

ANNUAL REPORT

2025




The background of the page is a photograph of a classroom. Several students are visible, with their hands raised in the air, suggesting an interactive or enthusiastic learning environment. The students are wearing school uniforms. A large green semi-transparent rectangle is overlaid on the right side of the image, containing the title text.

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OUR VISION

One day **all** of Pakistan's children will participate in an education that nurtures them to become loving, thinking, and engaged citizens.

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.



Inclusion

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



Growth

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



Integrity

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



Collective Responsibility

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



Excellence

Nothing short of our very best efforts is acceptable.

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 underserved 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



While the world talks about machine learning, 77% of our 5th graders cannot read and comprehend at their grade level. Equitable education is the most dependable way to promote social mobility and reduce polarization.

Leadership to End Inequity

Rising poverty doesn't usually mean the rich falling into poverty; it often means the poor getting poorer. Slowing economies, climate change, exploding population, and rising unemployment are all contributing to the rising inequity in society. Collective leadership, at every level, is needed to shape a consensus around national issues and ways to address them.

While the world talks about machine learning, 77% of our 5th graders cannot read and comprehend at their grade level. Equitable education is the most dependable way to promote social mobility and reduce polarization. While equality means treating everyone the same, equity goes further by providing marginalized and underserved groups with the support they need to realize their potential.

Like other issues, educational inequity does not affect everyone in the same way. Siblings living in the same household might experience it differently based on their gender. Neighbors sharing walls could face it differently depending on their religion, creed, caste, or language. And then there is 'class'; its causal effects, fluidity, and the socio-economic inclusion or exclusion predicated on it, need to be considered.

Like in many other places, education reforms have been frequently initiated in Pakistan with great vigor and sincerity, only to fizzle out as a disjointed set of inputs, further adding to the systemic inertia. A piecemeal approach to reforming components of the education system without aligning all stakeholders into a collective that works with student learning as the singular priority of systemic transformation has consistently failed the children.

The current system is full of misplaced priorities, inefficiencies, and inequities. Learning outcomes, critical thinking, problem-solving, life skills, empathy, social-emotional well-being, and whole child development have been relegated to the background compared to bricks-and-mortar models and exam scores.

For reforms to be sustainable, the entire education ecosystem must be understood and addressed comprehensively. Students do not enter a classroom alone; they bring their family's socio-economic background, neighborhood issues, and the cultural diversity of their community with them.

Resource deficit and poverty of opportunities can each impact a child's future independently or together, depending on their circumstances. For example, a boy might be enrolled in a distant school, while a girl from the same household might not be enrolled in even a nearby school due to gender biases. Meanwhile, a girls' school might have more teachers than needed for its enrollment, whereas a boys' school might have to rely on multi-grade classes because of a teacher shortage. Understanding these various inequities and their complexities is crucial to addressing the widening divide in society.

Systems don't change by themselves; **people** change them. This is where the *leadership deficit* comes into play. While collective leadership, meaning groups of like-minded, purpose-driven individuals dedicated to creating systemic change within their sphere of influence and amplifying the voices advocating for transforming the educational ecosystem, may not be enough on its own, it is essential to build a critical mass of changemakers who can envision and implement reforms.

Teach For Pakistan's theory of change is rooted in embedding ourselves, especially the youth, within the inequitable system to transform it from the inside; we need to cultivate groups of people with ambition, capacity, and resilience to reform the system. For us, it is a core belief that all Pakistani children will one day access quality education to become Loving, Thinking, and Engaged citizens.



In 2024–2025, Teach For Pakistan continued to grow as a force for long-term system change in education.

From rural schools in Islamabad to regional expansion in Karachi, our Fellows worked in a total of 54 government schools, teaching over 11,000 students across Grade 3-8 in the two regions. Each classroom served as a reminder that when children are met with belief, rigor, and opportunity, they rise far beyond expectations.

This year, our impact was validated not just by what we witnessed in our classrooms, but also through evidence from the independent evaluation conducted by RAND, an international think tank, the first of its kind for a Teach For All partner in South Asia. The RAND findings confirmed what our community has long known: students taught by Fellows demonstrate significant learning gains, principals note stronger school-community relationships, and Fellows leave the classroom with the skills and commitment to drive systemic change.

Our footprint in Karachi grew substantially, supported by a strengthened local team and deeper partnerships with the School Education and Literacy Department, Government of Sindh, civil society, and corporate allies. Meanwhile, our Alumni community surpassed 352 leaders, driving impact across classrooms, school leadership, public policy, and social innovation.

The ripple effects extend beyond Alumni careers into the lives of students they have taught, whose transformed life trajectories now

include joining the Fellowship and securing admissions with scholarships in top-tier universities, such as Lahore School of Management Sciences (LUMS).

Teach For Pakistan's mission remains urgent. Millions of children across Pakistan continue to wait for the equitable opportunity to learn, thrive, and lead. This report is both a record of what we have achieved together in one year and an invitation to keep building with a bold, collective, and unwavering commitment to a future where every child has access to an excellent education.





Nassir Mahmud Kasuri

Executive Director, North - Beaconhouse School System

Nassir Kasuri has been 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
Former C-Suite Executive - Global marketing and sales*

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 worked in Fortune 500 companies in marketing, sales, real estate and general management. She has served on the Oil Companies Advisory Committee and the Overseas Investors Chamber of Commerce and Industry. She has served as the President of the Diplomatic Spouses' Association in Prague, a registered non-profit organization that supports Czech charities and welfare organizations and was the first Pakistani to be elected as the President of the International Womens' Club of Moscow, She is an active speaker representing Pakistan and has delivered keynote addresses at many business forums in Russia including the Kazan Muslim World Forum 2025, The Grace International Forum on Sustainable Development, Rostov, 2025, Women of the Third Millennium-Moscow, 2024 and the Eurasian Women's Forum- Kuzbas, Siberia 2024 to name a few.



Dr. Faisal Bari

CEO & Co-Founder- IDEAS Pakistan

Dr. Faisal Bari is an accomplished academic and policy leader in the field of education and economics. He is an Associate Professor of Economics at LUMS and serves as Director of Academic Programs at the LUMS School of Education. Over the course of his career, he has also held leadership roles beyond academia, including serving as Deputy Country Director for Pakistan with the Central Eurasia Project and as an Education Economist for South Asia at the Open Society Foundation.

Dr. Bari has provided expertise to numerous multilateral and bilateral organizations, including the World Bank, UNDP, DFID, and the Asian Development Bank, bringing both depth of research and practical insights to education policy and reform. He is currently serving as the founding Vice Chancellor of the National Institute of Technology, Lahore, where he continues to shape the future of higher education and innovation in Pakistan.



