

**TEACH FOR
BANGLADESH**

Annual REPORT 2025



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OUR VISION

We 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.

OUR MISSION

Our 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.

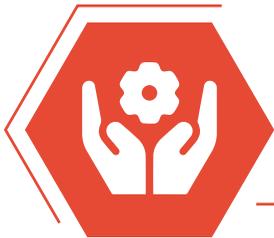


OUR CORE VALUES



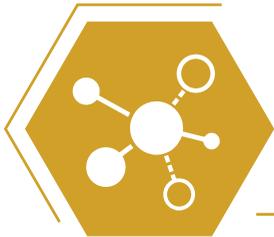
INTEGRITY

We speak and act with honesty and authenticity.
We align our actions to our values and to our word.



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.



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.



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.



RESPECT AND EMPATHY

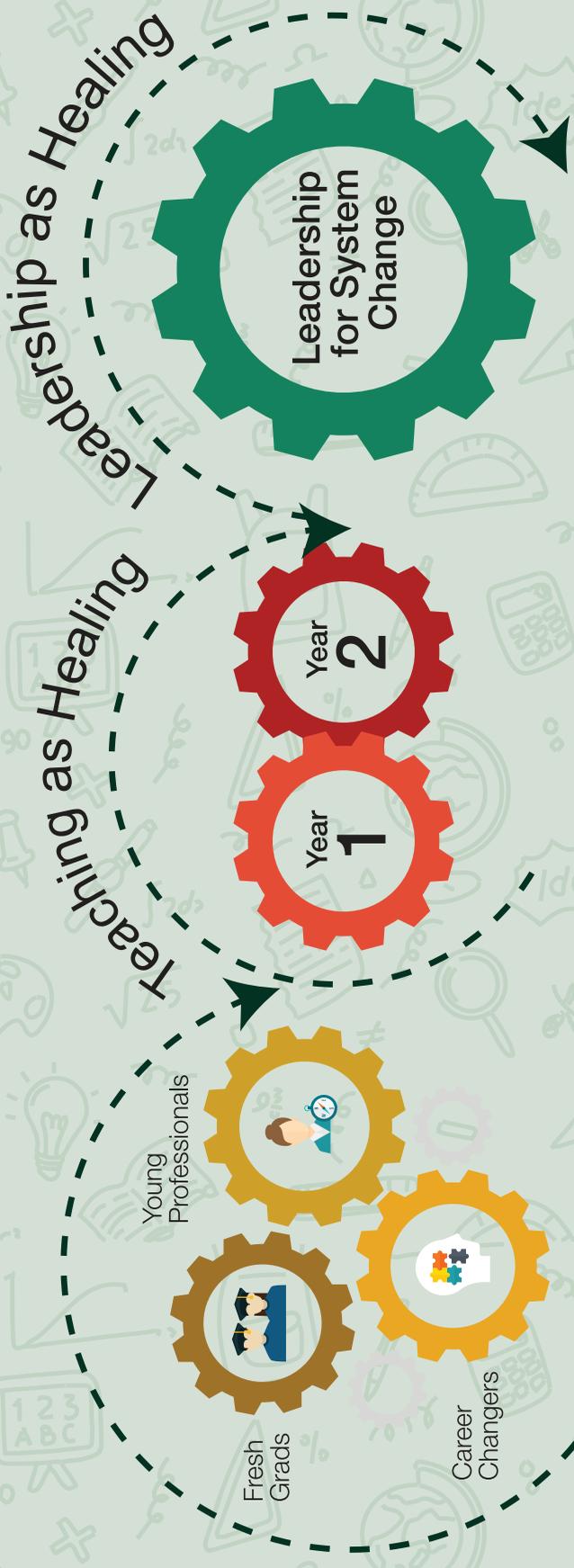
We know, respect and celebrate the things that make us and others unique in the world. We embrace our differences as a strength, seeking first to understand and then to be understood.



CONTINUOUS LEARNING

We pursue learning and growth with curiosity and open hearts, as individuals and as a collective.

