



TEACHFORBANGLADESH

**ANNUAL REPORT
2014-15**





A LETTER

Dear Friends,

Teach For Bangladesh (TFB) was born out of the belief that all children in our country should have an equal opportunity to learn and achieve, and that, if given the chance, the brightest and most passionate young leaders of the country would step up to lead a movement to realize this vision. In 2015, we placed the second batch of TFB Fellows in classrooms across Dhaka city, expanding our reach to roughly 3,500 underprivileged students. Although we are still at a very early stage in our organization's journey, we have already started overturning conventional wisdom. We are demonstrating that talented, high-achieving graduates are willing to compete fiercely for the privilege of being able to teach for two years in our nation's most under-resourced schools. We are showing that working in partnership with the Government of Bangladesh, it is possible to introduce new, innovative teaching practices into traditional classrooms. Above all, we are showing that students coming from the humblest of backgrounds have a tremendous appetite and ability to learn.

Understanding our students, their communities, values, and aspirations is critical to our ability to meet their needs and make sustainable change. This year, we prioritized deepening our work in this area, with Fellows and staff members immersing themselves in students' lives inside and outside of school to produce detailed case studies, exploring the lived realities of our students. Through these case studies, we have gotten to know students like ten-year-old Ratri, who dreams of becoming a doctor when she grows up. Ratri's father doesn't earn enough in his job in a local eyeglasses-repair shop to support Ratri's education that far, and is considering getting Ratri married in the next two to three years.

FROM MAIMUNA

Ratri's teacher this year was Jahangirnagar University Pharmacy graduate and TFB Fellow Munia Mozumder, who has been spurred by this information to not only push Ratri to make the academic gains she needs to continue her education, but also to engage Ratri's family in a continuous conversation about her future and her potential. We will be carrying on the important work of contextualizing our understanding and approach on a continual basis, using current cases ensure alignment between our vision and actions.

In May, I had the privilege participating in the World Education Forum in Incheon, Korea, where global education leaders gathered to discuss the world's progress on the Millennium Development Goal on education, and to look collectively forward to the new Sustainable Education Goal. As the world shifts its focus from simply expanding educational access to ensuring educational quality for all children, Bangladesh must be ready to do the same. In the past few months I have been heartened to hear education leaders in the government as well as the NGO community engage in a robust discussion on this topic, recognizing that the necessary changes easier said than done. I am very optimistic for the role that TFB can play in this critical moment of transition, given our central focus on quality, and our on-the-ground experience of introducing world-class best teaching practices into Bangladeshi classrooms. As we prepare to graduate our first batch of Fellows, it is also exciting to think of the opportunities for our alumni to exercise leadership in this new domain, drawing on the lessons learned from spending two years on the frontlines of our nation's schools.

As we close our third year, and look forward to the exciting times ahead, I want to take this opportunity to thank the many supporters who have made our progress thus far possible. Our work would not be possible without the partnership of the Government of Bangladesh. The generous support of donors like BRAC, the Porticus Foundation, and Deutsche-Post DHL has enabled us to take a budding organization and lay the foundation for future scale. The Institute of Education Development at BRAC University has been a key partner in supporting the development of our Fellows. Scores of individuals – including members of INSEAD's Global Executive MBA Class of 2014 – have made personal donations that have contributed importantly to our success. Many others have given their time, their wisdom, and other precious resources. Among them, I owe particular thanks to members of our Advisory Board, Shamse Ara Hasan, Barrister Manzoor Hasan, and Khalid Quadir. I am personally endlessly grateful for the guidance and support of Maryanne Kiley, Barrister Sheela Rahman, Dr. Gowher Rizvi and Sir Fazle Hasan Abed. The Teach For All network is a continuous source of support and inspiration. Finally, I want to thank the incredible staff and Fellows of Teach For Bangladesh, who work with such intense love and dedication for the children of this country. It is an absolute honor to walk this journey with you.



