



How Teach For Bangladesh is affecting University student's perception on educational realities of Bangladesh

Report on

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of Bangladesh

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Subject: Submission of Internship Report

Dear Sir,

With due respect, I am submitting my internship report on **“How Teach For Bangladesh is affecting University student’s perception on educational realities of Bangladesh”** for your kind evaluation as a part of my requirement of completing the BBA program.

I have been working as a Fellow at Teach for Bangladesh during my Internship period for 10 weeks. In this period, I have acquired extensive knowledge of the model of Teach for Bangladesh. As you go through the report, you will find an inclusive overview of Teach For Bangladesh at the organization part of the report. This report hones in on the prevailing mindsets of University students that this model tries to reverse in the hope of this contributing towards eliminating educational inequity. It evaluates the effectiveness of recruitment strategies till date in affecting these prevailing mindsets.

In spite of the various limitations faced while preparing the report, I have tried to be as thorough as possible. I sincerely hope that this report fulfills the objectives and requirements of my internship and that it finds your acceptance. I also thank you for your guidance, support and time and should you require any elaboration on any issue, I shall be glad to oblige.

Sincerely Yours,

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Executive Summary

There is a large educational disparity that exists between the quality of education available to the higher and lower socioeconomic class. There are certain factors that perpetuate this disparity and one of those factors have been identified by the Teach For Bangladesh (TFB) model as being mindsets of the people. The theory of change model accordingly tries to reverse these perpetuating factors and this research tries to assess the extent to which Teach For Bangladesh has been successful in reversing the prevailing mindset factor. Using data from the past recruitment cycle of TFB, a survey questionnaire, study of literature, study of TFB's strategic plan as well as an in-depth interview with Maimuna, CEO of TFB, this report evaluates the extent to which TFB has been successful in altering University students perception on educational realities of Bangladesh.

Study of literature, strategic plan of TFB and conversation with Maimuna identifies the mindsets of University students which are a factor contributing to the perpetuity of educational inequity. These factors include a lack of understanding of the enormity of the inequity that exists and hence the lack of urgency in solving the problem; teaching as a profession not aspired to and normalization of class division. These major mindsets are identified as barriers towards eradicating the problem of educational inequity and the TFB model aspires to change these mindsets by challenging these beliefs as its long term vision.

The process of altering mindsets is one that is very challenging and does not have a sure shot formula. It requires much thought and effort to truly change a rooted mindset of an individual, let alone an entire nation. With hopes of altering some deeply rooted mindsets surrounding education, TFB is tactfully choosing its recruitment messages. The recruitment strategies of TFB were studied and it was found that each strategy is successfully converting point of interest into registrations. The study of how effective recruitment strategies are at altering mindsets have shown that some alterations to knowledge base as well as some surface mindsets have begun changing among University students. Perception of University students surrounding teaching as a profession has also shown deviations among those students who have had interaction with TFB compared with those who have not. Analysis of the proportion of students that TFB has been able to reach revealed that more than half the sample has had some kind of interaction with TFB.

This is quite a large proportion given the short recruitment cycle of TFB this year. However, it is likely that this result is biased due to limitations of this study.

Maimuna, CEO of TFB hopes that within the next 5 years, the TFB model would have effectively started altering some of the deeply rooted mindsets that the model tries to address. This will only be possible once the TFB model starts to prove the mindsets wrong. This will happen once the inaugural Fellows of 2014 complete their 2-year Fellowship and begin transformational changes as change agents. This vision is estimated to have a time span of about 5 years.

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1. Introduction

1.1 Origin of the Report

This report is prepared as a mandatory requirement of the internship program under the BBA program at the BRAC Business School, BRAC University. This report is based on the organization Teach For Bangladesh. The internship program at TFB started from January 02, 2014 and ended on April 30, 2014, a total of 16 weeks. The study is on —Challenges in recruiting TFB fellows and possible solutions, supervised by Ms. Mashrifa Islam, talent recruitment manager at teach for Bangladesh and this paper has been prepared for Mr. Tahsan Rahman Khan, Senior Lecturer at BRAC Business School, BRAC University as a part of the fulfillment of internship requirement.

1.2 Objective

1.2.1 Broad Objective

The objective of this study is to better understand the perception of the University students on the educational realities of Bangladesh and assess the impact TFB has had on their perception.

1.2.2 Specific Objectives

- Identify the prevailing mindsets that are identified by the TFB model
- Study the current mindsets of University students surrounding educational realities as described by the Teach For Bangladesh model
- Study of the Recruitment strategies of TFB and evaluating its effectiveness in reaching out to University students
- Evaluate the effectiveness of the Recruitment strategies of TFB in changing the mindsets of university students
- Assess the proportion of students that TFB has already been able to reach (any point of contact such as presentation, coffee chats, discussions, etc)
- Evaluate the success of the model till date and comment on the future prospects

1.3 Scope

This research is limited to the University students of Dhaka city due to time and budgetary constraints.

1.4 Research Methodology

For the underlying study both qualitative and quantitative approaches were employed in achieving its purpose.

A qualitative research technique was used to gain insights into the prevailing mindsets of the University students that the TFB model tries to address. It provided insights into the setting of a problem, generating ideas and/or hypotheses for later quantitative research.

Information for the qualitative research was obtained from:

- Strategic plan of TFB
- Secondary research papers
- Interview:
 - Maimuna Ahmad (Founder and CEO of TFB)

A quantitative research quantifies data and generalizes results from a sample to the population of interest. It measures the frequency of various views and opinions in that chosen sample. For our quantitative research, we used

- a survey questionnaire
- data from the Recruitment cycle

The specifics of retrieving the quantitative data are described below.

Survey Questionnaire: Sampling Methodology & Selection

Target Population:

The population for this study includes all Tier 1¹ University students of Dhaka city

Sampling Frames:

The target population was subcategorized into the following sampling frames in accordance to enrollment of the sampling elements:

- BRAC University
- BUET
- Dhaka University (DU)
- North South University (NSU)

Sampling Design:

- Quota Sampling

First fold: The quotas were defined according to Universities

Second fold: Samples from these quotas were selected using the convenience sampling.

Sample Size:

Our sample size was 120. 30 samples were conveniently chosen from each quota. Since 30 sample size assure normal distribution, this would suffice for accuracy of data.

Data Analysis

The data collected were analyzed using Descriptive Statistics.

¹ Teach For Bangladesh has categorized the Universities of Bangladesh into Tiers based on their performance on a National level.

Data from Recruitment Cycle: Analysis

Registration data (between March and June) were first exported from Form assembly. This was used to construct a graph showing number of registrations each day. A list of recruitment activities were then taken and placed diagrammatically below the graph to see how recruitment activities correlate with number of registrations (i.e. how recruitment activities are converted to registrations).

1.5. Limitations

- Teach For Bangladesh is in the starting phase of its operations and hence has very little data on its past recruitment phases, past interactions, etc. This made drawing conclusions trickier as past data were not available to support/oppose the conclusions drawn.
- Convenient sampling was used as a sample collection method. This may have caused some biases in the results as the network the sample reaches may have had more people who have had interactions with TFB
- Some respondents may not have been truthful about their perceptions especially those surrounding teaching as a profession.

2. Company Overview

2.1 Teach For Bangladesh

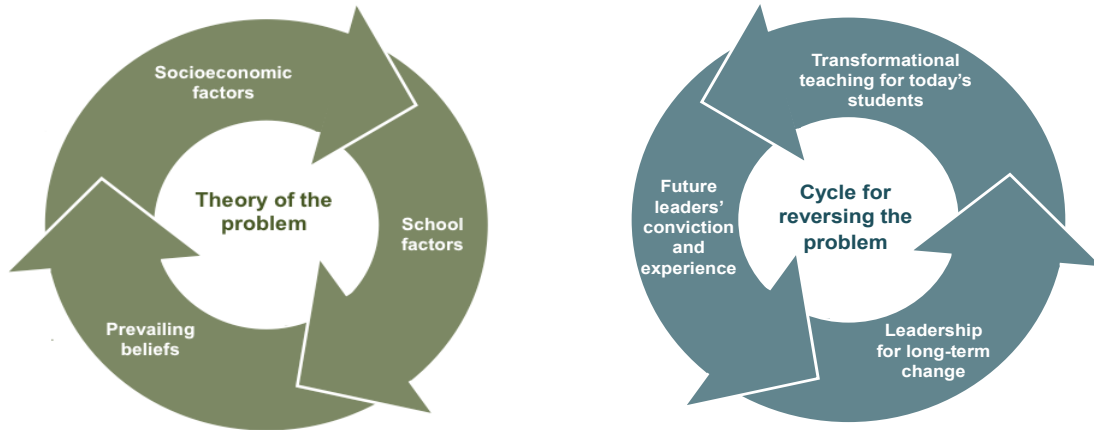
Teach For Bangladesh is an initiative that seeks to address educational disparity in Bangladesh through the leadership efforts of talented young graduates. The program is modeled after Teach First, U.K. and Teach For America, and is the 27th member of the global network Teach For All. Teach For All works on the understanding that although cultures and contexts may differ, the basic nature of education inequity is similar around the world.