OUR THEORY OF CHANGE



Recruitment



Our Fellowship



Alumni Movement

MESSAGE FROM THE CHAIRPERSON BOARD OF DIRECTORS

Dear friends and partners of Teach For Bangladesh,

As I reflect on the past year at Teach For Bangladesh, I am struck by both the weight of the moment we are living in—and the clarity that has emerged from it.

Over the past few months, I have had the privilege of working closely with our leadership team, staff, and community to revisit Teach For Bangladesh’s core principles, our Theory of Problem, and our Theory of Change. This process of strategic clarity was not simply an exercise in planning; it was an act of collective reflection. We asked ourselves hard questions about what children in Bangladesh truly need today, what kind of leadership this moment demands, and how TFB can be most relevant and effective in a rapidly changing world.

What has remained constant—and has, in fact, been strengthened—is our belief that all children are inherently capable, worthy, and full of potential. Children deserve strong academic foundations, the ability to think critically, and the confidence and agency to shape their own lives and futures. These are not luxuries; they are essential for navigating an increasingly complex world and for participating meaningfully in society.

As Bangladesh prepares to write its next chapter, it is imperative that we invest not only in this bold vision for children, but in the leadership required to make it a reality. Transforming education—and the broader conditions that shape children’s lives—demands a network of leaders working at every level: within classrooms and schools, across education systems, and throughout society. These leaders must be united by shared values, a deep conviction in the potential of all children, and a common vision for an inclusive, equitable Bangladesh.

This is where the growing Teach For Bangladesh movement gives me the greatest sense of hope. Over the years, TFB alumni have carried their classroom experiences into diverse paths—across education, public service, policy, social enterprise, community leadership, and beyond. Together, they represent a widening circle of leaders who understand inequity not as an abstract concept, but as a lived reality—and who are committed to addressing it with empathy, rigor, and persistence.

One of the most powerful themes that emerged during our strategic clarity work was the importance of high expectations—for our children, for our country, and for ourselves. In a context where systems too often communicate limits, Teach For Bangladesh seeks to hold a different line: that excellence and equity must go hand in hand, and that ambitious visions are not optional in times of change, but essential.

Margaret Mead’s words feel especially resonant today: “Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has.” Teach For Bangladesh is built on this belief. It lives in the daily work of educators who refuse to lower the bar for their students, in alumni who continue to lead with purpose, and in partners who choose to invest in long-term, systemic change.

As Bangladesh—and the world—navigate a period of profound transition, I am more convinced than ever that this work matters. By nurturing children who learn deeply and lead with agency, and by cultivating a movement of leaders grounded in shared values and collective responsibility, Teach For Bangladesh is helping to lay the foundations for a more just, resilient, and inclusive future.

Thank you for being part of this journey.

