

**TEACH FOR
BANGLADESH**
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COMMUNICATION**

TEACH FOR
BANGLADESH

ANNUAL REPORT
2015-2016

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Dear Friends,

In January 2016, following intensive training at "Winter Academy," Teach For Bangladesh placed our third cohort of Fellows in classrooms across Dhaka. Over the course of the year, 49 Fellows embedded in 22 under-resourced primary schools across Dhaka city worked tirelessly to change the lives of more than 3,500 disadvantaged children.

In a major milestone for TFB, we also celebrated our first cohort's completion of their two-year leadership immersion this year, and welcomed them as our pioneering alumni. This fearless group of twelve—Aliya, Almeer, Arnob, Atuly, Malika, Mitul, Rakib, Shaila, Shanawaz, Tanvir, Tawhid, Zarifa—came to TFB from academic backgrounds that varied from business administration to engineering. By joining the TFB Fellowship and committing to spend two years as primary school teachers, they broke the mold set by their peers. The challenges they faced ranged from daunting to heartbreaking, from classrooms crammed with more than 120 students to sexual violence against 10-year-old girls. They emerged from the experience with a new understanding of the complexities our students, schools, and communities face, and have embarked upon a journey to translate that understanding into leadership for a stronger Bangladesh.

As a nation, we felt the need for this kind of leadership in the wake of the horrific events of July 1st. The gruesome attack on Holey Artisan Bakery was perhaps most terrifying because the young men who perpetrated it defied our expectations of who terrorists are. Educated, connected, well-liked, these boys seemed familiar in a way fanatic murderers should not.

At TFB, we took time following the attacks to come together to grieve, process, and reflect. Fellows, staff, and alumni shared feelings of fear, shame, sorrow, and rage. Women and minority members of our community shared their sense of insecurity and alienation. Devout individuals shared their frustration that their religion had been misconstrued for such an unholy purpose. It turned out that some among us had personally known some of the victims of the attack, and that some among us had personally known some of the perpetrators. As a community, we reflected on the challenges that come with belonging to a diverse and globalized society, and the need for us to be able to draw strength from our differences—for our own sakes but also for the sake of the children we serve.

Bangladesh is a nation defined by its resilience but it struggled in the months following the attack to return to a sense of normalcy. This is with good reason. We have learned that a peaceful and just society is one that must be deliberately built. As we close this year and prepare to welcome a fourth cohort into our Fellowship, and a second cohort into our Alumni Movement, I am filled with tremendous hope for our future. With critical support from our many schools, communities, and partners, I am proud to say that Teach For Bangladesh Fellows and Alumni are already playing an important part in helping to build the kind of peaceful and just society we want and that our children deserve. I find inspiration in their courage, conviction, and compassion, and hope, in seeing their work, you will too.

MAIMUNA N. AHMAD
FOUNDER & CEO
TEACH FOR BANGLADESH



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THE CRISIS IN EDUCATION

ONLY **50%**
OF STUDENTS
WHO START IN CLASS 1
REACH CLASS 10

BANGLADESH: ENSURING EDUCATION FOR ALL BANGLADESHIS, THE WORLD BANK (2016).

