Pencil," they bridged the gap, fostering academic growth and self-confidence. The Fellows encouraged a learning environment that embraced mistakes, leading to increased classroom engagement. The students, now comfortable with English, expressed themselves beyond the curriculum, as they started producing independent, original written pieces. Following the students' growth journey, the Fellows initiated a school magazine project with the students and teachers of the school community. In spring of 2023, "Tehreer Magazine" was introduced.



Tehreer Magazine showcases the students' creativity and talent, and provides a means for them to express themselves. It became the school's very own collection of content that was written and curated by the students themselves. This platform not only helped improve the students' literacy levels, but also their leadership skills and confidence.

Watch one of the students, Habiba Hashmi, talk about her journey toward learning to become a writer.

# The Ecosystem of Support

## Between July 22 and June 23, Fellows participated in

- Training Institute, a six-week, intensive training in the foundations of classroom and system leadership
- 3 formal Classroom Observations followed by a one-on-one Coaching Session
- 3 In-service Trainings
- 5 Coaching Group Meets, communities of practice with their peer teachers, facilitated by a Coach
- 5 Milaaps, informal gatherings that strengthen inter-cohort relationships and culture
- Multiple self-directed learning exercises enabled by access to curated, virtual resources and experiences.





# Enabling Transformational Impact

## Second-Year Fellows also participated in

- Community Partnership Project (CPP) design trainings
- CPP defense and end-of-project presentations seeking input from experienced professionals







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**ENABLING ALUMNI TO  
ENTER KEY PATHWAYS TO  
SYSTEMIC CHANGE**





## BUILDING OUR

Teach For Pakistan strategically empowers second-year Fellows for impactful post-Fellowship journeys through tailored professional development workshops and sessions to induct them into Alumnihood. These sessions focus on refining their Theory of Change and system change understanding, enabling Fellows to chart unique pathways as change-makers. Upon entering Alumnihood, Fellows exhibit robust skills, fostering growth, meaningful connections, and collaboration with diverse stakeholders. Their commitment to addressing educational inequity is unwavering, driving them to diverse career paths across sectors, united by a shared vision. This dynamic approach aligns with the complexity of Pakistan's education crisis, emphasizing collaborative leadership from all system levels. Alumni contribute significantly to building a transformative education system.

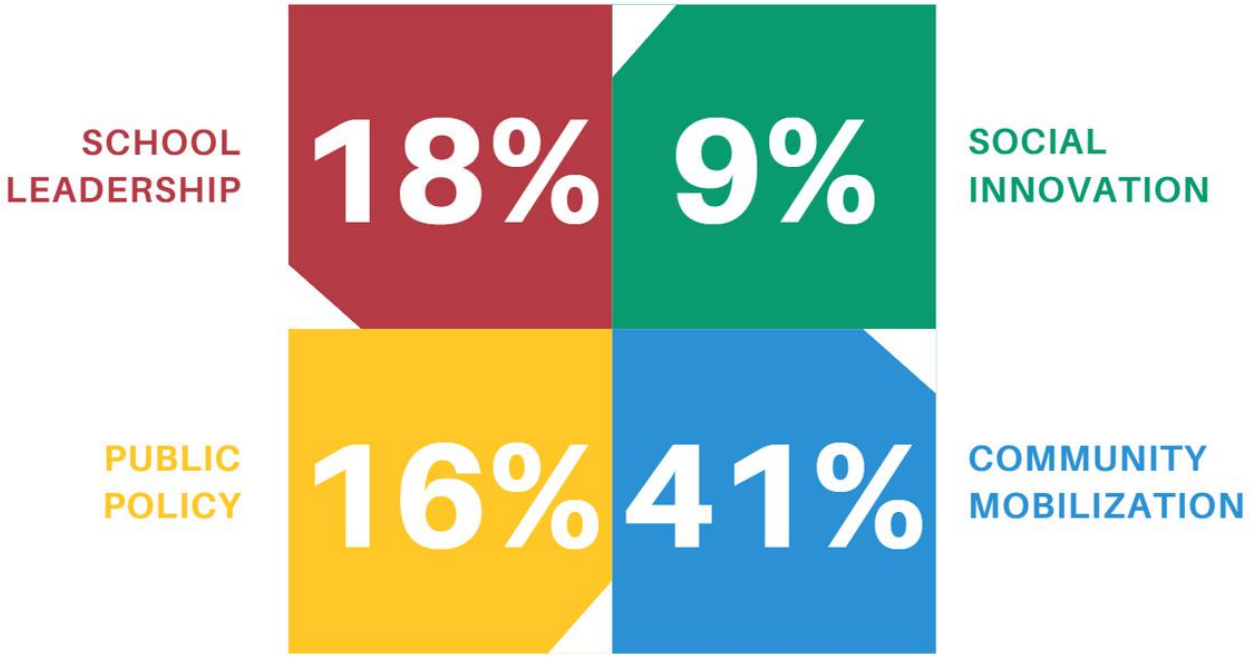
In May 2023, Teach For Pakistan proudly welcomed 32 Fellows from the 2021 cohort into our Alumni community, thereby expanding the Alumni network to a total of 215 dedicated individuals working toward system change.





