

ANNUAL REPORT

2016-2017



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www.teachforbangladesh.org

**TEACHFOR
BANGLADESH**



A LETTER FROM MAIMUNA

Dear Friends,

What does it mean to operate as a collective? This year at TFB, we have started to obsess with this question. We have always believed that to ensure equitable opportunity for all children, we need a social movement that transcends sector, political party, social class, or any other marker. That is why we recruit leaders from diverse backgrounds to our Fellowship program, and why we support alumni working in a variety of different fields after the Fellowship. However, this year, we have started to push ourselves beyond this basic belief. We have started asking ourselves questions like, what makes some collectives stick together, and others to fall apart? Can a collective be more than the sum of its parts? What impact does being a part of a collective have on the individual, and what is the role of individuality in a collective?

We do not have answers for these questions, but we feel like we might be onto something big. We have started experimenting with these questions within our staff team, and are now building them into our work with Fellows and alumni. Even more excitingly, we are applying the lens of the collective to our work with students, families and school communities.

We are reflecting on what it means for us to be a part of a collective of state and non-state stakeholders working towards a vision for the future of our children. The World Development Report released by the World Bank a few months ago (the first ever WDR to focus on education) advocates strongly for a systems alignment approach to addressing the challenges in education.

Jaime Saavedra, the Senior Director for Education at the World Bank has called for an alignment of “government, media, entrepreneurs, teachers, parents, and students” to achieve meaningful education reform. As we approach the new year, we are mindful of the rich mosaic we are a part of here in Bangladesh, as well as the work that remains to be done to bring the different pieces together in harmony.

2017 marked the fifth year of our existence as an organization, and the fourth year of our work in the highest-need classrooms in Dhaka through our Fellowship program. This has been a year of reflection in many ways – of looking back at where we started, and looking forward to where we go next. In September, we went through a strategic planning exercise as a staff, and set key priorities for the next two years centered on learning through doing, strengthening our foundation, and measuring impact. The biggest priority that emerged, however, is to continue to explore and pursue collective impact. We hope that you will join us in that pursuit!

A handwritten signature in black ink, appearing to read 'Maimuna N. Ahmad'.

MAIMUNA N. AHMAD
FOUNDER & CEO
TEACH FOR BANGLADESH



TABLE OF CONTENTS

EDUCATION IN CRISIS	5-6
OUR VISION & MISSION	7-8
OUR FELLOWSHIP	9-12
RECRUITING & SELECTING FUTURE LEADERS	13-14
OUR IMPACT	15-18
OUR ALUMNI MOVEMENT	19-20
HIGHLIGHTS FROM OUR YEAR	21-24
OUR FINANCES	25-26
A GLOBAL MOVEMENT	27-28
OUR SUPPORTERS	29-30
PARTNER HIGHLIGHT	31-32



EDUCATION IN CRISIS

ONE-THIRD OF CHILDREN

who complete primary school in Bangladesh lack basic skills in reading, writing, and numeracy.

[Education Watch Report 2016, Campaign for Popular Education (CAMPE)]

10 MILLION CHILDREN,

adolescents, and youths—many from poor families, urban slums, and remote areas—are not in school.

[Reducing Global Poverty Through Universal Primary and Secondary Education, UNESCO (2017).]

ONLY 4 PERCENT OF WORKERS IN BANGLADESH

have higher than secondary education, while the demands of our modernizing economy continues to grow.

[Bangladesh: Ensuring Education For All Bangladeshis, The World Bank (2016).]

