

# Internship Report

A workplace Internship Semester at  
Teach For Bangladesh



[www.teachforbangladesh.org](http://www.teachforbangladesh.org)

Name : Sumaiya Sayat Rubama

Student ID : 15269008

Semester : Fall Internship

Date : December 1, 2016



**Submitted to**  
**The Masters in Development Management and Practice (MDMP) Program**  
**BRAC Institute of Governance and Development (BIGD)**  
**BRAC University**

# Contents

**Section 1: Summary of facts**..... 3  
    Partnership Development and Communications (PDC): ..... 5  
**Section 2: Narrative of Projects**..... 6  
    Partnership Development – Private sector engagement..... 6  
    Communications and Marketing..... 8  
**Section 3: Self Evaluation**..... 10

*\* Section 4: Appendix is not included in this document, as majority of the primary documents I created are contain confidential information (e.g. proposal donor information, confidential organization budgets, etc.)*

For the semester of internship as part of my Masters in Development Management and Practice, I completed the placement with the organization I currently am working in – Teach For Bangladesh – as an Associate in Partnership Development and Communications, since February 2016. As such, this report includes details of the particular projects that I have been involved with, over the duration of the internship period – September to November 2016. Before delving in to the specific of my role in the organization, I would like to present a brief of who we are, and what we do.

## **Section 1: Summary of facts**

Teach For Bangladesh (TFB) is a movement of passionate leaders committed to eliminating inequity inside and outside the nation’s classrooms, working towards the vision that all children in Bangladesh will have the opportunity to attain an excellent education. TFB recruits a growing number of Bangladesh’s brightest graduates and young professionals, across disciplines and backgrounds, to teach in the capital city Dhaka’s most underserved communities for two-years through the most unique leadership development program in the country – the Teach For Bangladesh Fellowship program. The TFB Fellowship equips participants (known as Fellows) with skills and tools to expose the multifarious roots of inequity in education opportunities, and to spearhead immediate change in teaching practice, student-teacher-community outlook on school culture, and achievement gap in education across communities we work with.

Beyond the two-year Fellowship, TFB Fellows become agents of long-term, systemic change in the country’s education sector, as leaders of the TFB Alumni network. Building on their immersive leadership teaching experience and exposure to root problems on the ground, TFB Alumni continue to tackle the multiple complexities of education inequity championing solutions from multiple sectors of society, as they progress into careers across private and public sector professions in their respective fields of discipline.

Through our two-pronged model of change, TFB builds this growing movement of leaders committed to changing the system, to ensure that every child in Bangladesh has a brilliant education, regardless of where they come from. This model is shared by 40 + (and growing) partner organizations around the world, under the umbrella of Teach For All that unites us all in

solidarity in the universal movement to end education inequity. While each of these partner organizations are autonomous, local entities, we are all connected through the TFAll platform, that allows us to share solutions, exchange strategies, strengthen regional cooperation in figuring out context and area specific adaptive measures to tackle systemic education disparity – basically existing as global thought sharing partners.

Established in February 2012, we exist today to break the link between poverty and academic achievement, directly working with government primary school children aged 6-14 in low-income urban communities in Dhaka. Our Fellows work in deep collaboration – not isolation, engaging existing regular teachers in our partner schools in strengthening learning culture transformation community-wide. Entering January 2017, we will have over 75 Fellows operating across 26 schools in 6 education thanas in Dhaka, impacting upwards of 4,500 students. We also have 25 young Alumni starting their journey impacting macro level change inside and outside the education system.

TFB's Fellowship operates as our entire program, broken down into 5 key areas:

1. **Fellowship Recruitment and Selection:** Attracting outstanding candidates to apply for the TFB Fellowship. Selecting individuals who demonstrate the personal, academic and professional competencies necessary to positively impact student achievement under very challenging circumstances. The team is set to recruit 71 Fellows for our fifth cohort – which is a 52% growth from this year's incoming Cohort size.
2. **Leadership Development of Fellows:** Training and supporting Fellows through an intensive six-week pre-service and ongoing in-service professional development, including a postgraduate diploma from BRAC University in Educational Planning and Management. This year, the team will be training and supporting nearly 75 teachers across community classrooms.
3. **Partnerships:** Building collaborative relationships with government education directorate partners, school community authorities and CBOs, for placing Fellows in full-time paid teaching positions. Engagement in private-sector partnerships with leading local and global businesses to support our Fellows and alumni; strengthening current partnerships with governing mechanisms like the Department of Primary Education, or

big NGO backers like BRAC, to local corporates of United Group, and multinationals like Deutsch-Post Ltd.

