



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



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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.



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.

OUR **MODEL**



RECRUIT

Recruit accomplished university graduates for 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 its nearly twelve years as an organization, Teach For Pakistan has been witness to a plethora of challenges crippling our education system against a national landscape rife with uncertainty, hostility, and lack of direction. With millions of children out of school and school-going children without the knowledge and skills they need, it is easy to lose hope and admit defeat in the face of what seems to be a bleak picture of the future.

However, one truth we have come to learn at Teach For Pakistan is that our real work starts, particularly when the path forward feels impossible, and this is when collective leadership matters the most. We have remained steadfast and committed in pushing ourselves to do everything we can in playing our part to make this country better for our children. If you ask us how we find the answers at the very heart of the movement, Our People. We look to our Fellows who dedicate two years of their lives to teaching in underserved communities, demonstrate resilience, and achieve tremendous learning outcomes. We look to our students, who come to school every day with a hopeful dream to redefine success by creating safe and enabling spaces for themselves where there previously were none. Students' parents and teachers, who despite repeated setbacks, continue to strive to fight for better opportunities for the next generation. And of course, our Alumni, who have committed themselves to a lifetime of work that may be the most challenging of all: believing in and building a better future for the children of this country.

Our achievements this past year have been made possible through the relentless efforts of everyone who comes in contact with our work. At Teach For Pakistan, we believe that it is this community that will continue to inspire the change this nation so desperately needs. In this report, you will see in each outcome a reflection of their collective spirit, their dedication, and their unshakable commitment to creating a future where all children can dream big and achieve even bigger.

This report not only celebrates a successful year but is a call to action for continued investment and collective effort in creating a brighter future for Pakistan's children.

MESSAGE

FROM THE BOARD CHAIR AND CEO

As the future of our country hinges on the strength of its youth and the quality of their education, Teach For Pakistan remains unwavering in its commitment to ensuring that every child, regardless of their background or circumstances, has access to the opportunities they deserve.

A pioneer leadership development program, Teach For Pakistan recruits exceptional fresh graduates and young professionals, equipping them with the training and tools necessary to drive meaningful change in classrooms, schools, and communities. In partnership with the Ministry of Federal Education and Professional Training, our Fellows are placed in underserved schools and communities across Islamabad, where they dedicate two years to working with the next generation of leaders.

Teach For Pakistan's work is made possible through investment in developing leaders who can direct their passion, skills, and energy toward driving change from within the communities they serve. Its impact is testament to the value of this work. Fellow pedagogical practices have enabled students in their classrooms to achieve, on average, nearly **four years' worth of academic growth** within just two years of instruction. The outgoing 2022 Cohort of Fellows designed and implemented a total of **36 Community Partnership Projects**: small-scale projects addressing community needs. In addition, our Alumni, equipped with the invaluable skills and mindsets cultivated during the Fellowship, continue to make significant contributions across various sectors, with **76% of them remaining committed to the fields of education and social development**. Nearly a decade after our pilot program in Karachi, we return to this beloved city, and on our track to placing a new cohort of Fellows to begin teaching in Karachi in August 2024. Teach For Pakistan remains at the forefront of driving systemic change in education by shaping national discourse on teacher recruitment, training, and effective teaching practices that lead to transformational student outcomes.

We remain deeply committed to our mission of building a future where all children have access to quality education and the opportunity to achieve their fullest potential. The progress we have made would not have been possible without the tireless efforts of our Fellows, Alumni, staff, and you, our supporters. For this, we thank you.



BOARD OF DIRECTORS & ADVISORS



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.

Nassir Kasuri

Executive Director North - Beaconhouse School System



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.

Zahra Ahmed

Global Marketing and Sales Specialist



Dr. Faisal Bari 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.

Dr. Faisal Bari
CEO & Co-Founder- IDEAS Pakistan



Osman Saifullah was 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 of companies and has been an active member of the Young Presidents' Organization, the Securities & Exchange Commission of Pakistan and the Pakistan Business Council.

Osman Saifullah Khan
Director - Saif Group



A YEAR IN REVIEW:

2023-2024

Having successfully scaled its program over the past year, Teach For Pakistan is now dedicated to further strengthening and expanding its impact. The organization aims to deepen its programmatic efforts, generating valuable insights that can inform policy and practice and contribute to driving holistic systemic change in service of education equity.



Teach For Pakistan's 2023 Cohort

From July 2023 to June 2024, **163 Fellows**, 95 second-year and 68 first-year Fellows taught across **over 65 schools** administered by the Federal Directorate of Education (FDE), positively impacting the academic and Social-emotional development of **more than 13,000 students** throughout Islamabad. Our Fellows are dedicated to supporting public schools in Islamabad's rural sub-sectors, including Bhara Kahu, Nilore, Tarnol, and Sihala, helping to create meaningful change in these communities.

TEACH FOR PAKISTAN'S IMPACT

ACROSS ISLAMABAD'S RURAL SECTORS

Bhara Kahu

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

Tarnol

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

Sihala

IMCB Pakistan Town
 IMSB I-X Bani Saran
 MSG (I-VIII) PTC Sihala
 MSG I-VIII Rajwal
 IMCG Korang Town (FA)
 MSG, (I-X) Niazian
 IMCG (I-X) Mohra Nigal
 MSG, Radio Colony
 IMSB (I-V) Rajwal
 IMSB I-V Kortana
 MSG (I-V) Mugh
 MSG (I-V) Rawat
 MSG (I-V) Sihala
 MSG (I-VIII) Bhimber Trar
 MSG (I-VIII) Miana Thub
 MSG, (VI-X) Sihala