Osman Saifullah Khan

Director - Saif Group

Osman Saifullah has been a founding Board Member of Teach For Pakistan since 2017, and currently serves as an Advisor to the Board. He is the Director of the Saif Group and has been an active member of the Young Presidents' Organization, the Securities & Exchange Commission of Pakistan, and the Pakistan Business Council.

Teach For Pakistan entered 2024–2025 with greater clarity of purpose and renewed momentum.

Building on nearly a decade of work, we expanded our Fellowship to reach more underserved children, deepened system-level engagement, and validated our model through rigorous external evaluation.

This Annual Report captures what has been accomplished and what lies ahead, as our movement continues to reach new heights to ensure that one day all Pakistani children will be educated to become loving, thinking, and engaged citizens.

Expansion in Scope, Scale, and Reach:

In August 2024, we placed 159 Fellows across 52 government schools in Islamabad and Karachi. In Karachi, we successfully placed the city's first cohort of Fellows into underserved government schools and prepared for 2025 placements in new districts. Additionally, we received our highest-ever applications for the 2025 Fellowship. These efforts were supported by strategic alliances with the universities, government, and corporate partners, enabling us to broaden our reach and deepen our impact.



External Validation of Impact:

An independent one-year evaluation by RAND conducted across 80 public schools and nearly 4,900 students, confirmed our internal findings. Students taught by Fellows demonstrated statistically significant learning gains in Math, Science, and English. Qualitative feedback from principals, teachers, and parents highlighted improved student confidence, perseverance, and engagement, reinforcing the Fellowship's transformative impact.

Leadership Beyond the Classroom:

Our 352 Alumni continue to carry the mission forward, collectively impacting over 1.8 million children nationwide. More than 75% of Alumni are pursuing careers in education, public policy, or social innovation, advancing equity beyond the classroom.



Supporting Student Voices and Growth:

The impact of this work is best reflected in the journeys of our students. Rimsha, who first encountered Teach For Pakistan as a young student in a Fellow's classroom in 2011, has now come full circle by joining the Fellowship herself in 2024. Her story is a powerful example of how belief and opportunity can transform lives. From being inspired as a child to stepping into the role of a changemaker for the next generation. Across classrooms, student-led initiatives and leadership breakthroughs continue to demonstrate the ripple effect of this movement.



Strengthened System Engagement:

This year also marked a deliberate effort toward system-level influence. Through initiatives like Alumni Homecoming, and The Pivot conference in Islamabad, and Ignite Impact; an awareness raising event in Karachi, we brought together Alumni, educators, policymakers, and corporate sector leaders to share insights and spark collective action for educational reform.

2024-2025 Overview

Having successfully scaled our program over the past year, Teach For Pakistan is now focusing on further strengthening and deepening its programmatic efforts across different districts in Karachi, generating valuable insights that can inform policy and practice and contribute to driving holistic change in the service of education equity.

From July 2024 to June 2025, 53 second-year and 106 first-year Fellows taught across **54 schools** administered by the Federal Directorate of Education (FDE) and the School Education and Literacy Department (SELD) Government of Sindh, positively impacting the academic and non-academic development of **~11000 students** throughout Islamabad and Karachi. Our Fellows are dedicated to supporting public schools in Islamabad's rural sub-sectors (i.e., Bhara Kahu, Nilore, Sihala, and Tarnol) and in three districts of Karachi (Kaemari, Korangi, South) to deliver an equitable education to all.





Teach For Pakistan's 2024 Cohort





Teach For Pakistan's 12th cohort: the 2025 Cohort

A record-breaking recruitment campaign, reflecting the growing appreciation of the Fellowship.

The 2024–2025 Fellowship recruitment campaign ran from November 2024 to March 2025 and attracted a total of **5873 applications**, the **highest number of applications** in our history. This record-breaking response reflects the Fellowship’s growing appreciation and the increased recognition of Teach For Pakistan’s mission to mobilize talented young leaders for educational equity.

With a rigorous selection rate of **2.6%**, 153 candidates began their pre-placement training on 30 June, 2025. As a result of the RSM team’s efforts, 153 Fellowship offers had been extended across both recruitment cycles, out of which 126 offers were accepted—84 for placement in Islamabad and 42 for Karachi.

Fellows in this cohort hail from 50 different hometowns and have graduated from over 30 universities from across Pakistan and abroad, including leading institutions such as the LUMS, National University of Sciences and Technology (NUST), Institute of Business Administration (IBA) Karachi, and Quaid-e-Azam University, and Cambridge University, UK.

The cohort brings strong academic credentials, with an average CGPA of 3.5 out of 4.0, which is a testament to the quality of candidates accepted into the program.

Their academic backgrounds span a wide range of disciplines: Social Sciences and Humanities (36%), STEM (31%), Business and Economics (19%), and Education and Development Studies (14%), representing a well-rounded and multidisciplinary foundation.

Among the cohort, 66% of Fellows are female and 34% are male.

Applications received	5873
First Review Passed	1822
Attended Assessment Center	1308
Interviews conducted	584
Attended Pre-service training	153

What the Data and the External Evaluation Tell Us

Internal Evaluation

Student Achievement

Teach For Pakistan’s program produces crucial evidence and insights on the pressing challenges in our education system, especially around teacher effectiveness and student learning. These insights act as a vital feedback loop, enabling us to strengthen our efforts, expand our reach, and maintain the quality and impact of our work. Over the past year, an important focus has been showcasing our impact to key stakeholders.

11,000
students

54
partner schools

6
Subjects

In FY2024, Teach For Pakistan Fellows across Islamabad and Karachi taught 6 subjects to 11,000 students across Grades 3–8 in 54 partner schools.

2024 COHORT (FIRST-YEAR FELLOWS)

Assessment data for first-year Fellows (2024 Cohort) indicates that students’ academic performance grew on average by approximately **1.9 grade levels** between October2024 and May 2025 (in first year).