# ALUMNI NETWORK

Teach For Pakistan Alumni pursue various career pathways, spanning the breadth of the systems that shape children's access to opportunity.





# Alumni



**FATIMA JAMIL KHAN**

Senior Manager of Programs - NOWPDP  
Teach For Pakistan Alum, 2014



**HASSAN DAJANA**

Fulbright Scholar 2023  
Teach For Pakistan Alum, 2020

Fatima is the Head of Programs at NOWPDP, one of Pakistan's leading disability inclusion initiatives, where she leads a team dedicated to promoting inclusivity in various aspects of education. She also identifies children with disabilities in the communities where the Network operates, with currently 150 students enrolled in its special education school.

Hassan, dedicated to Climate Action, continues his commitment post-Fellowship. As a Climate Reality Leader in the Global Shapers Community Rawalpindi Hub, he secured USD 12,000 in seed funding to plant 5,760 native and indigenous trees. As a Project Manager at Amal Academy, he spearheaded 12 entrepreneurial projects, benefiting 1,600 people in Lahore.

# Highlights



**MARRIAM MUSA**

Head of Education Excellence - TCF  
Teach For Pakistan Alum, 2014

At TCF, Marriam oversaw its network of 1500 flagship school units nationwide. She works closely with 6 regional education managers to lead a system of over 1100 school principals and 10,000 teachers. She serves as a linchpin between the design team and the field staff, coordinating with the two to ensure effective education planning and implementation.



**WAQAS HAIDER**

Founder - Chiraagh  
Teach For Pakistan Alum, 2019

In 2016, Waqas founded 'Chiraagh' - an NGO aiming to empower Pakistani youth and bridge socio-economic gaps. He established the Chiraagh Vocational Training School (CVTS) in his village, providing skill development programs for women who had dropped out of school. Chiraagh's IIm Ka Chiraagh initiative sponsors university and school students.

## ***Organizational Learnings:***

To scale while retaining high quality, we must never forget our initial goal - to nurture leadership that works towards creating high achieving classrooms full of loving, thinking, engaged students.

# Special Initiatives

## Program

### STEAM Education

In November 2022, Teach For Pakistan proudly joined the Malala Fund Education Champions network which unites a community of changemakers dedicated to advancing girls' education globally. The current project is addressing girls' lack of participation in STEAM (Science, Technology, Engineering, Arts, and Mathematics) higher education and careers. With 45 Fellows actively engaged, we are impacting approximately 3,000 female students.

To bolster Fellows teaching STEAM subjects, Teach For Pakistan collaborated with Science Fuse - a social enterprise working to improve the quality of STEAM education in Pakistan - to enhance Fellows' capacity for building their students' skills through hands-on learning, especially in the context of under-resourced schools.



