



First cohort, 2011

183 alumni\*

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

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# Teach For Pakistan

## Inspiring a generation of nation-builders

Teach For Pakistan's 155 fellows are working in government schools in the highest poverty and most underserved parts of Pakistan's capital Islamabad, with a growing population of migrants, internally displaced people, and refugees. Meanwhile, the majority of their 183 alumni continue to exert leadership to tackle the systemic challenges they experienced during their teaching commitments.

Teach For Pakistan is working to ensure that ending educational inequity becomes the priority among the rising generation of leaders. For its newest cohort of 121 fellows, its largest ever, the organization selected 6% of its 3,000 applicants, with 44% percent coming from the top four universities in the country, and all coming from the most selective 20% of institutions. The cohort is diverse, including people from privileged backgrounds and those who have experienced the circumstances their students face. 70% of this incoming cohort are women, which enables Teach For Pakistan to grow its impact in girls' schools—which are a particular focus for the organization, given the many barriers which exist in Pakistan to girls receiving a quality education. The program is attracting young leaders into education who otherwise would not have



chosen to enter this field: only 4% of the incoming cohort come from an education background. At a critical juncture in the country's history, Teach For Pakistan is providing its most capable young people with reasons to stay and pathways to intervene in the system and shape the future of their nation.

When asked why they had chosen to join Teach For Pakistan, one incoming fellow says, "I want to join an organization where I truly serve my nation. Today's youth are tomorrow's leaders, and if we focus on our education system, then our Pakistan will develop smoothly. This is the only organization that works to eliminate the inequity in the education system in Pakistan."

Teach For Pakistan's fellows have had an immediate positive impact in their students' achievement. As a means of measuring and understanding student

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— Teach For Pakistan fellow

learning and growth, the organization has designed assessments to measure the actual attainment level of each student compared with grade-level expectations. These measures were vetted for rigor and methodology by education experts with significant experience in working with curricula and assessments. The assessments, conducted eight months apart (baseline October 2021 and mid-line May 2022), show that on average, first-year fellows’ students (5.1 years behind grade-level at the baseline) grew by 1.74 years academically across key subjects of English, math, and science in that eight-month period. Teach For Pakistan’s student survey, validated by external research to predict teachers’ impact on students’ academic and non-academic outcomes, also reveals positive results (see highlights chart below).

The impact of Teach For Pakistan’s fellows is recognized by principals of the schools where they teach. For example, Dr. Faiz Sultan, of IMCB, Humak, Islamabad, states about the 2020 cohort fellows in

his school: “The fellows were excellent teachers, and it was a great experience to have them teach in our school. They were concerned about lots of tiny details, and this care showed in their work and interactions with teachers. The fellows were keen listeners and observers, something that taught their students about sensitivity and care as well.”

Ms. Musarat Majeed, principal of IMCG, Rajwal, notes how fellows’ engagement with their students’ parents and communities transformed their relationship with the school: “While parents previously only used to show up to school on necessary parent teacher meetings, now they are actively involved in the school and their children’s learning, as fellows constantly find new touch points with them. The community impact of Teach For Pakistan is exemplary.”



## Highlights from the student perception survey conducted in the year 2021-2022

Category	Upper Primary (3-5)	Secondary (6-12)	Total
Number of students surveyed	738	2,208	2,946
Encouraging and supportive relationships fostered	90%	84%	86%
Engaging learning environment established	83%	87%	86%
Learning fully internalized	87%	90%	89%
Student input and ideas valued	88%	86%	87%



Teach For Pakistan’s impact has been particularly outsized during the COVID-19 pandemic. From March 2020 till the end of the school year in 2022, when COVID-19 school disruptions wreaked havoc with children’s learning and well-being, Teach For Pakistan’s fellows and alumni played a pivotal role in supporting the federal government’s response. This included creating a curriculum which was used by ed-tech firms to develop content for TeleSchool, the federal government’s flagship distance learning intervention during school closures, and developing and sharing a repository of learning packs designed to be used by other public school teachers in the

Islamabad system. As schools started to re-open, the organization provided the government with recommendations on how to approach the re-opening, and these recommendations became the foundation for national-level policies and procedures. 90% of students being taught by Teach For Pakistan Fellows, and 93% of the girls, returned to school after closures, far outstripping the national retention rate. This has then been followed up with comprehensively planned and data-rooted remedial academic work and social-emotional work with students to enable them to resume their learning journeys after the long period of school disruptions.