The model of Teach For Bangladesh is one that is two-fold – address educational inequity on the grass-root level by providing dedicated and capable teachers in the classrooms of low-income schools; and in the doing so, create a movement of life-long leaders who will become the change agents of our nation.

Operations of Teach For Bangladesh started in October 2012 and had been in planning phase since the beginning of February 2012. The functional Recruitment Phase (as explained below) began in December 2012 and by mid July 2013, accepted Fellows will be announced. Accepted Fellows will begin their time in the classrooms in January 2014.

2.2 Theory of Problem

The basic framework that the 27 members across the globe employ identifies three factors that ensure the perpetuation of systemic inequity – socioeconomic factors, school factors and prevailing beliefs. The model is based on efforts that reverse the direction of these factors and eventually eliminate the disparity that exists in the education systems of Bangladesh.



One of the three factors of this theory of problem model is the prevailing mindsets. This report will try to assess the extent to which Teach For Bangladesh has been able to reverse the prevailing mindsets of the University students in their recruitment efforts till date.

As in many other countries, education inequity is one of the by-products of a society in which wealth, resources, and agency are wielded by the select few. Perpetuation of this imbalance, however, is a manifestation of a pervasive culture of low expectations when it comes to low-income students, their abilities, and their potential in academic, professional and personal life. These low expectations are often unspoken, but evident not only in the classroom, but also in the allocation of public funds and in the narrative around education for the poor. Such is the case in Bangladesh.

6.6 million children of school-going age in Bangladesh have never enrolled in school and among those that have, there is a very high dropout rate. And of those that remain in school, have contact hours that do not even meet half of the international standard of 900 to 1000 hours of class a year. These information all add to the urgency and gravity of the educational disparity problem in Bangladesh. Upon closer analysis it was found that the education inequality is driven and sustained by a cycle of 3 factors: school-level factors; socio-economic realities; and prevailing mindsets and beliefs. Unless the widening of education gap is urgently stopped and reversed, Bangladesh will continue dangerously towards an increasingly untenable and unjust future.

School level factors	Socio-Economic realities	Prevailing mindsets and beliefs
<ul style="list-style-type: none"> - Number and quality of schools and teachers - Low allocation of government funds - Low salaries of school teachers - Schools run on double shifts - Poor teacher training, support and evaluation 	<ul style="list-style-type: none"> - Affordability - Opportunity cost of sending children to school 	<ul style="list-style-type: none"> - Low expectations of low-income students - Relevance of K-12 education for large number of population - Teaching not professionalized as a middle class occupation - No English-medium options available - No solution, not urgent - Normalized class division

2.3 The Model and Theory of Change

TFB model is built on a process that enlists the leaders of tomorrow into a 2-year fellowship and connect them to the low-income students with the long-term goal of eradicating the extreme inequality in education that exists. It is not a model that claims to end education inequality, rather a model that challenges the many existing mindsets that have become so prevalent, they are now norms. The TFB model, Theory of Change, is designed to try to reverse the factors that perpetuate educational inequity as identified by the Theory of Problem. The operations of this model consist of 6 components:

- **Recruitment and Selection:** Attracting outstanding university graduates and young professionals of diverse backgrounds to apply for the fellowship.
- **Leadership Development:** Training and supporting Fellows through an intensive, six-week pre-service training program and ongoing in-service professional development.
- **Placement:** Placing Fellows in full-time paid teaching positions for two years in under-resourced primary schools.
- **Partnerships:** Building collaborative relationships with leading local and global businesses and institutions to support our Fellows and alumni.
- **Alumni Support:** Fostering the network among alumni and creating clear and compelling paths to leadership.
- **Measurable Impact:** Using data and reflection to continuously evaluate our outcomes and improve our effectiveness inside and outside of the classroom.

The TFB model addresses two of the crucial root causes of growing inequity in Bangladesh:

- the disenfranchisement of those who suffer from the status quo and
- the disengagement of those who have the power to change it.

TFB will enlist the latter as Fellows and connect them to the former as students, in the shared space of a classroom, with a shared goal for achievement that is both ambitious and urgent. Engaged with one another in the necessarily personal and dialogic relationship of education, Fellows and students invest one another in a common future and empower one another in achieving it.

TFB also seeks to engage a diverse array of supporters who will help build the profile and pathways that the organization needs in order to create a powerful pipeline of leaders. We will cultivate relationships with individuals who have earned positions of respect and influence in their respective fields, who share our vision for an inclusive and equitable Bangladesh and understand the need for informed and innovative leadership. We will enlist their investment and support as board members, funders, and champions.

The alliance that results between stakeholders from both the “top” and the “roots” of society is powerful in its authenticity and ability to mobilize for change. By activating this alliance, TFB sets into immediate motion a movement that is able to describe in common language the landscape of inequity in Bangladesh as well as a compelling vision of an alternative future. In the long-run, TFB alumni and graduates – highly-qualified, highly-motivated and highly-effective leaders with a diverse range of personal and professional experiences – will make up the movement that not only advocates for but also builds this future, starting with the education system.

2.4 Vision for Impact



Figure 1: The ripple effect of transformational change

Teach For Bangladesh creates the opportunity for Fellows to immerse themselves in the challenging and unfamiliar work of a schoolteacher in a low-income school. It supports their process of transformation during the fellowship and creates pathways for impacting change beyond. The Figure 1 above shows the envisioned impact of Teach For Bangladesh on the Fellows and alumni, their students, the schools and communities they work in, and finally, the country as a whole.

2.5 Core values

TFB as an organization has certain values that they whole abide by at an individual as well as organizational level.

Integrity	Speak and act at all times with honesty. Seek to constantly more closely align its actions to its beliefs and values.
Ownership	Sense of purpose and urgency Speak and act with integrity Personal responsibility of our results
Sense of Possibility	Believe in excellence Hold consistently high expectations for <ul style="list-style-type: none"> • Our selves • Our students, and • One another
Respect and Empathy	Embrace differences View them as opportunities to learn and grow Seek to first understand then be understood
Continuous Learning	Open and continuous reflection and growth Ask and welcome critical questions/comment Work in honesty and challenge our presumptions Seek to understand the roots of things Alignment between our actions and beliefs

2.6 Recruitment and Selection

The recruitment goals related specifically to Fellows and alumni for 2014:

- TFB is a brand that will attract top graduates of diverse backgrounds
- Admitted TFB fellows will possess the right skills, competencies, and mindsets to become impactful teachers through the fellowship, and powerful leaders beyond
- Top employers and post-graduate programs will seek out TFB alumni

The Recruitment and Selection team together address the quantity and quality of the TFB Fellows. Quantity is mainly important due to the urgency of the issue. However, this may be constrained by the supply of qualified candidates, number of placement opportunities, TFB resources available. For TFB's Year 1, the goal is to have 35 Fellows.

For the recruitment, 7 universities in Bangladesh and some international recruits will be in focus.

3. Literature Review

Socioeconomic disparities between the rich and the poor in Bangladesh are vast; the top 5 percent of the population controls more than 25 percent of the country’s wealth, while the lowest 20 percent of the population controls only about 9 percent of the country’s wealth. Several studies prove the link between student participation and performance in school to the socio-economic status of their families. One such study found that 55 percent of the children who dropped out of school came from households with food-deficit, although this category applies to only 45 percent of the general population. Even though government and NGO schools are technically free, parents cited “unaffordable school expenses” as the primary reason for children dropping out of these schools.

Figure 2 shows some of the disparities between households earning over TK 8000 (around 100 USD) a month, and those earning below TK 2000 (around 25 USD) a month. No studies were found, however, that look systematically into the far greater disparities between the education of wealthy Bangladeshis and that of the general population.

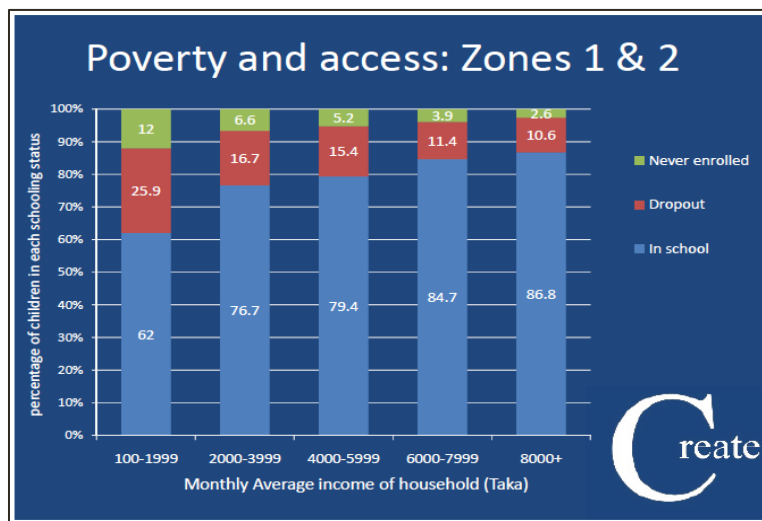


Figure 2: Correlation between household income and enrollment/dropout²

Size and Geography of the Problem

²Ahmed, CREATE. (2010). *Educational Access in Bangladesh*.