### Strengthening our systems to monitor and communicate TFP's impact

Teach For Pakistan was selected as one of the two Teach For All's Global Network partners to be part of a mixed methods impact evaluation study that Teach For All is conducting via RAND Corporation. This study focuses on comprehending the impact of Teach For Pakistan Fellows on students' academic, social, and emotional development, as well as their contributions to the broader school community, aiming to understand how to better support the students' overall growth. To implement this research, RAND Corporation, the principle investigator, has partnered with Rcons, a local data collection firm based in Lahore.



## **Climate education**

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In response to the floods of 2022, many Fellows and Alumni engaged in relief and rehabilitation efforts, and Teach For Pakistan supported this by amplifying their work on our platforms to reach as many donors and contributors as possible. In December, three Fellows participated in a joint Education in Emergencies and Climate Education Community call; they shared their work for the relief and rehabilitation of affectees, and also spoke about addressing the topic of climate change within their own classrooms, lending it to a contextualization of Pakistan's climate disasters as a result of being part of the Global South. To formalize the inclusion of climate education within the curriculum taught by Fellows, we are now part of a learning series on climate education, designed to enable participants to deliver impactful and resilient climate education.

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## **Reviewing and Updating Teach For Pakistan's Theory of Change**

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As a part of our study with RAND, we revisited our Theory of Change leading to impact on students and the school-community, especially reviewing and consolidating our intended student outcomes and Fellow leadership competencies. This work was done through a series of 9 consultative workshops co-led by Teach For All and Teach For Pakistan's Head of Program, to gather input from Fellows, staff and Alumni. The revisions helped inform various tools that will be used in the RAND study.

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### ***Organizational Learnings:***

To ensure sustainability in the long run, a more diverse portfolio of donors and partners is required for an organization to ensure financial security.

# Special Initiatives

## *Organizational*

Teach For Pakistan actively engages with its partners to sustain the support and growth attained through collaborations. Details on engagement events organized throughout the year that contributed to this success:

### **British High Commissioner's School Visit**

In December 2022, the then British High Commissioner, Mr. Christian Turner visited one of Teach For Pakistan's placement schools to see the impact in our classrooms and discuss partnership progress. This was also designed as part of an FCDO awareness raising campaign that Teach For Pakistan was happy to support in the spirit of our partnership.



### **Supporting national projects towards inclusive distance learning**

In November of 2022, Teach For Pakistan partnered with the Ministry of Federal Education and Professional Training (MoFEPT) under the World Bank's Response, Recovery, and Resilience in Education Project (RREP) and Actions to Strengthen for Inclusive and Responsive Education Program (ASPIRE). In continuation of our earlier partnership in national projects to support distance learning, their TeleSchool project consisted of evaluating and reviewing the digital educational content the Ministry had acquired from various suppliers, on a set of competencies. Our team reviewed and evaluated over 6,400 videos from various ed-tech providers for several subjects across Early Childhood Education till the 12th grade. This review was meant to facilitate the Ministry in deciding the primary supplier for the national project.

## **Teach For Pakistan's participation in external panel discussions**

In March 2023, Teach For Pakistan showcased classroom transformational learning at the FCDO's Decade of Learning Conference. Our team organized a panel discussion, "Unlocking the Classroom Black Box," featuring two Fellows and Alumni with their students, moderated by CEO Khadija Bakhtiar. The discussion traced their transformative journeys complete with barriers encountered, and opportunities created along the way. Key messages included the importance of a vision-oriented classroom, student leadership and the role played by social-emotional skills in accelerating academic growth. Students and Fellows highlighted the key role of the school and community actors in the child's ecosystem play in enabling classroom success.

In June 2023, the Director Program of Teach For Pakistan was invited by MoFEPT to moderate a session on Classroom Implementation of Foundational Learning in the Pakistan Learning Conference 2023. The

Conference focused on vital topics of Early Childhood Education and foundational learning. Teach For Pakistan's participation in the event alongside key stakeholders in the system allowed for our organization's learnings and expertise to become part of a larger conversation on the advancement of our national educational system.