Region	Start Level (Oct 2024)	End Level (May 2025)	Growth
Islamabad	2.0	4.0	+2.0
Islamabad	0.8	2.1	+1.3
Overall	1.8	3.7	+1.9

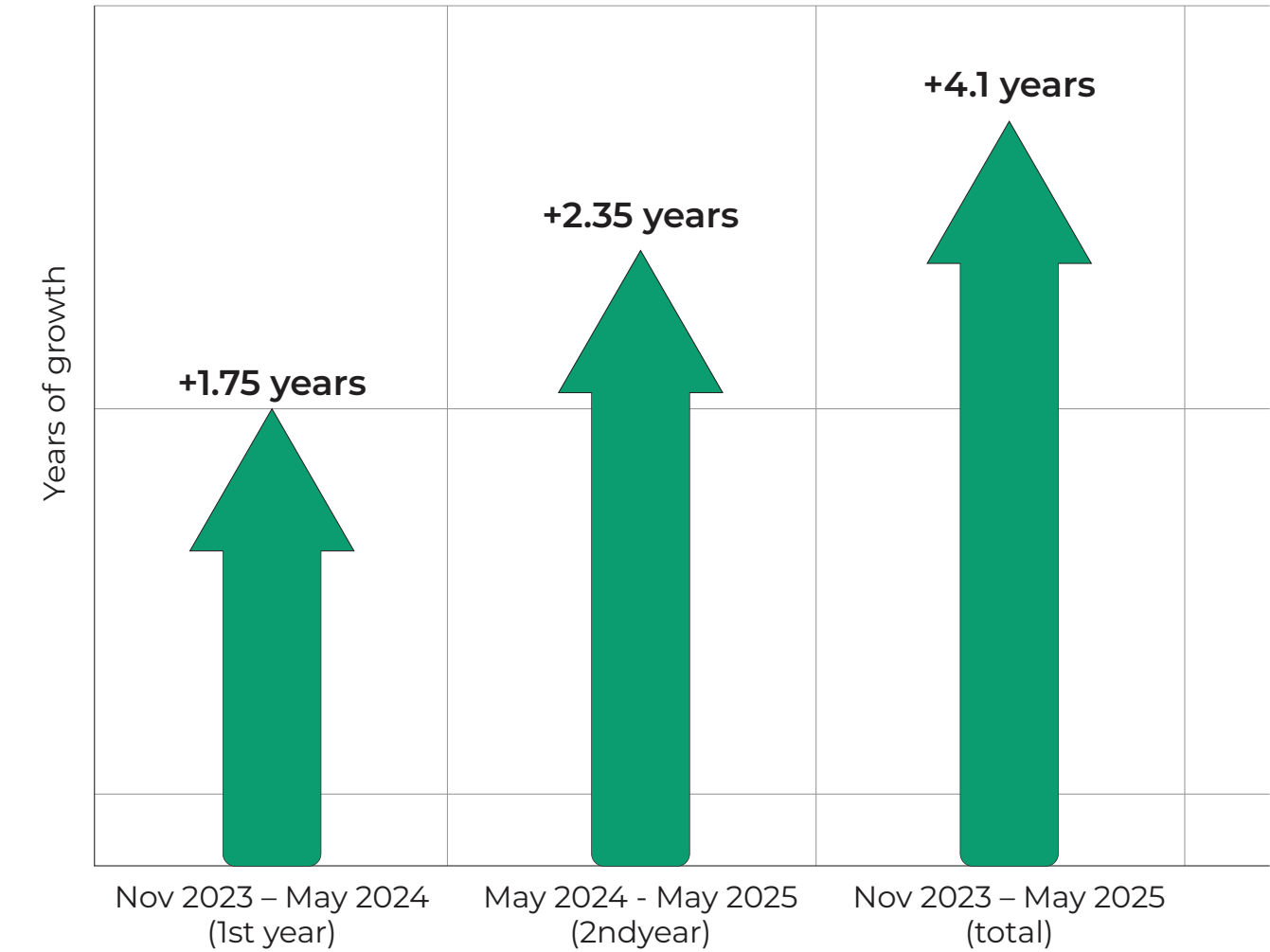
Table 1: 2024 Cohort – Student Academic Growth

2023 COHORT (SECOND-YEAR FELLOWS)

Second-year Fellows’ students demonstrated cumulative growth of **4.1 grade levels** over two years of instruction.

Assessment Round	Average Grade Level
Round 1 (Nov 2023)	1.96
Round 2 (May 2024)	3.71
Round 3 (May 2025)	6.06

Table 2: 2023 Cohort – Student Academic Growth



These results highlight that students taught by Fellows made accelerated learning gains compared to typical expected growth rates.

Fellow Insights - Survey 2024

The 2024 End-of-Year Fellow Survey reveals that:

100%

would recommend Teach For Pakistan to a qualified friend.

100%

believe that the training and ongoing support provided by Teach For Pakistan significantly contributed to their professional growth.

100%

are very satisfied with Teach For Pakistan.

These numbers reflect not just program success, but also the deeply personal transformations that Fellows experience throughout the two-year journey.



Immersing myself in the public education system through the Fellowship has transformed my understanding of leadership and deepened my resolve to work toward meaningful change in the society.

Muhammad Wasiq Imran – 2024 Fellow



Teach For Pakistan gave me a human lens often missing in policy rooms; a bridge between high-level decisions and the lives they impact.

Mamoon Ur Rahman - 2020 Alum | Columbia University



Building Stronger Partnerships: Principal Insights on Fellow Impact

Feedback from principals of partner schools further reinforces the program's value:

100%

of Principals would recommend hiring Teach For Pakistan Fellows.

100%

of Principals want more Fellows placed in their schools.

100%

of Principals are satisfied with the performance of Fellows.



We are very fortunate to always get very hard-working and honest Teach For Pakistan Fellows. The current three Fellows must be retained, and another three Fellows should be placed in the primary section.

Syed Qalb e Abbas Mohsin

Principal, Islamabad Model School for Boys I-X, BANNI SARAN



Teach For Pakistan Fellows are doing their best. They are putting their efforts and expertise to provide a better learning environment and enrich students' minds with knowledge

Ghazala Umar

Principal, Islamabad Model School for Girls, Niazian



External Evaluation by RAND

Over the 2023-2024 academic year, Teach For Pakistan, alongside Teach For All and an independent, international research group, RAND, collaborated on a groundbreaking study to evaluate the impact of Teach For Pakistan's Teaching Fellowship Program on whole child development in the Islamabad Capital Territory, Pakistan. Covering nearly 4,900 students across 80 government schools in rural Islamabad, this is the first rigorous external evaluation of any Teach For All partner in South Asia.

The findings echo what our internal assessments have shown that the Fellowship is driving meaningful, measurable impact.

1) Academic Impact

Students taught by Fellows demonstrated significant learning gains compared to the controlled group in only six academic months. **0.26 SD in math (~8–10 months* of learning), 0.15 SD in English (~6 months), and 0.41 SD in science (~16 months).** These gains were consistent across genders and reflect high-quality instructional impact.