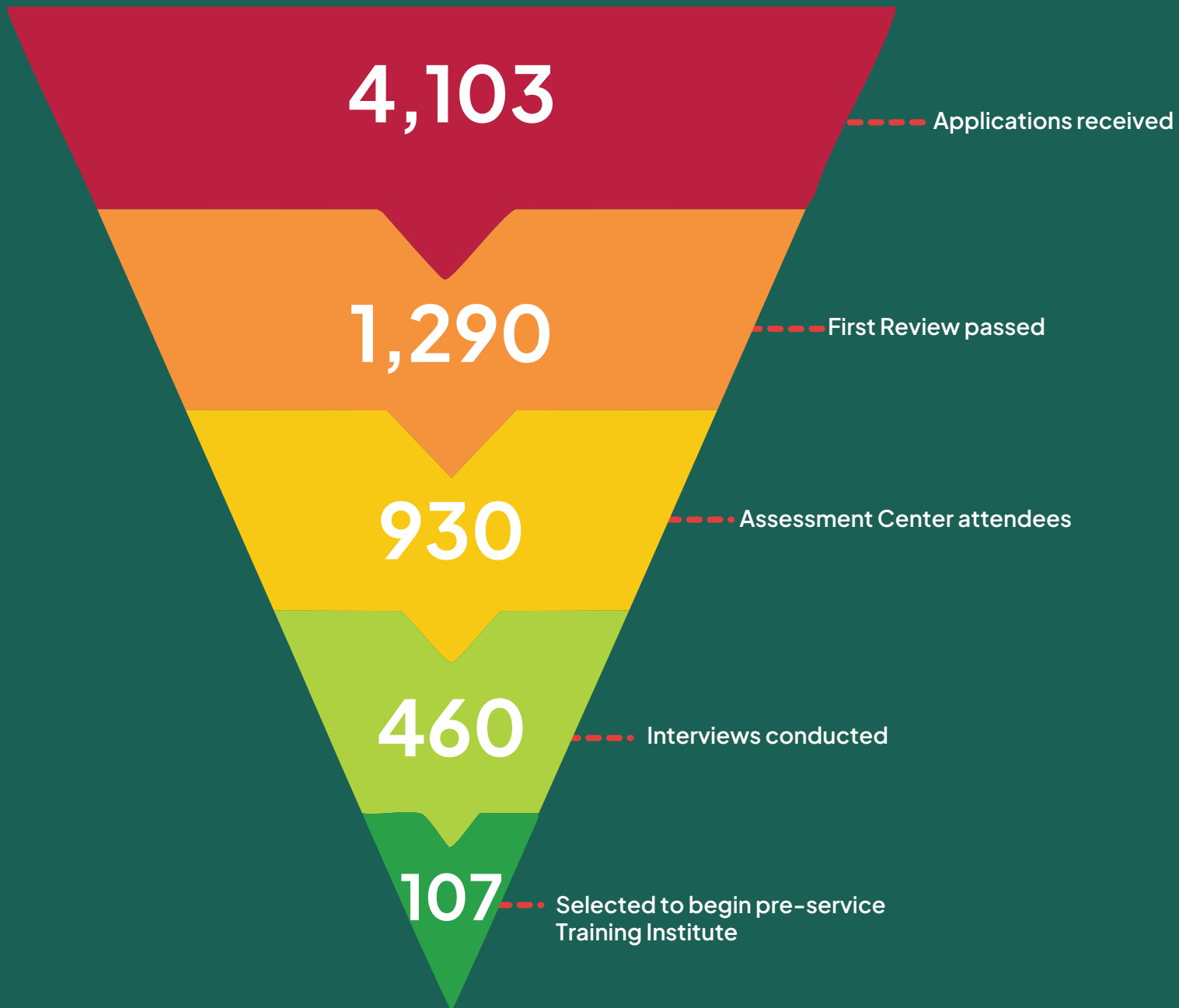
Nilore

IMCG, Nilore
 IMSB (I-X) Khana Dak
 IMSB (I-X) Khanna Nai Abadi
 IMSB(VI-X) Tarlai
 MSG I-V FRASH TOWN
 MSG I-V TAMMA
 MSG, (I-X) New Shakrial
 IMCB, (I-XII) Jaba Taili
 MSG (I-8) Sohan
 MSG (I-X) Jaba Taili
 MSG 1-8 Khana Dak
 MSG ALI PUR (MV)
 MSG I-V Tarlai No. 2



Teach For Pakistan Fellows have taught across **15% of public schools** in Islamabad's marginalized rural communities.

THE 2024 COHORT



The 2023-2024 Fellow recruitment campaign ran from November 2023 to March 2024, and garnered a total of **4,103 applications**. This recruitment period was particularly special as it was conducted for what would be both the Islamabad and Karachi cohorts. With a rigorous **selection rate of 3%**, 107 candidates began their pre-placement training on the 1st of July, 2024.



Of the cohort, **59%** Fellows are female, and **41%** male.

They come to us from **38** hometowns across Pakistan,
and represent

35 different universities across the country .
including **QAU, LUMS, NUST, GIKI** etc.

The cohort's average CGPA was

3.6
out of 4.0



Teach For Pakistan's 11th Cohort



BRIDGING THE GAP:

STUDENT PROGRESS & FELLOW IMPACT

STUDENT ACHIEVEMENT

Teach For Pakistan's program generates valuable data and insights into the critical challenges facing our education system, particularly in areas such as teacher management and student performance. This data serves as an essential feedback mechanism, helping us deepen our efforts, scale our program, and sustain the quality and impact of our work. Over the past year, a key priority has been to highlight the impact of our work to key stakeholders.

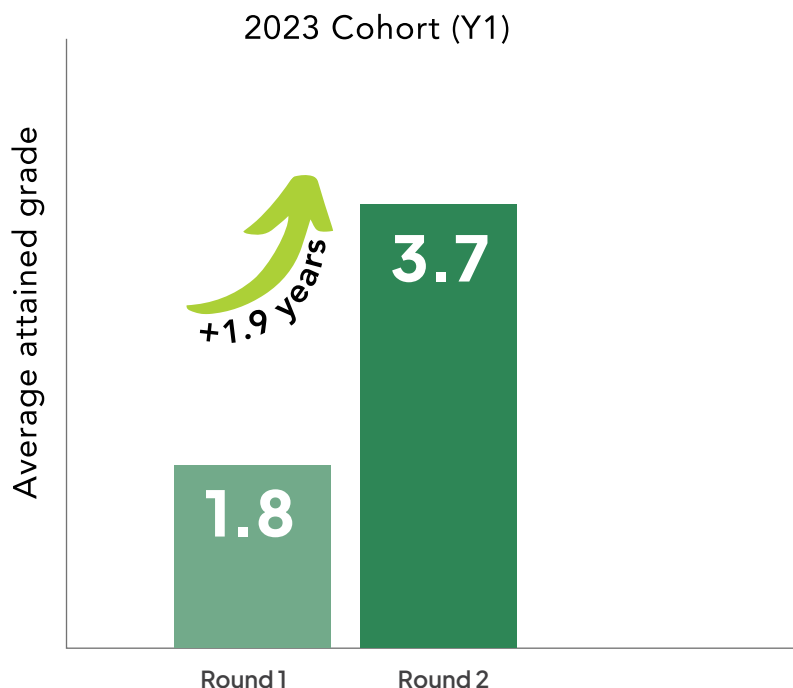
Teach For Pakistan Fellows taught **9 subjects** to

