

Report On

An Overview of The Partnership Development Team and Fellowship Program of
Teach For Bangladesh

By

Raina Mahrin Ahona

20104060

An internship report submitted to the BRAC Business School [BBS] in partial fulfillment of the
requirements for the degree of Bachelor of Business Administration [BBA]

BRAC Business School
BRAC University
March 2024

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Declaration

It is hereby declared that

- 1** The internship report submitted is my/our own original work while completing a degree at Brac University.
- 2** The report does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
- 3** The report does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
- 4** I/We have acknowledged all main sources of help.

Student's Full Name & Signature:

Raina Mahrin Ahona
20104060

Supervisor's Full Name & Signature:

Mr. Ahmed Abir Choudhury
Senior Lecturer, BRAC Business School
BRAC University

Letter of Transmittal

Mr. Ahmed Abir Choudhury
Senior Lecturer
BRAC Business School
BRAC University 66 Mohakhali, Dhaka-1212

Subject: Submission of Internship Report on “An Overview of The Partnership Development Team and Fellowship Program of Teach For Bangladesh”

Dear Sir,

I am submitting herewith my report entitled “An Overview of The Partnership Development Team and Fellowship Program of Teach For Bangladesh” for the fulfillment of my course BUS400 requirements.

Throughout the three months of my internship journey, I tried to thoroughly observe the organization I worked at, gained knowledge and developed new skills. To the best of my knowledge and in the most thorough way possible, I have tried to complete the report with the pertinent information and suggested proposition. I firmly believe that this report will live up to your expectations, and I'm happy to address any questions you may have regarding it.

Sincerely yours,

Raina Mahrin Ahona
20104060
BRAC Business School
BRAC University
June 08, 2024

Non-Disclosure Agreement

I hereby declare that information I also declare that I will maintain the confidentiality of the sensitive information that I have acquired as an intern in Teach For Bangladesh and will not confer it with anyone.

Student's Full Name & Signature:

Raina Mahrin Ahona
20104060

Organization Supervisor's Full Name & Signature:

MD. Abdullah
Senior Manager, Marketing and Communications
Teach For Bangladesh

Acknowledgement

I would like to express my sincere gratitude towards everyone who has supported me throughout my internship journey at Teach For Bangladesh. Their outstanding advice, encouragement, and support were essential to making this report feasible.

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In addition, I want to thank my onsite supervisor MD. Abdullah for helping me out by providing insightful advice and necessary material for my internship report.

Executive Summary

Eliminating educational inequality in Bangladesh is the mission of the non-profit organization Teach For Bangladesh. As a member of the global Teach For All network, Teach For Bangladesh was founded to find and train exceptional recent graduates and young professionals to spend two years teaching in underprivileged schools. Participants, referred to as Fellows, have personal knowledge of the difficulties confronting the nation's educational system and strive to enhance student outcomes through this immersion fellowship. Teach For Bangladesh Fellows dedicate themselves to teaching students not only academic subjects but also leadership, critical thinking, and life skills. Teach For Bangladesh seeks to bring about enduring change in the educational system of Bangladesh and aid in the development of the country by tackling the underlying causes of educational inequality and developing a new generation of leaders.

To make the mission and vision into reality, the partnership development team works to collect the fundings and mobilize. The network of supporters and collaborators that Teach For Bangladesh has is strengthened and expanded thanks in large part to the efforts of the Partnership Development Team. Engaging with the partners, government educational institutions, government authorities, non-profit organizations, and individual donors, this team is in charge of garnering financial support, in-kind contributions, and strategic alliances. Fundraising, establishing corporate and institutional relationships, fostering donor interactions, planning events and campaigns, creating strategic alliances, and grant management are some of their main initiatives. By means of these endeavors, the Partnership Development Team guarantees the longevity and expansion of Teach For Bangladesh, thus permitting the organization to persist in its purpose of mitigating educational disparities in Bangladesh.

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List of Acronyms

TFB- Teach For Bangladesh

NGO- Non-Governmental Organization

HR- Human Resource

IT- Information Technology

RSM- Recruitment Selection and Matriculation

HNI- High Net-worth Individuals

PD- Partnership Development

Chapter 1: Overview of Internship

1.1 Information of the Student

Name: Raina Mahrin Ahona

Student ID: 20104060

Program: Bachelor of Business Administration (BBA)

Majors: a) Marketing b) Management Information System

1.2 Internship Information

1.2.1 I joined Teach For Bangladesh (TFB) on 1st of January, 2024 as an intern in the Marketing and Communications Team. The three month internship ended on 31st of March, 2024. The Dhaka office of this organization is located in Banani. To be specific, House 37, Block D Road 15, Dhaka 1213, Bangladesh.

1.2.1 The name of my field supervisor was MD. Abdullah who is the Senior Manager of the Marketing and Communications Team.

1.2.3 The job responsibilities I had as an intern in the Marketing and Communications Team are listed below:

Social Media Content Planning: The first and the key task for me was to develop comprehensive contents for the organization's social media handles- Facebook, Instagram and LinkedIn. I had to build content that aligns with the brand image of the company so that the organization can meet its goals along with its target audience for the year 2024. For example, since it is a Non-Profit Organization (NGO), I had to plan contents for the International Day of Education. Other than the special days, I also had to plan how many posts will be shared each week about the "Fellowship" which is the key program of this NGO.

Designing Campaigns: During my internship, I was given the chance to be involved in a campaign of International Women's Day 2024. In this campaign the stories of the female leads of the organization was shared using the hashtag "TeachForHer"

Collaboration with the Partnership Development Team: My collaboration with the partnership development team was also significant. I was actively engaged with the content writing and designing for the various kinds of reports and slides that were later presented in front of the partners, donors and stakeholders of Teach For Bangladesh in order to achieve good relationships with the partners, donors and stakeholders.

Annual Report creation: Teach For Bangladesh was pursuing a big donor for months who asked for their annual report of fiscal year 2020-2021, fiscal year 2021-2022 and fiscal year 2022-2023. So the marketing and communications team were solely responsible for creating the annual reports where I was also involved. The annual reports contained colorful illustrations, short but precise writings and images that aligns with the organization's values.

Proofreading: The social media posts, captions, annual reports, slides and other reports were proofread by me during the 3 months of my internship.

Tracking activities and trends: I was responsible for keeping records of every social media posts posted for the past 3 months. On top of that, I compared the analytics and trends of websites and social media with other NGOs with tools like Google Analytics, Meta and Scalable.

Social media posts creation: I created some of the static posts for social media for special occasions like International Mother language Day. I also generated copies and captions for a lot of posts.

1.3 Internship Outcome

1.3.1 Student's Contribution to the Company

The three months of my internship, I tried my best to contribute to the marketing and communications team by following the instructions of my supervisor and also by trying to generate new ways to make the team more efficient. I started by planning the contents for social media. During my 3 months tenure, I created content for significant days like World Education Day and Women's Day. I also helped the Marketing and communications Team into making the annual reports for two years. I helped with the content planning, content writing and proofreading of the reports. I kept track of all the posts shared in the TFB Facebook, Instagram and LinkedIn page. Moreover, I was actively involved with the partnership development team of TFB who are responsible for collecting funds from donors and maintaining good relationships with them. I had created slides, written contents and proofread those for the partnership development team to project them in front of the donors. By doing all these things, I believe that I could help the Marketing and Communications Team to have a bit more growth.