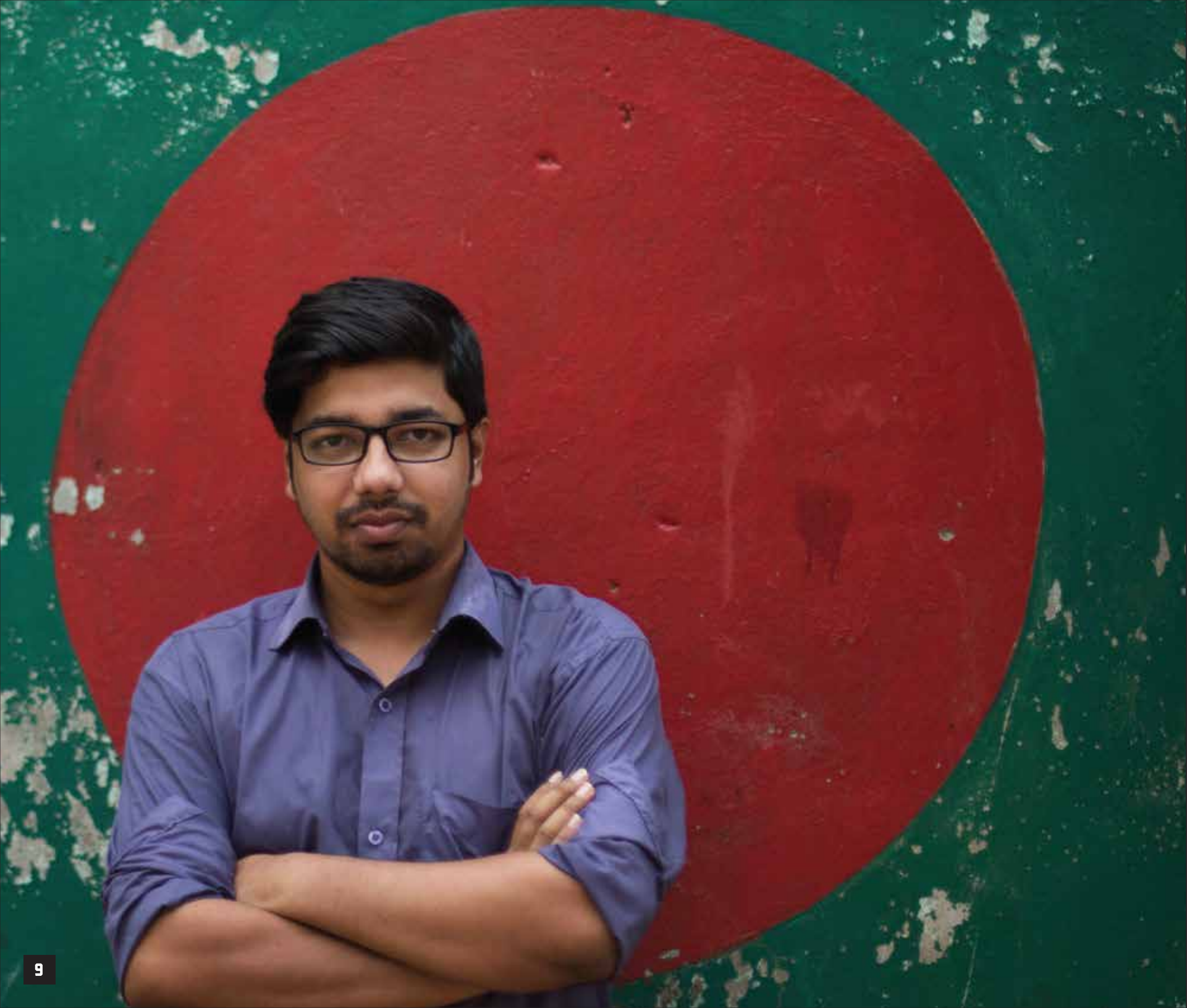


OUR VISION

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

Our program is a highly selective, rigorous, and internationally-recognized Fellowship for Bangladeshis with tremendous leadership potential and an appetite for challenge. The program is designed to build critical thinking, perseverance, and communication, among other leadership traits. Our Fellows spend two years as full-time teachers in high-need schools, transforming the educational opportunities available to their students. They work equally hard at self-transformation, building skills, challenging mindsets, and developing a deep contextual understanding of the communities they serve. In the long-run, the Fellowship is a catalyst for sustainable change, preparing our alumni to take on complex challenges that perpetuate systemic inequity in Bangladesh. The following are a few ways in which we support participants on their Fellowship journey:

PRE-SERVICE TRAINING

Winter Academy, our six week pre-service training, is fully residential in a campus-style setting. Our Fellows gain knowledge and experience in areas including pedagogy, project management, and teamwork through sessions facilitated by experts. The 2016 Winter Academy took place at BRAC CDM Gazipur in November and December with 46 participants.