The fellowship has proven

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transformative not only for students but for participants as well. While the alumni have the talent and ambitions that lead so many of Pakistan’s most promising young professionals to leave the country, most of them stay to pursue the systemic changes their teaching experience inspired them to be part of instigating. They’re staffing leading non-profits, helping to shape the government’s digital learning initiative, working to foster the adoption of a new child protection policy, and setting up model teacher training initiatives.

The highly regarded Citizens Foundation has enlisted alumni in leading all their flagship programs, from bridging between early education and school, and from school to higher education, to reaching out-of-school youth with literacy and life skills. Their CEO, Syed Asaad Ayub, attests to their impact: “I believe there is a certain level of purity, passion, sense of purpose, and the understanding that comes from their experience with Teach For Pakistan. The TFP experience really adds fuel to the fire.”

One such example is Zohra Nasir, who joined the Teach For Pakistan Fellowship as a recent graduate in 2012. Following the fellowship, where she taught English,

math, science and social studies to a third grade class in Chanesar Goth, Karachi, Zohra went on to study Learning and Instruction as a Fulbright scholar at Vanderbilt University in the United States, where she won the Peabody Award for Outstanding Professional Promise. Upon her return to Pakistan, Zohra worked with The Citizens Foundation for four years, where she designed a new curriculum for early childhood education, which was implemented in 1,500 schools across Pakistan. Following her time with The Citizens Foundation, Zohra joined Durbeen, a non-profit working to improve public sector education across the state of Sindh through the provision of better quality teachers. For the past two years, Zohra has been working as a senior faculty member at The Government Elementary College of Education in Hussainabad, Karachi, where she is working to reform teacher education and the role of the profession in Pakistan by providing a high-quality program at par with international standards to generate graduates that serve in public sector schools.

Alumni attest to the transformation of their priorities which their participation in the fellowship has generated. As one alum from the 2020 cohort shared, “In this work, I saw my biases being removed. I realized that irrespective of the background I am coming from, I am also a part of this system and have the competency to change it. Challenges shifted my identity. Previously I was someone who would feel helpless seeing injustice or in times of challenges.

But in these two years, I was being prompt in taking action and solving the problems. I remained adaptive and my strengths have magnified. I am more sensitive now—in a good way which can push someone to take action and not to feel helpless.”

Teach For Pakistan itself has also already had a systemic impact. The federal education system that the organization has worked in for the past four years is learning from the organization’s approach to recruiting and developing its teachers. Over 500 teachers hired by the federal government in the last year have been sourced from fields outside of education in an effort to access higher potential talent pools. The organization developed the Punjab government’s first-ever education technology policy in 2021 and, as part of the efforts to introduce digital education content in Pakistan, the Ministry of Federal Education and Professional Training recruited 14 Teach For Pakistan fellows and alumni to evaluate existing digital education content from a range of suppliers. Moreover, Teach For Pakistan’s fellows were observed and recorded on video as excellent examples of desirable teaching practice and integrated into the Punjab government’s teacher education program.

The next frontier for Teach For Pakistan is to expand to new territories by establishing partnerships with provincial governments modeled on its approach in the federal capital. Because education is a provincial subject in Pakistan, Teach For Pakistan aims to seed and nurture concurrent regional movements, led by



its alumni, that are grounded in a deep understanding of local needs, systemic realities, and opportunities. “Investing in leadership that drives our systems is an integral part of the solution to Pakistan’s education crisis,” says Khadija S. Bakhtiar, CEO and founder of Teach For Pakistan. “One cannot bypass this. There is no short-cut to ensuring that our education system provides all our children the opportunity to grow into the loving, thinking, and engaged people that our nation needs.” ●●●

**“I am really impressed by the contributions that Teach For Pakistan has made to the education sector of Pakistan... It has an impact, not just on children, but also on other teachers around them in the school.”**

— **Shafqat Mahmood**, Former Federal Minister for Education and Professional Training