- There are roughly 150 million people living in the 147 thousand square kilometers of Bangladesh.
- According to UNICEF, about 56 million of these are children below the age of 18.
- Officially reported figures state that 97% of all children do not complete high school. Although this number may be slightly inflated due to complications and errors in collecting data, the indisputable fact remains that the vast majority of children are not receiving a proper education.
- More than three quarters of the population live below \$2 a day.
- Although traditionally poverty rates have been higher in rural areas than in cities, mass migration to urban centers have reversed this trend. Several studies have found specifically that the instance of poverty among children is higher in cities than in villages.
- In 2007, a total of 352,935 teachers were teaching in 82,868 primary schools (inclusive of all categories) across the country. In the same year, a total of 206,557 teachers were teaching in 17,386 secondary schools.
- Quantification of teacher shortage disaggregated if possible by rural v urban and primary v secondary.
- About 6 million people live in Dhaka.
- There are only 300 government primary schools in Dhaka, a city with around 800,000 primary-aged children.

Teacher professionalism and motivation runs low, while, correspondingly, absenteeism runs high. A BEPS study reported:

Teachers [in Bangladesh] rarely have a lesson plan. The percentage of teachers using a lesson plan in poor schools is as low as 20%... Such unprofessional practices have become the culture of the teacher community in the formal primary schools in general. The only exceptions to this are in the urban private schools.³

A study conducted at Dhaka University found that “teacher training in Bangladesh is not adequately linked to what teachers need to survive the difficult and challenges conditions of

³Ahmad, Ali, & Haque, I. (2011, July). *Economic and Social Analysis of Primary Education in Bangladesh: A Study of BRAC Interventions and Mainstream Schools*. (Research Monograph Series No. 48). Dhaka, Bangladesh: BRAC.

teaching and learning in the typical primary school. In-service training is sporadic and teacher support at school level is weak. There is no systematic and concerted plan to upgrade the teaching skills of all primary school teachers.”⁴ Another report, commissioned by USAID maintained:

*The selection process, deployment as well as the teacher training system are deficient in many ways. Poor quality of the teaching is recognized as one of the key variables contributing to the low level of learning achievement in primary schools. The institutional culture in all institutions of the education sector, particularly at schools, teacher training institutes, and field offices contributes to the poor quality of teaching and learning. The general lethargy and lack of initiative, lack of professionalism, lack of trainers and teachers, poor deployment of trainers and teachers, lack of self initiatives and incentives for the Trainers, Headteachers and teachers to improve their professional status, lack of independence and total control of all activities by the center, lack of facilities, lack of culture of reading and learning, poor quality of academic supervision, the practice of deputation of teachers to other jobs with no replacement of staff, teachers giving preference to tutoring to earn more by neglecting the routine teaching, and unethical practices such as irregular attendance, non-attendance of classes, lack of linkages between and amongst higher learning institutes, etc. have established an institutional culture that contributes to poor learning achievement in children.*⁵

Although highly respected culturally within the community, teaching is not professionalized as a middle-class occupation, as it is in much of the developed world. One indication is that senior teachers in government primary schools typically earn TK 4000 (70 USD) a month, which, according to Al Jazeera, is less than a “government factory worker.”

The study of literature solidifies the educational realities that exist in Bangladesh and reveals how certain mindsets are clearly perpetuating the disparity in educational inequity. It shows the enormity of the problem and hence the urgency in solving it.

⁴Haq, M Nazmul, & Islam, M. S. (2005, December). *Teacher Motivations and Incentives in Bangladesh: A situation analysis*. Dhaka, Bangladesh: University of Dhaka

⁵Basic Education and Policy Support (BEPS) Activity. (2002, June). *Bangladesh Education Sector Review (Report No. 4): Teachers and Teacher Training (Formal and Nonformal)*. Produced with United States Agency for International Development (USAID). Retrieved from: <http://ddp-ext.worldbank.org/EdStats/BGDesr02d.pdf>

4. Findings & Analysis

4.1 Identify the prevailing mindsets that are identified by the TFB model

Although more than 55 percent of the primary schools in Bangladesh are fully-funded by the government, this number plunges to only about 2 percent of secondary schools. In some ways, this prioritization indicates a belief among policy-makers that a quality K-12 education is simply not relevant for large numbers of the population, or not incumbent on the government to provide (Ahmad *et al.* 2011). It forces families to send children to private schools, where higher tuition fees and cost of materials in effectively excludes most children from secondary education (and beyond) along lines of class and income.

Such mindsets emerge even more sharply when examining structure, fees and demographic composition of private schools. Nearly 80 percent of students attend government primary schools or non-government schools registered with and subsidized by the government. About 10 percent are enrolled in non-formal primary schools, and 7 percent attend madrassas (religious schools) (Ahmed, 2007). A small fraction of the remainder – largely the children of the wealthy urban class – are able to attend private primary schools, where they spend longer hours in superior school facilities with higher-educated and better-supported teachers.

There is a broader range of private secondary school options available to students, reflecting the lack of government high schools. However, the quality of these institutions correlate strongly on the fees they charge and therefore the ability of students to afford them.

In fact, many high-end private schools tout the exclusivity of their ranks, based not on student merit, but socioeconomic indicators. In the interview with TFB CEO Maimuna Ahmad, she says, “When English-medium schools in Dhaka interview students for admission, they interview their parents even more seriously. The students all come from a certain family standing and background, and that is why they do so well. It’s also why there is such a long waiting list for admissions.”

One of the clearest markers of class in Bangladeshi schools is the language of school instruction. English-medium schools are almost exclusively private, charging tuitions that are often more than 10 times that of low-income schools (BEPS, 2002). Students in English-medium schools are

usually on a curricular track preparing them to sit for internationally rigorous exams like the AP, IB, O' Levels and A' Levels and apply to competitive universities abroad.

Unlike in neighboring India, there are virtually no English-medium options available to students in low-income government, NGO, religious or private schools. At the same time, most universities in Bangladesh are English-medium (although many professors informally compromise on this in the classroom in order to compensate for students' lacking language skills) (Nath, *et al.*, 2009). English skills are also considered incredibly valuable in the Bangladeshi economy. Significantly, even at the Underprivileged Children's Education Program (UCEP), where working children are prepared for technical and labor-intensive vocations, special emphasis is placed on spoken English training. Maimuna, CEO of TFB, explains to us that English proficiency ensures better-paid positions and opportunity for upward mobility for workers in garments manufacturing factories. In an increasingly global context that is dominated by the English language, the deficient level of English instruction in government schools means that most students are automatically precluded not only from a huge portion of social and economic opportunities but also from almost the entire body of higher academic work both nationally and internationally.

Education geared towards university, and particularly English-medium education has long been reserved for the elite in the country. For many decades, a steady number of graduates, mostly from private English-medium schools gain acceptance every year to some of the most selective international universities. However, the vast majority of children in Bangladesh never make it to even local or national universities. Less than 7 percent of adults in Bangladesh hold a university degree, and they come almost entirely from the upper and upper middle classes (Ahmad *et al.* 2011).

The disparities reflect underlying beliefs that quality education for all is neither immediately possible nor immediately urgent. Although leaders and policy-makers pay lip-service to increasing access and promoting quality in schools, a 2010 education policy brief published by CREATE found that "in practice the focus has been on enrollment targets and quality has suffered, particularly in urban areas, leading to significant declines in reading and mathematics achievement during the 1990s." Recognizing that low-income students are not supported by the current system of schooling, some NGOs, like the Underprivileged Children's Education

Program (UCEP), have set up alternative vocational training programs. Although these programs may help individual students and their families marginally increase their economic viability, they also ultimately limit students' opportunities for meaningful upward mobility by the technical mainstay of their education. In spite of good intentions, such efforts work to bolster the system that allocates quality of education based on income and diminish the urgency of equitable education.

The degree to which class division is normalized is a troubling indication of widespread disengagement with issues of social justice and equity. One of the most ubiquitous examples of this is the culture around domestic servants. Servants, most commonly young children or adult women, follow a strict code of social segregation from the family of their employers, even while living and working in the same house. Few seem to notice, let alone comment on the discrepancy in a society that allows some children to be hired for menial labor while sending other children to school to read Tagore and solve derivatives.

Poor people remain largely captive to the social, economic and political structures of power. Deprived of a meaningful education – as they largely are – they are denied to a great extent not only of the opportunity but also the ability to break free of these structures or change them. Prevailing mindsets around poverty and education ensure the perpetuation of systemic inequity. To reverse this perpetuation, these mindsets need urgent attention. Without changing these mindsets, the problem of educational inequity will not be solved.

The current generation of young Bangladeshis is among the first to have been born and brought up in post-Independence Bangladesh. Ironically, the struggle that brought about Independence was centrally based on a demand for inclusive democracy. It was shaped politically by young university students, and fought in the battlefield by young men and women from all socio-economic strata.