1.3.2 Benefits to the Student

The three months internship gave me a gist of the real world employment scenario. Since Teach For Bangladesh is a Non-governmental Organization and not a business organization, my experience was focused more on the fund collections. Other than that, the internship taught me brand management, relationship management, content creation and a hint of digital marketing. I explored the field of digital communication, leading social media management initiatives that

spread the organization's message throughout digital media. I have practical expertise using digital technologies, such as content creation, audience engagement, and metrics analysis, to increase organizational exposure and promote community participation. Along with attending to written communication, I had the opportunity to investigate the different kinds of media. Through projects like graphic design and video editing, I developed a wide range of skills. These abilities enabled me to spread ideas through visually appealing media, broadening the organization's appeal and impact. In summary, the internship within the communications department of a non-governmental organization offers a stimulating and comprehensive experience that facilitates the growth of an extensive network of professional contacts, insights, and skill sets essentially going beyond the conventional boundaries of the experience. This life-changing journey also instills a stronger appreciation of the vital part that effective communication takes in pushing social change and supporting the common good, and it equips participants with practical tools that I need to thrive in the communications business.

1.3.3 Challenges (Faced During the Internship Period)

The marketing and communications department of Teach For Bangladesh is comparatively a new team in the organization. When I joined there, I got very vague instructions from my manager for the first few weeks because they did not have their own tasks organized. So, they could not assign me tasks properly. Another challenge that I faced was a communication gap with my manager due to his working from home two days a week. I had to make decisions on my own when my manager was not responding. Though it can count as a learning experience as well. I also faced difficulties while collaborating with the Partnership development team as each employee used to give me more than one instructions for a particular work.

1.3.4 Recommendations (To the Company on Future Internships)

I believe that the employees of Teach For Bangladesh should take more accountability for their own mistakes. They should also communicate with each other prior to handing over work to an intern. They should also be respectful towards deadlines because that can hamper the deadline of the interns. The line managers should also plan tasks beforehand for the interns so that the interns can be more progressive. Last but not least, I recommend the communications department in developing a culture of ongoing feedback and development. We will be able to iteratively improve our plans and techniques for increased success if we routinely seek feedback from team members, stakeholders, and audience members. By taking these steps, Teach For Bangladesh will be able to arrange a smooth internship for the fresh graduates.

Chapter 2: Teach For Bangladesh

2.1 Introduction

Teach For Bangladesh is a non-profit organization established back in 2012. The organization works to eradicate the educational inequity in Bangladesh. Every year they hire young university graduates and train them for teaching in government schools of Bangladesh for 2 years. This program is called “Fellowship”. The program places bright recent graduates in high-need, low-income schools to take on leadership roles in the fight against educational inequity in Bangladesh. The initiative, which is the 27th program in the global Teach For All network, is based on the Teach First, U.K. and Teach For America model. Teach For All operates on the fundamental tenet that educational imbalance appears the same everywhere in the world, notwithstanding contextual and cultural variations.

Teach For Bangladesh has embraced a two-pronged approach: first, it tackles educational inequality at the local level by training and assigning motivated youth with great leadership potential to schools in impoverished areas; second, it creates a movement that endures for years thanks to the work of enduring leaders who serve as change agents for the country.

Though formally launched in October 2012, Teach For Bangladesh's operations had been in the works since early February 2012. Beginning in December 2012, the functional Recruitment

Phase ended in mid-July 2013, at which point the accepted Fellows for the inaugural cohort were declared. After a rigorous 6-week training program called The Winter Academy at BRAC CDM, Rajendrapur, accepted fellows started working in the classrooms in January 2014. After that, every year The Winter Academy gets held for the freshly recruited Fellows. The new Fellows go through different activities and tasks and learn through the process. After that, they start teaching in their allocated government schools for the next two years. In these two years, they try to mitigate the educational inequity through helping the children both academically and morally. The Fellows visit the communities surrounded by the schools to understand the livelihood and the mentality of the people of those communities. By observing their students and the communities those students live in, the Fellows take initiatives to make the children's lives a little better and teach them how to hold onto that.

The whole operation of the organization runs by the funds collected from national and international donors and charity foundations. The operations are currently occurring in three districts- 1. Dhaka, 2. Chattogram, 3. Cox's Bazaar. They are also expanding to Rangpur very soon.

2.2 Overview of the Company

2.2.1 Core Values

There are six core values Teach For Bangladesh currently have that inspires them to show them a path to move forward. The six core values are-

1. Integrity: We speak and act with honesty and authenticity. We align our actions to our values and to our word.
2. Ownership: We take personal responsibility for the results we have in the world. We actively shape our experience, working with purpose and urgency towards our goals.
3. Interdependence: We operate with the awareness that we are all interconnected, that unless we all win, we all lose. We take responsibility for one another, and for the wellness of our collective.
4. Sense of Possibility: We know that the power and potential of all people are without limit. We take bold action to create the future that we truly want.

5. Respect & Empathy: We know, respect and celebrate the things that make us and others unique in the world. We embrace our differences as a strength, seeking first to understand and then to be understood.
6. Continuous Learning: We pursue learning and growth with curiosity and open hearts, as individuals and as a collective.

2.2.2 The Story

The social entrepreneur Maimuna Ahmad, a former educator, created Teach For Bangladesh in 2012. Growing up in the suburbs of Dhaka and Washington, D.C Maimuna saw firsthand how systemic injustices endured throughout generations, affecting the people and societies in both Bangladesh and the United States.

Maimuna joined Teach For America following her graduation from Mount Holyoke College and spent two years instructing 150 underprivileged secondary school math students at Cesar Chavez Public Charter School in Washington, D.C. She was motivated by the experience to finish her Master of Arts in Teaching at American University and go back to work in Bangladesh. With the goal of inspiring a new generation of Bangladeshi leaders to strive toward eliminating inequality in our educational system, she used her savings as a public school teacher to start Teach For Bangladesh.

In 2014, the first group of 12 Fellows started working as teachers in underprivileged Dhaka elementary schools. As of 2019, there were 150 Teach For Bangladesh Fellows working as teachers in Dhaka and Chattogram, the country's two biggest cities. It was previously unthinkable that bright graduates with plenty of opportunities would compete to become teachers in underfunded schools, but in our first ten years of operation, over 12,000 young Bangladeshis have applied to teach in low-income schools through the Teach For Bangladesh Fellowship.

The Fellowship program was extended to secondary schools in 2021, and they are currently initiating it in distant, rural, and emergency education contexts in Bangladesh. Over two hundred alumni from the program are employed by public, corporate, and nonprofit organizations in Bangladesh. In support of their goal of an egalitarian society and educational system for all children, our alumni include educators, teacher-trainers, leaders in the community, schools, and

organizations, resource mobilizers, policy advocates, Acumen, Chevening, Erasmus Fellows, and more.

2.2.3 Teach For Bangladesh's Theory of Change

The goal of Teach For Bangladesh is to improve Bangladesh's educational system in two ways. Prior to becoming Fellows, they are all highly qualified educators who make sure kids in underprivileged areas have access to quality education. After that, as alumni, they carry on influencing educational reform in order to realize our goal of a just society.

2.2.4 Mission

Their mission is to launch a movement of capable, committed, and compassionate leaders who share an understanding of inequity and are working tirelessly inside and outside the nation's classrooms to end its impact on children.

2.2.5 Vision

envision a society in which all children receive an excellent education that empowers them to realize their full potential and shape their own future through talent and hard work.

They also have separate three visions that help them to reach their goals. Those are-

- 1. Vision for Children:** All children know that they were born inherently powerful and worthy of love, dignity, and belonging. They know that anything is possible and that the future is theirs to create. They know and find appreciative joy in the things that make them, their communities, and others unique in the world. They think critically and creatively when they encounter adversity, treating every experience as an opportunity to learn and grow. They are curious about the world around them and move through it with awareness and agency. They are lifelong learners in pursuit of holistic growth and wellbeing. They are strong readers and mathematicians who can read and write the world around them. They are acquiring the knowledge and skills that will enable them to make informed

choices about their lives in school and outside school. Children engage with educators and other adults as learners, working to unlock their full potential and their communities' potential towards building a just Bangladesh and world.