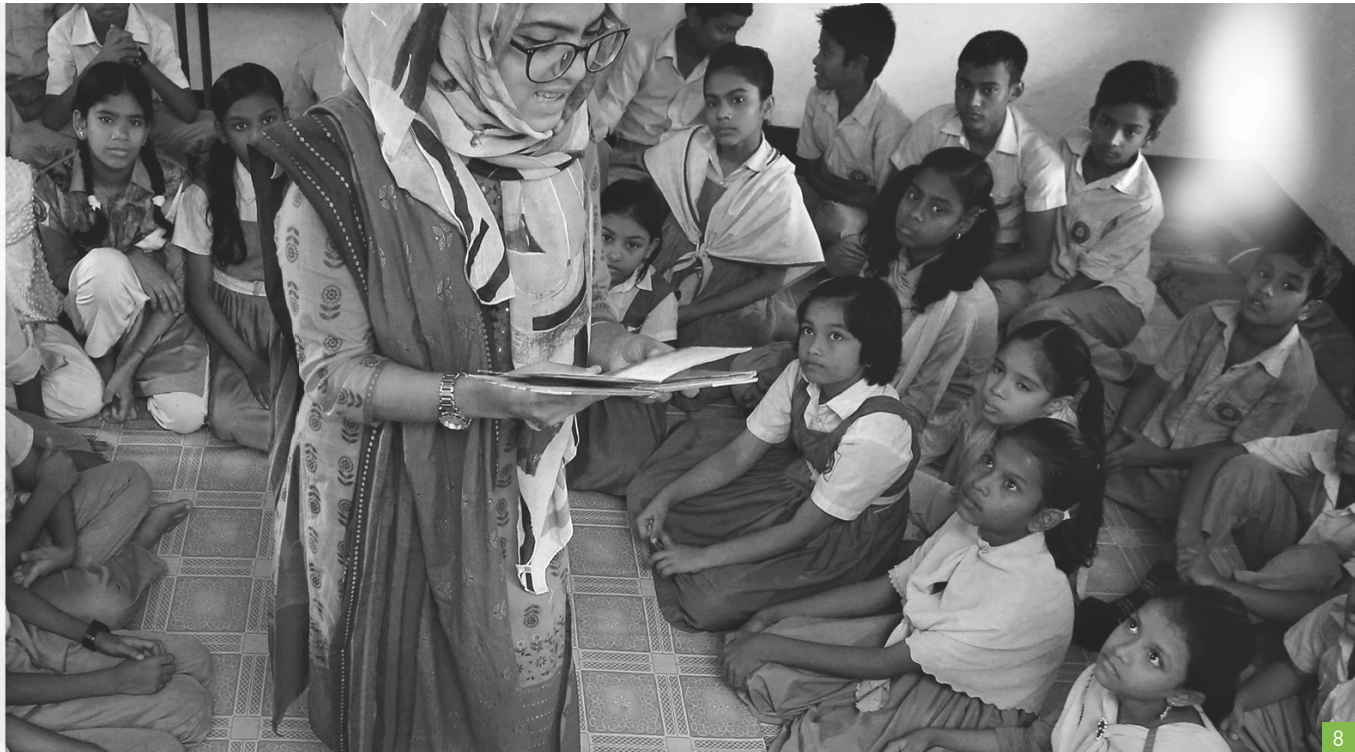


PRIMARY SCHOOL
CLASSROOMS
IN DHAKA HAVE A

STUDENT TO TEACHER

**RATIO
OF UP TO
120:1**

FELLOW SURVEY DATA, TEACH FOR BANGLADESH (2016).





OUR VISION

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

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 AND THE KEY TO ITS SOLUTION LIES IN LEADERSHIP

The Teach For Bangladesh Fellowship is aimed at individuals who have an abiding passion to make a difference and clear potential to lead.

The Fellowship is a **full-time, paid, two-year** leadership development program that brings top talent from the nation's pool of graduates and young professionals into its most underserved classrooms.

The Fellowship demands an aptitude for learning and leadership. It's not surprising, then, that among the 725 applications we received last year, 65 percent came from top universities, generating a pool of 150 High Potential Candidates.

IN THE SHORT-TERM

Fellows on our two-year program serve as high-impact teachers propelling students towards high standards of achievement. To succeed, Fellows immerse themselves in pedagogical training as well as their students' lives and communities outside of school.

IN THE LONG RUN

Teach For Bangladesh alumni transition into careers across the public and private sector, bringing with them their Fellowship leadership skills and a keen understanding of the crisis in education. They join a global network of 49,500 alumni—a movement of committed leaders making sustainable change and education equity a reality.

We believe that highly effective teachers embody the same principles employed by successful leaders. Leadership development is therefore at the heart of our two-year Fellowship. The Fellowship experience builds confidence, perseverance, communication skills, and time management, 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 a fully-residential pre-service training where our experienced trainers lead sessions to prepare them with the skills and knowledge to lead their classrooms. Fellows also plan and deliver lessons for the first time, putting what they already learned to practice. The 30 Fellows in the 2016 Cohort went through Winter Academy at BRAC CDM Rajendrapur through November and December 2015.

