



First cohort, 2011

215 alumni*

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

Teach For Pakistan
students grew by
4.4 years
academically across
key subjects of
English, Math, and
Science in the span of
20 months of learning.



Teach For Pakistan

Inspiring a generation of nation-builders

Teach For Pakistan's 163 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 215 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 73 fellows, the organization selected 3% of its 3,319 applicants, with 50% coming from the top seven universities in the country. The cohort is diverse, including people from privileged backgrounds and those who have experienced the circumstances their students face. 64% 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. 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

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measuring and understanding student 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 2022 and mid-line May 2023), show that on average, first-year fellows’ students (between four and five years behind in their learning across all subjects) grew by 1.7 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 with 82% of students saying that TFP classrooms have an engaging learning environment and 83% believing that their input and ideas are valued..

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 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.”

The fellowship has proven 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

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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.

Further examples of alumni impact across the broader Pakistani education ecosystem include 2014 alumna Fatima Jamil Khan, Head of Programs at NOWPDP, one of Pakistan’s leading disability inclusion initiatives; 2020 alumnus Hassan Dajana, who, as a Climate Reality Leader in the Global Shapers Community Rawalpindi Hub, has arranged the planting of thousands of native and indigenous trees in his community; and Waqas Haider, a 2019 alumnus who founded Chiraagh, an NGO that works to empower Pakistani youth and bridge socio-economic gaps by providing skill development programs for women who had dropped out of school and by sponsoring university and school students.

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. In November 2022, the organization partnered with the Ministry of Federal Education and Professional Training under the World Bank’s Response, Recovery, and Resilience in Education Project (RREP) and Actions to Strengthen for Inclusive and Responsive Education Program (ASPIRE). Continuing TFP’s earlier partnership in national projects to support distance learning during the COVID-19 pandemic, the TFP team reviewed and evaluated over 6,400 videos from various ed-tech providers for several subjects across all stages of education, from early childhood to 12th grade, providing feedback to aid the Ministry in deciding the primary supplier for its ed tech project.

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. Building on its successes in Islamabad, Teach For Pakistan is expanding to the Sindh province in 2024, home to the country’s largest city, Karachi. 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

“They (Teach For Pakistan Fellows) taught us that once you make a decision nothing is impossible, and that the impossible can be turned possible with the will to do so. Today I can proudly say that I know what my rights are, and how to speak up and stand up for those rights”

— **Nadia Habib**, Grade 5