In contrast, many young people today live deeply insulated within their socio-economic class and are rarely provoked, encouraged or given the opportunity to learn about or engage meaningfully with others. They are daily bombarded by and increasingly desensitized to modern inequity. They are commonly unable to imagine or articulate an alternative reality. Unless they experience a deeply personal and meaningful shift in their mindsets, they are unlikely to try. In addition,

family and societal pressure to attain financial stability encourages the accelerating brain drain of the most-talented, hard-working and privileged young people, both from the rural areas to city centers and from the country abroad, deepening the disconnect between roots and leaders.

These studies of literature and conversation with Maimuna, CEO of TFB, have led to identification of a number of prevailing mindsets of the young people of Bangladesh that perpetuates the educational disparity that exists in Bangladesh. These are summarized in Table 1 below.

Table 1: Summary of Prevailing mindsets of the young people in Bangladesh

Prevailing mindsets of young people that perpetuates educational inequity as identified by the TFB model
There is no urgency in the solving of the problem related to educational inequity.
Teaching as a profession is not aspired to as a profession
There are no solutions to this problem of educational inequity
Young people do not realize/understand the massive educational inequity that exists in Bangladesh
Normalized class division

4.2 Study the current mindsets of University students surrounding educational realities as described by the Teach For Bangladesh model

One of the problems that the Theory of Problem of the Teach For Bangladesh model identifies is that the people in the higher, middle class are insulated in their socioeconomic class and are unaware of the urgency and enormity of this problem of educational inequity that exists.

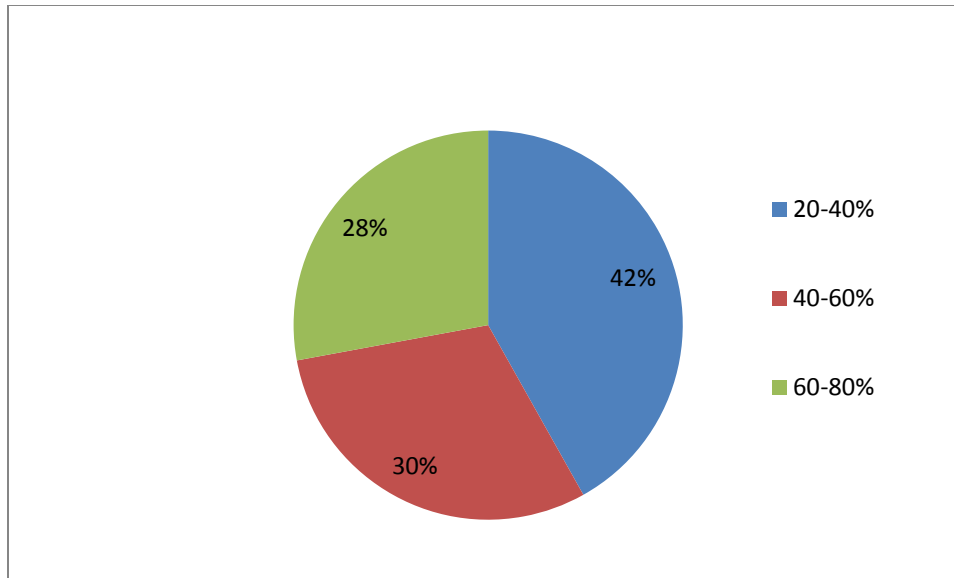


Figure 3: Showing the response of university student who have not had any kind of interaction with TFB when asked what proportion of Bangladesh's children do not complete high school today.

The reality of educational inequity problem is that more than 90% of the children in Bangladesh do not complete high school as found in the literature review. As is evident by Figure 3 above, university students are clearly unaware of this reality. Figure 3 shows what University students who have not had any interaction with Teach For Bangladesh think about the high school dropout rates of Bangladesh. It shows that close to half of the sample believes that only 20-40% of Bangladesh's children do not complete high school when in reality this is above 90%. The rest of the respondents said that the proportion of Bangladeshi students who do not complete high school is between 40-80%. This incorrect perception about the high school dropout rates is evident of how insulated University students in Bangladesh today are.

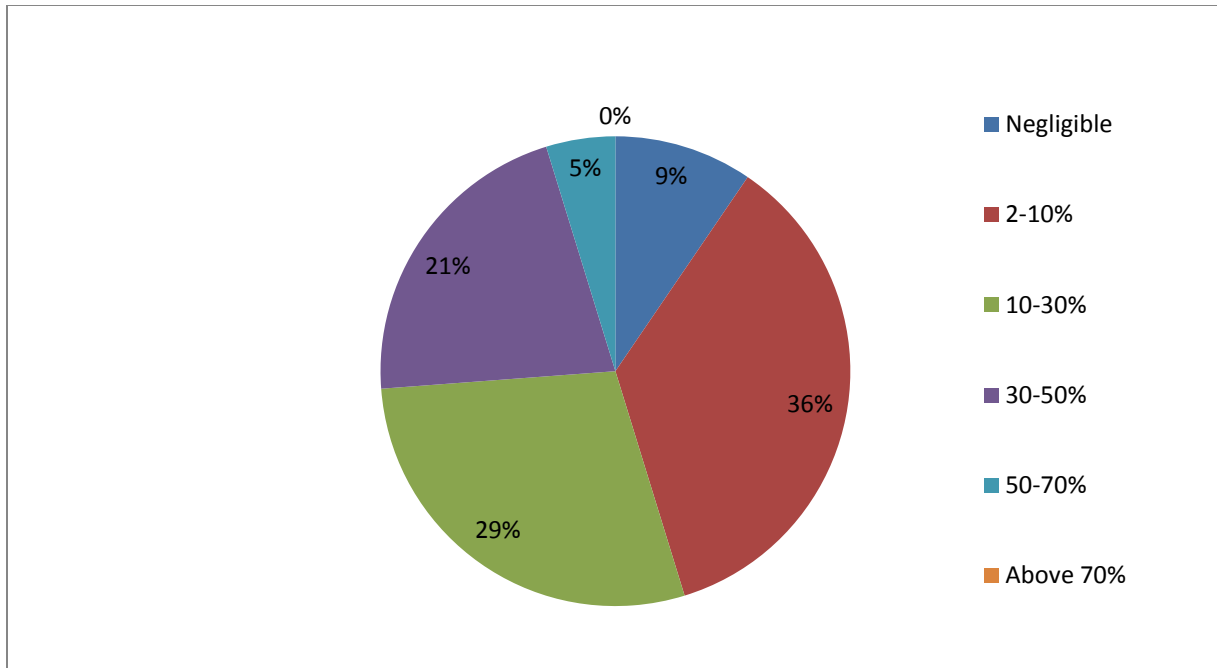


Figure 4: Showing the response of university student who have not had any kind of interaction with TFB when asked what proportion of Bangladesh's children study at English-medium schools.

Figure 4 shows again how unaware University student of Bangladesh are of educational realities. It shows the response of the students when asked what proportion of Bangladesh's children today study at English medium school. From our literature review, we know that in reality this portion of children are negligible. About half of the student response was that between 10% and 50% of Bangladesh's children study at English medium schools and only about 14% of them said that this percentage was between negligible to 10%. This again shows how insulated University students today are in their own socioeconomic class.

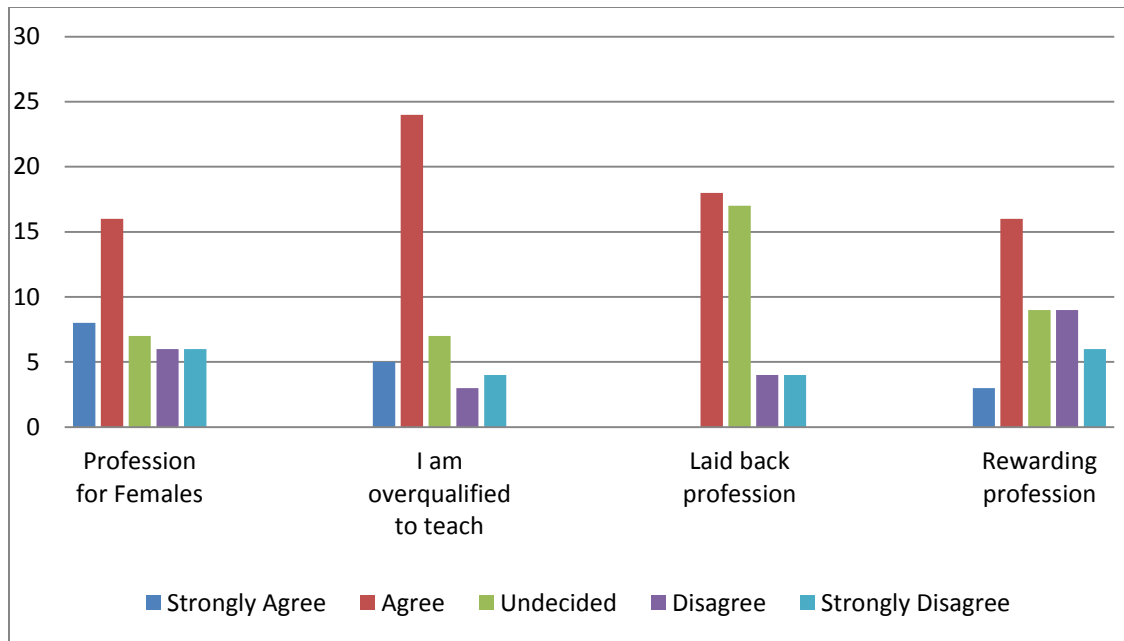


Figure 5: Reaction of University students to some statements about teaching as a profession