4. **Alumni Support:** Fostering the network among alumni and creating clear and compelling paths to leadership, enabling them to continue their work to expand educational opportunity after the Fellowship. The team is supporting 25 current Alumni, and building structures and systems for new Alumni.
5. **Measurable Impact:** Using data and reflection to continuously evaluate our outcomes and improve our effectiveness inside and outside of the classroom.

All operations are managed from our main office located in Dhanmondi. We are still a young organization, with our staff at the head office swelling to 25 in 2016, from the 15 members in 2015. The organization is made up of 6 different teams: Leadership Development; Alumni Impact; Fellowship Recruitment, Selection and Matriculation; Finance & Admin; Human Resources; and, finally, Partnership Development and Communications – where I support my other two team members as an Associate. Due to the complex and interrelated nature of our work, there is frequent cross-over of team members collaborating with each other, transcending the specialized aspect of each of the teams.

### **Partnership Development and Communications (PDC):**

PDC is a three person team, responsible for creating, and then building partnerships with schools, government bodies and private-sector partners. The CEO, Maimuna Ahmad, is the head of PDC, while the three of us manage the day-to-day operations of the team.

The responsibilities of the Senior Associate in PDC – Public engagement revolves around i) identifying high need government and non-government Schools in lowest income communities; ii) creating long-term partnerships with School Management Committees of partner schools; iii) taking permission from Directorate of Primary Education to place Fellows in Schools; and, iv) building relationships with government officials to build champions for the education inequity movement.

I support the Manager, PDC – private engagement, in fundraising efforts, as well as stewardship of new and existing donors. We introduce the TFB Fellowship model to potential donors (foundations, corporates, and governmental and bi-lateral agencies) and organize School visits to

invest them to commit funding the program. As well, my responsibilities include handling the organization's social media and email communications with externals, and managing marketing material for organization events, and for creating brand-visibility of our organization in the universities, and other partner-institutions/ companies we work with.

## **Section 2: Narrative of Projects**

Throughout the duration of the fall internship period – September to November 2016 – my responsibilities were split between doing regular work with the Partnership Development team, as well as being seconded for a period into the Fellowship Recruitment and Selection team, to support with the third and final recruitment deadline of our annual recruitment cycle. The experience put me through a notably steep learning curve, as, alongside enhancing my skills of pitching to potential donors, and proposal and report writing, which I had previous experience with, I had to quickly learn, adapt, and master the skills required for recruitment work – an area I had, till date, very little experience with or knowledge of, and never considered my strong suit.

### **Partnership Development – Private sector engagement**

#### **Fundraising**

As a PDC associate, my main task is supporting my manager with local and international fundraising efforts – from researching and identifying new prospect funders, to drafting and developing funding calls and proposals, to creating and facilitating presentations to potential partners. Beyond funding relationships, we also invest our new as well as existing partners in our cause through engaging with them in other types of partnerships, e.g. HR partnerships, CSR engagement, cause-based marketing activities, and also expose them to various day-to-day activities such as school visits, inviting them as speakers for our training of Fellows, and facilitating for CSR engagement in schools with our private sector partners. For the internship period, I have mostly been involved with proposal writing, prospect research, and potential donor meetings.

#### **Funding Proposals**

During these three months, I have supported my Manager to prepare proposals for 3 new donors – IKEA Foundation, the Kadoorie Foundation, SWIFT, and 2 renewals or upgrades of existing funding partner proposals - Deutsche-Post DHL, and the Porticus Foundation, as well as creating

and submitting an Expression of Interest for a new funding source – the Varkey Foundation. My direct responsibilities start with researching the prospects, and the specific priorities of the grants and funding directives of the donor organization. Then, before drafting an initial proposal, I am tasked with exploring network links of these donors with any of our other TFAAll partner organizations, so as to be able to utilize resources from their past funding relationships with the funders, to better inform our document. Third step is assisting my manager to draft the proposal, mostly with the narrative, and cross-check the budget information requirements with the finance team. The budget components are to date not developed by me. Finally, incorporating feedback from manager and the CEO, and ensuring all edits and comments are synthesized, I create the final draft to be reviewed by the Manager and CEO before it is sent off. Creating and developing any proposal requires an acute understanding of how to cater the pitch to the individual donor. This has significantly enhanced my understanding of selecting and using the most attractive data points for each individual donor, as well as using strategic language and rhetoric in the narratives that call out to the donors' priorities.

#### Prospect Research

I have started building a database for researching and identifying effective new multi-year funding sources to diversify our fundraising base for the next fiscal year. This has included doing some intensive desk research.