2. **Vision for Educators:** Educators create and hold spaces of love, safety, joy, and healing for children, particularly those from communities that have experienced deprivation and oppression. Educators have the skills, tools, and support to be successful practitioners and meet their students' diverse needs. Educators are lifelong learners, continuously learning from and with their students, colleagues, mentors, and others. They invite children into curious inquiry and investigation of the world. They support students to gain the knowledge and skills to make informed choices – including critical thinking skills and proficiency in core academic subjects. They nurture in students self-awareness, agency, and a growth mindset. Educators work in close relationships with children and their families, affirming their identities, competence, and dignity. They are continuously working to understand their own social identities and connection to the systems of oppression that impact their students.
3. **Vision for Bangladesh:** Our society treats all children and communities as worthy of love, dignity, and belonging. All children can expect their basic needs to be met: safety, housing, balanced nutrition, clean water and sanitation, healthcare, protection from physical, sexual, emotional violence, and abuse. Educators, schools, and communities have the resources to support the holistic development of children and meet their diverse needs. The voices of students and educators – particularly those in communities that have experienced oppression – influence the national narrative on education and the policy and practice in the education sector. Children, parents, and educators are engaged with a coalition of policy-makers, school leaders, and other leaders (public officials, business leaders, entrepreneurs, artists, religious leaders, service providers, and others) to build the future they want for themselves and their communities.



Figure 2: Mission & Vision

2.2.6 How They Work?

Their main initiative, the Teach For Bangladesh Fellowship, hires gifted Bangladeshis from a variety of backgrounds to serve as full-time teachers in underfunded schools for a two-year period.



Figure 1: How we work

TFB Fellows collaborate to promote student progress with parents, students, and other educators. They change their own vision, values, and leadership abilities in the process. With the inspiration and knowledge they gained from their time as classroom teachers, the program's alumni are now driving innovation and change both inside and outside the education sector.

2.2.7 Their Global Movement

Teach For All is a global network of over sixty autonomous partner organizations. Teach For Bangladesh is an organization that strives to expedite the network's advancement. In order to teach in the underserved communities and schools of their respective countries, each network partner seeks for and trains bright future leaders. To ensure that every kid may reach their potential by collaborating with others both within and outside of the classroom.

2.3 Management Practices

2.3.1 Leadership Style



Figure 3: Organizational hierarchy of Teach For Bangladesh

TFB's leadership style is participative. To talk about departmental goals, the chief executive officer meets with each department's directors and managers. After the aims have been approved by the CEO department directors are free to pursue their objectives in any way they see fit. About the departments, all department heads work together to create plans and enhance performance by consulting with the associates prior to establishing goals. Teach For Bangladesh's success has been facilitated by this leadership approach.

2.3.2 Departments of Teach For Bangladesh

1. Finance And Admin Team:

- Creating budget of the organization: creating yearly budgets in coordination with senior leadership and program managers, and assigning money to different initiatives and activities according to corporate goals.
- Preparing reports: Creating accurate and timely financial reports while adhering to reporting guidelines and accounting standards for both internal and external stakeholders, including donors and regulatory bodies, as well as management and the board of directors.
- Managing Cash Flows: Managing banking relationships, scheduling income and expenses to maximize cash flow, and keeping an eye on cash flow to guarantee sufficient liquidity for operational demands.
- Forecasting: financial forecasting and analysis to identify possible risks and possibilities for financial sustainability and to support strategic decision-making.
- Financial Controls: Setting up and keeping up internal controls to protect resources, stop fraud, and guarantee adherence to financial rules and guidelines.
- Managing Grants: overseeing the grant and contract financial components, including reporting, budget creation, tracking expenses, and donor requirements compliance.
- Finding out new financial tools: the finance department develops and figures out new tools and websites for tracking transactions and collecting due receipts from the employees.
- Doing Audits: the team arranges for external audits and guaranteeing adherence to donor agreements, tax regulations, and obligations.

- Risk management: they look after financial hazards, such as swings in interest rates, currency exchange rates, and donor money, which are identified and mitigated through risk management.

2. Human Resources Team:

- Human resource management: overseeing the administration of pay and benefits, hiring, onboarding, training, performance reviews, and compliance with labor rules and regulations as well as other HR-related tasks.
- Managing facilities: the team looks after office supplies, machinery, and facilities to maintain a secure, functional, and fruitful working environment.
- Managing Information and Technology: IT systems, infrastructure, and services to support organizational activities, such as data management, cybersecurity, and the purchase of hardware and software all these are in the hands of the human resource team.
- Managing logistics: the HR team ensures logistics of the organization in daily life and also when meetings and sessions occur and when the guests come over.
- Looks after safety of TFB: the team organize sessions for safety trainings like fire safety, natural disaster, sexual harassment etc.
- Contracts creation and providing: the team maintains cost-effective acquisition of goods and services while keeping in mind the legal aspects of the organization. The team also provides confirmation letters, appointment letters, salary certificate and experience certificate.
- Ensures legal matters: team ensures adherence to all applicable laws and regulations, including those pertaining to corporate governance, taxation, and intellectual property rights, as they pertain to the organization's operations.
- Track records: team puts in place and manages procedures for information retention. Keep record of every transaction, data of the employees, turnover rate etc.

3. Partnership Development Team:

- Finding donors/partners: team looks into and finds potential partners whose goals, values, mission, vision, and primary priorities align with the organization's. Searching the environment may be necessary to find businesses, organizations,

institutions, or individuals with resources or goals comparable to the TFB's that could improve its programs.

- Relationships establishment: In order to establish and maintain relationships with significant stakeholders, the team typically engages in relationship-building and networking activities. Part of this includes initiating and sustaining ongoing communication, which is how they first locate HNI and partners, as well as attending meetings, workshops, and other events where potential partners might be present.
- Proposals writing: the team writes an initial proposal to acknowledge potential donors. After that they collaborate with partners to develop joint concepts, initiatives, and projects that leverage the assets and skills of each side. This may include carrying out requirements studies, setting project objectives, and delineating the roles and responsibilities of each partner.
- Resource mobilization: the team works for mobilizing resources after consulting with partners. The activities include cash assistance, technical know-how, and advocacy initiatives. This could entail finding funding for initiatives and programs through grants, sponsorships, contributions, or other sources of the fellows.
- Planning: the team builds a partnership strategy that specifies objectives, values, bench marks, and relationship building priority areas. This means collaborating with internal stakeholders, such as program directors and senior leadership team, to align partnership projects with organizational goals and operational priorities.
- Advocacy: the team launches advocacy campaigns and networking events to raise awareness of significant issues, garner support, and influence policy and decision-making. This could involve associating with partners and lawmakers, chipping away at support crusades with accomplices, and participating in alliances or organizations.
- Agreements filing: contract negotiations to codify conditions of collaboration and define roles, duties, and expectations. This includes partnership agreements, memorandums of understanding (MOUs), and other contracts.

- Evaluating: Tracking and analyzing collaboration efforts to gauge development, pinpoint obstacles, and quantify results. Key performance indicator monitoring, partner and stakeholder surveys and interviews, and data analysis for decision-making and course correction are a few examples of how to do this.
- Maintaining relationships: discussing cooperation operations, achievements, and difficulties both internally and outside. In addition to keeping internal teams informed on the status and results of partnerships, this entails creating reports, case studies, and success stories to distribute to funders, supporters, and other stakeholders.