13,000+ students

across Grades 3-10 in the last year.

Diagnostic test data reveals that students in our Fellow's classrooms are approximately 4-5 years behind their learning level across all subjects - essentially meaning that students in Grade 5 do not have the knowledge or skills needed to perform even at a Grade 1 level. Our assessments show evidence of how our Fellows close this achievement gap as students show accelerated growth in academic outcomes.

Assessment data for **first-year Fellows (2023 Cohort)** indicates that students' academic performance grew on average by a total of **1.9 years** between November and May, a total of **6 months**.



Also referred to as grade level - this indicates the grade at which students actually perform despite the grade they are in. For example, a 6th grader could have a 1.2 grade level, essentially meaning that while they are in Grade 6, they do not have the knowledge for a particular subject that a 2nd grader should have, and instead only have enough knowledge about the particular subject that someone in Grade 1 would have.

These assessments are conducted in 3 rounds throughout the Fellowship - Round 1 is conducted upon Fellows' arrival in classes, Round 2 at the end of their first academic year, and Round 3 at the end of their Fellowship.

Second-year Fellows' (2022 Cohort) students' academic performance grew on average by **1.8 years** between November 2022 and May 2023, and an additional 2 years between May 2023 and May 2024.

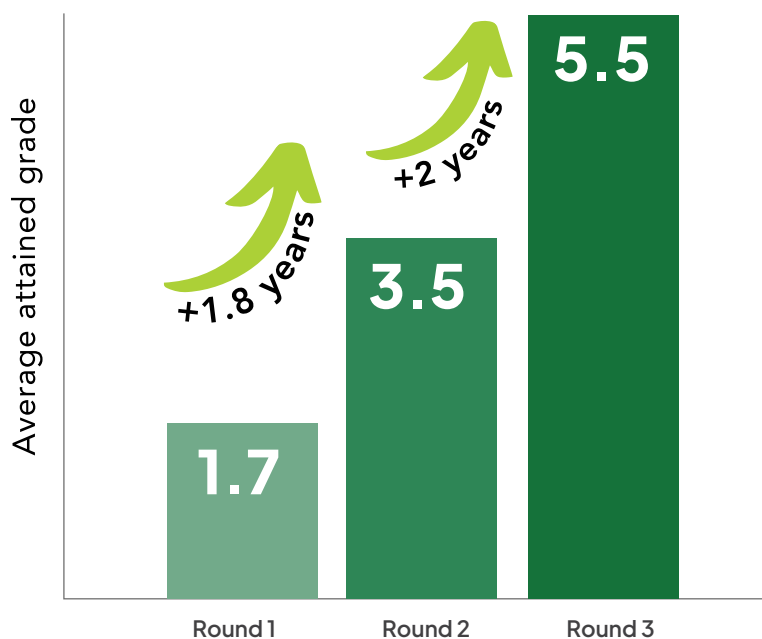
The first round of assessments for second-year Fellows' students was conducted in November 2022, and the second in May 2023, showing a grade level increase of 1.8 years in just 6 months. The last round of assessments was conducted in May 2024.

Over the course of just **18 months**,
second-year Fellow's students jumped up

3.8

grade levels.

2022 Cohort (Y1 & Y2)



WHAT OUR FELLOWS HAVE TO SAY

Conducted at the end of each Fellow's two-year journey, Teach For Pakistan carries out end-of-Fellowship surveys that are vital for gathering feedback from our leaders on the frontlines of the movement. These surveys provide us with valuable insights to reflect on our work, enabling us to continuously strengthen our program and enhance its delivery.

Some data highlights from the end-of-Fellowship surveys for the 2022 Cohort:

100%

of Fellows believe they have and are growing the capabilities needed to play a valuable role in the movement to ensure that all children in this nation have the opportunity to attain an excellent education.

98%

Fellows believe they are effectively contributing to ensuring that all children have an opportunity to attain an excellent education.

100%

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

“

Participating in the Teach For Pakistan Fellowship has been a transformative experience for me...it has not only enhanced my teaching skills but also deepened my understanding of the educational landscape and the challenges faced by under-resourced communities. The rigorous training sessions, continuous feedback, and the supportive network of peers and coaches have been instrumental in my growth. This experience has equipped me with the tools to create a meaningful and lasting impact in my students' lives...moreover, the Fellowship has provided me with a platform to develop my leadership skills and advocate for educational reforms.

Anisa Shah
2022 Fellow

“

The Fellowship was a wonderful journey filled with learnings and growth that were unprecedented to me 2-3 years ago. I have completely transformed myself and my students in the past two years, and will cherish that forever.

Muhammad Saad Afzal
2022 Fellow

“

After experiencing my time in a public school for these two years, I firmly believe we can bring transformational change in education in Pakistan through the values we uphold: excellence, integrity, collective growth, inclusivity, commitment to the mission, and perseverance.

Urooj Fatima
2022 Fellow

BUILDING STRONGER PARTNERSHIPS: PRINCIPAL INSIGHTS ON FELLOW IMPACT

At Teach For Pakistan, Principal Perception Surveys are a tool used for gathering feedback from school principals where our Fellows teach. Collected annually from principals of graduating cohorts, this data enables us to strengthen our relationships with one of our key stakeholders.