Maimuna N. Ahmad
Founder & CEO
Teach For Bangladesh



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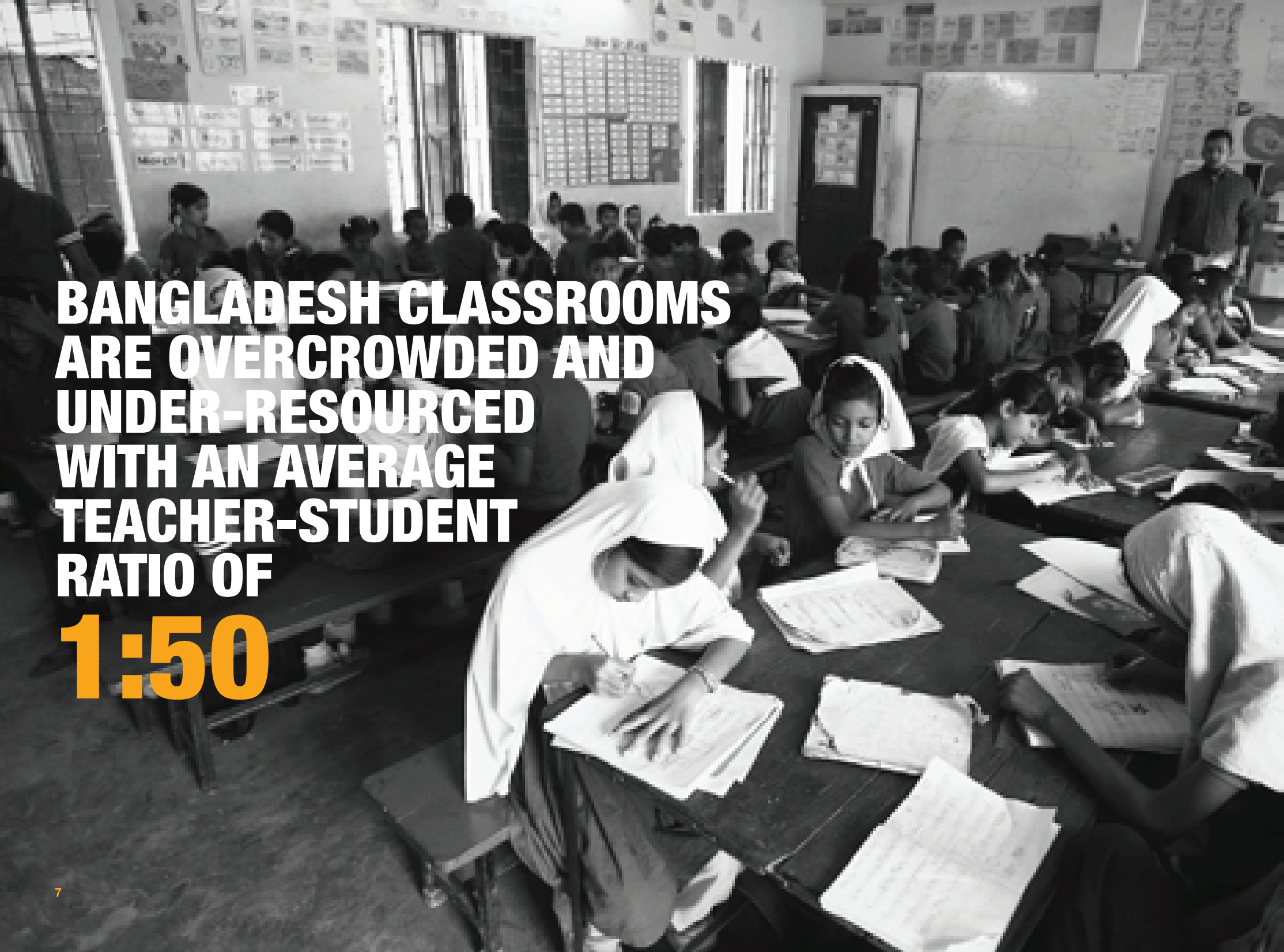


THE CRISIS IN EDUCATION



2 IN 3

**BANGLADESHI CHILDREN
ENTER ADULTHOOD
WITHOUT BASIC
LITERACY OR
NUMERACY SKILLS**

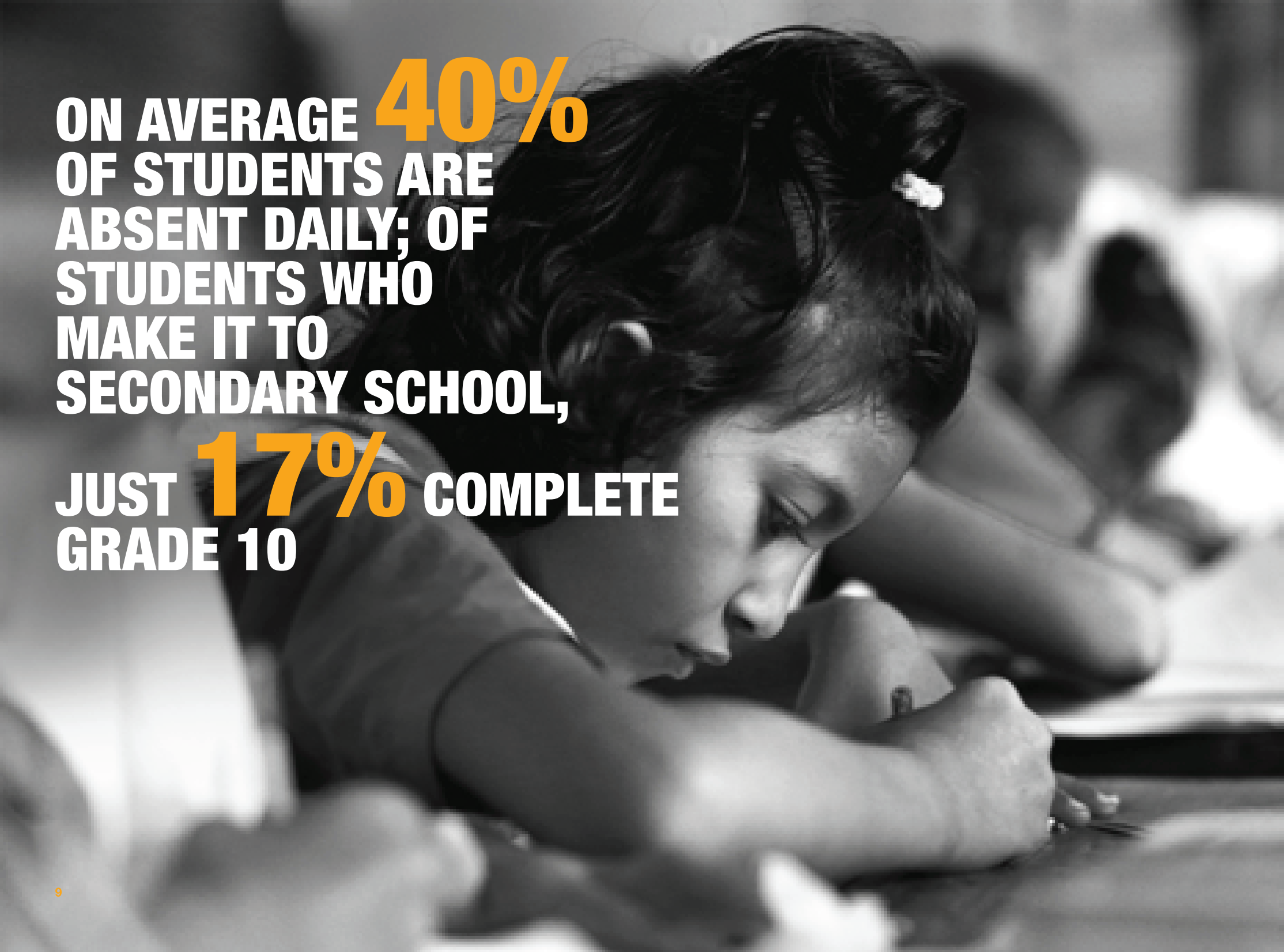


**BANGLADESH CLASSROOMS
ARE OVERCROWDED AND
UNDER-RESOURCED
WITH AN AVERAGE
TEACHER-STUDENT
RATIO OF**
1:50



**OUR GOVERNMENT
SPENDS LESS THAN**

2% OF GDP
ON EDUCATION,
ONE OF THE LOWEST
EXPENDITURES
ON EDUCATION
WORLDWIDE



ON AVERAGE **40%**
OF STUDENTS ARE
ABSENT DAILY; OF
STUDENTS WHO
MAKE IT TO
SECONDARY SCHOOL,
JUST **17%** COMPLETE
GRADE 10

OUR VISION & MISSION

We envision a society in which all children receive an excellent education that empowers them to shape their own future through talent and hard work

Our mission is to launch a movement of capable, committed, and compassionate leaders who share an understanding of inequity and are working tirelessly inside and outside the nation's classrooms to end it



OUR FELLOWSHIP



EDUCATION INEQUITY IS SOLVABLE.

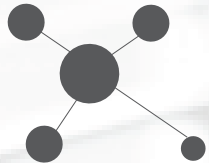
The solution lies in LEADERSHIP.

The Teach For Bangladesh Fellowship is aimed at individuals who have an abiding passion and clear potential to lead. Our program works to channel that passion and develop that potential to transform our Fellows into high-impact leaders committed to resolving the challenges of inequity, and ensuring that all children in Bangladesh get the excellent education they deserve.