Another mindset that TFB identifies and hopes to reverse with its Theory of Change is the mindset of the people of Bangladesh surrounding teaching as a profession. Literature review reveals the poor quality of teachers in Bangladesh and as TFB identifies, the mindset of government officials, teacher trainers and the people in general are a huge factor contributing to this poor quality of teachers. Of these mindsets, the mindset of University student that are identified are that teaching is not professionalized by the middle and upper class skilled workers. Research shows that when students are asked whether they feel they are overqualified to aspire to be primary school teacher, most of the respondents said they agree or were undecided. This shows that most of the students do not feel that teaching is a challenging profession. When asked if they feel teaching is a profession for those who want a laid back professional life, again, majority agreed. Most of them also said that they feel teaching is a profession for females which is also a mindset identified – that teaching should be for housewives who wish to earn a little extra money to support the family. Despite these responses, majority of the respondents also said that teaching as a profession is very rewarding. Even though they feel that the profession is rewarding, they would not aspire to be a teacher. So if most university students feel this way, only less qualified people will aspire to enter the teaching profession and hence the quality of the primary school teachers will remain poor.

4.3 Study of the Recruitment strategies of TFB and evaluating its effectiveness in reaching out to University students

Teach For Bangladesh has set a goal for its inaugural cohort as 13 highly-qualified graduates recruited from top universities and employers in the country and abroad. There are several different demographic “buckets” that TFB has broken down their target population for recruitment targets, each of which can often be broken down further. Broad categories, listed in the order of initial priority, are:

- Local Bangladeshi
- Bangladeshi nationals abroad
- Bangladeshi diaspora
- Non-Bangladeshis

A central component of our long-term theory of change is the role played by alumni in changing national attitudes, priorities and structures to expand educational opportunity for children. Therefore, TFB prioritizes recruitment efforts, at least initially, towards groups that they assume are more likely to feel they have a personal stake in the future of the country.

Recruitment messages of TFB:

TFB aims to be consistent with its recruitment activities, strategies and messaging so that all point of contact results in the same experience by stakeholders. The prime recruitment messages are summarized in the table below. The table also points out which of these messages predominantly addresses some of the mindsets that are identified by the model.

Table 2: Summary of Recruitment messages of TFB and identifying which of these address the prevailing mindset component

	Addressed to alter prevailing mindsets
Leading a revolution, movement, andolon	
Taking on a challenge	✓
Link to leadership and personal growth	✓
Stand out	
Professional growth	✓
More than 90% of children of Bangladesh do not complete high school	✓
Structured, high-stakes, fast-paced work environment, with continuous opportunity for impact (unusual for most entry- or even mid-level white-collar jobs)	✓
Regular targeted group and individual support to improve performance	
Focus on building and improving (transferable) leadership and communication skills	
Brand recognition by future employers and graduate schools	✓
Map the paths of alumni from network organizations	
Personal growth	
Consistent infusion of core values throughout organizations actions: audacity, perseverance, respect, empathy, integrity and openness	
Organizational focus on personal transformation through pushing boundaries and perceptions	✓
Safe space for challenge, failure and growth	
Teaching is a meaningful way to engage with others and lead change.	✓
Making a difference/having an impact	✓
Immediate, demonstrable impact directly on students	
Direct and indirect impact on placement school and community	
Teaching is leadership	✓

Long-term, self-driven impact	
Education is a powerful means for building an equitable, inclusive and democratic society.	✓
Belonging to different kind of organization	✓
Young, professional future leaders in a culture of high energy, high passion, high expectations, high potential for impact	✓
A national movement for change	
A global movement united by values and vision	
Teaching is the most rewarding and challenging profession	✓

Recruitment Activities

There were a number of activities and tools that were used by the recruitment team to meet the ambitious recruitment goals of 2014. These were as followed:

1. University Presentation: With permission from the administration/career service, recruitment team members formally presented about the Fellowship to campus students. These presentations may be for the mass or smaller classroom presentations.
2. Mass media: Articles on Teach For Bangladesh were published on many publications such as Dhaka tribune and The Daily Star. Radio coverage was also extensive. TFB built a collaborative partnership with the new, hip Radio Shadhin.
3. Coffee chats: Personal cultivation of top prospects identified from registration pools or recommendations were also a major strategy. These coffee chats were held at the office and usually consisted of a conversation on TFB Fellowship with 1-4 top prospects.
4. Invite-only presentation: The recruitment team also organized invite-only presentations at the office where 15-20 top prospects were invited for an interactive discussion.
5. Social Media: The hype about TFB was also raised using social media tools such as Facebook and blogs.

Recruitment Process:

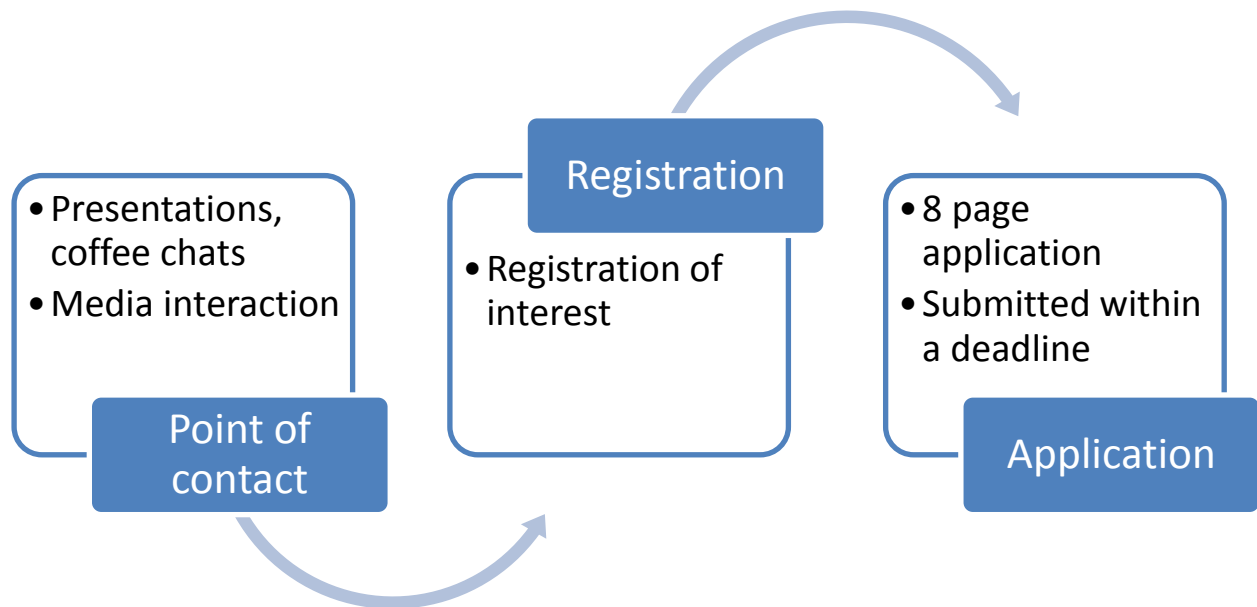


Figure 6: Recruitment process of Teach For Bangladesh

A candidate normally follows the normal interaction of first having some kind of point of contact with TFB through recruitment efforts of Recruitment associates or media. The point of contact can then yield a registration and once a candidate has registered, he/she will be sent a link of the application form which he/she can change and save as many times as he/she wishes and submit before the deadline.