The following insights are drawn from surveys conducted in May 2024, with responses from 38 principals of schools partnered with the 2022 Cohort:

92%

of Principals would recommend other schools to partner with and hire TFP Fellows

84%

of Principals have stated that Fellows helped the school develop a better relationship with student's parents

87%

of Principals stated that parents began taking more interest in student learning due to Fellow engagement

“

I am very impressed by the work of Teach for Pakistan's Fellows in my school. The way they have brought a positive change in the students is very impressive. They not only worked on academics with students, but brought discipline, vision-making, CPPs, and increased parental engagement in school. I would like to acknowledge the work of Teach for Pakistan in working for education equity in this country by working with low resourced communities.

Principal of IMSG Alipur, Islamabad

“

This is a good program that addresses emerging trends in education. The Fellows are really inspiring, and their bond with students is commendable. They motivate, guide and inspire our students, and provide them more opportunities to grow.

Principal of IMSG (I-X) Jhangi Syedian, Islamabad

TRANSFORMATIONAL CLASSROOMS:



At the **start of the Fellowship**, Farheen's 6th and 7th graders stood at 0.3 and 0.6 grade levels respectively in English.

By the **end of the Fellowship**, her students bridged the gap and performed at 6.9 and 7.9 grade levels respectively.

Farheen's key pedagogical practices include:

- Remedial classes to build foundational literacy
- Using English as the primary medium of instruction
- Structured reading and writing sessions and scaffolded writing practice
- Differentiated instruction ensuring students received targeted and need-specific support



At the **start of the Fellowship**, Benish's 6th and 7th graders stood at 1.6 and 1.1 grade levels respectively in Mathematics.

By the **end of the Fellowship**, her students bridged the gap and performed at 6.5 and 6.3 grade levels respectively.

Benish's key pedagogical practices include:

- Frequent conversations on student vision and goals to build investments in their outcomes
- Student-centered lesson planning and classrooms
- Targeted remediation to build foundational numeracy
- Building a culture of collective learning and responsibility amongst students

IMPACT SPOTLIGHTS



At the **start of the Fellowship**, Maria Noor's 6th and 7th graders stood at 1.3 and 1.6 grade levels respectively in Science.

By the **end of the Fellowship**, her students bridged the gap and performed at a 6.5 and 7.6 grade level.

Maria's key pedagogical practices:

- Incorporated models and STEAM activities to make abstract concepts interactive
- Integrated tech by using videos and virtual experiments to enhance conceptual understanding and engagement
- Ensured SLO-based and conceptual learning aligned with central examination requirements
- Encourage students to experiment, analyze, and develop scientific reasoning lens



At the **start of the Fellowship**, Pallavi's 5th graders stood at a 0.2 grade level in Social Studies.

By the **end of the Fellowship**, her students bridged this gap and performed at a 4.9 grade level.

Pallavi's key pedagogical practices:

- Emphasized experiential learning to make abstract concepts engaging and tangible
- Focused on English literacy so students could grasp complex ideas and articulate and apply learnings
- Connected lessons to real-world applications through contextualised problem-solving and hands-on activities

WORKING IN TANDEM: COMMUNITY PARTNERSHIP PROJECTS

Fellows broaden their impact beyond the classroom by engaging in community partnerships and tackling key challenges faced by their students. In their second year, they collaborate with school communities to plan, design, and implement Community Partnership Programs (CPPs)—small-scale solutions to critical barriers to student learning. These initiatives are developed through comprehensive research and needs analysis of each school community, with Fellows undergoing extensive training and a thorough selection process before implementing their projects.

Last year, the **2022 Cohort** implemented

36

Community Partnership Projects

on various themes including digital literacy, hygiene & health, and career counselling & guidance etc. Visit [here](#) for more on each of these projects.

Project	Project Description	School
Parental Engagement		
Kirdaar	Increase parental engagement in school by equipping parents with the tools needed to support their child's development and well-being	IMSB (I-VIII) Dhoke Paracha, Islamabad
Shaoor	Working in collaboration with parents to improve students' socio-emotional awareness and the support they need	IMSG (I-V) Sihala, Islamabad
Together Towards Tomorrow	Empowering mothers to engage fathers in their children's education, fostering increased paternal involvement.	IMSG ALI PUR (MV), Islamabad
Career Guidance & Awareness		
Career Spark with Financial Empowerment	Guiding 9th and 10th graders toward clearer career paths through scholarships and educational counseling.	IMCG, Golra Islamabad, IMSG, (I-X) New Shakrial (FA), Islamabad and IMSB, (VI-X) Rawal Dam, Islamabad
Sitaron Se Agey	Building self-belief and goal-setting among 7th-10th grade students, addressing their lack of motivation or future career goals.	IMSG, (VI-X) Sihala, Islamabad and IMCG, Golra, Islamabad
Rah-e-Agahi	Provided mentorship and career counseling to students, helping them set clear goals for their future.	IMCG University Colony, Islamabad
Creating Career Awareness	Aimed to equip the students with the tools and guidance necessary to shape their visions, determine their aptitude, and streamline their career choices through a series of workshops tailored to their needs.	IMCG Rawal Town, Islamabad
Khudmukhtar	Introducing financial and digital literacy by introducing concepts such as entrepreneurship and activity-based learning to over 100 students and their families.	IMSG (I-X) Tarnol, Islamabad
Socio-emotional awareness		
Tameer	The "Tameer" project addressed pressing issues like gender roles, mental health, and climate justice through awareness sessions and community collaboration.	IMCG NHC, Islamabad and IMCB Chak Shahzad, Islamabad
EmpowerHer Ed	Raising awareness and community mobilization around challenges that disproportionately impact female students and igniting a passion for environmental stewardship.	IMSG I-VIII Mohra Nur, Islamabad and IMCG, Kot Hathial, Islamabad
English Literacy Development		
Kuri Learning Center	Improving English literacy and fostering leadership for students through a mini library, literary society, and teacher training.	IMSB Kuri, Islamabad