With gratitude and resolve,

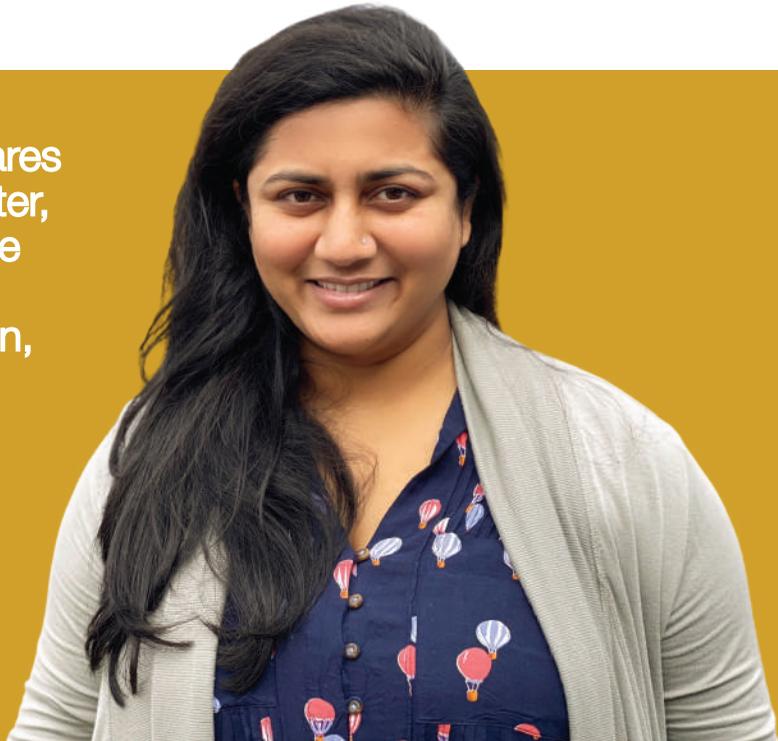
Maimuna Ahmad

Founder and Chairperson
Teach For Bangladesh

“As Bangladesh prepares to write its next chapter, it is imperative that we invest not only in this bold vision for children, but in the leadership required to make it a reality.”

Maimuna Ahmed

Founder and Chairperson
Teach For Bangladesh



MESSAGE FROM THE CHAIRPERSON BOARD OF TRUSTEES

As Teach For Bangladesh continues to mature, its role within Bangladesh’s educational ecosystem is becoming both deeper and more systemic. What began as a Fellowship has grown into a nationwide leadership movement—mobilizing youth, strengthening schools, engaging communities, and shaping long-term change through an expanding alumni network.

In 2025, TFB demonstrated how localized classroom impact can connect meaningfully with national priorities, from foundational literacy and girls’ education to climate resilience and innovation in learning. Our expansion to new regions and contexts reflects not just growth, but a deliberate strategy to reach where inequity is most entrenched. Equally important is TFB’s ability to convene partners—schools, communities, government stakeholders, and global networks—around a shared vision of educational equity.

As we look ahead, TFB will continue to anchor its work in collaboration, evidence, and leadership development. The journey forward is one of sustained commitment: building leaders today who will transform Bangladesh’s education system for generations to come.

With gratitude,

Imran Rahman

Chairperson, Board of Trustees
Teach For Bangladesh

“In 2025, TFB demonstrated how localized classroom impact can connect meaningfully with national priorities, from foundational literacy and girls’ education to climate resilience and innovation in learning.”

Imran Rahman

Chairperson, Board of Trustees
Teach For Bangladesh



LETTER FROM THE CEO

Dear Supporters, Collaborators, and Friends,

As I look back on 2025, I am filled with a deep sense of gratitude and a renewed respect for the resilience that lives inside our classrooms and our communities.

This was not an easy year. Bangladesh continued to navigate economic pressure, social uncertainty, and widening inequities that shape children's learning every day. Yet, time and again, our classrooms reminded us where hope truly resides. In schools across Dhaka, Chattogram, Cox's Bazar, and now Rangpur, students showed up with curiosity, courage, and a quiet determination to keep learning, even when the world around them felt uncertain.

In 2025, Teach For Bangladesh reached a defining milestone with our expansion into the Rangpur region, welcoming 16 Fellows into classrooms across the area. This growth was more than a geographic step forward — it was a commitment to stand alongside communities where educational inequity runs deep, and a declaration that no child's potential is ever negotiable.

Across the country, our 130+ serving Fellows continued to teach, learn, and lead in classrooms, while 340+ alumni carried their classroom experiences into education, policy, public service, social enterprise, and community leadership. Together, this growing network of leaders reflects what Teach For Bangladesh has always believed. Lasting change is built when leadership is collective, values driven, and grounded in lived experience. Our Youth Mobilization outreach engaged over 8,000+ young people from 50+ universities across Bangladesh and 9 countries, generating 1400+ Fellowship applications.

This year also asked something deeper of us as an organization. Through intentional reflection and strategic clarity, our staff, Fellows, alumni, Board members, and partners came together to ask hard questions about what children in Bangladesh need most and what kind of leadership this moment demands. What emerged was not just alignment, but renewed conviction that equity and excellence must move together, and that classrooms remain one of the most powerful starting points for systems change.

There were moments this year when resilience was not theoretical. It was lived. It was present in teachers who held high expectations for their students despite uncertainty, in teams that adapted quickly in the face of disruption, and in communities that chose collaboration over retreat. Again and again, we reminded ourselves that education cannot wait, and that meaningful change is never achieved alone. