

TEACH

FOR ARMENIA

First cohort, 2015

342 alumni*

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

Teach For Armenia's Promise to Its Students

You will be equipped to tackle local problems using global solutions. Your commitment to civic responsibility will galvanize Armenia's shift towards democracy. The pride that you have for your community will spark local ingenuity. The Armenia that you will know as an adult will be radically different from the Armenia that we know today, because of your leadership, and the leadership of your peers, parents, teachers, and mentors.

95%

of Teach For Armenia's
students reported
believing that their input
and ideas are valued



Teach For Armenia

Building the nation's future

Teach For Armenia launched its first cohort in 2015. Four years later, the organization worked with 285 stakeholders — including students and their parents — to co-create the organization's “Kochari.”¹ The kochari is a traditional Armenian dance in which individuals link arms to form a circle while rotating in unison. Much like the original dance, Teach For Armenia's Kochari is a collection of unifying concepts that help to synchronize the organization's movement to end educational injustice. Through a recent survey that measures key aspects of the Kochari, 100% of Teacher-Leaders and 98% of Alumni-Ambassadors agreed or strongly agreed that “our communities are full of infinite possibilities, and our students have the power to unlock that potential.”

Teach For Armenia's movement comprises 130 Teacher-Leaders and 342 Alumni-Ambassadors. Reaching more than 30,000 students in every province of Armenia, the organization partners with 10% of all public schools in Armenia and reaches a fifth of all students in the nation's rural communities. In a recent survey, 98% of principals affirmed that they appreciate their partnership with Teach For Armenia.



Already the impact of Teach For Armenia's work is visible in students like Rima Kostandyan, who was a student in a Teach For Armenia classroom and joined the leadership program herself immediately after graduating from university and now teaches in the border village of Kirants in the Tavush region. Rima says; "The thoughts about Teach For Armenia were always with me since the school times. When I graduated from university and became eligible to apply, I was quite determined to apply and go and teach in a village just like my Teach For Armenia teacher did back at my school."

The fellowship has deepened fellows' personal commitment to working for change within education. While teaching fellows come from all career interests, more than 63% remain engaged in mission-related work, with 51% as teachers and 20% working in school leadership or education management.

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There's growing energy in communities where teacher leaders have been working to foster their students' leadership and partnering with other teachers and their school principals. Armenia's rural communities, dotted with mountain-top monasteries, were once thriving cultural centers. By encouraging innovation and student leadership, Teach For Armenia's teachers and alumni strive to spark a renaissance in rural Armenia. Teachers across the country are helping students to imagine the infinite possibilities in their communities, including honey cultivation, pottery classes, and soap-making using wild flowers.

Since the start of the pandemic, Teach For Armenia's Teacher-Leaders have helped launch 150 student-led innovation projects. In 2021 alone, the Teach For Armenia community of staff, Teacher-Leaders, students, and supporters crowdfunded nearly

\$40,000 to cover around 100 student-led innovation projects. These were complemented in 2023 by 100 teacher-led community projects, and a further 67 projects driven by students. In a recent global survey by Panorama that measures student perceptions, 92% of Teach For Armenia's students reported about supportive classroom culture and high teacher effectiveness.

One alumna was inspired by her students to launch Gradarak, a network of state-of-the-art libraries that also serve as community centers. Such initiatives led Teach For Armenia to launch Káits, the country's first social innovation incubator focused on public education. One of the first incubated projects was Zardeni, an organization that aims to integrate science instruction with agribusiness by teaching students to cultivate edible flowers that can be sold in Yerevan's booming food scene. Since then, seven projects have been submitted by Teacher-Leaders and





Alumni-Ambassadors. Teach For Armenia recently announced winners in both the Prototype and Launch tracks of the incubator. The Prototype winner was “Du El”—which aims to match young people to internship and experience-based learning opportunities; and the Launch winner was “Nor Das”—a teacher self-development application that uses gamification to engage its users, and which is now seeking to launch as a self-sustaining organization via its engagement in the incubator.

Alumni are also already exerting influence through key roles across the ecosystem—inside and outside the classroom. Anna Manukyan, from Teach For Armenia’s seventh cohort, received Armenia’s Best Teacher Award 2023 for her innovative change-based

learning project, initiated during her time as a Teach For Armenia Teacher-Leader. Vagharshak Matikyan, an Alumni-Ambassador from Teach For Armenia’s first cohort, serves as Head of the Education Inspection Body of the Republic of Armenia. And Gor Msrikyan is the Director of the Yerevan Regional Pedagogical-Psychological Support Center, which provides a common framework for assessing and assisting the special educational needs of children in schools and kindergartens.

Since Teach For Armenia’s founding, there has been a growing recognition among policymakers and the public at large of the challenges and inequities in the Armenian education system and what it will take to address them. In fact,



in 2022, the government released a new education strategy and asked Teach For Armenia to host a public discussion about it. Following the event, Teach For Armenia co-hosted FORUM405 with the Ministry of Education. The forum put the voices of students, parents, and teachers at the center of dialogue with policymakers, educational leaders, and government officials. Together, more than 200 participants grappled with the question: “How do we spark an Armenian renaissance through educational leadership and innovation?”

Additionally, through its partnership with the government, the organization is helping the system to create alternative pathways for individuals to enter the teaching profession. Teach For Armenia

was the first non-profit to secure accreditation from the government to issue a 30-credit course (through its summer training program) in order to help fill critical vacancies under a new law. Meanwhile, the government also approved a new Master’s in Teacher Leadership to be implemented in partnership with Yerevan State University (the first of its kind in Armenia with a special focus on educational equity). Moreover, as the government prepares for a nationwide roll out of new teaching methods, it is looking at Teach For Armenia’s approach to Change-Based Learning as an example.

Teach For Armenia has also worked hard to ensure that the children forcibly displaced by the Azerbaijani military offensive in Nagorno-Karabakh in

September 2023 could be quickly integrated into the Armenian education system by setting up a dedicated emergency response team among its Alumni-Ambassadors, which deployed 23 trained Emergency Response Coordinators to 38 public schools across the country, reaching more than 1,500 displaced students with social-emotional learning activities. In addition, all current Teach For Armenia Teacher-Leaders were trained to incorporate Education in Emergencies programs, benefiting a further 500 displaced students nationwide.

Teach For Armenia is just getting started and is determined to learn and grow its impact. A new partnership

with the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at the University of California, Los Angeles (UCLA) and the Armenian Ministry of Education, Science, Culture and Sports has undertaken a comprehensive study spanning 18 months to assess the efficacy of Teach For Armenia's Teacher Leadership Program and its impacts on student leadership, schools, and the community at large. The Teach For Armenia team is looking forward to the results of this study in late 2024, and for them to spur the organization's next phase of development. ●●●

¹ Learn more at <https://www.teachforarmenia.org/en/kochari>