Chatta Bakhtawar Library (CBL)	Establishing a library with access to over 2100 books to address students' significant literacy gap.	IMSB, (I-VIII) Chatta Bakhtawar Islamabad
Reading Revolution	Creating a library of around 1300 books and running literacy programs to improve literacy among students.	IMSG (I-X) Jhangi Syedian, Islamabad
Roshan Kal	Setting up a Learning Resource Center to enhance literacy skills, nurture creative imagination and promote critical thinking among students.	IMCB, (I-XII) Jaba Taili, Islamabad
The Readers Retreat: A Library	Setting up libraries and literacy training camps to improve student reading, writing, and comprehension.	IMSG, (I-X) Malot, Islamabad, and IMSG (I-X) Saidpur, Islamabad
Digital Literacy		
Enhancing Student Learning Outcomes Through Teacher Training	Improving IT skills, classroom management, and pedagogical techniques for teachers, fostering agency and grit among students.	IMCG (I-X) Mohra Nigal, Islamabad
Community Digital Learning Center	The Digital Learning Center project empowered students with essential digital literacy skills through workshops on various software applications.	IMSB (I-V) Rajwal, Islamabad
Digital Literacy: Computer Skills, Internet Basics & Cyber Safety	Bridging the digital literacy gap by providing training in computer basics, MS Word, internet usage, and cyber safety to over 100 participants, including students, teachers, and parents.	IMSG (I-V) Mughal, Islamabad
Broadening Digital Access and Skills	Making use of digital learning tools to bridge gaps in Math and Science and raising students' grade levels.	IMSB I-X Saidpur, Islamabad
STEAM		
Project Wonderland: a Learning Center	A multi-dimensional Learning Center to address literacy gaps in Science and English, offering resources such as books, audio-visual aids, and interactive activities.	IMSG I-X Noor Pur Shahan, Islamabad
Science Voyage	Building a science lab to ignite interest among students and teachers alongside designing a lab manual to facilitate its use.	IMSG (I-VIII) Bhimber Trar, Islamabad
Buddy.ai: Contextualised AI Learning Platform	Developing an AI based learning app - Buddy - providing students with a chatbot to answer students' academic queries in English and Urdu and acts as an assistant for teachers by solving classroom-related queries.	IMCG, Nilore Islamabad, and IMSB (I-X) Khana Dak, Islamabad
Science for All	Offering engaging STEAM sessions and career counselling to counter students' fear of science.	IMCG, (I-XII) Malpur, Islambad.
In-School Enrichment Program for Literacy and Numeracy	Training volunteers to mentor over 200 students to improve foundational literacy and numeracy skills.	IMSB I-X Noor Pur Shahan (evening), Islamabad

Health and Hygiene

WASH Initiative in Rawat	Addressing water scarcity and sanitation issues by raising awareness and mobilizing students and the community for sustainable solutions.	MSG (I-V) Rawat (FA), Islamabad
E3: Educating for Environmental Empowerment	Tackling environmental degradation by engaging the community in awareness-building and waste management.	MSG I-X Badia Qadir Buksh, Islamabad
WASH For Khanna	Addressing critical health and hygiene issues by providing clean drinking water, menstrual health education, and mental well-being workshops.	MSG (I-VIII) Khanna Dak, Islamabad

Non-Cognitive Skill Development

Learning life-skills through arts and crafts	Centered on an "Arts and Crafts Class," aimed to improve students' social-emotional skills and behavior by fostering collaboration, creativity, and problem-solving.	MSG I-VTAMMA (FA), Ibd.
Beyond the books: a journey to non-cognitive mastery	Launching a sports club to enhance students' noncognitive skills, positively impacted over 1000 students, boosting their leadership, teamwork, confidence, and self-awareness, while fostering sustained community involvement and ownership.	MSG (I-X) Jaba Taili, Islamabad. and IMSB (I-X) Khanna Nai Abadi, Islamabad
Non-Cognitive Skills Development: Sports Society	Developing non-cognitive skills in students through sports, establishing a Sports Society, regular Sports Time, and an annual competition.	MSG (I-VIII) PTC Sihala, Islamabad
Peace and Harmony	Promoting cross-cultural engagement and developing cognitive and non-cognitive skills among students.	IMCB, (I-XII) Tarnaul, Islamabad
Sports Club	Addressing behavioral issues like aggression and bullying through the introduction of weekly sports classes and an annual sports gala.	MSG (I-X) NHC, Islamabad and MSG (I-V) NHC, Islamabad
Peace and Harmony	Promoting cross-cultural engagement and developing cognitive and non-cognitive skills among students through student-led Debating, Literary, and Sports Societies.	IMCB, (I-XII) Tarnaul, Islamabad
Sports Club	Addressing behavioral issues like aggression and bullying through the introduction of weekly sports classes and an annual sports gala.	MSG (I-X) NHC, Islamabad and MSG (I-V) NHC, Islamabad
Khailay Ga Sohan	Responding to a lack of sporting facilities and extracurricular opportunities by creating designated sports areas and procuring equipment through donations.	MSG, (I-VIII) Sohan, Islamabad
Sports Revolution	Fostering life skills like collaboration, empathy, and goal-orientation through co-curricular activities. With the support of the community and fundraising efforts, sports facilities and equipment were provided, transforming the student body's spirit.	IMSB I-V Kortana, Islamabad
Fostering Holistic Student Growth	Creating a sports field at a school lacking proper facilities, turning a neglected space into a community-driven playground.	MSG I-V Tarlai No. 2, Islamabad
LeadHER: Fostering Non-Cognitive Skills Through Leadership Development	Established a Student Council to promote leadership, self-awareness, and empowerment among students.	IMCG, Bhadana Kalan, Islamabad

Community Partnership Highlights



Sitaron Se Aagey

While teaching, Fellows Hareem and Shaheera realised there was a significant lack of career guidance for their students, impeding their ability to chart their vision and goals for their future. Working closely across two schools at either ends of the city, the Fellows worked in collaboration with parents and students to address this challenge. Their objective was three-fold: build students' self-confidence and self-belief, introduce diverse career paths for student exposure, and for students to align their skills and interests to a career path that best suits their strengths.