While we have almost 70% of our funding goal for the current fiscal year committed, we are targeting local corporations, multi-lateral donor organizations and individual givers to raise the remaining 30%. This is quite challenging in the context of Bangladesh, as corporate giving culture is still quite a new concept. As such, the database is meant to evaluate and identify the most impactful funding leads, against a matrix being developed aligned with identifying factors of the fit of their priorities with TFB's, their partnerships with other brands and accountability mechanisms, and their giving capacities.

#### Donor Meetings

For these meetings, I have to date been accompanying my manager/ CEO who make the primary pitch, and have been responsible for pre-work including preparing research briefs on new potential donors before meetings, preparing presentation pitches, and for donors we have

previous history with, synthesizing our previous interactions or engagement with them if applicable, reflecting on the discussions and direction of partnerships proposed earlier. During the meetings, I am liable for documenting the entire discussion details, flagging key points, noting the kinds of questions being asked, analyzing the feelings or interpretations of the stakeholders present in the meetings around the discussion points, and them finally, noting the next steps, ensuring that any timelines/ deadlines are communicated to the responsible parties, both on our end and their end. Post-meetings, we (TFB team present at meeting) do comprehensive debriefs based on the meeting minute document, and analyze the next steps, nothing the subsequent steps to be taken action on, and providing the partners with any information, or keeping up/ monitoring subsequent

I was responsible for preparing a presentation pitch for a potential partner with the local office of an MNC that specializes in nutrition, hygiene and personal care brands. For this, I brought in my learning and training from a TFAI conference/workshop I had attended in Spain back in March, around Fundraising and Partnerships, in order to develop the direction of the content pitch, catered to the potential partners' priorities, and identify and present innovative types of partnership avenues, beyond the common CSR/ one-off events with corporates.

### **Communications and Marketing**

Social-media management; [www.facebook.com/teachforbd/](http://www.facebook.com/teachforbd/)

As a daily assignment, I am responsible for maintaining TFB's social media presence – currently focusing on developing and posting facebook posts and online correspondence. I am tasked with monitoring noteworthy local and international education, and youth-leadership related news, articles, talks, videos, etc online and offline, and posting them through our page. As well, develop page content promoting our network partners' achievements, focusing on TFB's own Fellows' activities inside and outside classrooms with their students, and updates on TFB events and hiring calls/ calls for applications. I need to ensure that all messaging being sent out from our page is aligned with our brand and mission, and as such, am responsible for ensuring strategic language and direction of dialogue ensuing from our posts.

In the local context, our target demographic for Fellowship candidates tend to maintain important correspondence through facebook primarily – as such, I am the point person in maintaining the



TFB facebook inbox, making timely responses with critical information, particularly around application deadlines.

### Managing marketing materials

In preparation to major recruitment drives, or awareness raising campaigns, as well as marketing our brand to partners and potential donors, TFB focuses on innovative marketing. Since joining my role at TFB, I have been involved with supporting sourcing vendors, coordinating with our consulting media house team, in-house design talent, and putting out certain orders after facilitating the feedback and approval process between the CEO and these vendors, in alignment with the finance team's operations.

For the duration of the internship period, I have not been tasked with developing any new marketing material for recruitment or partner management, but have been coordinating with vendors in preparation of a major event this December.

### **Fellowship Recruitment, Selection and Matriculation**

As mentioned earlier, I was seconded into the RSM team, to support the 5 member team with the third deadline in the first week of September, for part of the internship duration. The RSM team is responsible for attracting quality, passionate university graduates and young professionals, who would generally not even consider coming into this field, to apply for the Program. For the third deadline, we got over 750 applications from top-tier universities and academic institutions across Bangladesh, for the less than 50 spots offered for our fourth batch of Fellows.

As a Recruiter, it is essential to ensure that the truly passionate, capable and driven candidates with leadership potentials are attracted into the Program, so we can truly build an impassioned movement of leaders. In the context of Bangladesh, especially, attracting a top talent individual is really challenging, given the status quo, family aspirations, and on the other hand, the limited scope of professional development and even pragmatic sustenance, offered by diminishing quality and attractiveness of the education sector – particularly the government primary education sector. As such, it is critical for a Recruiter to be excellent in the art of negotiation, learn how to connect with her/his audience, learn how to explore the motivations and barriers of the target audience, develop the perfect pitch with the right words that exemplify the messaging of our cause and mission to their professional and leadership growth, adapting to each and every

individual case, and hit those strategic points of conviction and logic that sways a quality potential candidate to apply.

As a recruiter, I had to undergo a crash course into the art of negotiation, learn how to conduct effective initial conversations (where Recruiters have in-depth conversations and makes connections with identified potential high quality candidates, and invest them in the cause), and to be a brand ambassador for TFB during recruitment presentations across various university campuses in Dhaka and Chittagong (our current year's locations).