2) Beyond the Classroom

While SEL surveys showed no statistically significant difference between students of Fellows and comparison teachers, qualitative insights from principals, teachers, and parents highlighted noticeable growth in students' confidence, perseverance, and sense of responsibility.

3) Improved Teaching & Community Engagement

Fellows were praised for fostering student-centered classrooms and mobilizing community stakeholders through Community Partnership Projects, addressing systemic issues, and building stronger school-community relationships.

The study not only validated the Fellowship's impact but also offered actionable recommendations, including developing targeted SEL curricula, refining measurement tools, and increasing contextualized coaching support. Teach For Pakistan is currently reviewing these findings and will discuss implications and next steps with key stakeholders in the coming quarter.

*Interpreted by the benchmarks based on PISA and Hanushek, E. A., Woessmann, L., & Peterson, P. E. (2012)



ISLAMABAD CLASSROOM: 2 YEARS OF IMPACT

This section spotlights Islamabad Fellows who have taught for two full academic years. Drawing on strong student data, it highlights meaningful learning gains and the powerful teaching practices that have transformed classrooms.

Fellow Spotlight: Tanya Khan (2024 Cohort)

At the start of the Fellowship, Tanya's Grade 4 students were performing at a 3.7 grade level in English.

After her intervention, in just six months, her students had bridged the achievement gap by 2.5 years and performed at a Grade 6 level according to Teach For Pakistan's Scaffolded Assessments.

Fellow's key pedagogical practices include:

- Tanya Khan teaches 141 students in the Tranol sector of Islamabad. In the initial months of her first year, she focused on creating a safe and supportive classroom environment where students felt comfortable using English in both oral and written communication.
- To strengthen her students' foundational literacy skills, Tanya conducted structured remediation sessions and introduced classroom routines that normalized making mistakes, learning from them, and growing together. She consistently delivered her classes in English to build fluency, used a word wall to expand students' vocabulary, and introduced a "sentence of the day" routine to strengthen sentence construction.
- She further facilitated frequent reading comprehension and story-writing sessions, as well as read-aloud activities to expand students' exposure to reading and deepen comprehension. Beyond the classroom, Tanya also created opportunities for her students to showcase their learning. One of her students participated in an inter-sector speech competition, winning 1st position, and later went on to achieve 3rd position across Islamabad.



Fellow Spotlight: Yumna Sohail (2024 Cohort)

At the start of the Fellowship, Yumna Sohail's 4th and 5th graders were performing at Grade 1 and 1.5 levels in Science and English, respectively.

After her intervention, in just six months, her students had bridged the achievement gap by 1.7 and 3 years, performing at Grade 4 and Grade 5 levels, according to Teach For Pakistan's Scaffolded Assessments.

Fellow's key pedagogical practices include:

- Yumna conducted structured remediation sessions with her students to strengthen their foundational literacy skills. She raised funds to purchase dictionaries for 80 students and taught them how to use it to become independent readers.
- Recognizing her students' limited exposure to reading, she also fundraised 80 copies of the storybook Matilda so each student could have their own copy. Her goal was that, by the end of her Fellowship journey, her students would complete reading a storybook and write a book review.
- To build consistent reading habits, Yumna created space in her classroom for weekly read-alouds and comprehension sessions focused on developing English language skills. She also ensures a safe and encouraging environment for her students to practice English by delivering content in English and fostering comfort with the language.
- In Science, Yumna focused on making abstract concepts tangible and relatable for her students. She incorporated hands-on experiments and contextual examples to connect scientific ideas with students' daily lives. By encouraging inquiry and curiosity, she created opportunities for students to actively explore and engage with content rather than passively receive it. Her approach not only improved conceptual understanding but also nurtured a sense of wonder and confidence in learning Science.



KARACHI CLASSROOMS: 10 MONTHS OF IMPACT

Karachi Fellows have completed just 10 months of teaching, and early data already shows the difference they are making. These Fellows are driving meaningful student growth while navigating a new context and building strong relationships with stakeholders, laying the foundation for long-term impact.

Fellow Spotlight: Sayeda Aaisha Bukhari (2024 Cohort)

At the start of the Fellowship, Sayeda Aaisha Bukhari's 4th and 5th graders stood at 0.7 and 1.0 grade levels, respectively in English.

By the 10th month of the Fellowship, her students bridged the gap and performed at 2.7 grade levels in both grades.

Fellow's key pedagogical practices include:

- Aaisha, along with her co-Fellow Zahra has fundraised for and distributed Urdu-English dictionaries across 138 students in their classes. They incorporate the diligent use of these dictionaries to help students strengthen their reading comprehension.
- Aaisha delivers all of her lessons in fluent English and creates a safe learning space for her students to practice speaking in the English language along with engaging with it in writing.
- Aaisha's students are working on writing stories that they hope to publish.



Fellow Spotlight: Sannia Ashar (2024 Cohort)

At the start of the Fellowship, Sannia Ashar's 6th and 7th graders stood at 0.7 and 0.9 grade levels, respectively in English.

By the 10th month of the Fellowship, her students bridged the gap and performed at 2.1 and 2.0 grade levels respectively.

Fellow's key pedagogical practices include:

- Sannia teaches 150 male students in grades 6 and 7. She has spent significant time helping her students connect with vulnerability and being comfortable with making mistakes. Her classroom management plan is based on a value system that creates space for all students to make mistakes and learn from them.
- Sannia delivers all of her lessons in English in order to model the same expectation to her students.
- Sannia creates routine space for oral comprehension activities for her students to practice speaking the English languages, along with writing.
- Sannia's students are currently reading their first novel in the English language.