Fellows conducted sessions targeting competencies such as grit, agency, critical thinking, and hope, and used these as building blocks to work towards designing and creating a workbook with information on different careers, reflection questions, and activities for students to create a roadmap for their future. Sitaron Se Aagey provided students an opportunity to reach for the stars and push them to be change-makers in their own lives and then their communities.

The Fellows worked closely with 300 students between grades 7 and 10 and shared copies of this workbook with them as well as other teachers in their schools. This project has enabled empowered students to dream big without the fear of consequences and given them the confidence they need to create their own future pathways.



Project Wonderland

Mahnoor and Naveera's students faced a severe literacy problem, which showed itself in learning gaps, a lack of foundational literacy in English and Science, and a disinterest in learning. Teachers often taught through conventional means and students had never engaged with books outside their curriculum.

Both Fellows knew that this could not continue. In response, they created space for a multi-functional learning center alongside curating literacy guides for English and Science to build students' foundational learning. Working in collaboration with all stakeholders, the Fellows were able to transform an empty room into a space of learning and enjoyment, where students could read, learn through audio-visual aids, conduct science experiments, and play enrichment games. This learning center was available to more than 900 students in school, a place for them to learn, grow, and expand their thinking.

Where before students approached books outside their curriculum with disinterest, they now rush to the center to get their hands on as many books as they can read. They also participate in story-telling sessions, reading hours and circles, and educational movie screenings. The learning center and its impact on students will long outlast the Fellows' presence in schools.

TRAINING AND SUPPORT FOR FELLOW DEVELOPMENT

Between July 2023 and June 2024, Fellows engaged in:

- Training Institute: six-week intensive training in the foundations of classroom and system leadership
- 3 formal Classroom Observation cycles followed by one-on-one deep reflection sessions to facilitate Fellow growth and classroom practice
- 7 in-service trainings informed by Fellow needs identified through observation cycles
- Subject-specific workshops to address Fellow needs
- 15 Coaching Group Meetings: communities of practice with peers, facilitated by a Coach
- 3 Milaaps: informal gatherings to strengthen relationships and culture within and across cohorts
- Multiple independent learning exercises enabled by access to curated virtual resources and experiences to facilitate Fellow growth

Second-year Fellows also participated in:

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





BUILDING THE FUTURE:

ALUMNI DEVELOPMENT FOR
SYSTEMIC CHANGE



**School
Leadership**

10%

9%

**Public Policy
and Service**

**School
Innovation**

6%

64%

**Community
Mobilization**

ALUMNI HIGHLIGHTS



Huda Ahmed
2011 Cohort

Moved by her student's struggles and inspired by their resilience, Huda dedicated years to understanding how trauma-informed education can be adapted and implemented in the Pakistani context. At Kiran Foundation, she worked on a caregiver-child, trauma-informed educational model and contributed to the curriculum development for the Literacy and Life Skills department at The Citizens Foundation for out-of-school children. Huda's work is driven by her desire to break the poverty cycle, build resilience, and open pathways to more equitable opportunities for Pakistan's children and thus its development.



Nouman Alam
2021 Cohort

When the 2004 floods disrupted Nouman's education and prevented his sisters from continuing school, he realised the urgent need for climate education. As a result, he founded Climate Class Connection (CCC) in 2023 to address climate change's impact on education, particularly for girls. CCC provides climate education and leadership training to students and teachers alike, alongside advocating policy changes to ensure that no child's education is disrupted by the climate crisis of the Global South and to create a climate-resilient generation of students. Nouman's work has empowered over 1,200 students, trained educators across 10 schools to integrate climate lessons into their curriculum and fostered community engagement on the topic. His work at Climate Class Connection has also been represented in international forums such as Schools2030 and TeachersCOP.



Anam Palla
2011 Cohort

During her tenure at Zindagi Trust, Anam worked as the Head of Programs where she led the development and acceptance of a large-scale revised teacher evaluation mechanism that was applied to all government school teachers in Sindh. As Project Manager for a government school, Anam was able to transform the school from an underperforming one to a high-achieving school, showcasing all that is possible in a public school with an improved system. Anam believes her work at Zindagi Trust demonstrated the importance of what can be achieved at the systemic level and the importance of being connected to the ground realities of a system in an effort to change it. She is about to complete her MBA and is looking to work towards the integration of social and economic development.



Mamoon Ur Rehman
2020 Cohort

After completing his MA in Education Policy and Social Analysis from Columbia University in 2024, Mamoon Ur Rehman returned to Pakistan to drive systemic change in the social sector. He now works with Impetus, a consulting firm focused on public impact, where he is supporting the Sindh government's polio eradication efforts. In collaboration with WHO, UNICEF, and the Bill & Melinda Gates Foundation, Mamoon is helping shape strategic, data-driven public health interventions that strengthen government systems and safeguard vulnerable communities. His work is rooted in the belief that global expertise must be brought home to build an equitable and resilient Pakistan.

PROGRAM MILESTONES

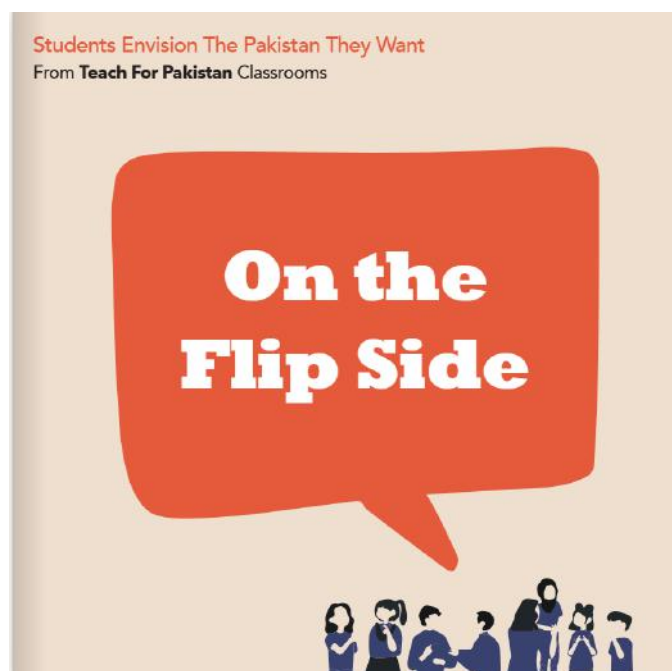


My Community is peaceful, helpful, and most importantly open-minded, strong, and confident; ready to stand up for me. This is very important for girls to achieve their vision in life.