4. Program Team:

- Arranging and conducting training: after the fellows get selected, the program staff manages their professional growth and training to get them ready for teaching or leadership positions in education. Pre-service and in-service training program design and delivery, continuing coaching and support, learning community facilitation, and peer collaboration are all included in this. The initial training is called “Winter Academy”
- Working with Placement: The staff responsible for the program assists in placing Fellows in educational institutions or settings where they may have the most influence. They offer tools, mentorship, and direction to participants in their assignments to help them overcome obstacles and optimize their efficacy, as well as continuous support.
- Designing the curriculum: The program team works in conjunction with partners, educators, and experts to create curriculum and programmatic aspects that support the mission and objectives of the organization. To guarantee relevance and efficacy, they iterate on the program design on a constant basis based on assessment data, feedback, and best practices.
- Partnership and relationship development: In order to maximize resources and support for program execution, the program team works in conjunction with educational institutions, governmental bodies, non-governmental organizations, and stakeholders. To achieve common objectives and optimize effect, they

establish and preserve connections with collaborators, bargain contracts, and plan cooperative projects.

- Community engagement: Among participants, alumni, and stakeholders, the program team cultivates a feeling of community and belonging. In addition to facilitating peer support networks and mentorship relationships, they provide events, networking opportunities, and forums for collaboration and knowledge sharing.
- Influencing policy: The program team pushes for systemic reforms and policy adjustments to address the underlying causes of educational inequality. They interact with decision-makers, promote the use of evidence, and organize interested parties to promote changes in local, national, and international policy.
- Research and evaluation: The program team advances knowledge and conducts research on systemic change, educational equity, and effective teaching and leadership techniques. In order to produce new ideas, disseminate research, and add to the body of knowledge on education reform worldwide, they work in conjunction with scholars, practitioners, and researchers. An example would be, two program team employees searching many districts in Bangladesh and finding out that the Rangpur district is in need of educational support. Later, by showing the result of this research to a donor, they have secured five million Danish krone for the Rangpur expansion. The program team also keeps an eye on participants' and programs' development and results in order to evaluate the results and promote ongoing improvement. To assist with decision-making and strategic planning, they gather and evaluate data on participant performance, student outcomes, and program efficacy.

5. Recruitment, Selection and Matriculation Team:

- Recruiting: The RSM team develops and uses recruiting methods to attract a diverse pool of candidates who share the company's mission, vision, and fundamental values. This may include developing marketing materials, implementing outreach initiatives, and reaching out to potential candidates via a range of channels.

- Making application and conducting the process: The application process for the TFB Fellowship is taken care of by the RSM team. The team ensures that all information is correct, thorough, and designed to help applicants at every step of the process.
- Brand management: In order to connect with potential applicants at universities like BRAC University, University of Liberal Arts, Dhaka University, Chittagong University, etc., the team organizes recruitment events, webinars, educational sessions, and other outreach initiatives. They publish details about the organization's efforts, selection process, and impact to attract individuals that align with Teach For Bangladesh's goal and vision.
- Selecting candidates: The group puts together selection committees including personnel, alumni, and other external individuals to evaluate candidates. To ensure consistency and fairness in the selection process, they provide committee members with guidance, assistance, and training.
- Matriculation: For applicants who accept offers, the team manages the onboarding and matriculation procedures, making the move into the program easier. It may be necessary to complete background checks, paperwork, orientation sessions, and logistical arrangements in order to ensure a smooth transfer for new members.
- Support: The team provides applicants with opportunities for participation and ongoing support throughout the RSM procedures. They offer mentorship, tools, and advice to help applicants navigate the program's transition and prepare for their roles as educators or leaders in the field of education.
- Evaluation of the whole process: Data on recruitment, selection, and matriculation outcomes are gathered and analyzed by the RSM team in order to evaluate the effectiveness of strategies and direct continuous improvement projects. They generate insights and reports to track trends, identify patterns, and make data-driven decisions to expedite the recruiting and selection processes.

6. Marketing and Communications Team:

- Social media management: Managing social media and posting on a regular basis in Facebook, Instagram and LinkedIn. Also proofreading the captions and copy, replying to comments and messages included here.
- Brand Management: creating and posting contents that aligns with brand colors, using the proper logo, building contents to attract the target audience all this fall under brand management.
- Content creation: making static, dynamic and video posts to promote the fellowship and also for special days like independence day.
- Event planning and campaign designing: the team design campaigns to promote the organization even more. They also plan other major events for the stakeholders.
- Collaboration: The team collaborates with partnership development to create designs and contents for showcasing the donors. They also participate in the events of RSM, Programs and Alumni Connect to gather videos, photos and contents from it.

7. Alumni Impact Team:

- Alumni Engagement: the team builds plans like fundraising, advocacy campaigns, volunteering, attendance at conferences, events, and alumni get-togethers, that involve alumni in the mission of Teach For Bangladesh's and execute them.
- Encouraging advocacy: enlisting the support of former students in grassroots advocacy campaigns, coalition-building initiatives, and interactions with stakeholders and legislators in order to push for investments, reforms, and changes to laws that promote educational equity and excellence.
- Representing the Alumni: Fostering an inclusive, diverse, and cooperative culture inside Teach For All by making sure that the opinions and voices of graduates are heard and included in the organization's strategic planning, programmatic activities, and decision-making processes.
- Creating partnerships: fostering alliances with groups, establishments, and networks that may offer funds, know-how, and chances for former students to increase their influence and promote structural transformation in the field of education.

- Measuring and evaluating impact: gathering and evaluating information on alumni accomplishments, contributions, and influence in education and allied domains in order to evaluate the success of alumni engagement initiatives and spot areas in need of innovation and development. assessing the long-term effects of Teach For Bangladesh alumni on education and allied disciplines, taking into account their contributions to leadership growth, organizational transformation, student outcomes, and wider social and economic effects.

2.4 Marketing Practices

2.4.1 Marketing Strategy

Teach For Bangladesh does not follow any conventional model for making strategy. However, according to my observation here are some steps they take to promote the organization-

- Defining objectives: they started by making the marketing strategy's goals clear. Increasing public knowledge of Teach For Bangladesh's goals, drawing in new members and backers, interacting with stakeholders, and igniting a movement for educational equity. Now, if something new comes up for promotion, they make it clear in their posts what message they wanna give.
- Understanding target audience: by research and observations they find out objectives, interests, and demographics of Teach For Bangladesh's target audience. Potential participants- recent graduates, professionals, and educators, present participants, alumni, funders, partners, legislators, and the larger education community may all fall under this category.
- Providing Key messages: Create succinct, impactful key statements that succinctly convey Teach For Bangladesh's goal and value proposition. Target audiences should be able to relate to these statements, which also communicate the organization's dedication to systemic change, leadership development, and educational equity.
- Marketing channels: Determine which marketing channels are best for connecting with and engaging the target market. Teach For Bangladesh heavily focuses on different kinds

of channels like social media, LinkedIn and email . For traditional marketing they use posters, events, conferences, collaborations, and community outreach initiatives in Universities and career fairs.

- Managing relationships with donors: a marketing plan is a subset of their brand management strategy, which also includes relationship management. High net worth individuals, present donors, and prospective donors are the intended audience for this. Sending emails, extending invitations to events, and holding frequent meetings with them are all ways to develop a relationship.
- Community Engagement: it builds possibilities for collaboration, networking, and involvement to Teach For Bangladesh's stakeholders with the aim to foster a sense of belonging and community. This includes planning conferences, crowdsourcing events, webinars, workshops, and other get-togethers with attendees, alumni, partners, allies, and supporters.
- Developing constructive contents: builds top-notch content that is in line with Teach For Bangladesh's core principles and appeals to the target audience. This content could include blog posts, articles, documentaries, case studies, infographics, testimonies, and success stories to illustrate the organization's impact and the experiences of its members and alumni.
- Evaluating themselves: Establish metrics and Objective and Key Results (OKR) to track the effectiveness of the marketing plan. Keep a careful check on marketing campaigns to determine their efficacy, identify opportunities for improvement, and make data-driven decisions that optimize outcomes.
- Improving themselves: They continuously modify and revise the marketing plan in response to suggestions, fresh data, and evolving goals. Continue to be flexible and aware of fresh advancements in both the broader marketing context and the subject of education.

2.4.2 STP Strategy

Segmentation

Teach For Bangladesh does their segmentation for targeted audience in many ways-

- Geography: they visit many districts to find unique educational possibilities and problems. Then establish their new operations there.

- Demographics: they create demographics of potential participants, donors, and partners including age, gender, income level, education level, and occupation. Their main age targets for fellows are 20-30 years.
- Psychographics: they analyze context-specific attitudes, values, beliefs, and motivations concerning societal change and education. Employees, fellows, donors all need to share the same core values as Teach For Bangladesh.
- Conduct: Utilizing the Teach For Bangladesh website, social media accounts, events, and initiatives.

Targeting

- Teach For Bangladesh's programs and initiatives should be prioritized in areas where they have the biggest potential to improve educational equity and excellence. For example, they are conducting their operation in Cox's Bazar local areas rather than Rohingya camp where all the other NGOs are operating.
- Focus on demographic groups whose goals, attitudes, and aspirations coincide with Teach For Bangladesh's objectives.
- Reaching and interacting with every segment via the channels and resources at hand is a feasible consideration.

Positioning

- Unique Selling Proposition: The fellowship is the unique selling proposition as it is still a new concept in the country. It is easier to show the educational inequality to the donors as it is a prime issue in our country. The fellowship creates unique values towards mitigating the discrimination.
- Positive effect on communicating: Emphasize the tangible impact that Teach For Bangladesh's initiatives and activities have on kids, communities, and educational systems globally.
- Acquiring trust and integrity: Present research-based techniques, testimonials, and achievements to establish Teach For Bangladesh as a trustworthy authority in the education sector.
- Differentiation: Differentiate Teach For Bangladesh from other organizations by emphasizing its broad global network, diverse coalitions, and all-encompassing approach to educational transformation.

2.4.3 Advertising and promotion strategies

Teach For Bangladesh is a global network of organizations that tackles educational inequity, and it may employ a range of marketing strategies and tactics to achieve its objectives. A range of standard marketing techniques may be used by Teach For Bangladesh and its parent organization, Teach For All; however, the specific model used will rely on the goals, target audience, and resources available to each organization. Below are a few of their internet marketing and promotional tactics:

- **Content Marketing:** To produce and disseminate worthwhile, pertinent, and captivating content that informs, inspires, and engages its target audience, the company makes use of content marketing techniques. Teach For Bangladesh's activities and projects can be highlighted through various content formats such as blog entries, articles, videos, and social media posts.
- **Media Buying:** Teach For Bangladesh purchased the Facebook advertisement option to reach out to the targeted audience through sponsored ads on facebook.
- **Storytelling:** Teach For Bangladesh tries to portray their stories of the fellows and the students in their website, social media, magazines and to their donors. This way they can create a clear image of what they do and why people should support their work.
- **Community marketing:** Building and fostering communities of volunteers, supporters, and advocates who are enthusiastic about educational justice may be the organization's primary goal. This could entail planning community engagement forums, workshops, and events in addition to fostering peer-to-peer networking and cooperation.
- **Partnership marketing:** To increase its influence, reach new audiences, and reach a wider audience, Teach For Bangladesh takes use of collaborations with other agencies, institutions, and organizations. Joint marketing initiatives, cooperatively sponsored events, resource sharing, and cooperative lobbying campaigns are a few examples of these collaborations.
- **Data driven marketing:** The company's marketing plans and decision-making procedures may benefit from the application of data analytics and insights. To target outreach efforts, analyze impact, and optimize marketing initiatives, this may entail studying user behavior, demographic data, and engagement metrics.

- **Relationship Marketing:** Teach For Bangladesh prioritizes establishing enduring connections with a range of stakeholders, such as prospective students, former students, sponsors, collaborators, and the larger education community. To encourage devotion to the organization's goal and loyalty, this strategy places a strong emphasis on engagement, individualized communication, and the development of trust.

2.5. Operations Management and Information System Practices

2.5.1 Operations Management

In order to guarantee the proper service to the stakeholders, Teach For Bangladesh employs a methodical approach of Operations Management. The execution of Teach For Bangladesh's many initiatives, including the hiring, screening, preparing, assigning, and assisting those involved in leadership and teaching positions, is managed by operations management. To guarantee smooth program delivery and consistency with company goals and standards, coordination with partner organizations, donors, schools, and communities is required. To ensure organizational harmony, employee surveys get conducted frequently. Employee engagement and satisfaction surveys are also conducted to find areas for development and to inspire workers to complete their work more carefully. The staff have been assigned assignments that are both realistic and have fair deadlines. To guarantee accuracy and precision, the completed tasks are reviewed again by superiors and coworkers.

All personnel are expected to adhere to policies and procedures with regards to the allocation of resources. Prior to submitting their proposal, they must undertake a cost-benefit analysis and allocate the necessary resources. Every operation's proposal and result are noted, saved, and examined later for referencing in the future and potential improvement.

Teach For Bangladesh's operations management, which includes a wide range of duties intended to guarantee the successful and efficient implementation of projects and programs around the globe, is a crucial component of the organization's global network. Program implementation, logistics, financial management, information systems, risk reduction, partnership management, human resources, legal compliance, and ongoing improvement initiatives are all included in this. Through the aforementioned actions, operations management assists the organization in fulfilling its objective of providing equitable and excellent education to all children, while also cultivating

a culture of creativity, teamwork, and ongoing learning among the organization's global community.

2.5.2 Information System Practices

Website

Teach For Bangladesh has their own website that has information about their story, mission, vision and the Fellowship. Other than that, they also have the stories of the schools and highlights of their achievements throughout the years. The website is designed in a good manner to help find every information about the organization. There is a tab for donation along with the donor names. There is also a pop up link for the fellowship form which redirects to a google form.

Software

Teach For Bangladesh integrates a range of softwares and information systems to improve user experience, increase productivity, and streamline operations. In order to provide smooth data sharing, workflow automation, and real-time cooperation among employees, partners, and stakeholders, this entails integrating databases, software programs, and communication technologies. They use multiple softwares for financial and accounting purposes as well.

Data Security

To safeguard sensitive information and uphold stakeholder trust, Teach For Bangladesh places a high priority on data security and privacy. This entails putting in place strong security procedures, data protection policies, access limits, and encryption standards to guard against online attacks, illegal access, and data breaches.

2.6 Industry and Competitive Analysis

2.6.1 SWOT Analysis

Strength

- **Unique approach:** Teach For Bangladesh created an innovative approach which is also their unique selling proposition by creating better learning opportunities through the Fellowship.
- **Worldwide networking:** Teach For Bangladesh works under the shed of Teach For All. And through that, they also have made connections with all of the organizations that

work under Teach For All worldwide. Moreover, with an extensive global network of partner organizations, alumni, supporters, and stakeholders, Teach For Bangladesh is able to combat educational inequality on a global scale through cooperation, knowledge exchange, and group action.

- **Global and local partners:** In order to create strategic alliances that increase the organization's influence, reach, and capacity to fund programming projects, it works with governments, non-governmental organizations, corporations, educational institutions, and local communities. They have global partners like Hemple, Unilever, Hsbc and local partners like BRAC, BSRM etc.

Weakness

- **Managing Capacity:** Continued investment in organizational development, support, and training is necessary to increase partner organizations' and participants' capacity to carry out Teach For Bangladesh's projects and activities.
- **Limitation of the resources:** It may be more difficult for Teach For Bangladesh to expand its influence and maintain long-term growth if it is unable to find steady funding and resources to support its international network of organizations and initiatives.
- **Proper Implementation:** For Teach For Bangladesh, maintaining the effectiveness of programs, consistency, and alignment in a variety of contexts and cultures presents operational problems, especially in places with little infrastructure and funding.

Opportunities

- **Growth opportunities:** Through new alliances, program launches, and the expansion of successful initiatives into other regions Teach For Bangladesh has the chance to increase its influence and reach. For example, they are already planning on expanding in the Rangpur division next year.
- **Incorporating new technologies:** Teach For Bangladesh can introduce new technologies for database management and financial recordings. They can also recruit an IT team to make their work efficient and cost effective.
- **Policy guidance:** Through its extensive global network and advocacy activity, the organization may impact investments, reforms, and policy changes that promote educational excellence and equity locally, nationally, and worldwide.

Threats

- **Competitors:** Teach For Bangladesh's viability and efficacy may be impacted by rival educational projects and organizations, possible disputes or repetition of effort among partners, and other factors.
- **Political dispute:** Operating in a variety of environments with differing laws, regulations, and government agendas pertaining to education, Teach For Bangladesh may encounter regulatory and political obstacles.
- **Socioeconomic Divergence:** TFB's attempts to alleviate educational injustice and advance social justice are continuously hampered by enduring socioeconomic inequality as well as structural obstacles to educational access and quality.

2.6.2 Porter's Five Competitive Forces

- **Threat of new entrance:** the threat for new entrance towards Teach For Bangladesh is low to moderate. As the organization is non-profit, a lot of policy and regulatory issues will be there. Moreover, there are many organizations like Aga Khan Foundation and BRAC that have similar activities that Teach For Bangladesh offers. However, if any international organization with a similar motto and with more fundings enters the country it can be a threat.
- **Bargaining power of the suppliers:** Teach For Bangladesh has a diverse set of supplies like curriculum materials, merchandise, logistics and technology. The funds can be counted as supplies. Usually the suppliers of TFB are well aware of their mission and values which can limit the bargaining power.
- **Bargaining power of the buyers:** The donors and partners are the main buyers of TFB. Usually these donors sign contracts when their mission and vision are aligned with TFB's mission and vision. Nonetheless, if they have additional options for charitable investment or partnership, donors and strategic partners who offer funds, resources, and assistance might have more negotiating power.

- **Threat of substitutes:** TFB runs under Teach For All which is an international organization. Their approach is innovative and effective to remove inequality in the nation. The organization is well known for what they do. So, threats of substitutes are most likely on the lower side. But the availability of alternatives, such as conventional teacher government-led projects, conventional teacher preparation programs, and social impact groups, and, can be a modest danger, especially in areas where Teach For All is not as prevalent or powerful.
- **Competitive Rivalry:** TFB is up against other nonprofits, social entrepreneurs, and government groups who are involved in the education sector. Within the industry, partnerships and collaboration are commonplace, but there may be fierce rivalry for financing, talent, resources, and impact—particularly in areas with high rates of educational inequality and little support. Teach For All may, however, have a distinct edge in drawing support and inspiring action in favor of its goal due to its extensive global network, well-known brand, and collaborative style.

2.7 Conclusion

To conclude, the work that Teach For Bangladesh does to promote excellence and equity in education across the globe is greatly aided by its initiatives for leadership development and strategic collaborations. TFB mobilizes resources, experience, and collective action to address difficult challenges in education through cooperative initiatives with governments, NGOs, corporations, and communities. Through empowering participants to become successful educators, leaders in education, and social change advocates, the nonprofit's Fellowship Program cultivates a lifetime dedication to eliminating systemic injustices in education. Teach For Bangladesh is a dominant force in the international education scene despite still facing obstacles thanks to its creative strategy, extensive worldwide network, and dedication to ongoing improvement.

2.8 Recommendation

- To build an IT team so the technological integration occurs and the organization can store and track their data properly.
- Use marketing strategies that align more with the brand promises.
- To gain more media coverage to showcase positive things about their Fellowship.

Chapter 3: An Overview of The Partnership Development Team and Fellowship Team of Teach For Bangladesh

3.1. Introduction

Teach For Bangladesh's main objective is to collect funds for recruiting Fellows and placing them in government schools of Bangladesh for eradicating the educational inequality. The partnership development team is the heart of the organization because they are solely responsible for collecting funds through national and international donor organizations, High Net-worth Individuals and crowdfunding events. They identify donor organizations through websites and word of mouth, research and see if that organization aligns with their core values then start pursuing them. After they successfully pursue a donor, they maintain a relationship with the donor by letting them know about the work being done with their money. This crucial part of the organization is done by the Partnership Development Team.

They recruit young university graduates who want to make changes in society. They claim that these fellows have diverse leadership skills who enjoy tackling social challenges. By being a fellow for two years they significantly make changes in three things- 1. Empowering students 2. Partnering with communities 3. Supporting schools. First and foremost, TFB Fellows need to believe that every child can achieve greatness. Throughout the Fellowship, they acquire the fundamentals of excellent teaching and put forth unwavering effort to guarantee the learning and development of their pupils. They create warm, engaging educational environments where all kids can grow in all academic areas as well as in communication, critical thinking, confidence, and socioemotional abilities. By assisting students in realizing their own leadership potential and their capacity to effect change in the world, our Fellows support students. The real leaders of the equity movement, in Teach For Bangladesh's opinion, are communities and students. To establish genuine connections with kids, parents, and other community members, TFB Fellows put forth a lot of effort. Annually, the Fellows provide support to student-led community-service initiatives that tackle essential issues like waste management, recycling, gender equity, student safety, health and hygiene, and climate change. In the process of developing student leadership,

fellows positively influence communities. As essential parts of their school team, fellows collaborate with other educators and report to both their TFB manager and the head teacher. Fellows will have the rare chance to gain an insider's understanding of schools, learn from seasoned educators, work together on school-wide projects, and share innovations and best practices with others. In order to have a far greater impact in addition to learning, our fellows build close ties within the institution. After the fellowship, the fellows join the Alumni Connect Team. The TFB Alumnis continue a bond with the organization and leverage their learning in their next career.

3.1.1 Literature Review

Funded opportunities with a limited duration, that range from a few weeks to several years, are called fellowships. They may be centered on personal, academic, or professional growth. The government, a particular association, organization, or institution sponsors the fellowships and establishes the qualifications. These include scholarships, financial aid, and other financing options that are open to the entire country (*What Is a Fellowship? | Undergraduate Research and Fellowships*, n.d.). Fellowships are awards that graduate students and postgraduate researchers typically compete for; the selection of fellows is based on their ability to contribute to their academic field in a constructive, long-lasting way (Kowarski, 2022).

Teach For Bangladesh offers a two-year long fellowship where the fellows have to teach in government primary and secondary schools various subjects. This is not only about teaching but also mitigating educational inequality through positive leadership (Teach For Bangladesh, 2022).

A partnership is defined as an alliance between organizations that collaborates transparently, fairly, and for the mutual benefit of both parties in order to achieve a sustainable development goal. Partners also commit resources and share the risks and rewards of the partnership (NGOTips, 2011).

3.1.2 Objectives

Broad Objective: The objective of this internship report is to provide a comprehensive understanding and critically evaluate Teach For Bangladesh's Fellowship program and the partnership development team.

Some **Specific** objective to understand the report better are as follows-

- I. To create an in-depth analysis of the role and functions of the Partnership Development Team in the light of Teach For Bangladesh's organizational structure.
- II. To highlight the key activities and responsibilities of Partnership development team and the struggles they face while pursuing donors
- III. To describe the Fellowship program as the key component of Teach For Bangladesh's leadership development initiative.
- IV. To provide an in-depth structure of the Fellowship recruitment process
- V. To outline the benefits and career growth of the fellows after the Fellowship program ends.