Fellow Impact Through Student Achievement

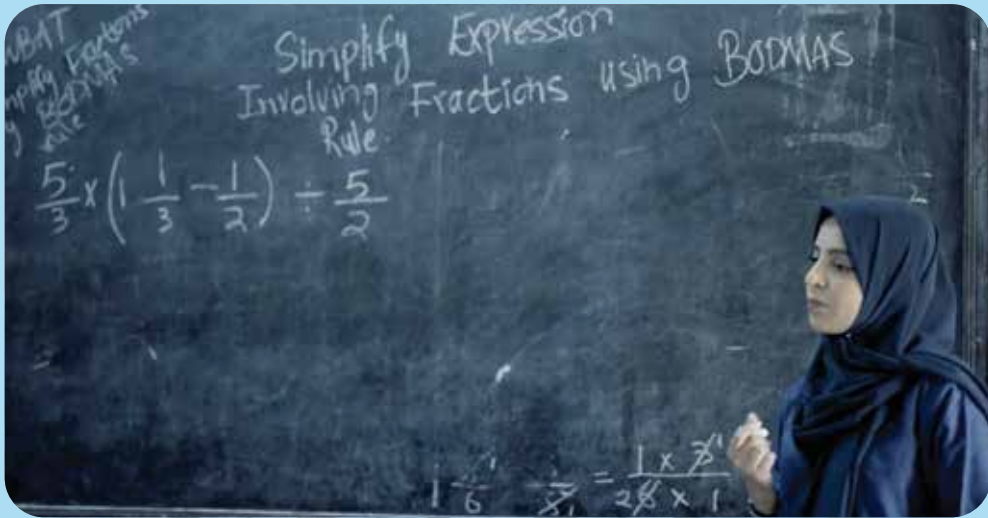
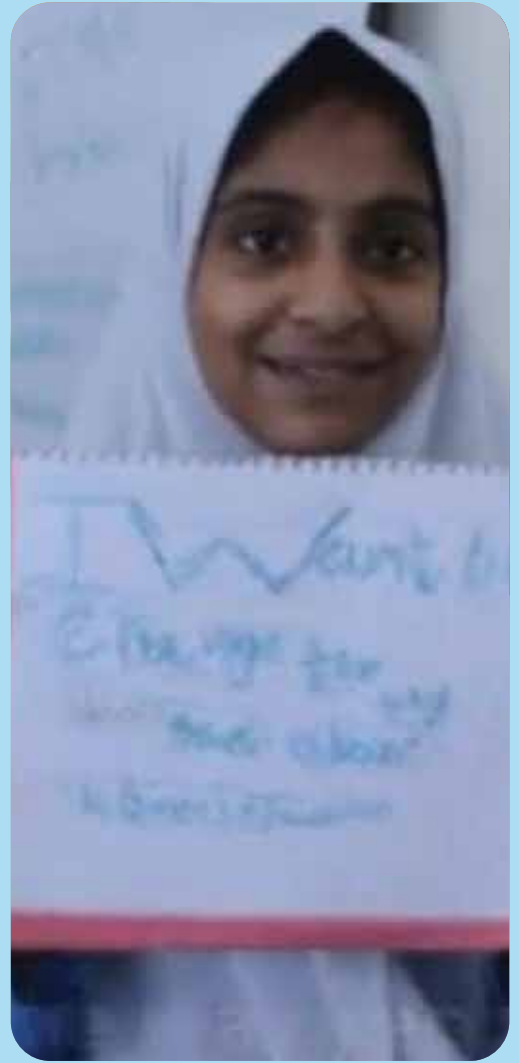
Behind every classroom taught by a Fellow is a story of transformation of students rising beyond expectations, leading change, and breaking cycles of inequity. These stories are not just testaments to individual resilience but glimpses of the systemic shift Teach For Pakistan seeks to drive.

From Student to Fellow: Rimsha's Full Circle Journey

In 2011, Rimsha Shafi was a student at GGSS Intelligence, Sultanabad, where Teach For Pakistan Fellows Huda Ahmed, Mehjabeen Zameer, and Afrah Qureshi taught her from Grades 6 to 8. Their belief in her potential changed the course of her life. "At 13, I was unsure of what was possible, but the Fellows helped me realize that life holds more possibilities than I imagined." They showed her the power of education to transform lives, and now, Rimsha hopes to do the same for her students.

Today, Rimsha is a 2024 Karachi Fellow, teaching Math to Grade 4 and 5 students at Church Mission School. She graduated with a 3.87 GPA in International Relations and has a deep interest in gender equity and youth leadership. After the Fellowship, Rimsha aspires to become a gender advocate and pursue the Civil Services Competitive exam, continuing the cycle of change initiatives by Teach For Pakistan Fellows.







Breaking Barriers, Building Futures: **Maryam's Journey**

Maryam Rasheed grew up in Gizri, Karachi, in a family where neither parent had access to formal education. Extended family members questioned why a girl needed to study at all. But Maryam's Teach For Pakistan Fellows saw her potential and stood by her.

Fellows Danish, Fazil, Suraya, and Yusra taught her from Grades 4 to 7, helping her build a strong academic foundation and guiding her parents to support her studies. They encouraged her to think critically, gave her the confidence to transition smoothly from Urdu-medium to English-medium schooling, and showed her the power of perseverance.

Today, Maryam is pursuing a BBA at Karachi University with a GPA of 3.79 and dreams of working in a multinational company in marketing or human resources. She is passionate about gender equality and hopes to change how society views women's education and employment.

Her story reflects the ripple effect of Teach For Pakistan's mission: empowered students who not only excel academically but also aspire to challenge norms and create opportunities for others.



From Silence to Strength: **Nauman's Leadership Journey**

Nauman Khan, a Grade 9 student at Islamabad Model College for Boys, Bhara Kahu, once sat silently at the back of the class, convinced his voice didn't matter. Everything changed when three 2023 Cohort Teach For Pakistan Fellows, Adnan Ali Abid, Hamza Razaq, and Toseef ur Rehman, entered his classroom, not just as teachers, but as mentors who believed in his potential. They encouraged him to speak up and helped him realize that his voice could make a difference.

Nauman's first breakthrough came when he spoke in class for the first time, and soon he was leading the school's first Olympiad, building a student team, motivating peers, and presenting solutions to the principal. He went on to organize a school-wide mock election, teaching classmates about democracy and civic responsibility, and later mobilized his peers to write to local councillors about pollution affecting their health.

Today, Nauman confidently leads in his school, speaks at gatherings, and uplifts his peers. He is an inspiring example of how Fellows' belief can transform a student into a changemaker.

Community Partnership Projects

Teach For Pakistan Fellows extend their impact beyond classroom walls by partnering with school communities to remove barriers to student learning. In their second year, Fellows co-design and implement Community Partnership Projects (CPPs) targeted initiatives rooted in rigorous community needs assessments that address challenges such as parental engagement, digital access, hygiene and health, child protection, and career guidance.

In 2024–2025, our 2023 Cohort implemented **18 CPPs** across Islamabad. These projects tackled critical barriers to learning while strengthening collaboration between schools, families, and local communities, leaving lasting ripple effects on school climate, parental involvement, and student agency.