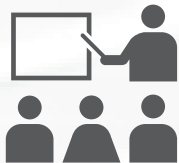
The Fellowship is a full-time, paid, two-year program that recruits top graduates and high-performing young professionals, and places them on the frontlines of inequity: our nation's underserved classrooms.

In the short-term, our Fellows spend two years working as high-quality, high-impact teachers for their students, raising academic achievement, aspirations and confidence. Fellows immerse themselves in students' lives and their communities, developing a nuanced understanding of education inequity.

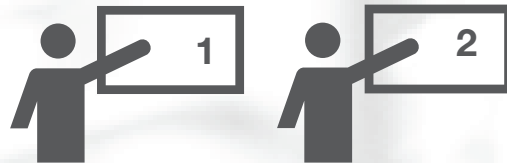
In the long-term, our Alumni become our nation's leaders. Informed by their experiences and insights, they move into careers across the public, private, education, development sectors and amplify our impact. TFB Alumni join our global network of 49,500 alumni: a powerful movement of leaders committed to creating systemic change world-round.



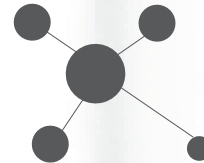
We recruit the best and the brightest from diverse backgrounds.



New Fellows spend six weeks in pre-service training.



Fellows spend two years working as full-time teachers embedded in low-income schools, working relentlessly to improve student outcomes and develop their own leadership skills.



Alumni leaders spearhead change across society.





GREAT TEACHERS MAKE GREAT LEADERS

We believe that highly effective teachers embody the same attributes as successful leaders. Leadership development is therefore at the heart of our Fellowship. The Fellowship experience builds confidence, perseverance, communication ability, time management, results-focus, humility and empathy, among many other leadership traits. Leadership is developed through daily practice in and outside of school. Teach For Bangladesh supports Fellows on this journey in a few key ways:

PRE-SERVICE TRAINING AT WINTER ACADEMY

Each incoming batch of Fellows spends six weeks at our fully-residential pre-service training where our experienced trainers lead sessions to prepare Fellows with the skills and knowledge to lead their classrooms. Fellows also plan and deliver lessons for the first time, putting what they've already learned in to practice. The 23 Fellows in the 2015 Cohort went through Winter Academy at BRAC CDM in Rajendrapur through November and December 2014.

INDIVIDUAL AND GROUP COACHING

All Fellows are supported throughout the year by a Leadership Development Manager (LDM), who provides crucial coaching, guidance and feedback to help Fellows improve their teaching practice and professional growth. The 30 Fellows of 2014 and 2015 Cohorts were supported this year by three LDMs: Richard Wood (Teach First alum), Nakul Arora (Teach For India alum) and Afeef Ahmad.

MONTHLY PROFESSIONAL DEVELOPMENT SESSIONS

Every month, Fellows attend a half-day training focused on developing leadership, professional and pedagogy skills. Often our supporters and high-profile leaders within Bangladesh join us to share their leadership journeys with our Fellows.

POST-GRADUATE DIPLOMA

Through our unique partnership with the Institute of Educational Development, BRAC University, Fellows take weekly evening courses to complete a Diploma in Educational Leadership, Planning and Management, concurrent to their Fellowship. This course serves to strengthen Fellows' understanding of the educational landscape in Bangladesh, and to build their credentials as education leaders.

RECRUITING & SELECTING FUTURE LEADERS



Our Fellowship is a demanding two-year leadership development program. Fellows are expected to juggle competing demands, whilst always striving for excellence and will require grit, resilience and passion. We therefore seek to recruit some of the most promising young Bangladeshi graduates and young professionals, who have demonstrated outstanding academic achievement and proven leadership capabilities. Our applicants are put through a rigorous three-stage selection process before becoming a Fellow. We recruit from diverse backgrounds, because we believe that to solve such a complex problem we need the best professionals from all sectors to be invested in ensuring education equity in Bangladesh.

This year we selected our 3rd largest cohort of 42. These Fellows – the 2016 Cohort – will be taking their place in classrooms across Dhaka alongside the 2015 Cohort in January 2016, bringing our number of active teachers next year to 59.