Aima Noor, Grade 7

On The Flip Side

In the past year, Teach For Pakistan undertook a special project enabling the organization to chart the holistic impact of the Fellowship program. With our Alumni's help, we connected with and documented the journey of students taught by TFP Fellows from 2011-2014, and interviewed 12 students in the pilot phase of the project. Findings from these interviews suggest that even after all these years, students have a close connection with and vested interest in the Fellowship. We were also proud to find that one of our students from the pilot program applied for the Fellowship and was selected and placed in a school as part of the Karachi cohort in August 2024.



Explore the booklet [here](#).

Evaluation of Teach For Pakistan's Impact by RAND Corporation

In 2022, Teach For Pakistan was selected by Teach For All to be part of a multi-country, multi-year impact evaluation led by the RAND Corporation—an internationally recognized, non-profit research organization based in the United States. The purpose of the study is to assess the impact of TFP Fellows on students' holistic development, including academic outcomes, social-emotional learning, teaching quality, and contributions to the broader school community. The study began in the 2023–2024 academic year. RAND is supported by RCons, a local data collection firm that is working closely with Teach For Pakistan on field implementation. The evaluation focuses on students in grades 4, 6, and 7 across selected public schools in Pakistan.

The study is structured around three key research questions: First, what is the effect of TFP Fellows on students' academic achievement and social-emotional learning, and how do various stakeholders—including students, teachers, school leaders, and community members—perceive these contributions? Second, how do students and stakeholders perceive the quality of teaching and classroom environment provided by TFP Fellows compared to traditional teachers? And third, how do Fellows contribute to the school community in terms of relationship-building and strengthening the school's learning culture?

Methodologically, the study is designed as a quasi-experimental evaluation using a mixed-methods approach. The treatment group includes students taught by TFP Fellows, Fellows themselves, and schools that host at least two Fellows. The comparison group includes students and teachers in schools with no TFP Fellows. Quantitative data includes assessments in literacy, numeracy, and social-emotional learning, while qualitative data is collected through interviews and focus groups with various stakeholders.

As of this reporting year, data collection for the RAND study has concluded, and we are currently awaiting the release of the final findings. This research is expected to provide robust, evidence-based insights into the role TFP Fellows play in advancing student outcomes and creating transformational change in under-resourced public schools across Pakistan.

ORGANIZATIONAL MILESTONES

Fellow Mentorship through Ernst & Young

Teach For Pakistan partnered with Ernst & Young (EY) to offer a four-month mentorship program aimed at enhancing Fellows' professional skills in interpersonal communication, career growth, impact measurement, and personal well-being. Conducted on EY's Guider platform, the program enabled 40 Fellows to connect with experienced EY mentors through one-on-one meetings, providing guidance on career development and personal growth. A mid-program survey was conducted and indicated high levels of satisfaction. Fellows reported that the mentorship sessions encouraged deeper reflection on their professional and personal lives. Based on this feedback, Teach For Pakistan and EY made minor pivots to maximize the program's benefits, with the success of this initiative laying the foundation for continued collaboration and potential partnership opportunities in the future.



Extension of the Education Fellows Project

The Teach For Pakistan Fellowship is supported by our partnership with the Ministry of Federal Education and Professional Training and the Federate Directorate of Education through the 'Education Fellows: Pilot Project on Improving Recruitment and On-boarding of Teachers in FDE schools'. Originally set to conclude in 2024, Teach For Pakistan was awarded a 1-year no-cost extension to this project. This is a significant achievement for the organization not only in terms of providing stability to the program for an additional year, but because it is testament to Teach For Pakistan's deep programmatic impact.



EXPANDING HORIZONS: REGIONAL PROGRAM LAUNCH



#FullCircle

While Teach For Pakistan continues to strengthen and grow the program in Islamabad, we have particular fondness for the launch of our regional program: Teach For Pakistan's homecoming to Karachi, Sindh.

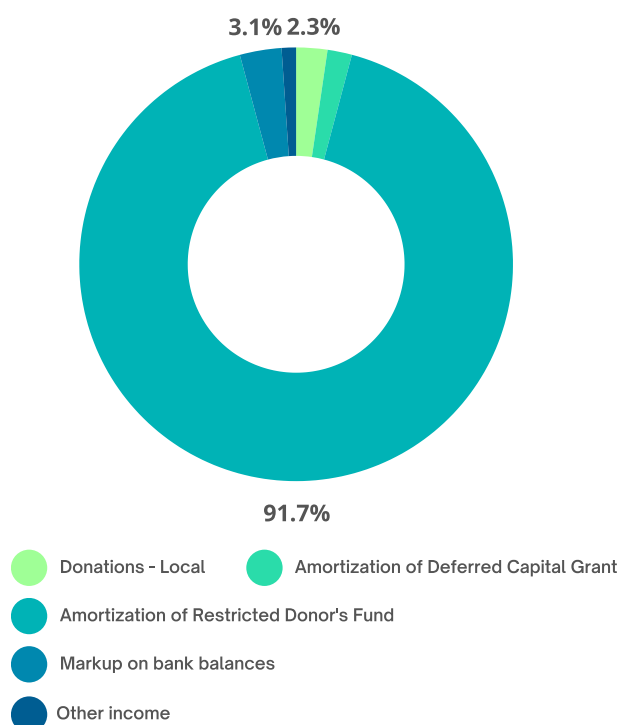
For the past year, Teach For Pakistan had been extensively preparing for launching the Karachi program, and we were ultimately able to do so with the placement of our Karachi cohort in August 2024. As a consequence of our deepened partnership with the Sindh Government, we were able to place a total of **30 Fellows in 9 schools** across three districts in the city.