Project	Project Description	School
Parental Engagement		
Humqadam	Strengthened school–home relationships through workshops on shared vision and communication, fostering trust and collaboration between parents and teachers for improved student well-being.	IMCG Nilore & IMCG Korang Town
Dastageer	Empowered mothers to support their daughters' academic and emotional well-being through structured vision-building and emotional literacy sessions.	IMSG(I-X) New Shakrial
Tassawur – The Reflection Center	Created a parent-volunteer-led center providing academic and emotional support to 300+ students with full school and CMC ownership.	IMCB Pakistan Town
Rehbar	Engaged parents and teachers in reflection-based sessions to build empathy, dismantle biases, and encourage collaborative stakeholder involvement.	IMCG NHC, Islamabad
Child Protection		
Salaamti	Created safe spaces and emotional outlets, encouraging children to share fears, build peer support, and advocate for a safer school.	IMSG Badia Qadir Bukush
Tahaffuz	Tackled ethnic bullying through student leadership, community alignment, and inclusive culture-building.	IMSB (I-X) Banni Saran
Sihala Sitaray	Promoted positive discipline by involving students, parents, and teachers to replace corporal punishment with empathy-based strategies.	IMSG (I-VIII) PTC

Social-Emotional Learning

Uraan – A Sports Club	Developed girls' confidence, leadership, and teamwork through structured sports activities and reflection circles.	IMCG Golra F.A.
Thrive	Built emotional resilience among students, parents, and teachers through SEL workshops and community training.	IMSG (I-X) Evening School (Barakahu)
Uraan – The Independent Learning Project	Promoted student independence, self-driven learning, and teacher facilitation through SEL and academic strategies.	IMSG Niaziyan (I-X)
Bridging Connections	Fostered student leadership and trust through reflection circles, teacher appreciation, and inclusive classroom practices.	IMSG (I-X) NHC
Khel Shehzaday	Used sports to cultivate life skills like resilience, discipline, and teamwork, enhancing classroom focus and collaboration.	IMCB Chak Shahzad

Digital Literacy

Digital Literacy and Tech Safeer	Enabled students and teachers to integrate tech tools into learning, fostering independence and exploration.	IMSG(I-V) Tamma & IMSG Alipur Farash Town
Shaoor	Addressed digital skill gaps through student and teacher training in basic tools and AI, with support from software engineers.	IMSG Tarlai No. 2 & IMSB Rawal Dam
Safar-e-Takhleeq	Built a culture of digital and independent learning through guidebooks, tech integration, and mindset change.	IMCB Bhara Kahu BSK (VI-XII)

Financial Literacy

Project: Earn While You Learn	Offered vocational training in stitching and beauty skills to empower girls economically and reduce dropout rates	IMSG (I-X) Sangjani
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Health and Hygiene

Saaf Fiza, Sehatmand Bachay	Improved school cleanliness and health outcomes through environmental awareness drives and student-led cleanliness clubs.	IMSB Tarlai & IMSB Khanna Dak
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Career Awareness

Rakht-e-Safar	Provided structured career counseling, parent sessions, and guidance materials to reduce dropout rates and improve future planning	IMSB (I-X) Khanna Nai Abadi
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PROJECT SPOTLIGHTS

Tahaffuz

A project to combat bullying driven by ethnic prejudice and foster a culture of safety, empathy, and belonging within their school.

Fellows Usman Ahmed Khan, Waseem Iqbal, and Asad Farooq launched Tahaffuz to combat bullying driven by ethnic prejudice. They recognized how deeply entrenched bias and exclusion were affecting student well-being, and the team set out to foster a culture of safety, empathy, and belonging within their school.



Through engaging over 120 students, 60 parents, and all school staff, including the principal, the Fellows led interactive workshops, awareness sessions, and empathy-building activities. They collaborated with professionals to conduct training, staged role-play assemblies to spark dialogue, and formed a student-led Anti-Bullying Society to sustain peer support and advocacy. A formal Anti-Bullying Policy was also developed to ensure long-term impact.

More than an intervention, Tahaffuz became a catalyst for a cultural shift. With every student who now chooses empathy over exclusion, and every teacher who steps in rather than steps back, the school is transforming into a space where all children feel safe, seen, and supported.

Tassawur – The Reflection Center

A Community Partnership Project that reimagines how schools can respond to students' academic and emotional needs.

Fellows Fakhur-ul-Islam, Izza Raza, Saaim Asif, and Shahrina Javed launched Tassawur, a Community Partnership Project that reimagines how schools can respond to students' academic and emotional needs. Faced with widening learning gaps, low engagement, and behavioral challenges, the team co-created a dedicated Reflection Center, a safe space within the school where students receive personalized academic and socio-emotional support.



What makes Tassawur stand out is the strong foundation of shared ownership. The Fellows worked closely with the College Management Committee, school leadership, and parents to design and operationalize the center. With the administration's support, 15 trained parent volunteers now run daily support sessions for over 300 students from grades 4 to 8, following a structured and school-approved timetable.

The Reflection Center is a model of community-powered education. By turning parents into active partners in learning, Tassawur is fostering a culture of care, resilience, and collaboration within the school. The team now aims to grow this initiative further, expanding its reach and volunteer base to ensure that every child is supported not only in academics, but in becoming their most confident self.

Between July 2024 and June 2025, Fellows in both regions engaged in:

Second-year Fellows also participated in:

- Community Partnership Project (CPP) design, planning, and execution training
- CPP defense and end-of-project presentations
- Professional development workshops
- Alumni Induction training sessions, pushing Fellows to reflect on their commitment to this work





Training Institute:

6-week

intensive training in the foundations of classroom and system leadership

04

formal Classroom Observation cycles followed by one-on-one deep reflection sessions to facilitate Fellow growth and classroom practice

07

in-service training sessions informed by Fellow needs identified through observation cycles

Subject Specific

workshops to address Fellow needs

10

Coaching Group Meetings: communities of practice with peers, facilitated by a Coach

09

Milaaps

informal gatherings to strengthen relationships and culture within and across cohorts

Fellow growth

Multiple independent learning exercises enabled by access to curated virtual resources and experiences to facilitate Fellow growth.

FROM FELLOWS TO LIFELONG LEADERS: Building a Movement for Systemic Change

A core pillar of Teach For Pakistan's program is the development of second-year Fellows as they prepare for their transition into the Alumni movement. In May 2025, we proudly welcomed **50 graduating Fellows** from the 2023 Cohort into our Alumni network, bringing the total number of Alumni to 352. Their induction was marked by The Pledge, a graduation ceremony co-hosted by the Ministry of Federal Education and Professional Training, where over 300 guests including students, families, government leaders, and partners celebrated Fellows' extraordinary contributions to public schools.

Keynotes by State Minister for Federal Education Wajiha Qamar and British Deputy High Commissioner Jo Moir praised the Fellows as changemakers transforming classrooms and communities. The Teach For Pakistan Fellowship is designed not only to impact students in classrooms today but also to cultivate long-term leaders for educational equity.