OUR 2016 FELLOWS JOINED US FROM A RANGE OF MAJORS

49%
SOCIAL SCIENCES

17%
BUSINESS
ADMINISTRATION

10%
LANGUAGE ARTS

10%
ENGINEERING

7%
PHYSICAL
SCIENCES

7%
EDUCATION

687 applications received in 2014-15 for the 2016 Fellowship

10% of applicants are successful each year

3.4 is the average GPA of our 2016 Fellows

88% of our 2014-15 Fellows graduated from Tier 1 universities in Bangladesh and abroad



OUR IMPACT

Reading A-Z

Academic Achievement

Fellows work relentlessly to raise their students' levels of academic attainment, using objective-driven lessons and classroom best practices. In order to close the achievement gap, our students must be able to read, write, compute, analyze and communicate on par with their peers in high-income communities.

Affect

For students to break the cycle of poverty, academic achievement is necessary, but insufficient. Fellows aim to provide a holistic education, building knowledge as well as character. Our students must operate with resilience, optimism, respect, humility and professionalism.

Access

Our students often do not have access to the kinds of opportunities that broadens their horizons and pushes their development. Fellows work to create these opportunities - through field trips, guest speakers, media and technology - working to increase students' exposure to the wider world.

Aspirations

We believe in the limitless potential of all students. Fellows work to get their students to believe in themselves. As role models and mentors, Fellows help students envision ambitious futures for themselves, as well as to understand how to get there.

80%

of Fellows are viewed as either commendable and/or proficient in their ability to maximise the academic learning of students and inspire students to be more engaged as rated by Head Teachers.





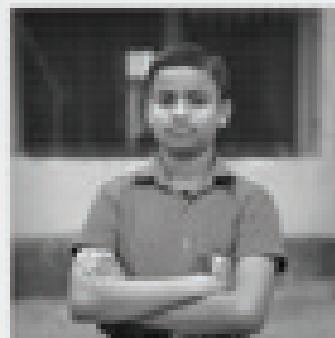
“FELLOWS ARE VERY SINCERE AND REGULARLY COMMUNICATE WITH THE STUDENTS. THUS THE ATTENDANCE RATE OF THE STUDENTS HAS INCREASED SIGNIFICANTLY.”

*Ms. Amropali Basak
Head Teacher, Sher-e-Bangla GPS*



"The Fellowship can be very challenging at times. What kept me going during the tough times was knowing that my students were counting on me. They don't have the option of giving up, and so how could I?"

Sarder Tawhid Imam
2014 Teach For Bangladesh
Fellow
Haji Yusuf Ali Government
Primary School



"Our TFB teachers take a lot of care of us. Before, we used to be naughty, we used to fight a lot with our friends, and we wouldn't want to come to school. After our Almeer Sir and Maliha Madam [two 2014 Fellows] came, our class has become like one family, where we have learnt to respect one another and help others to do well. We really enjoy studying because now we know that doing well in school will develop our future."

Monir
Grade 3
Amtoli Staff Welfare Government Primary School



HIGHLIGHTS FROM OUR YEAR

OCTOBER TO DECEMBER 2014



We welcomed our second batch of 23 Fellows into the program, running a successful Winter Academy from November 1 to December 11, to prepare them for the two years ahead.



Maimuna Ahmad, Founder and CEO of TFB was awarded the Mary Lyon Award, that is presented each year to a young alumna of Mount Holyoke College who has demonstrated exceptional promise or sustained achievement in their life, profession, or community. She was also named one of Anannya Magazine's "Shirsho Dosh," or Top Ten Women of the Year, alongside Bangladesh's first female Speaker of Parliament and the first female Deputy Governor of Bangladesh Bank.



TFB was chosen by INSEAD's graduating Global Executive MBA Class of 2014, to be the recipient of their class gift.

JANUARY TO MARCH 2015



As the school year kicked-off, our 35 Fellows were teaching in 9 Government and 3 NGO schools across Dhaka.



Our Professional Development (PD) sessions for our Fellows commenced and we were joined by guest speakers including the Managing Director of ACI Limited, Dr. Arif Dowla to share their own leadership journeys with Fellows.



We launched our partnership with Deutsche Post DHL, the world's leading mail and logistics service group, extending their activities to promote educational opportunities and employability in Bangladesh.



The World Bank invited TFB staff and Fellows to lunch, giving us the opportunity to meet with education consultants, share our vision and experiences of the Fellowship.



Our Recruitment team, responsible for attracting talent to join our Fellowship, made a trip to raise awareness amongst Bangladeshi graduates studying at universities in the U.K. They met hundreds of students and ran eight events.

April to June 2015



18 Fellows visited the Aga Khan School, a well-respected English-medium private school in Dhaka, as a professional development opportunity. Fellows observed lessons and took away some best practice teaching techniques.