IN-SERVICE SUPPORT

Throughout the year, Fellows work closely with Leadership Development Managers, coaches who provide mentorship and feedback to improve teaching practices and accelerate professional development inside and outside the classroom.



PROFESSIONAL DEVELOPMENT

Throughout the Fellowship, participants attend specialized trainings on leadership, professional and pedagogical skills designed by their coaches and attended by high-profile leaders in Bangladesh who join us to share their own unique journeys. This year, we hosted 10 professional development sessions that ranged in topic from data collection and analysis, career counseling and networking, to developing student vision and organizational culture.

CAPSTONE

Each year, our Fellows design and lead community-based projects that empower their students to identify problems facing their classrooms, access learning opportunities, design a solution to the problem, and then generate awareness in their community. 52 Capstone projects, designed in three phases (educate and motivate, activate, advocate), were executed in 2017 reaching thousands in underserved communities. Problems addressed through Capstone projects include child marriage, fire safety, waste management, sexual and reproductive health and rights. Capstone projects also introduced students to role models, specialists, and potential career trajectories.

BRAC INSTITUTE OF EDUCATIONAL DEVELOPMENT DEGREE

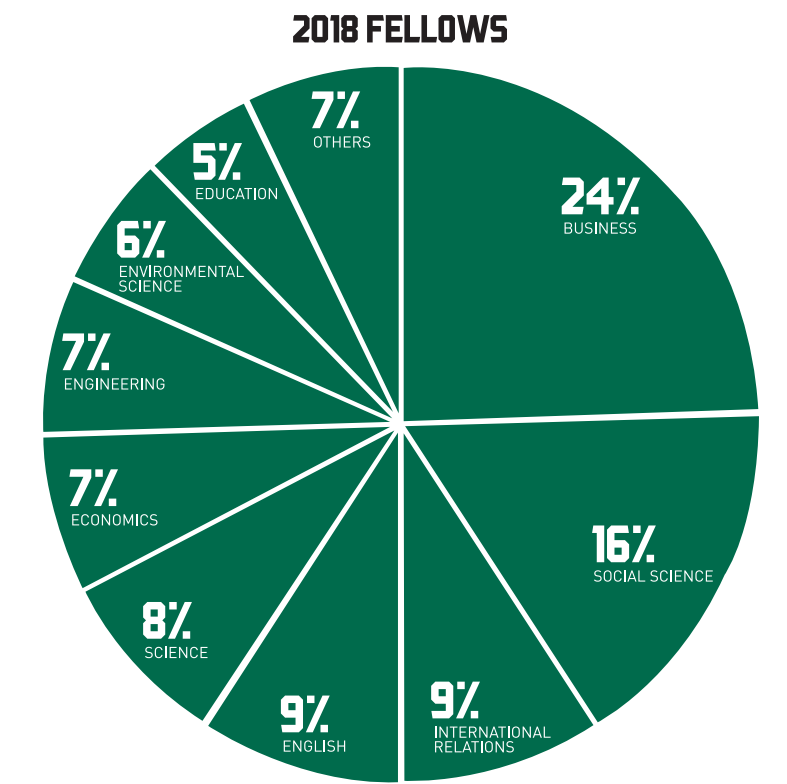
Through Teach For Bangladesh's partnership with the Institute of Educational Development, BRAC University, our Fellows obtain a postgraduate diploma in Educational Leadership and School Improvement that strengthens their understanding of the educational landscape in Bangladesh and builds their credentials as education leaders of our country.



RECRUITING OUR FELLOWS

We received more than 1700 applications from Bangladesh and beyond with diverse majors and disciplines from more than 20 universities including University of Dhaka, BRAC University, NYU, University of Malaya, and University of California, Santa Barbara. From this pool, we identified 389 candidates as having high potential with academic, extracurricular, and professional experience to excel in the Fellowship. After initial review and 366 phone interviews, 194 candidates attended our 10 assessment centers in March, June, and September.