A majority of our Alumni continue to carry this mission forward, with **76% directly engaged in the education and social impact** sectors as teachers, school leaders, policymakers, and innovators in NGOs and EdTech organizations, while others serve in government, corporate, and entrepreneurial roles where they shape policies, invest in education, and mentor the next generation. Together, these diverse pathways demonstrate that the Fellowship is not just a two-year commitment but the beginning of a lifelong journey of leadership for Pakistan.



Our Alumni create ripple effects by strengthening schools, leading community initiatives, launching startups, and influencing policy, all anchored in the mission of ensuring that every child in Pakistan has access to an excellent education. Today, Teach For Pakistan Alumni are advancing change across government, civil society, educational institutions, and the private sector. Collectively, their work has impacted over **1.8 million children**.

Alumni Pathways: Advancing Equity Across Sectors

Since 2011, Teach For Pakistan Alumni have continued to work toward educational equity across diverse sectors. Their post-Fellowship journeys reflect a deep commitment to driving change within and beyond the classroom.

School Leadership	9%
Social Innovation	9%
Public Policy and Service	8%
Community Mobilization	56%



Sahar Khan Sherwani | 2022 Cohort

As a Business Analyst at Crocus, she shapes data strategy and analysis to guide evidence-based decision-making. She holds a dual Master's in Public Policy and Public Informatics from Rutgers University, with a focus on education policy and artificial intelligence. Sahar has over seven years of experience in research and program evaluation across Pakistan and the U.S. Her Teach For Pakistan Fellowship—teaching English and leading community programs at an all-girls public school—deepened her commitment to advancing girls' education through data-driven policy solutions.



Abdul Ahad Ayub | 2014 Cohort

A Fulbright Scholar of Harvard, he is transforming education as Director of Learning at Noon—the Middle East's leading edtech platform with over 14 million users. With more than a decade of experience in education and edtech, Ahad is pioneering hybrid learning models that connect expert teachers with students in even the most remote classrooms in developing countries. Partnering with governments and leveraging AI-driven solutions, he is working to expand access and improve learning outcomes at scale, driven by his belief in technology's power to change millions of lives.

Hassan Yar Bareach | 2013 Cohort

As Head of Policy at the Special Technology Zones Authority, he designs national policy frameworks to drive Pakistan's knowledge economy and technology-led growth. His journey began as a Teaching Fellow in Lahore, where he taught Math and developed a lasting commitment to equity and public service. Since then, he has contributed to transformative reforms in education, healthcare, and governance across Punjab. With over a decade of cross-sectoral experience, Hassan brings systems thinking and innovation to shaping adaptive public policy.



Arooj Naveed | 2018 Cohort

Teaching English and math to students in an underserved, rural community on Islamabad's outskirts, reshaped her understanding of public schools, showing her the power of empathy and collaboration in addressing challenges like corporal punishment and shifting school culture. A Fulbright Scholar with a Master's in International Education Policy from Harvard, Arooj has since worked with McKinsey & Company and now serves as Senior Analyst at Future Design School. Guided by the classroom "insider view," she continues to design strategies that transform education systems worldwide.



PROGRAM MILESTONES

External Evaluation (RAND Study):

Teach For Pakistan's impact was validated through a one-year independent evaluation by the RAND. Covering 4,900 students across 80 public schools, the study found significant academic gains and highlighted Fellows' strong instructional quality, community engagement, and potential for long-term impact.

Islamabad

Program Expansion in Karachi:

Our footprint in Karachi continues to grow. We are expanding into one new district, placing Fellows in a broader network of government schools. The 2025 Karachi Cohort reflects our commitment to diversity and excellence, as we draw talent from an increasingly varied pool of candidates. Each step forward brings us closer to ensuring quality education reaches more classrooms and communities across the city.

Karachi

Elise and Walter A. Haas International Award 2024

The University of California, Berkeley, has conferred our Founder and CEO, Khadija Bakhtiar, with the Elise and Walter A. Haas International Award 2024. In 1973, Zulfikar Ali Bhutto was the first Pakistani to receive this annual award bestowed upon an alumnus from outside the US for distinguished service to humanity. Khadija has made us proud by bringing this honor to Pakistan after a 50-year hiatus.

Chancellor Rich K. Lyons highlighted Khadija's contributions, noting how Teach For Pakistan has sparked a national conversation about education reform in Pakistan.



Deepening Roots in Karachi:

What began as a three-person team in a co-working space has grown into a thriving regional chapter of **12 dedicated staff members**, equipped with dedicated office space and expanding infrastructure. Today, we are forging deeper partnerships with influential leaders in the corporate and public sectors to drive transformative change in classrooms and communities across Karachi.

Alumni Homecoming

In January 2025, Teach For Pakistan hosted its first-ever Alumni Homecoming, gathering over **130 Alumni** from all cohorts and 11 major cities.

This two-day conclave created a powerful space for reconnection, reflection, and collective purpose. Alumni shared their post-Fellowship journeys and engaged in deep, structured dialogue around Teach For Pakistan's outcome areas, highlighting Alumni leadership in policy, school systems, social innovation, and government service. The event strengthened the Alumni network, energized collective impact, and reinforced Teach For Pakistan's vision for long-term system change.



Ignite Impact

On January 14, 2025, Teach For Pakistan hosted Ignite Impact, a landmark launch event at the British Deputy High Commissioner's residence in Karachi.

Attended by a large number of guests from corporate, government, and civil society sectors, the event introduced the vision of Teach For Pakistan to a wide array of stakeholders and celebrated the organization's work to address educational inequity in Sindh. Several participants pledged support to the organization, laying the foundation for future partnerships.



The Pivot

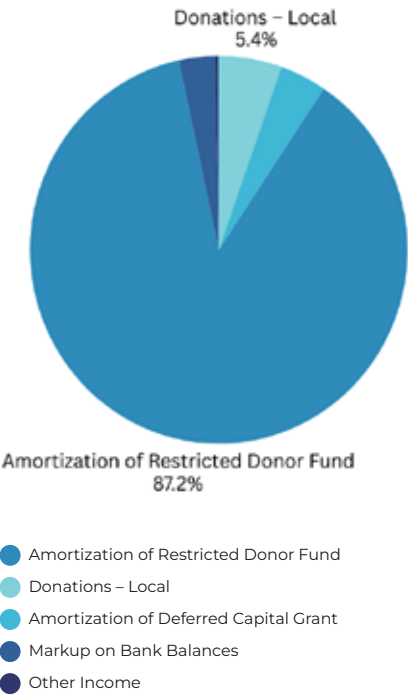
Held on January 13, 2025, the Leadership for System Change conference brought together over 285 stakeholders, including policymakers, education experts, academics, and civil society leaders in Islamabad.