Maimuna, CEO and Founder, was invited to participate on behalf of the Teach For All network at the World Education Forum in Incheon, Korea. She spoke on a panel on the importance of teacher quality, training and development to an audience including this year's Nobel Peace Prize winner Kailash Satyarthi.



We joined DHL's Go Green initiative, and celebrated World Environment Day by planting trees together at two of TFB's government primary school partners in Mirpur.

July to September 2015



Our Fellows learnt valuable leadership lessons from Nawaz Khurshid, co-founder of Mind Mechanics; Shahana Siddiqui of Maya Apa; and the Dhaka Deputy Director for Primary Education and the District Primary Education Officer who joined our professional development sessions.



Our Head Teachers' survey revealed that attendance of students in TFB classrooms has increased. Fellows have been able to make a positive change in the behavior of students; Head Teachers would like School Management Committees to be more involved in TFB classrooms.



The American Center and the U.S. Embassy held a reception in honor of TFB Fellows, recognizing the rigor of the Fellowship and contribution of Fellows towards educational equity.



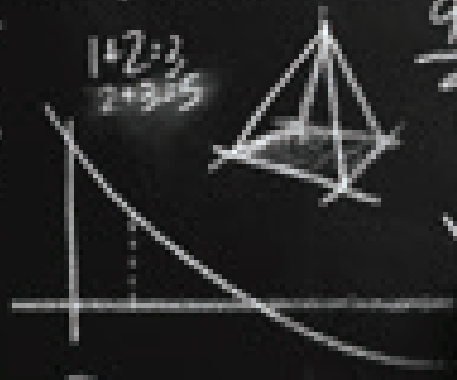
We closed one of our most successful recruitment campaigns so far, netting nearly 700 applications, and making 54 offers. 42 individuals will join the 2016 Cohort of the Teach For Bangladesh Fellowship from this autumn.