The RSM team is in charge of managing the entire process from recruitment of quality talent, to selection of the most competent candidates against assessments through a 3 stage interview process, to matriculation of these candidates after they have been given offers for a spot in the Fellowship program (this includes assessing the likelihood of the candidate being a retention risk, and taking timely and adequate measures in investing them further – e.g. inviting them to TFB events, classrooms, and orientation workshops, before their pre-service training starts). I was most intensively involved with the recruitment part of this entire operation.

### **Section 3: Self Evaluation**

As I am a direct employee of the organization, and not an intern, in this section, I would like to discuss my growth in the last few months as a member of the team. September marked my seventh month with the organization – and taking stock of my own professional development, I have been made aware of my strengths and weaknesses with every project I have been engaged in.

Throughout the entire experience, I have gotten a better understanding of the complexity of the problem of education inequity in Bangladesh that we are attempting to tackle. TFB works with an education structure that systematically keeps out students from marginalized communities through the diminishing quality of education in low-income community public institutions. Despite the 6.51% of the 2016 national budget allocated to Primary and Mass Education, actual state investments have been dismal in the quality, training or continued professional development of the teachers being recruited into the public education sector, in comparison to the needs. This signals a brain-drain of quality talent and exposure of innovative forward-thinkers away from a most impactful sector of the Bangladeshi society that urgently requires

more human capital than ever. As the Annual School Census 2015 of the Ministry of Primary and Mass Education reveals, while around 42% of the 225,659 nationally documented government primary school teachers enter the profession only holding either Secondary School or Higher Secondary Certifications, alarmingly over 25% nationally are teaching in classrooms without the required one-year “Certificate-in-Education (C-in-Ed)” professional qualifications.

Countering this, we place compassionate, capable and committed individuals from top tier institutions across Bangladesh, with notable academic standing and leadership achievements, as teachers into classrooms that would otherwise go without trained or untrained teachers. This helps positively shape the achievement trajectories of these students and creates classrooms which are a beacon of best-practice and leading pedagogy, able to train the capacity of teaching staff. Our Fellowship increases the quantity and quality of teachers in schools; it raises the prestige of teaching and the education sector, showing that Bangladesh’s brightest minds can and must invest in the public education sector.

In addition, through working closely with the other teams, and in researching for presentation pitches to partners, and donor reports, I have gotten a much clearer understanding of how we at TFB position our work differently than other organizations in Bangladesh working in the education sector. Our innovative and locally-responsive model for change uses the global model that underpins the Teach For All network program, and dynamically adapts it to the Bangladeshi context.

Our program’s alternative approach starts with attracting and recruiting quality talent from various disciplines into the often discounted but crucial public education profession sector in Bangladesh. As mentioned earlier, this year’s recruitment drive brought in 750 applications across top-tier education institutions in the country for the less than 50 spots available in our fourth Cohort. Whereas government primary-school teachers undergo a short training after being deployed, our Fellows receive pre-service and continuous training throughout the two years. Pre-service training is a six- week intensive residential course, and in-service training includes components of regular small group coaching, monthly Professional Development sessions, and a Post Graduate degree in Educational Leadership.

Rigorous data tracking of both student and Fellow achievement is documented through multiple models of student-action and teacher-action feedback analysis. Such impact measurement

mechanisms are currently not used in the mainstream education system of the country. Mid-year assessments in 2016 revealed an overall 21.4% improvement of all Fellow-taught students of their competencies in Math and English, compared to the beginning of year.

My biggest growth, if I am to see it through the 3 month period, has been in taking ownership and responsibility of my work. The culture of TFB is as such, that the traditional hierarchy is very fluid throughout the organization. Since the beginning of my role, my manager has bestowed more and more responsibility and at the same time, autonomy of work, to the effect of making my own self accountable for the project's success, contributing in even the most diminutive way to the organization's overall growth. This sort of culture of trust and self-direction is a very rare occurrence across any organization I have worked with, and indeed in the context of Bangladesh. I have been allowed to undertake my own designs in developing solutions for projects, given the space to have my own failures, and together, with the help of not only my manager and team, but other teams, and direction from the CEO herself, been allowed to identify and work together to remedy those failures going forward. Feedback is a gift, and this is the motto that drives the self-improvement cycle at TFB, with continuous learning being a core value of the organization.

In assessing my weaknesses, as mentioned before, I still have not mastered the art of Recruitment, given my inability to bring in notable quality applications that progressed passed the first stage. However, I was able to access invaluable knowledge in terms of making pitches catered to the audience, and gained a keener insight into how to develop language and rhetoric that appeal to the motivations of my audience, as opposed to making generic pitches. This insight, I have brought into my role at PDC, where I am now being primed to eventually lead presentation pitches with potential partners and donors.