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 41 Fellows of 2015 and 2016 Cohorts are supported this year by four LDMs: Nakul Arora (Teach For India alum), Afsana Atuly (TFB alum), Tawhid Imam (TFB alum), Mohammad Shanawaz (TFB alum).

MONTHLY PROFESSIONAL DEVELOPMENT SESSIONS

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

BRAC INSTITUTE OF EDUCATIONAL DEVELOPMENT DEGREE

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

RECRUITING AND SELECTING OUR FELLOWS



TO ERADICATE EDUCATION INEQUITY IN BANGLADESH,

Teach For Bangladesh Fellows must strive for constant excellence, juggling competing demands on their time and attention during the Fellowship years and beyond. During selection, a competitive three-step process, we look for both academic excellence and proven leadership capacity. We also recruit from diverse backgrounds as our movement needs all professionals and all sectors to be committed to education equity.



FELLOWS 2017

This year we selected our fourth and largest cohort of 46 Fellows. These Fellows, the 2017 Cohort, will be taking their place in classrooms across Dhaka alongside the 2016 Cohort in January 2017, bringing our number of active teachers next year to 76.

OUR 2017 FELLOWS JOINED US FROM A RANGE OF MAJORS AND DISCIPLINES

across 14 different universities from home and abroad



725 APPLICATIONS RECEIVED FOR THE 2017 FELLOWSHIP

34 ACADEMIC BACKGROUNDS

8% APPLICANTS ARE ACCEPTED EACH YEAR

3.47 IS THE AVERAGE GPA OF OUR 2017 FELLOWS

60% OF OUR 2017 FELLOWS GRADUATED FROM TOP UNIVERSITIES IN BANGLADESH AND ABROAD



**OUR
IMPACT** 2015-16

IN 2016, TEACH FOR BANGLADESH SUPPORTED 42 FELLOWS IN 22 LOW-INCOME SCHOOLS IN DHAKA, IMPACTING MORE THAN 3,500 STUDENTS THROUGH CLASSROOM HOURS, EXTRACURRICULAR ACTIVITIES AND COMMUNITY ENGAGEMENT.



BY THE END OF 2016,
IN MIRPUR THANA WE HAD:



21 FELLOWS 8 SCHOOLS 2,000 STUDENTS

OUR STUDENTS **MORE THAN DOUBLED** THEIR MASTERY OF MATH AND ENGLISH BY THE END OF THE YEAR, COMPARED TO WHEN THEY STARTED IN JANUARY.

Students Mastery Headline Data, Teach For Bangladesh (2016).

96%

OF ALL TFB CLASSROOMS HAVE GOOD ATTENDANCE RATES

Head Teacher Satisfaction Survey, Teach For Bangladesh (2016).

80%

OF OUR STUDENTS HAVE STATED THAT THEIR TEACHERS – OUR FELLOWS – HAVE ENCOURAGED AND FOSTERED SUPPORTIVE RELATIONSHIPS

TRIPOD Survey, Teach For All (2016).

"Suvendu Sir really cares for me, and my classmates. He always makes sure that he works with each one of us when we do not understand something because we learn things differently. He helps us solve any kind of problems – in the school, and even outside the school. I am so proud of my teacher, Suvendu Biswas."

—Kamrunnahar, Grade 4, Section Kamini, Haji Yusuf Ali GPS, Mirpur

টিচ ফর বাংলাদেশ এর ফেলোরা আমাদের কুলে আসার আগের অবস্থা আর এখনকার অবস্থার মধ্যে বিয়র পাঠকা। ফেলোরা যেভাবে বাচ্চাদের সাথে শিক্ষার মান বৃদ্ধিতে সহায়তা করছে, এমন কি তারা আমাদের কমিউনিটির সাথে যেভাবে সম্পর্ক গড়ে তুলছে, তা প্রশংসার দাবি রাখে।