$$P(x) = 2x, 50$$



$$\textcircled{5} \frac{w-4}{wb}$$

$$\textcircled{6} \left(\frac{2y-1t^3}{b^5+4} \right)$$

$$\textcircled{7} 9.3 \times 10^{-5}$$

$$\sqrt{64}$$



$$x^3 + x^2 + y^3 + z$$

$$R = \frac{\sqrt{1000}}{3\sqrt{\pi}}$$

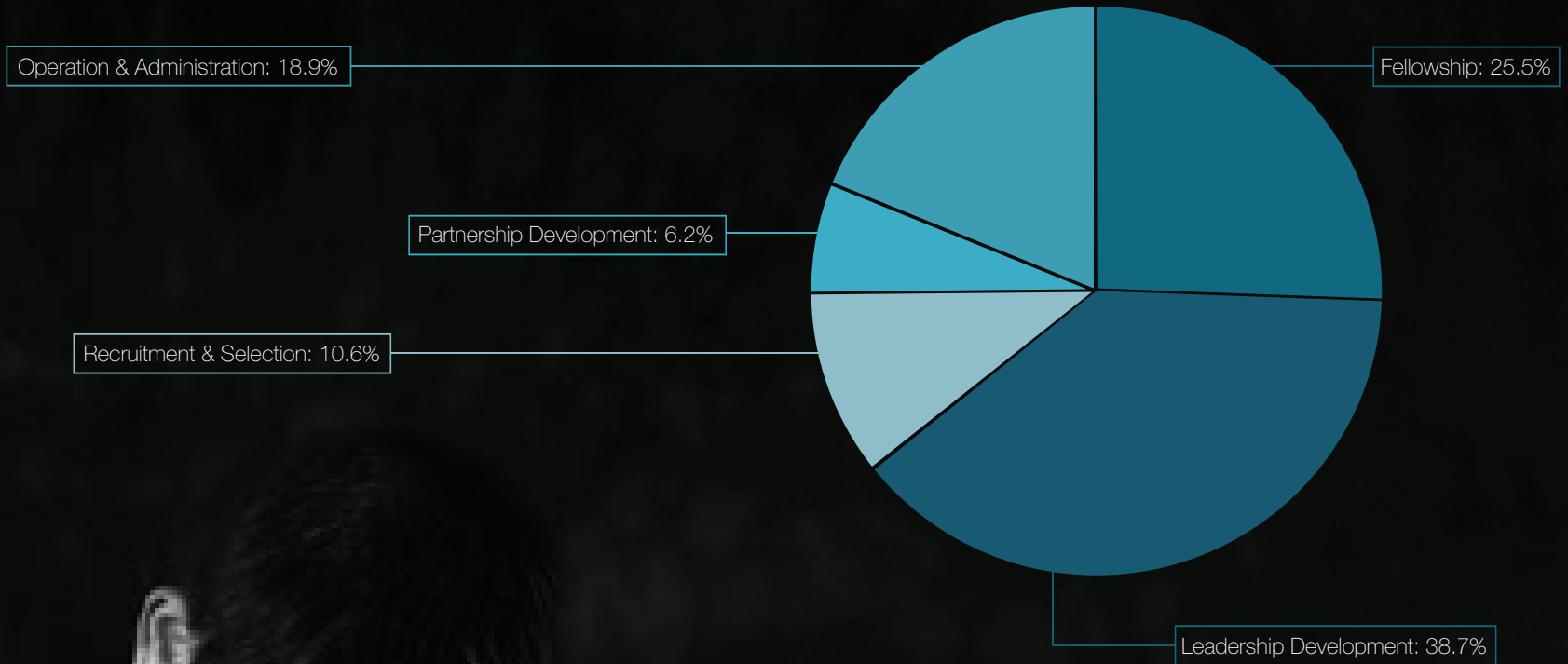
OUR FINANCES

Total Income



*Total income for 2014-2015 was:
BDT 39,785,847 / USD 514,694*

Total Expenditure



*Total expenditure for 2014-15 was:
BDT 35,138,254 / USD 450,490*

***The above is an extract from our accounts
year ending 30th September 2015***







OUR VALUED SUPPORTERS

Teach For Bangladesh believes that it will take the combined efforts of all segments of society to truly make excellent education a reality for all children in Bangladesh. We are committed to building a diversified range of funding sources to ensure our sustainability. We therefore work with supporters to build tailored, mutually beneficial partnerships that support our students and Fellows. Investment in TFB ensures that one day every child in Bangladesh can attain an excellent education.

Without the generosity of our community of donors, partners and friends we couldn't achieve our ambitious vision – thank you to all of our 2014-15 partners.

**AGAMI
FOUNDATION**

BRAC

BRAC UNIVERSITY IED

GLAXOSMITHKLINE

**JAAGO
FOUNDATION**

**PORTICUS
FOUNDATION**

**DEUTSCHE POST
DHL**





TFB joined us at school as we launched our partnership in March 2017

"If I had a son [graduating from university now] I would be encouraging him to go apply for this."

Sir Fazle Hasan Abed
 Founder and Chairman
 BRAC



"TFB Fellowship is a unique professional development opportunity to drive young adults into better leadership capacity. The kind of training and support provided them is unprecedented in Bangladesh and aimed to ensure that TFB is able to develop future leaders."

Norudding Chowdhury
 Country Manager
 DHL, Global Forwarding



"Having a good grade is important, but in a competitive environment, you need to differentiate yourself. An experience such as this will tell the employer that you are different."

M. Abdul Haq
 Managing Director
 GaxoCominOne Bangladesh



*Nasrul Hossain
 Consultant and former CEO of TFM
 with some of our students*

TFB IN MEDIA



For the youth, By the youth

What's new

What's new? The youth-led initiative is a successful response to a growing need to address the skills gap in the workforce. It is a response to the challenge of providing a quality education for all young people, and to the challenge of addressing the needs of young people who are at risk of dropping out of school. The initiative is a response to the challenge of providing a quality education for all young people, and to the challenge of addressing the needs of young people who are at risk of dropping out of school.



What's different about this initiative compared to other youth-led initiatives?

The initiative is different from other youth-led initiatives because it is a response to the challenge of providing a quality education for all young people, and to the challenge of addressing the needs of young people who are at risk of dropping out of school. It is a response to the challenge of providing a quality education for all young people, and to the challenge of addressing the needs of young people who are at risk of dropping out of school.

How does the initiative fit into the overall strategy?

The initiative fits into the overall strategy because it is a response to the challenge of providing a quality education for all young people, and to the challenge of addressing the needs of young people who are at risk of dropping out of school. It is a response to the challenge of providing a quality education for all young people, and to the challenge of addressing the needs of young people who are at risk of dropping out of school.

What is the '30-year plan' and how does it relate to the initiative?

The '30-year plan' is a long-term strategy for addressing the skills gap in the workforce. It is a response to the challenge of providing a quality education for all young people, and to the challenge of addressing the needs of young people who are at risk of dropping out of school. It is a response to the challenge of providing a quality education for all young people, and to the challenge of addressing the needs of young people who are at risk of dropping out of school.

What does the initiative do for the youth?

The initiative provides a quality education for all young people, and addresses the needs of young people who are at risk of dropping out of school. It is a response to the challenge of providing a quality education for all young people, and to the challenge of addressing the needs of young people who are at risk of dropping out of school.

Quality in education



Supporting Lives of



For the youth, By the youth

Challenge efforts



A GLOBAL MOVEMENT

Education inequity is a global problem and affects developed and developing countries alike. In virtually every country of the world, children born into low-income communities largely have their destiny determined at birth and will face disproportionate challenges throughout their lives. This starts with the quality of education children receive, but also impacts their future health, wellbeing, financial security, likelihood of ending up in prison etc.

The challenges of educational inequity are global, but the good news is that the solutions are shareable. Teach For Bangladesh is one of more than 37 partners in the growing global education network Teach for All. Each partner operates as an independent social enterprise, united by our shared vision to break the link between poverty and education outcomes.

Independent research in the U.S, U.K and Chile have all concluded a positive impact on students' academic achievement as a result of teachers within the Teach For All network. Teach For All partners are supported by many of our most high-profile leaders in business, government and social enterprise.



MEET THE CHANGEMAKERS



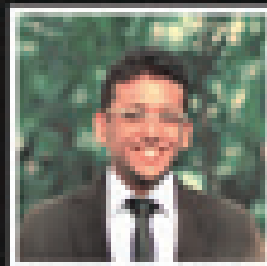
MEET OUR 2014 FELLOWS



Ahsana Sadeq Akaly
Ahsan University for Women
Philosophy, Politics and
Economics



Aliya Noor
IPAC University
Business Administration



Almeer Ahsan Asif
American International University
Bangladesh
Electrical & Electronic Engineering



Rakibul Islam
Jahangirnagar University
International Relations



Arnob Kumar Saha
American International University
Bangladesh
Electrical and Electronic Engineering



Matiha Ahsan
IPAC University
Business Administration



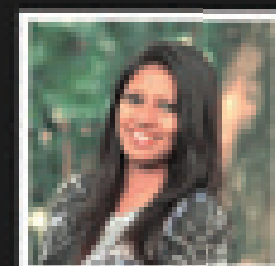
Kazi Mitul Mahmud
University of London
Law



Sarder Tanzeel Imam
IPAC University
Business Administration



Zarifa Zakaria
University Of Dhaka
Education



Shaha Nusrat
Jahangirnagar University
International Relations



Mohammad Shanuwar
American International University
English



Tamir Alam
IPAC University
Business Administration

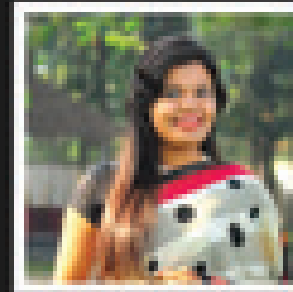
MEET OUR 2015 FELLOWS



Mashiq Tamim
BRAC University
Law



Md. Rowson Zamal Milon
Jahangirnagar University
International Relations



Munia Islam Mazumdar
Jahangirnagar University
Pharmacy



Sirajum Munira
Asian University for Women
Public Health



Md. Adnan Khairullah
Nishad
Jahangirnagar University
English



Md. Rifat Ahmed
Jahangirnagar University
English



A.M. Salahuddin Shoheg
Jahangirnagar University
International Relations



Sadia Afrin Binte Azad
BRAC University
Electrical and Electronic
Engineering

MEET OUR 2015 FELLOWS



Shamvareesh Saha
Jahangirnagar University
International Relations



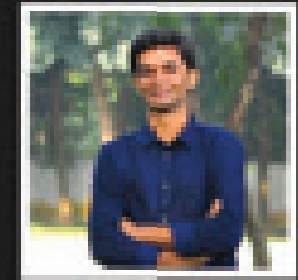
Jannatul Ferdous
Jahangirnagar University
International Relations



Sujon Daring
Jahangirnagar University
International Relations



Taposhil Rani Sarkar
University Of Dhaka
Linguistics



Arafat Raheman
Jahangirnagar University
International Relations



Kazi Sadia Yasmin
Jahangirnagar University
International Relations



Sakaeef Mahboob
Bin Ahsan
University Of Dhaka
International Business



Malika Faruqa
East West University
English



Farid Khan
North South University
Environmental Management