- 1718** applications received for the 2018 Fellowship
- 5%** applicants were accepted
- 3.4** is the average GPA of our 2018 Fellows with undergraduate degrees





OUR IMPACT

In 2017, our 77 Fellows taught in 26 low-income schools in 6 thanas across Dhaka, impacting more than 5,200 students through classroom hours, extracurricular activities, and community engagement. Since our beginning of year assessment, our students have demonstrated an average growth of 32% in English and math by our mid-year assessment. Additionally, 83% of our students were in class in June compared to 64% in January, showing continued strength in attendance in Teach For Bangladesh classrooms.

CAPSTONE

Capstone projects are student-led projects designed by Fellows that directly impact the communities they serve. This year, projects varied from waste management and child marriage to sexual harassment, health and hygiene, nutrition, reproductive rights, bullying, gender equity, and fire safety. Through Capstone, we focused on building multiple skills in our students, including at least two character traits in these areas: resilience, zest, optimism, respect and humility, collaboration, social intelligence, and collaboration that were measured through student performance and interviews.

52 community-based Capstone projects undertaken in 2017 alone by two cohorts. Nearly 93% of our students demonstrated the practice of at least 2 affect traits in interviews. The following Capstone projects were selected to be presented at our Capstone Symposium in November, 2017: Waste, A source of Resource—WAR to learn to empower, Save Childhood: Child Not Brides, Student's Safety, Security and Menstrual Health, Gender Awareness and Equality, Sexual & Reproductive Health Rights (SRHR inc. early marriage), and Identifying Sexual Harassment, Awareness of Fire Hazard Safety for Secured Life.



IN OUR 5 YEARS, WE HAVE PLACED 117 FELLOWS, IN OUR PARTNER SCHOOLS, REACHING MORE THAN 9,300 STUDENTS DIRECTLY.

To understand the impact that Teach For Bangladesh Fellows are bringing into the lives of their students, we engage in dialogue with students along with community members, school teachers, and Fellows themselves. The Tripod Student Survey is a key tool for direct feedback from students in our classroom. Tripod is a global research and analytics based classroom-level survey assessment developed by Harvard University, and validated by the Measures of Effective Teaching (MET) program by the Bill & Melinda Gates Foundation. This survey delivers insights about teaching practices, school engagement, and school climate. Every year, the Tripod Student Survey is administered across all classrooms that our 46 global Teach For All network partners operate in, and the data collected and calibrated against millions of data points, is used for educators to promote school improvement and learning.

82% of Teach For Bangladesh students said they were satisfied with their teachers, compared to the Teach For All global network average of 79%.

“My teacher fostered an encouraging and supportive relationship with me.”
— **86.5%** of our students said their teachers supported them in forming meaningful relationships.

“My teacher values my input and ideas are in the classroom.”
— **83.5%** of our students said their contributions were welcomed in the classroom.

“My teacher makes sure I understand the lesson.”
— **86.5%** of our students said Fellows checked for and ensured student understanding.

Data from Tripod Survey, Teach For All (2017).



OUR ALUMNI MOVEMENT

To create meaningful change in education, we need leaders working across sectors to mobilize and drive collective impact. For us, building an Alumni Movement means facilitating a network for committed leaders who have completed our Fellowship, preparing in-service Fellows to be career-ready after two years, and providing specialized support for alumni, including five priority pathways that we have identified as having high potential in addressing educational inequity. These pathways are education and development, policy and government, social innovation, the corporate/private sector, and media and journalism. Our Alumni continue to receive opportunities and support not just from us but from our global Teach for All network as well.

At the moment, our 25 Alumni are pursuing higher education and building careers in diverse organizations, including BYLC, City Bank, Jeeon, Light of Hope, BRAC-KUMON Bangladesh, Aga Khan School, Institute of Policy, Advocacy and Governance, Go-Fetch, and Teach For Bangladesh itself. This year, Alumni completed the BRAC Young Professional's Programme, have been selected for the Young Connectors of the Future Program, published policy papers, and wrote op-eds for leading newspapers.