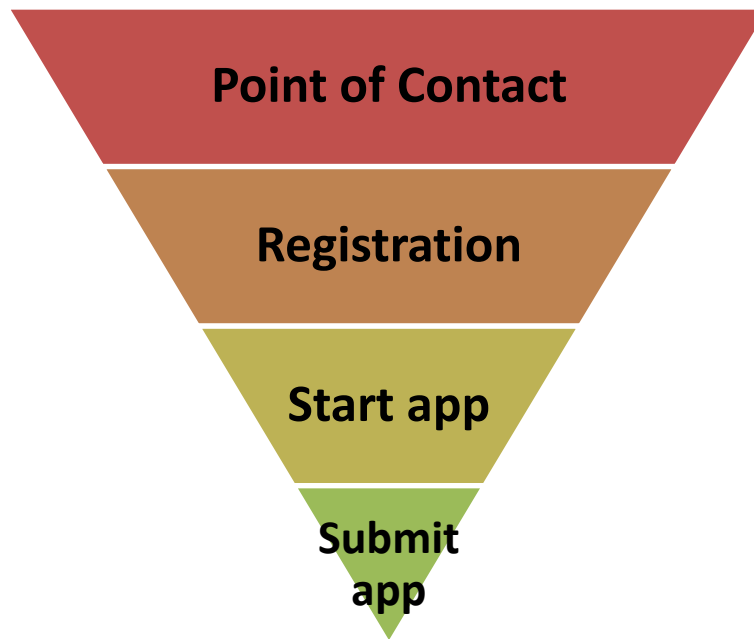


Figure 7: Recruitment conversion funnel of TFB

The goal of the recruitment team is to convert point of contact to registrations, registrations to started applications and finally started applications to submit before the deadline. This creates a funnel like the one shown above. If we want to assess the effectiveness of a point of contact, we would assess the conversion that the contact has along this pipeline. Looking at Figure 8 below, we can visualize how each recruitment effort during the months between March and June converted to registrations. It can be seen very clearly the drastic rise in registration numbers after mass media coverage such as articles and radio shows cause. This is probably because the point of contact via these efforts are much larger so the registration numbers are also larger. The launching event, other presentations, and invite-only also caused peaks on the registration numbers. The highest peaks were during the registration booths at NSU where volunteers sat through the entire day registering students on campus. This was also around the time numerous mass media coverage was done. Overall, it can be seen that each recruitment activity always cause a peak in the registration numbers. This means that although differing in effectiveness, all these activities were in some way or another effective in reaching out to the target audience.

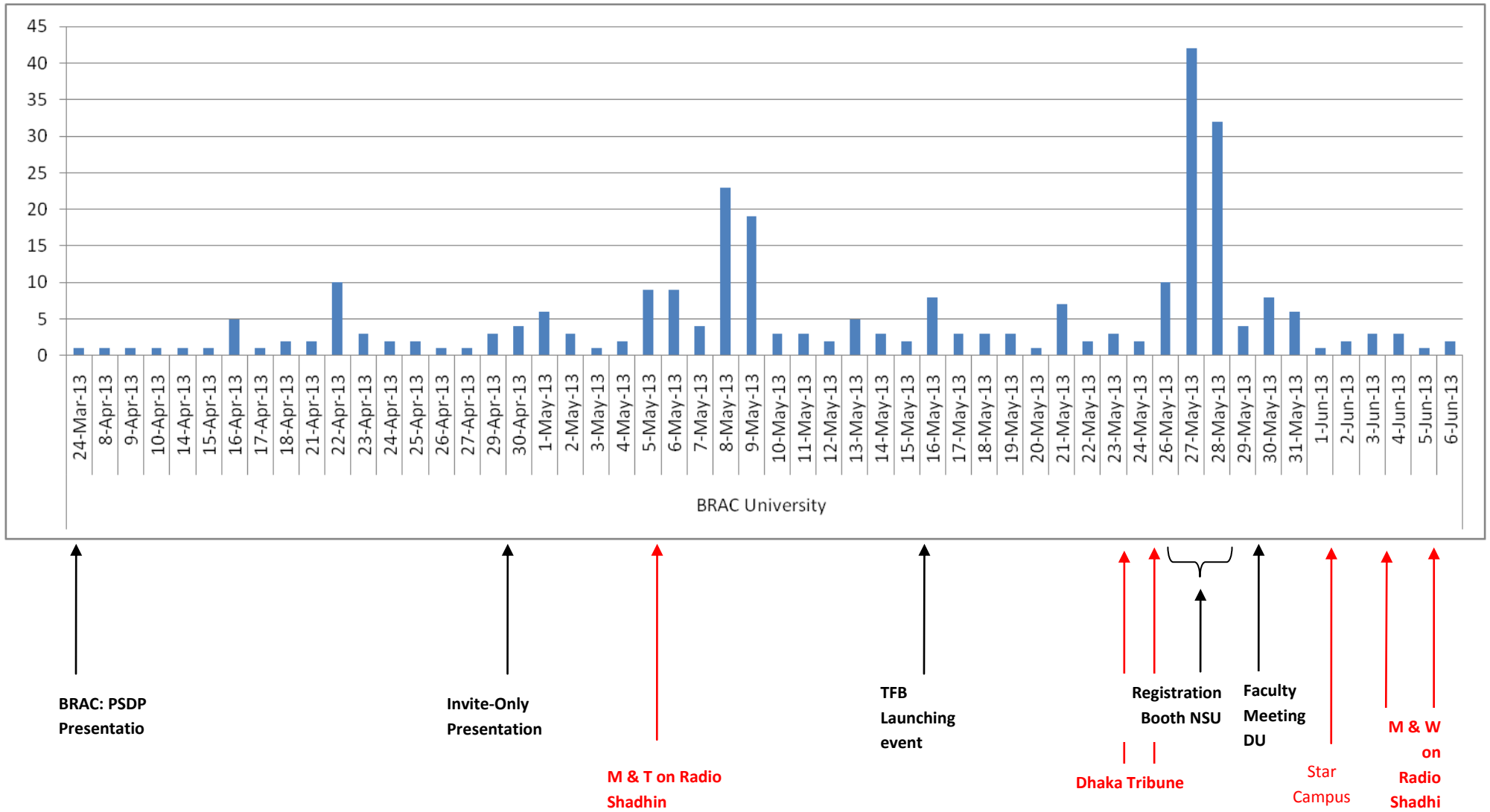


Figure 8 : Recruitment activities and their conversion into Registrants

4.4 Evaluate the effectiveness of recruitment strategies of TFB in changing the mindsets of university students

Now that we know that the recruitment strategies of TFB has effectively reached out to the target audience, we need to evaluate how effective these outreach have been in altering the mindsets that were identified to be reasons for perpetuation of educational inequity as identified by the TFB model. For this part of the findings, we will compare the response of those respondents who have had no interaction with TFB and responses of those respondents who have had some interaction with TFB.

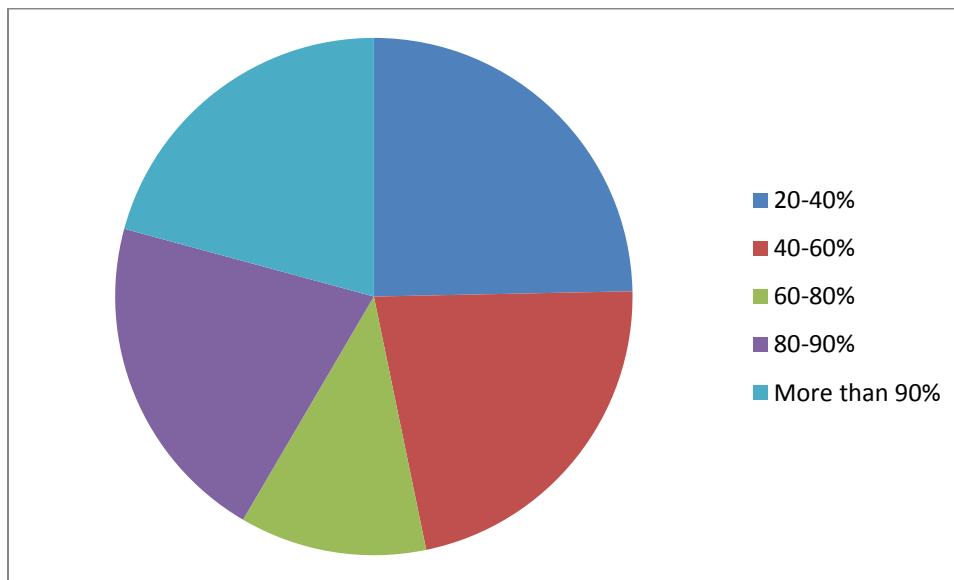


Figure 9 : Showing the response of university student who have had some kind of interaction with TFB when asked what proportion of Bangladesh's children do not complete high school today

Figure 9 shows the change in the understanding of the educational realities of University students after they have had any sort of interaction with Teach For Bangladesh. Compared to Figure 3: Showing the response of university student who have not had any kind of interaction with TFB when asked what proportion of Bangladesh's children do not complete high school today. it can be clearly seen that some interaction with TFB has greatly altered the mindsets of the sample. More than half of the respondents who have had interactions with TFB said that more than 60% of the children of Bangladesh do no complete high school as opposed to more than 70% of the respondents who have had no interactions with TFB saying less than 60% of the children of Bangladesh do not complete high school. This is a drastic shift in the knowledge of the students

which will slowly work towards them understanding the reality and eventually feeling the urgency of the problem of educational inequity.