*2022 Fellow Muhammad Ali, and 2020 Alumna Maria Mohyuddin in conversation with their students, Taimoor and Faiza*

# Looking Ahead

## *Launching the Sindh Regional Program*

As Teach For Pakistan continues to leave a lasting imprint on Islamabad, the next leg of our journey is even more exciting as we return to the Sindh province to initiate our program in 2024. This expansion holds particular significance, as it not only tests our program in a different context but also reunites us with a setting familiar to our team.

For the 2024 cohort, Teach For Pakistan's Karachi chapter aspires to recruit 33 Fellows from the talent-pool of Sindh region and work in partnership with the Sindh Education and Literacy Department (SELD) to place Fellows in under-served schools.



*Teach For Pakistan CEO and Sindh team members meet with Sindh Education Foundation's senior management*



# Our Partners

Teach For Pakistan is grateful for the support they have and continue to extend toward our mission



The Teach For Pakistan Fellowship is being supported by the Federal Directorate of Education (FDE) and the Ministry of Federal Education and Professional Training (MoFEPT), through a contract awarded to Teach For Pakistan in July 2021, entitled, "Education Fellows: Pilot Project on Improving Recruitment and On-Boarding of Teachers in FDE Schools". Inspired by the Teach For Pakistan model, the government has designed and launched this project with the objective of learning "what works" in recruiting and supporting high quality teachers who succeed in challenging contexts.



The UK's Foreign, Commonwealth and Development Office (FCDO) in Pakistan signed an Accountable Grant Agreement with Teach For Pakistan under the Data and Research in Education (DARE) programme in 2021. The objective of the grant is to scale-up and study the Teach For Pakistan model for recruitment, development and management of teachers and education leaders, and gather evidence that can inform education reform in Pakistan and other similar contexts.



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# Teach For All



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- Advocates and Legal Consultants -



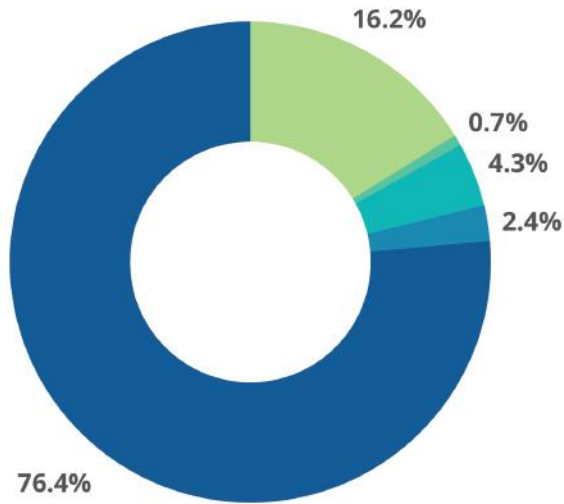
Foreign, Commonwealth  
& Development Office

