



First cohort, 2015

239 alumni*

173 teachers**
currently in
classrooms for
their initial 2-year
commitment



Teach For Armenia's Promise to Its Students

You will be equipped to tackle local problems using global solutions. Your commitment to civic responsibility will galvanize Armenia's shift towards democracy. The pride that you have for your community will spark local ingenuity. The Armenia that you will know as an adult will be radically different from the Armenia that we know today, because of your leadership, and the leadership of your peers, parents, teachers, and mentors.



95%

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believing that their input
and ideas are valued

Teach For Armenia

Building the nation's future

Teach For Armenia launched its first cohort in 2015. Four years later, the organization worked with 285 stakeholders—including students and their parents—to co-create the organization’s “Kochari.” The kochari is a traditional Armenian dance in which individuals link arms to form a circle while rotating in unison. Much like the kochari, Teach For Armenia’s Kochari is a collection of unifying concepts that help to synchronize the organization’s movement to end educational injustice. Through a recent survey that measures key aspects of the Kochari, 100% of teacher leaders and 98% of alumni agreed or strongly agreed that “our communities are full of infinite possibilities, and our students have the power to unlock that potential.”

Teach For Armenia's movement comprises 173 current teacher leaders and 239 alumni. Reaching 30,000 students in every province of Armenia, the organization partners with 10% of all public schools in Armenia and reaches a fifth of all students in the nation's rural communities. In a recent survey, 98% of principals affirmed that they appreciate their partnership with Teach For Armenia.

Already the impact of Teach For Armenia’s work is visible in students like Seda Mkhitarian, who learned to speak English because of Teach For Armenia



teachers, went on to study journalism at university, and has joined Teach For Armenia to help provide other students with the kinds of opportunities she had. In 2022, Seda had the opportunity to moderate a public discussion with the Deputy Minister for Education about the future of education in Armenia.

The fellowship has deepened fellows’ personal commitment to working for change within education. While teaching fellows come from all career interests, more than 80% remain engaged in mission-related work, with 45% as teachers and 21% working in school leadership or education management. While the Armenian requirement that school principals have at least seven years of experience working in schools has so far constrained the pathway of teachers into school principalships, Teach For Armenia is working to address this. Through Seroond, its initiative to transform schools, alumni

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have access to the development needed to continue their careers in the education sector through instructional and school leadership roles. Before the launch of Seroond, only two of Teach For Armenia's alumni were working as school leaders in the public school system. Within two years, the organization's pipeline of aspiring principals has jumped to 15.

There's growing energy in communities where teacher leaders have been working to foster their students' leadership and partnering with other teachers and their school principals. Armenia's rural communities, dotted with mountain-top monasteries, were once thriving cultural centers. By encouraging innovation and student leadership, Teach For Armenia's teachers and alumni strive to spark a renaissance in rural Armenia. Teachers across the country are helping students to imagine the infinite possibilities in their communities, including honey cultivation, pottery classes, and soap-making using wild flowers. Since the start of the pandemic, Teach For Armenia's teacher leaders have helped launch 150 student-led innovation projects. In 2022 alone, nearly 100 groups of students

successfully raised \$40,000 through a crowdfunding campaign supported by their teachers. In a recent global survey by Panorama that measures student perceptions, 95% of Teach For Armenia's students reported believing that their input and ideas are valued.

One alumna was inspired by her students to launch Gradarak, a network of state-of-the-art libraries that also serve as community centers. Such initiatives led Teach For Armenia to launch Káits, the country's first social innovation incubator focused on public education. One of the first incubated projects is Zardeni, an organization that aims to integrate science instruction with agribusiness by teaching students to cultivate edible flowers that can be sold in Yerevan's booming food scene.

Alumni are also already exerting influence through key roles across the ecosystem. Two alumni are currently working with the Ministry of Education to publish a new history book which aims to



promote new approaches to teaching, such as project-based learning, and twelve more are engaged with the National Center of Education Technologies, pioneering new approaches to online teaching. One alumna worked with the Asian Development Bank to develop new teacher standards for the public school system. Another heads the education department for the International Committee for the Red Cross, which has a significant presence in Armenia. Others have been instrumental in implementing various inclusivity projects through Unicef, including a nationwide teacher training program focused on gender rights as well as special education.

Since Teach For Armenia's founding, there has been a growing recognition among policymakers and the public at large of the challenges and inequities in the Armenian education system and what it will take to address them. In fact, in 2022, the government released a new education strategy and asked Teach For Armenia to host a public discussion about it. Following the event, Teach For Armenia co-hosted FORUM405 with the Ministry of Education. The forum put the voices of students, parents, and teachers at the center of dialogue with policymakers, educational leaders, and government officials. Together, more than 200 participants grappled with the question: "How do we spark an Armenian renaissance through educational leadership and innovation?"

Additionally, through its partnership with the government, the organization is



helping the system to create alternative pathways for individuals to enter the teaching profession. Teach For Armenia was the first non-profit to secure accreditation from the government to issue a 30-credit course (through its summer training program) in order to help fill critical vacancies under a new law. Meanwhile, the government also approved a new Master's in Teacher Leadership to be implemented in partnership with Yerevan State University (the first of its kind in Armenia with a special focus on educational equity). Moreover, as the government prepares for a nationwide roll out of new teaching methods, it is looking at Teach For Armenia's approach to Change-Based Learning as an example.

Teach For Armenia is just getting started and is determined to learn and grow its impact. A new partnership with the University of California, Los Angeles (UCLA) will support this effort through generating evidence about the leadership and systemic effects and how to grow these still further over time. ●●●