3.1.3 Significance

For the sake of openness, strategic decision-making, resource allocation, information sharing, advocacy, and inspiration, a thorough report on "An Overview of The Partnership Development Team and Fellowship Program of Teach For Bangladesh" should be written. The report cultivates responsibility, confidence, and well-informed decision-making by offering stakeholders a clear understanding of the organization's leadership development and partnership development programs. It promotes cross-fertilization of ideas, aids in resource optimization, and increases public awareness of the significance of leadership development and strategic alliances in bringing about positive change in education around the world. The study encourages more participation, cooperation, and group action in the fight for social justice and educational parity by highlighting the programs' transformative effects.

3.2 Methodology

3.2.1 Sample of the Study

The sampling method used for this report is convenient sampling. The targeted population are employees of Teach For Bangladesh who are from the Partnership Development Team and Recruitment Selection and Matriculation Team and alumni from cohort-2015 . The sample consists of four employees and one former fellow.

3.2.2 Method

The collected data contains from both primary and secondary study and both contain qualitative data. The secondary information is collected from the website and previously published research papers. The primary data were collected through interviewing five employees from three different departments. Each interview lasted for half an hour. There were different questionnaires for different departments. A separate questionnaire was made for the alumni as well. Primary data collection was obtained from-

- Sabrina Shareef (Senior Manager, Partnership Development)
- Ijaz Mahmud (Deputy Manager, Recruitment, Selection and Matriculation)
- Rajasree Guha (Associate, Partnership Development)
- Rafat Alam (Associate, Recruitment, Selection and Matriculation)
- Ahsan Habib (Alumni)

3.3 Findings and Analysis

3.3.1 Key activities of the Partnership Development Team

In Teach For Bangladesh, the partnership development team is solely responsible for collecting funds and resource mobilization. The team designs and improvises the funding strategy that aligns with the mission of the organization. The strategies help them to nurture their relationship

with donors, partners, philanthropists and allies. Additionally they also maintain a positive relationship with non-funding members and allies of their movement.

The team targets donors and funding organizations through various websites made for finding potential donors. They also find donors through word of mouth and networking with high net-worth individuals. The HNI's from our country are usually linked with the founder and the board of trustees of TFB. To establish good relations with the HNI's TFB constantly reach towards them through email. To reach the international HNI the team attends events of Teach For All and other international NGO. They also invite them to major events of TFB. Last year, Teach For Bangladesh celebrated its 10 years of journey where all the donors, partners and HNIs were invited.

To pursue a donor, the team first checks whether their mission and vision aligns with the donor's or organization's mission and vision. After that, they write an initial proposal to the donor describing their work, values and achievements. If the targeted donor approaches back, they start to build more connections through meetings. Once both parties like each other's work and approaches, a deal is made. Usually, around 10 proposals get sent out to the potential donors and 4-5 proposals get accepted properly. The contracts have a tenure and sometimes some donors or organizations renew their contracts. Currently they have two types of donors- 1) Supporters 2) Strategic Partners. The supporters are- Tiktok, BRAC, Ernst and Young, Berger, BSRM, Unilever, Internet Society Foundation, DHL, GPE Transforming Education, The World Bank. The strategic partners are- Next Gen Edu, BRAC ied, Teach For All, a2i Innovate For All, IID. There are also some philanthropic organizations and anonymous individuals who work as donors.

After securing the donors, the partnership development team constantly keeps in touch with them. They update the donors every month to show how they have managed to keep the expectations up to the mark. They also take the donors for field visits in schools to see the operations. The team also gives the donors financial data to project them where their funds get used.

When the funds come to the hands of the organization, the team works with the finance team to budget everything properly. They also work to mobilize the resources. For example, they manage the grants of the Fellows. The team works with the programs team to get the regular updates of the field work, so that they can send pictures and email updates.

The team also organizes crowdfunding twice a year. Once in the month of Ramadan and once right before the year ends. The crowdfunding occurs in two methods. The first one is through emailing the HNI, donors and partners using stories and pictures. Another one is inviting them to events and setting up a corner for funds. Crowdfunding also comes from the employees and other stakeholders.

Partnership development team also looks after the brand management side by always creating contents for donors, stakeholders and annual reports. They collect different stories from schools and communities and arrange them to create a positive brand image.

In order to fit in the partnership development team, the employees need to be research oriented, have creative thinking, and need to be able to write creatively. The employee also needs to have good presentation skills and communication skills.

3.3.2 Challenges faced by the partnership development team

From the interview of the two employees of the partnership development team, two types of challenges were found. One with managing the partners and one within the organization. The issue with partners and donors is that they are always asking for updates and always something new. The partners sometimes allocate the budget of their funds and compels the team to use the funds according to their budget. It is not possible for the organization to strictly follow the given budget always and the PD team has to handle the partners in terms of that.

The local or national donors work differently than the international donors and philanthropic organizations. The local donors are always a bit rigid and delay the transfer of the funds to the organization. They also sometimes go back and forth with budget and planning. The team feels the commitment is unsteady on the donor's end. The local donors are also a bit wobbly with meeting schedules and deadlines. On top of that, they constantly keep checking if their funds are being used properly.

From the interviewee Ms. Rajasree Guha a story was collected of a challenge faced in a school. A national donor was taken to a field visit in a school. The donor was supposed to conduct a session with the fellows and students. However, the donor was not prepared well for the session and could not conduct the session properly. The students and the fellows felt very confused and the PD team was embarrassed. She also stated that some donors and HNI felt disturbed due to their excessive email sendings for the crowdfunding.

The challenges the Partnership development team face is the shortage of employees in their team. The team needs more goal oriented people for their team. Another challenge is finding employees available outside their team to communicate as the job is hybrid for everyone. One of the interviewees also stated that she feels the team needs to send more proposals each year and they should also pursue former donors again. However, other team members are not acknowledging this matter.

3.3.3 Selection process of the Fellowship

Teach For Bangladesh offers a two year long Fellowship which allows university students or graduated students to teach in government primary and secondary school. This is the unique selling proposition of TFB. Every year, there is one cohort for the Fellowship. So, in 11 years there were a total of 11 cohorts. At the beginning of every year the circular gets published. The first deadline to apply for the post lasts for 2 months. They also open the circular for the second time after a month of the first deadline. The promotional activities about the application are very active. Every week, at least 4 posts about the fellowship gets published on the official facebook and instagram page of TFB. The communications team is responsible for these social media

promotional activities. On the other hand, the RSM team visits reputed public and private universities in Dhaka, Chattogram and Sylhet to conduct sessions on Fellowship. They also recruit campus ambassadors in those universities as a promotional activity.

After the applications are closed, the RSM team selects candidates based on their application information and contacts the selected applicant for the next round. The second round is a one to one interview between the RSM manager and candidates. This round is to get to know the candidate a little better. After this round, a written assessment takes place, which is an aptitude test. The applicants who pass the test get selected for the final round which is a formal interview.

3.3.4 Winter Academy

The final candidates of the fellowship join a training session called the Winter Academy. It is a six week intensive residential training program. This academy aims to teach outstanding recent graduates and young professionals about Teach for Bangladesh's mission, vision, and values while enrolling them in a two-year leadership development program. They are prepared to teach at low-income government elementary schools with exceptional efficiency because of this training (Jahan, 2015). The training takes place in BRAC CDM Savar. Every year around 90-100 potential fellows join the academy. In these six weeks they work an inflexible 14 hours. They had to join multiple sessions everyday, submit assignments, practice teaching in different schools in Savar, prepare lesson plans, visit communities, find issues in classrooms and figure out the solutions with help of the trainers. Every task is scheduled and the trainees have to follow those. The fellows have to adhere to a set, methodical schedule that is highly engaging, dynamic, efficient, and long-lasting for the pupils. For instance, students' attention is drawn to the traditional method proportionately more when colorful study materials are used in the classroom, matching their imaginative abilities. In order to learn a certain lesson, the kids are also instructed to participate in both group and solo exercises. In mathematics, the Fellows use methods for addition, subtraction, multiplication, and division that are easier for young minds to understand.