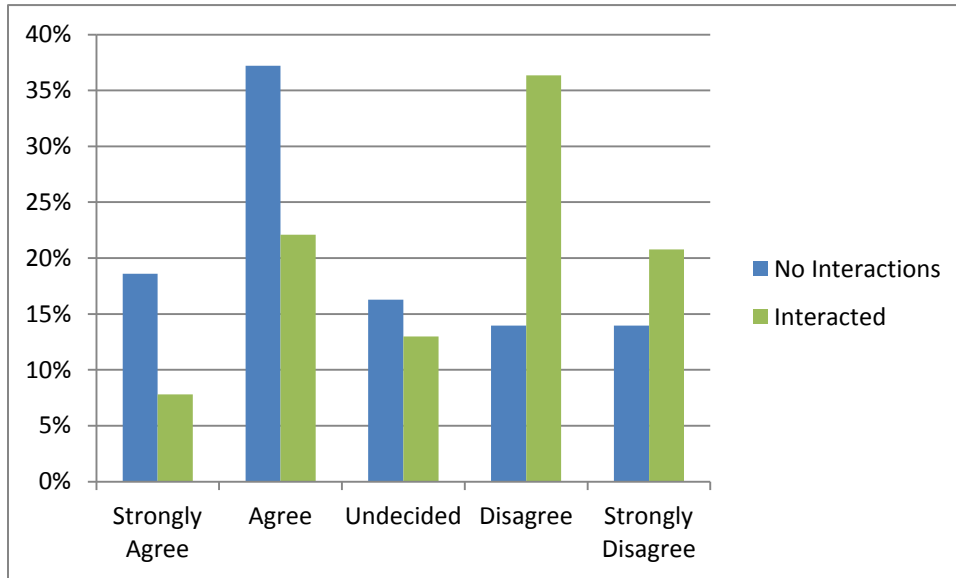


Figure 10: Reaction of University students to the statement that the teaching profession is better suited for females only

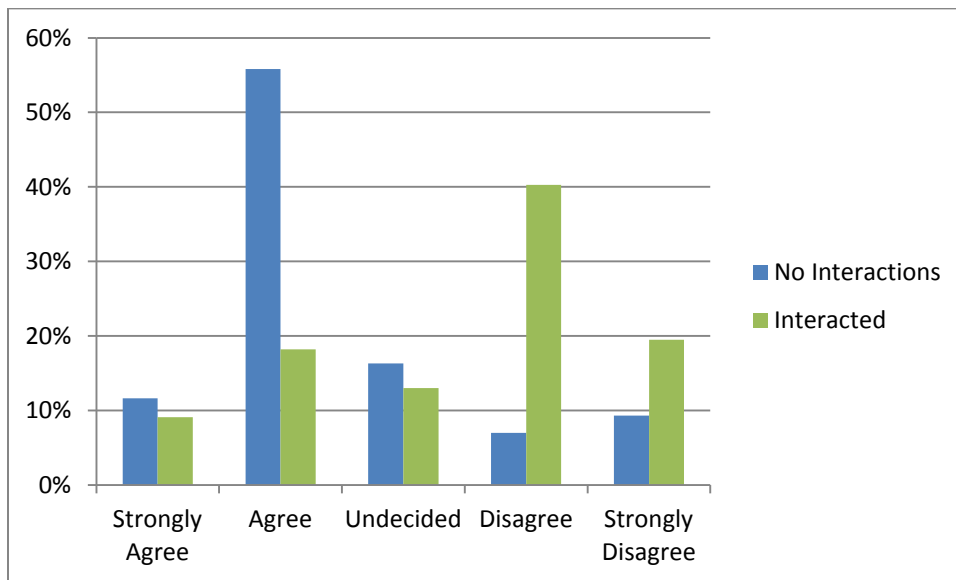


Figure 11: Reaction of University students to the statement that they are over qualified to be a primary school teacher

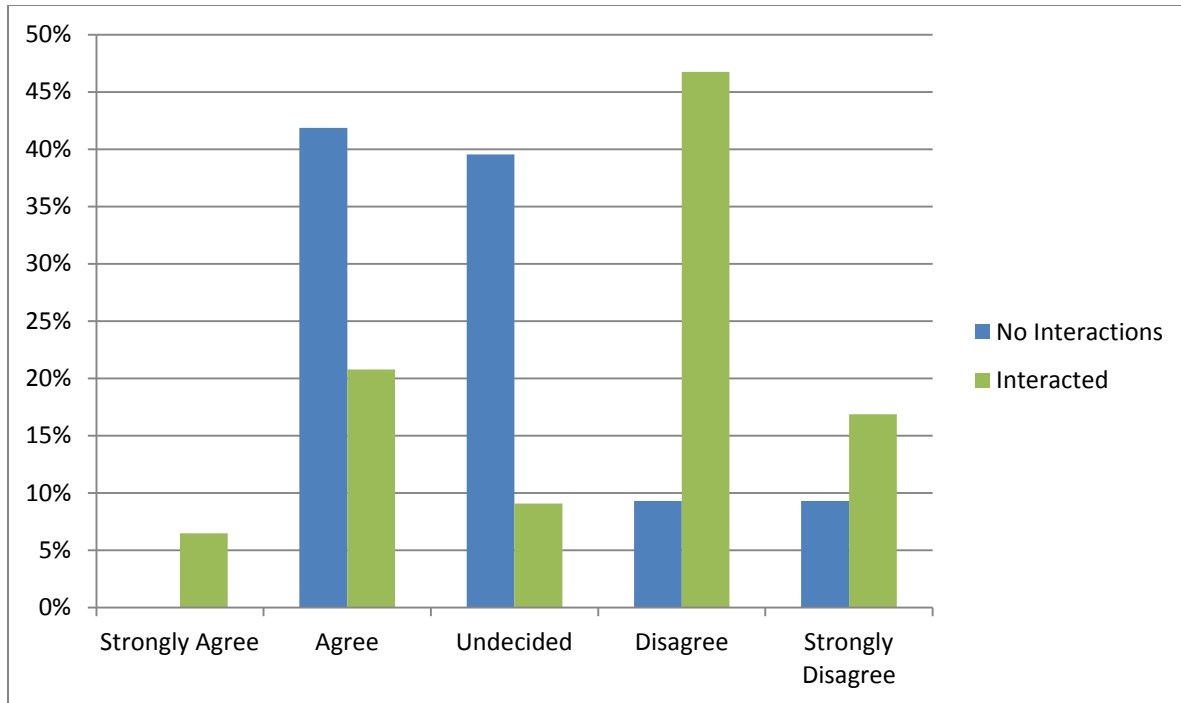


Figure 12: Reaction of University students to the statement that teaching is best suited for those who want a laid back professional life

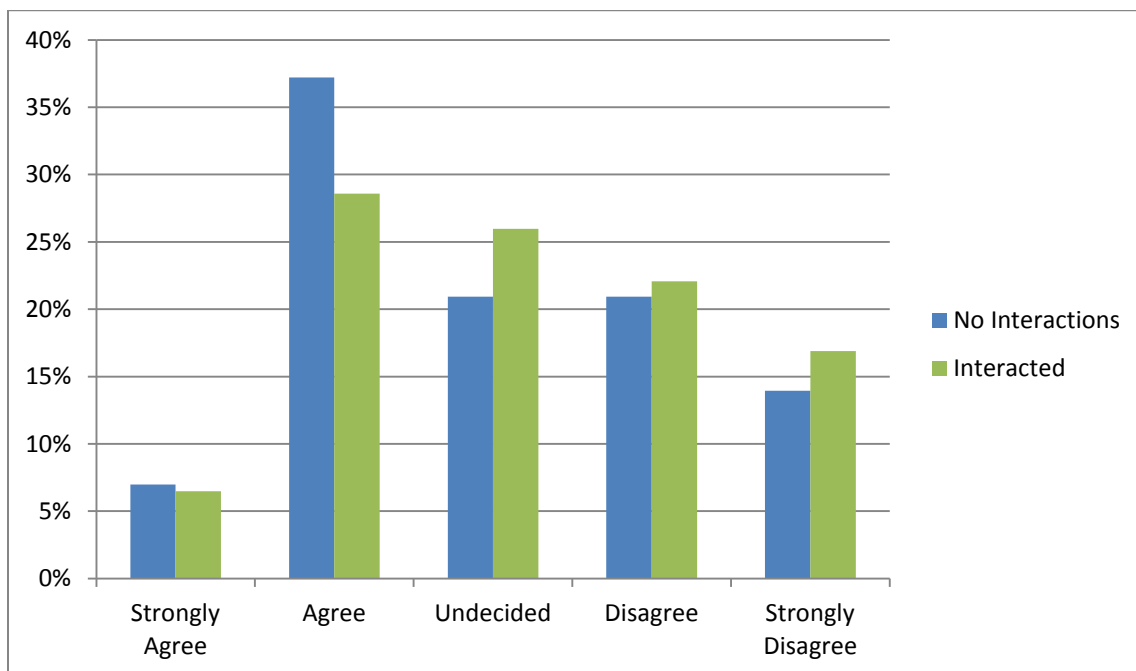


Figure 13: Reaction of University students to the statement that teaching is a rewarding profession

Figure 10 till Figure 13 show the difference in reactions to statements about teaching as a profession between respondents who have had interactions with TFB as opposed to those who have not had any interactions with TFB. A number of conclusions may be drawn from these graphs. TFB interactions have started to alter the perception that teaching is a profession best suited for females as those who have had TFB interaction tend to disagree with this statement. It may also be deduced that those who have had TFB interaction had started to realize the challenge of being a primary school teacher as less of them are agreeing to the statement that they are over qualified to be primary school teachers. Those who have had interactions with TFB also have more of a tendency to disagree with the statement that teaching is better suited for those who prefer a laid back profession. This means that TFB interactions are making them realize how demanding the teaching profession really is. In terms of teaching being a rewarding profession, both groups (those who have had interactions with TFB and those who have not) have similar reactions. They seem to agree that teaching is in fact a rewarding profession. From these results it can be concluded that the reactions to the statements about teaching profession are quite distinct between the group of University students who have had no interactions with TFB and those who have had interactions with TFB. So we can safely assume that these interactions are slowly altering certain mindsets as identified by the Theory of Problem of the TFB model.