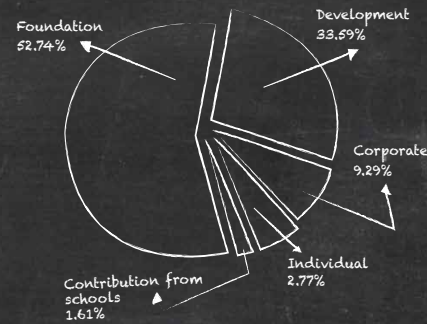
—A .K.M.A Khalek Al Azad, Head Teacher, Walk Up GPS, Mirpur

"I am really privileged to be a Fellow of Teach For Bangladesh. When I see myself after two years of Fellowship, I can clearly tell how I have impacted 66 kids' lives and gained the necessary skills to lead others to this movement against educational inequity. Thanks TFB, for giving me the opportunity!"

-Shamresh Saha, 2015 TFB Fellow

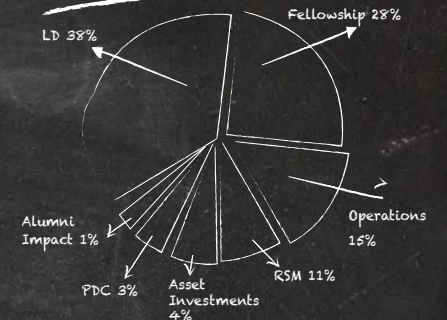
OUR FINANCES

Total Income



Total income for 2015-16
66,987,693 (BDT) / 874,285 (USD)

Total Expenditure



Total Expenditure for 2015-16
64,534,226 (BDT) / 842,263 (USD)



**OUR VALUED
SUPPORTERS**

WITHOUT THE GENEROSITY OF OUR COMMUNITY OF DONORS, PARTNERS, AND FRIENDS, WE COULD NOT ACHIEVE OUR AMBITIOUS VISION.

Teach For Bangladesh believes that all segments of society must come together to make an excellent education the reality for all Bangladeshi children. To ensure our sustainability in pursuing education equity, we are committed to a diversified range of funding sources.

Corporations and nonprofits can support us in numerous ways—through preferred or fast-tracked interview processes for TFB alumni, recognition of the Fellowship as a valuable leadership development program, organizational support, and through financial sponsorship of Fellows and schools.

THANK YOU TO ALL OF OUR 2015-16 PARTNERS



" We recently had the opportunity to visit one of the schools working in collaboration with TFB. During our visit, we were inspired by their work and found it valuable in becoming a part of their vision of bringing educational opportunity to children in Bangladesh. This is an important cause considering that a huge part of the underprivileged child population in the country drop out of education at an early age. One of TFB's differentiating and impressive qualities is the way in which Fellows engage the students by incorporating interactive and innovative teaching methods. We are honored to be able to partner with TFB on their journey toward solving one of Bangladesh's most critical issues."

- Leonika Hannan, Head of HR, NewsCred

PARTNER FOCUS: DHL

We would like to give a special thanks to Deutsche Post DHL for championing our cause and demonstrating all out support through contributing funds and engaging in various high-impact activities. In 2016, DHL and TFB have collaborated on activities such as Back-to-School Donation Drive, Road Safety Workshop, school renovations, mentorship and venue support to name a few.

IMPACT OF DHL SUPPORT

Back to School Drive

The resources collected impacted 2,014 students
in 29 Fellow classrooms in 17 schools

Road Safety Workshop

Conducted in 11 schools with 28 DHL Volunteer Participation
and over 1,000 booklets were given to students



PRIYANKA PATIL, STUDENT, AGE 17, TEACH FOR INDIA, SPEAKING AT A TEACH FOR ALL CONFERENCE IN BULGARIA



A GLOBAL MOVEMENT

Education inequity is a global problem that 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, the likelihood of ending up in prison, etc.

The challenges of education inequity are global, but the good news is that the solutions are shareable. Teach For Bangladesh is one of more than 40 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 outcome.

Independent research studies in the US, UK, 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 high-profile leaders in business, government, and social enterprise.