The academy sends instructors to teach these bright young minds of leadership and teaching. Those connected to Teach for Bangladesh travels from both domestic and international locations

to the academy to assist with this procedure. Some trainers are also former fellows (Jahangir, 2015).

The interview fellow Mr. Ahsan Habib claims that in reality, they teach skills rather than lessons. When a youngster is proficient in writing, they are able to visualize the subject matter and put the knowledge they have gained from their teachers into practice. This is how a TFB fellow's teaching approach differs from that of a regular teacher. The fellows have grown as leaders and learned how to swap out negative things for positive ones during these six weeks. He also stated that his perspective has changed significantly as a result of the Winter Academy-2015. It was a pivotal moment that changed his life. With the two-year fellowship program, they are all fired up to take on their tasks. Fellows have acquired all the necessary teaching skills during their academy. All of them have committed to putting global standards into education.

The challenge in this academy is to take the pressure of continuous cognitive learning in such a short span of time. They face both professional and personal challenges. Although they are provided with advisors who guided them in crucial times. Overall, it is a great place to know oneself, learn how to do teamwork and learn about the education system and inequality of our country.

3.3.5 During the Fellowship

The two years of fellowship journey is a rigorous process. Currently Teach For Bangladesh is operating in 3 districts including Dhaka, Chattogram and Cox's Bazar. The fellows get placed in these 3 districts. The ratio of number of fellows in each district depends on the number of schools. Usually Dhaka has the most number of fellows. These fellows join government schools and work there as a regular teacher of those schools. Based on the expertise, they are given the subjects they will teach. In these 2 years the tasks they have to do are-

1. Making sure every lesson they teach has a thorough lesson plan is at the heart of the Teach For Bangladesh framework for excellent teaching. It is required of all Fellows to have a comprehensive lesson plan created using the 5-step structure created by TFB, combining elements of effective teaching methods. For any teacher, but especially for a TFB Fellow, creating a lesson plan is essential to providing high-quality instruction.

2. They have to turn in a long-term plan at the start of the year that breaks down the material they will be teaching into discrete units that last five to six weeks. The lessons they would be teaching on different days are described in depth in the unit plans. They have to take an exam or evaluation at the conclusion of each unit, and they are made from the long-term plans. There is a very tight timeframe by which all of these documents need to be sent to their coach.
3. They have to visit their students' families on a frequent basis as part of their dedication to providing them with an outstanding education. These visits give them more insight into their students' lives and the community they live in, as well as the influence their surroundings have on their education. In an attempt to increase their parental involvement in their child's education, they meet with them. Sometimes on strike days, they even have to visit specific students' homes to provide homework worksheets. One special component of their work that differs from classroom instruction is going on community visits.
4. Monitoring student success data on a regular basis and using that analysis to inform decisions is a crucial aspect of the Fellowship. They take a diagnostic exam to determine their students' starting points. They gather data every week, which they also have to provide to their supervisor, coach. This specific duty is giving them the ability to identify patterns in seemingly meaningless streams of data.
5. This is the most significant aspect of a Fellows work at TFB as a Fellow. They get to be in charge of teaching science, math, and English and other subjects to students in grades One- Eight six days a week. It is required of them to have a lesson plan for each class they instruct. In order for them to meet their goals for the year, they also need to adhere strictly to their long-term and unit plans. Classroom management is an additional aspect of teaching. They need to establish rules and procedures to keep their classroom organized. Their huge courses are easier for them to handle since their class has a system of incentives and consequences.

3.3.6 After the fellowship

The two years of continuous teaching and learning at the same time, the fellows become leaders of the country. They are provided grants to complete their Masters in Education at BRAC University. They become the alumni of TFB and keep in touch with the organization. There is a whole different team just for the alumni management. The alumni use their fellowship learning in their upcoming journey. Some fellows join as employees in TFB. Some join other NGOs like BRAC, some of the fellows even join Teach For All and United Nations. Moreover, all of the TFB alumni have a successful career wherever they go (Teach For Bangladesh, 2023).

The alumni impact team hosts alumni induction, a get together event for all of the alumni of TFB. The team also organizes visits for the alumnis in Teach For All Alumni Impact team seminars in different countries.

3.3.7 Challenges faced during the Fellowship

According to the Fellow and the recruiters, the most challenging part is keeping the commitment for two years. A lot of fellows tend to leave the fellowship in the middle. A reason might be living in a different district and living far away from home. Most of the fellows are from Dhaka district and they do not want to shift to Cox's Bazar or Chattogram. However, due to the shortage of fellows in those two districts, the employers send them there. This causes fall out. Another problem is, a lot of people sign up for the program without even knowing what fellowship is and the hardship that comes with it.

3.3.8 Recommendations

The partnership development team is the heart of the organization. Hence, there should be enough capable employees in the team to be more effective. The team also needs to communicate within themselves more in order to understand each other's suggestions to gain more donors. The team also need to reduce sending emails to the same donors again and again for crowdfunding and find out new HNI and donors.

This issue of Fellows leaving the Fellowship program before the allotted two years are becoming very common. Numerous factors could lead to this. A few of those factors include workload, misaligned recruitment materials, insufficient pay, and more desirable employment possibilities elsewhere. Other factors include organizational unhappiness and mismatches with organizational vision and culture. To prevent unintentional dropouts, TFB must make an effort to comprehend the perspectives of the incoming Fellows. The Fellows' financial needs should be thoroughly considered, revealed, and assessed before they join the program. In addition to enabling Fellows to plan ahead and anticipate financial challenges, this will also enable them to make better financial decisions for their families and themselves.

The Fellowship's dedication to the cause is yet another crucial component. Recruiters from the organization must carefully consider applicants' perspectives to ensure that Fellows will not feel cut off from the movement's objective. As a result of their values not matching the organization's, many Fellows have left the program; this trap can be easily identified and avoided by carefully screening candidates during recruitment and evaluating them before they join the program. As a result, Fellows will be better equipped to plan for any financial challenges that may arise and make better financial choices for their families and themselves.

Even though they are incredibly motivating and inspiring, recruitment messages can occasionally be ambiguous. These statements must be supported by data and real-world examples from Fellows' classrooms. Rather than providing future Fellows and applicants with partial truths, queries should be addressed with real knowledge and statistics. When discussing post-fellowship opportunities offered by and accessible through TFB, the RSM team should exercise prudence as well. Several recent and former Fellows have expressed disappointment with the lack of support

they received after completing the program. They were particularly displeased when commitments made during recruitment did not materialize. Fellows will be able to anticipate financial challenges and plan ahead for them; additionally, they will be better equipped to make self-directed financial decisions. By implementing these, the organization can have a smooth operation.

3.3.9 Conclusion

A broad community of participants, alumni, funders, and supporters have been motivated to work together in pursuit of a common vision of educational justice by the organization's collaborative strategy, which is based on the conviction that every child deserves access to a high-quality education. A new generation of leaders dedicated to taking on the most difficult problems in education and pushing for systemic change has been greatly aided by Teach For Bangladesh's Fellowship Program, in particular. TFB is unwavering in its dedication to ongoing learning, adaptation, and progress even if the path towards educational fairness is paved with obstacles and complications. Teach For All keeps paving the road for a society with greater equity and justice where every child has the chance to realize their true potential through education by utilizing partnerships, embracing innovation, and elevating the voices among those most impacted by educational inequity.

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