4.5 Assess the proportion of students that TFB has already been able to reach (any point of contact such as presentation, coffee chats, discussions, etc)

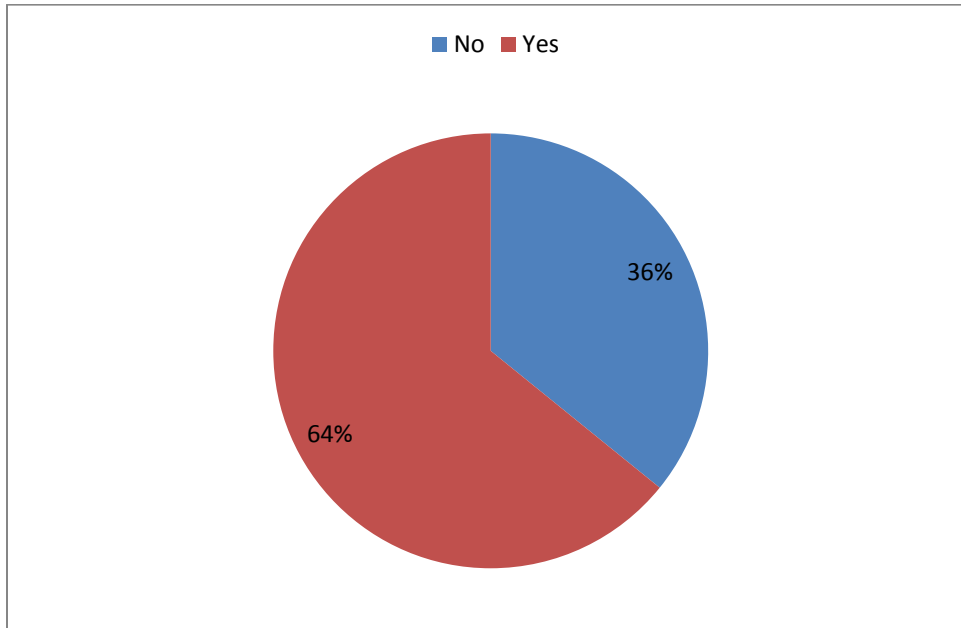


Figure 14: Proportion of sample who have had interactions with TFB and those who have not

Figure 14 shows the percentage of the sample who have had some kind of interaction with TFB and those who have not. It can be seen that more than 60% of the University student sample from the target universities have had at least one interaction with TFB. This is quite a large number in the first year of recruitment. Over time, this proportion will surely rise. However, having said that, it is also possible that since convenient sampling was used, there is an over estimate of the proportion who have had TFB interactions. This is because through convenient sampling, it is possible that the sample attained is bias as the network of samples received would likely have TFB links since they are collected through networks of known people.

4.6 Evaluate the success of the model till date and comment on the future prospects

During the in-depth conversation with Maimuna Ahmad, CEO of TFB, she shares her views on mindsets: “Mindsets are built from years and years of experience, teachings and culture. Mindsets are instilled into our values and personality – they cannot be changed overnight or with a few conversations. To really change mindsets, we need to prove the mindsets wrong. We need to show the people of Bangladesh that teaching is one of the toughest and most progressive (in terms of personal and professional growth) career path. We need to show them that children from low income family are capable of not just learning, but excellence and they deserve to receive quality education. We need to start building a culture where class division is scorn upon. When we have all these; that is when these mindsets will have to vanish. But that cannot happen overnight, or in a year. It will take at least 5-6 years if the TFB plan goes accordingly.”

TFB categorizes the learning and development of individuals into three components: knowledge, skills, and mindsets. Knowledge are the factual information that we gather and understand. These are easily altered and expanded through fact finding, readings, etc. Skills require practice and hence more time needs to be given to develop ones skills. The mindsets are the component of ones learning that is most ingrained into once values and personality and hence the most challenging component to shape and influence. Within the mindset component, we have the surface mindsets as well as the deeply rooted mindsets. Surface mindsets are easily shaped whereas rooted mindsets are much trickier and take long time to alter.

TFB in its recruitment efforts does addresses the mindset component of the model, while realizing that altering the mindsets is a much more long term notion. However, looking at Table 1 and

Table 2, it can be seen that the mindset that educational inequity is not a massive problem that needs immediate attention has already been addressed. The finding of this report is that TFB has already been able to instill into the minds of many University students the reality and urgency of this problem – over 90% of children who do not complete high school. These university students also have had their mindsets surrounding teaching as a profession altered as found by this study.

However, as Maimuna points out, mindsets cannot be changed in such a short time span. TFB has been in operations only over a year with recruitment efforts only on going for 16 months tops. So the heavier mindsets such as normalized class division would require much more time and effort. Once one operational cycle completes (i.e. the first cohort of Fellows complete their 2 years of Fellowship and go onto being change makers in the education sector), that is when these deeply imbedded mindsets will really start of change. This process could take up to 5 years (2 years starting 2014, then another 2 years to give the Fellows time to truly become change makers: innovate/develop).

5. Conclusion

As identified by the TFB model, there are certain prevailing mindsets of the people of Bangladesh that contribute to the perpetuity of educational inequity. The model tries to reverse this perpetuity by altering these mindsets in the long term. The recruitment strategies of TFB have all been successful in converting point of interest into registrations. Their recruitment strategies have specific messages that address prevailing mindsets that the TFB model is trying to alter. It was found that whenever a recruitment activity was conducted, there were peaks in the registration numbers surrounding the activity days. Most successful were the mass media strategies such as radio coverage and article publications which significantly increased registration number.

It was found that TFB with its recruitment strategies has been able to initiate the changes in some of the mindsets of the University students. Especially those that are surrounding more of the knowledge piece – like knowing the educational realities and understanding the urgency of the educational inequity problem and realizing the hardship of teaching as a profession. However, the deeper mindsets that need to be changed to begin reversing the perpetuating cycle that leads to this inequality are yet to be altered. This process is one that would require much more time – at least another 5 years as data suggests.

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Appendix

Interview Questions

1. How long do you feel it would take Teach For Bangladesh to truly alter the mindsets that perpetuate educational inequity as identified by the model?
2. How far do you feel TFB has come in terms of altering the mindsets?
3. We know that one of TFB's long term vision is to alter these mindsets of the people of Bangladesh. What are your strategies does TFB adopt in trying to attain this vision?
4. How large a part does recruitment activities play in attaining this vision?
5. From TFB's recruitment messages, which of them particularly address the mindset component of the model?
6. Can you comment specifically on how the mindsets of University students have been affected by the recruitment activities till date?
7. Could you roughly estimate a timeline by which these mindsets would begin changing?

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Questionnaire

Section A: Personal details -----

1) Gender:

- Male Female

2) Which University are you from?

- BRAC North South University
 Dhaka University Others, please specify _____
 BUET _____
 Jahangirnagar University _____

3) What is your current area of study?

- BBA/MBA
 BSc/MSc
 BA/MA
 Others, please specify _____

PartB: Your Understanding of Educational Realities-----

4) What proportions of Bangladesh's children do not complete high school today?

- 10-20% 60-80%
 20-40% 80-90%
 40-60% More than 90%

5) What do you feel is the most significant reason for high school drop outs in the low income communities?

- Child labor The children lose interest
 Parents do not value education Others, please specify: _____
 Migration _____
 Child marriage _____

6) What percentage of Bangladesh's children go to Private English-medium schools?

- Negligible 30-50%
 2-10% 50-70%
 10-30% Above 70%

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- 7) Rate the following statements about primary **school teaching as a profession** according to how strongly you agree/disagree with them. [1 being strongly disagree and 5 strongly agree]

	1	2	3	4	5
It is a profession that is best suited for females.					
I am over qualified to aspire to become a primary school teacher.					
It is suitable for those who want a laid back professional life.					
It is a very rewarding profession. (In terms of monetary gains, respect in society as well as fulfillment when students achieve at high levels)					

Part C: Your interaction with Teach For Bangladesh -----

- 8) Have you had any interaction with the organization Teach For Bangladesh (attended any presentations, read any articles on them, spoken to any employees of the organization)?

Yes No

If Yes, please proceed to answer Questions 9 and 10 below:

- 9) Please specify the type of interaction(s) you have had.
- Attended a presentation
 - Read an article
 - Spoken to their employees
 - Spoken to their Campus Ambassador
 - Visited their website
 - Visited their Facebook page
 - Others, please specify _____
- 10) Do you think that the interactions with Teach For Bangladesh altered your perception about the educational realities of Bangladesh?
- Yes No