Notably, the conference was attended by **Wendy Kopp** (CEO and Co-Founder, Teach For All), **Reem Marto** (Head of MENA, Teach For All), and **Janine Weber El Mouchey** (CEO, Teach For Lebanon).

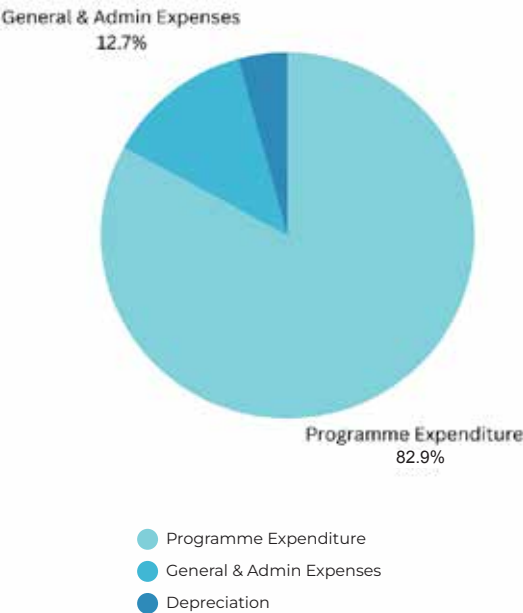
Through panel discussions, enlightening talks, and roundtable exchanges, the conference highlighted the systemic insights emerging from Teach For Pakistan's Fellowship model, and emphasized the power of collective leadership in transforming Pakistan's education landscape. The conference brought together thought leaders for system change and catalyzed new connections across public, private, and civil society sectors.



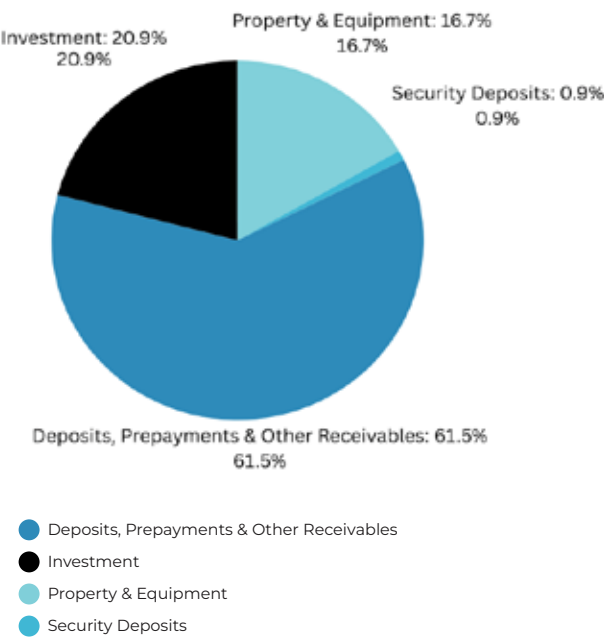
INCOME 2025



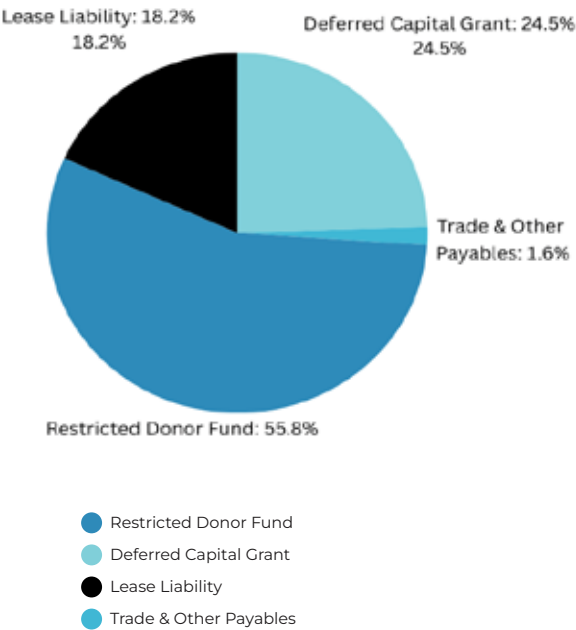
EXPENDITURE 2025



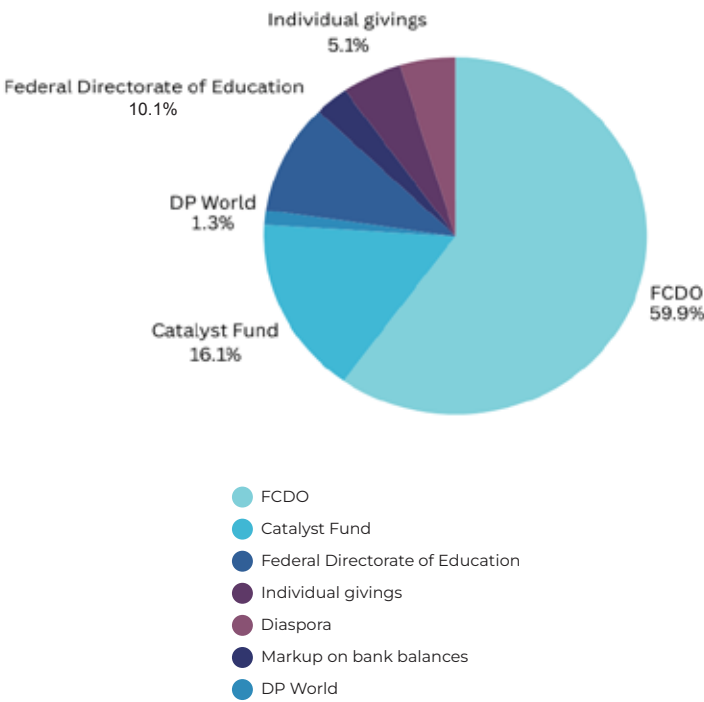
ASSETS 2025



LIABILITIES 2025



FUNDING SOURCES 2025



Expenditure 2025

Cost Type	Amount in USD	Amount in USD	Percentage of Total Expenditure
Programme Expenditure	229,845,668	815,724	58.69%
Programme HR	95,181,221	337,799	24.30%
General & Admin Expenses	49,902,718	177,105	12.74%
Depreciation	16,712,203	59,312	4.27%
Grand Total	391,641,810	1,389,939	100%

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Volunteer

Join our network of changemakers by volunteering your time and expertise.

OUR **PARTNERS**

Teach For Pakistan would like to thank its partners, supporters, and allies in making it possible for us to continue to do our work.



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