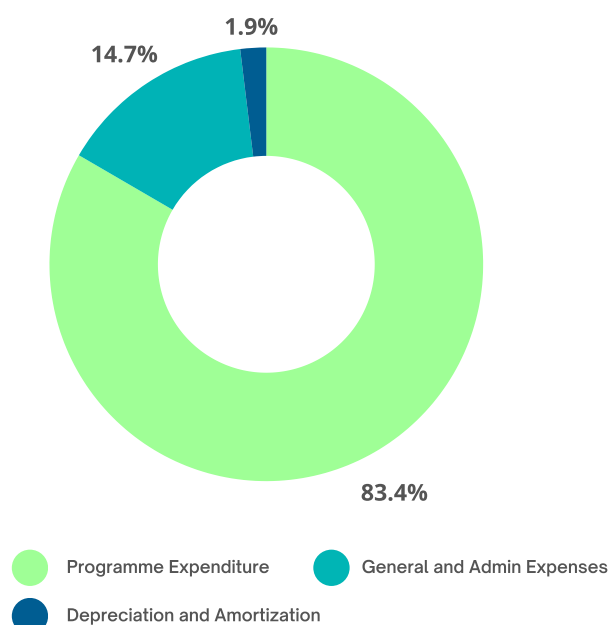
Teach For Pakistan's first Karachi cohort!

FINANCIAL HIGHLIGHTS

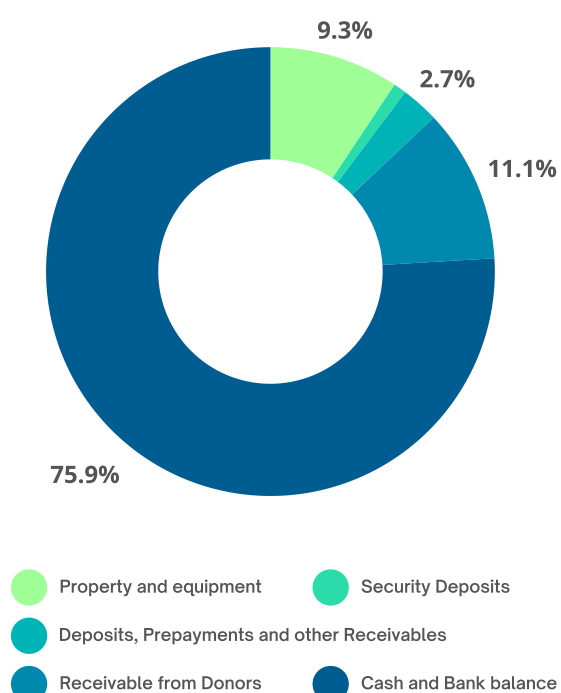
Income 2024



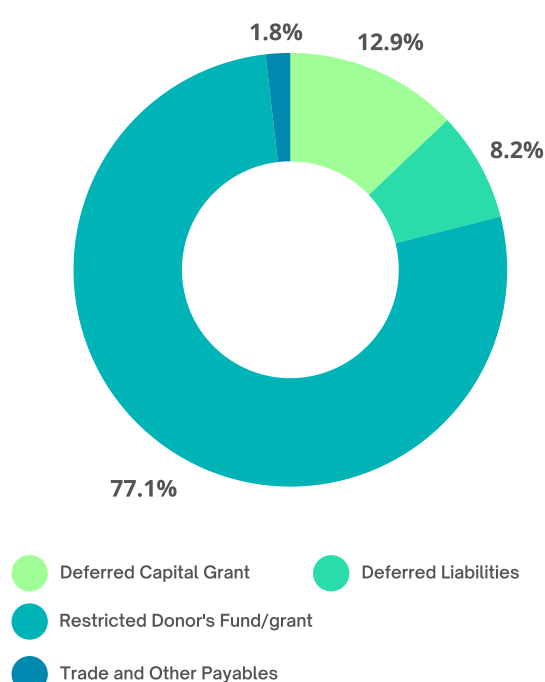
Expenditure 2024



Assets 2024

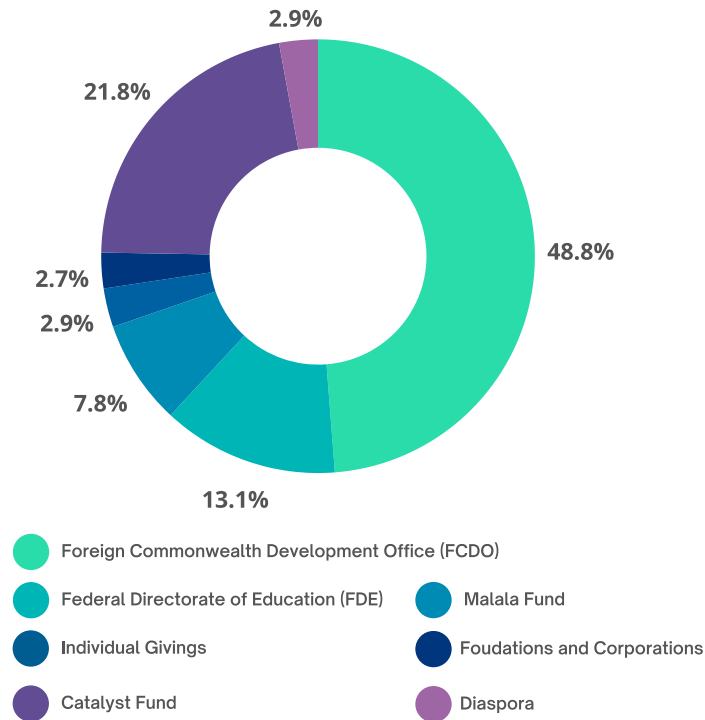


Liabilities 2024



Funding Sources

Total Received: **PKR 368,068,117**



Expenditure 2024

Cost Type	Amount PKR	Amount USD	Percentage of total expenditure
Direct Fellow & Student Cost	136,435,739	\$488,780	44%
Program Activities	56,592,027	\$202,740	18%
Program HR	71,693,990	\$256,843	23%
Administrative Expenses	20,484,424	\$73,385	7%
Administrative HR	26,141,695	\$93,652	8%
Grand Total	311,347,875	1,115,402	100%

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.







JOIN THE MOVEMENT

FOR MORE INFORMATION

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