MALALA  
FUND



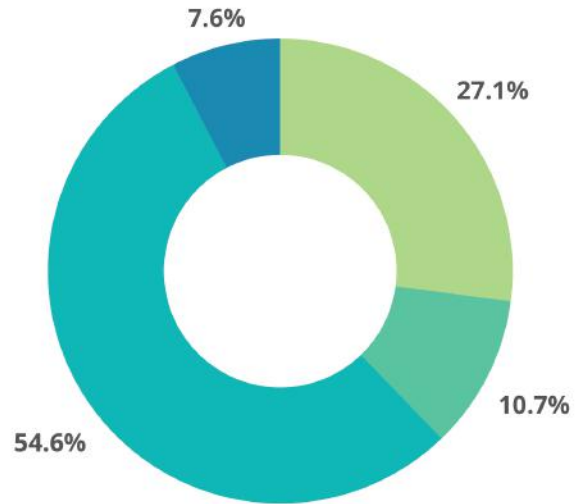
# Financial Highlights

## Assets 2023



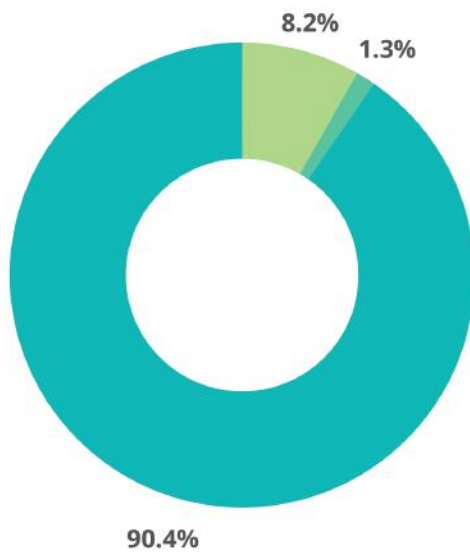
- Property and equipment
- Security Deposits
- Deposits, Prepayments and other Receivables- considered good
- Receivable from Donors
- Cash and Bank balance

## Liabilities 2023



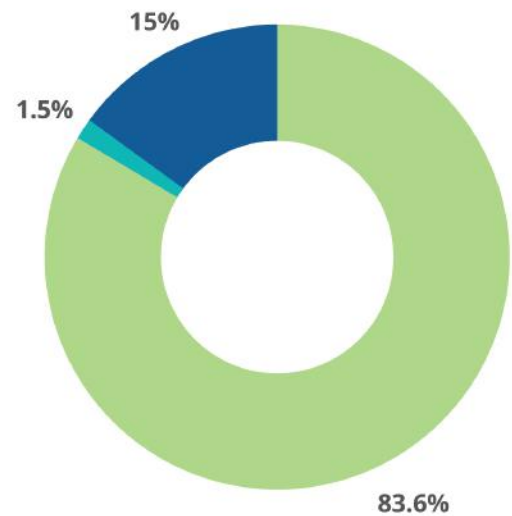
- Deferred Capital Grant
- Deferred Liabilities
- Restricted Donor's Fund
- Trade and Other Payables

## Income 2023



- Donations - Local
- Amortization of Deferred Capital Grant
- Amortization of Restricted Donor's Fund
- Other Income (0.03%)

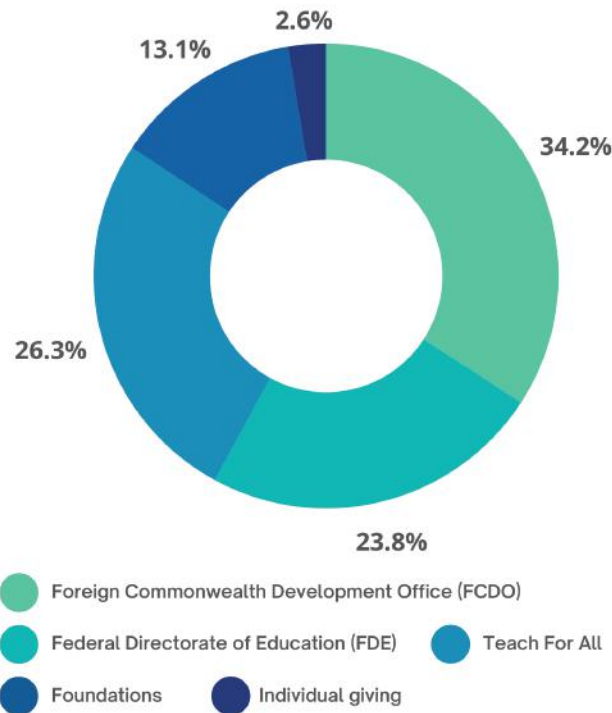
## Expenditure 2023



- Programme Expenditure
- Depreciation and Amortization
- General and Admin Expenses

# Funding Sources

Total Received: **PKR 272,837,837**



# Expenditure 2023

Cost Type	Amount PKR	Amount USD	Percentage of total expenditure
Program HR	51,796,284	\$180,948	21.5%
Program Activities	38,387,554	\$134,105	15.9%
Direct Fellow & Student Cost	114,192,661	\$398,926	47.3%
Administrative HR	17,982,431	\$62,821	7.5%
Administrative Expenses	18,638,234	\$65,112	7.7%
<b>Grand Total</b>	<b>240,997,163</b>	<b>\$841,911</b>	<b>100%</b>





**JOIN THE MOVEMENT**

**FOR MORE INFORMATION**

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