Through our newsletters, events, and conversations, we continue to connect them with employment, networking, professional development and learning opportunities. We simultaneously engage top employers in Bangladesh to foster investment in educational equity and to connect the soft skills, creativity, and real-world experience developed through the Fellowship with the complex and solvable challenges that arise in the 21st century workplace. By the end of 2017, 28 Fellows will be finishing their Fellowship bringing our alumni numbers to 53 next year.



HIGHLIGHTS FROM OUR YEAR

ALUMNI INDUCTION

We welcomed 12 of our 2015 Alumni into our Alumni movement with our second Induction Ceremony on February 1. Mahfuz Anam, editor and publisher of the Daily Star, Dr. Gowher Rizvi, International Affairs Advisor to the Prime Minister, and Teach For All CEO Wendy Kopp spoke at the event attended by Teach For Bangladesh supporters, advocates, and partners in the corporate, nonprofit, and development sectors.

CLASSROOM VISITS

Throughout the year, key partners, supporters, and guests visited classrooms across Dhaka to see the impact of our Fellows in underserved communities. In January, Teach For All CEO Wendy Kopp spoke to Fellows in their schools about the daily challenges of teaching in under-resourced contexts. In April, the U.S. Ambassador to Bangladesh, Marcia Bernicat, visited our partner school in Mirpur to see Fellows in action and in August, we hosted Dzameer Dulkifli, Managing Director, Teach For Malaysia, in our classrooms.

WEBSITE LAUNCH

In 2017, we launched a brand new website accompanying our 2017 If Not You, Who? recruitment campaign designed to reflect the severity of the educational crisis in our country and to appeal to our target millennial demographic. The was rolled out with an accompanying social media blitz to draw visitors.



LEADERSHIP ACCELERATOR

Since May of 2017, all staff at Teach For Bangladesh are participating in a year-long leadership accelerator program based on a model of personal and collective leadership called the Conscious Leadership Model. Staff participate in bi-weekly group meetings where they both provide and receive coaching in the application of the model in their everyday lives.

HEAD TEACHER ENGAGEMENT PROGRAM

Our Head Teacher Engagement Program brought 14 partner head teachers and Teach For Bangladesh staff under one roof for mutual learning, problem-solving, skill-sharing, and collaboration. 6 events with 5 sessions were arranged between October 2016 and September 2017 in partner school premises across Dhaka.

GLOBAL GIRLS EDUCATION FELLOWSHIP

5 Teach For Bangladesh staff members, 11 Fellows, and an alum participated in Teach For All's Global Girls Education Fellowship designed to increase understanding of barriers, build capacity and knowledge to find solutions, and to share best practices in ensuring girls' education. Fellows of this program engaged with peers from across the Teach For All global network and experts through regular virtual cohort meetings.

STRATEGIC PLANNING

In September, our staff undertook a strategic planning process to clarify our contextualized Theory of Change and align behind collectively owned priorities to firmly plant our feet in our next stage of growth over the upcoming 2 years. Learning agendas were integral to the process which was designed to be inclusive, iterative, flexible, and aligning. Through this process we identified areas where we need to generate deeper knowledge through pilot programmes and research.



OUR FINANCES FOR 2016-17

TOTAL INCOME: BDT 88,615,529 / USD 1,123,983

Foundation	39.8%
Corporation	29.5%
Other	28.8%
Contribution from schools	1.2%
Individual	0.7%

TOTAL SPENDING : BDT 88,615,529 / USD 1,123,983*

*to note, these numbers are not finalized. Allow for 2% - 3% variance following financial audits to be completed in December.

TOTAL EXPENDITURE

Fellowship 31.2%
Monthly stipend and benefits of Fellows and allowance for small classroom expenses

Leadership Development 31.4%
We work before and during the 2-year Fellowship to build capacity of Fellows as effective teachers and holistic leaders through a six-week residential pre-service training program, in-service professional development and coaching, and a post-graduate diploma through BRAC Institute of Educational Development

Recruitment & Selection 9.4%
We pursue campus-based recruitment to attract and cultivate applicants to the Fellowship program and run rigorous screening to admit highly qualified candidates.

Partnership Development 6.2%
Our Partnerships team builds relationships with new donors and partners and manages existing relationships to draw resources and support for our mission

Alumni Impact 2.7%
Our Alumni Impact team drives long-term impact by fostering a strong network among our alumni, connecting them with professional opportunities and helping them build systemic change in education

Operations & Administration 17.1%
HR, finance and operations support to ensure high level of organizational transparency, compliance and management best practices.

TOTAL INVESTMENT

Asset Investment 2.0%
Equipment and resources supporting the growth and operation of the program





Students from our network partner
ANSEYE POU AYITI (TEACH FOR HAITI)

A GLOBAL MOVEMENT

Teach For Bangladesh is a partner of Teach For All, a global network of 46 independent, locally led and governed partner organizations working for educational equity in their countries and a global organization that works to accelerate the progress of the network. In the past year, 10 countries have joined the Teach For All network as new partners - Brazil, Ghana, Denmark, France, Uganda, Nigeria, Afghanistan, Cambodia, Vietnam and Ukraine. In 2017, Teach For All also celebrated its 10th year of tireless operations of accelerating individual and collective impact. More than 600 network alumni have launched social enterprises in their countries.

Each network partner recruits and develops promising future leaders to teach in their nations' under-resourced schools and communities and, with this foundation, to work with others, inside and outside of education, to ensure all children are able to fulfill their potential. Teach For All's global organization works to increase the network's impact by capturing and spreading learning, facilitating connections among partners, accessing global resources, and fostering the leadership development of partner staff, teachers, and alumni.



OUR SUPPORTERS

Our work is supported by an active community of partners, and friends with a fundamental shared belief that all children deserve an excellent education and all segments of society must come together to make it happen. In 2016-2017, we recommitted ourselves to a diversified range of funding and shared value partnerships with individuals, corporations, and foundations in Bangladesh and beyond. Our partners continue to support us in numerous ways—through preferred or fast-tracked interview processes for our alumni, recognition of the Fellowship as a valuable leadership development program, organizational support, and through financial sponsorship of our participants and schools.

THANK YOU TO ALL OF OUR 2016-17 PARTNERS





Since 2015, Deutsche-Post DHL Global Forwarding and DHL Express in Bangladesh have been working with us as their Corporate Social Responsibility partner to design, develop, and implement various initiatives, creating lasting impact for thousands of students across across our schools. This year, we wanted to highlight the project on road and earthquake safety we undertook together, for the second time.

EMPOWERING YOUNG MINDS TO SAVE LIVES WITH DHL WINS BEST EDUCATION PROJECT

Fourteen children die in road accidents in Bangladesh every day. When we teamed up with DHL, our goal was simple: create awareness among underserved communities in Dhaka that suffer disproportionately from road accidents, often due to lack of information about road safety. The Empowering Young Minds to Save Lives project was born. Two years, 4,000 children, and 42 classrooms later, our unique collaboration with DHL Express and Global Forwarding was awarded Best Education Project for outstanding work on road safety and natural disaster preparedness at the 7th Asia Best CSR Practices Awards held in Singapore in August 2017.

Empowering Young Minds to Save Lives promotes learning in classrooms and across our organizations. Teach For Bangladesh Fellows train DHL staff volunteers in lesson planning and classroom management, enabling DHL staff to deliver

age-appropriate workshops on these crucial issues in our partner schools. A key mechanism of our workshops are Road Safety Booklets, vetted by Dhaka Transport Authority and full of colorful pictures, that are, for many participating children, the first book of their own. Seeing a growing need, we updated our booklets to include earthquake preparedness in 2017.

Armed with firsthand knowledge and Road Safety Booklets, students are empowered to share life saving information with families, friends, and neighbors, cascading vital knowledge through their communities. Next year, Empowering Young Minds to Save Lives will continue to grow, expanding to new schools, reaching even more students and branching out to other pressing safety issues.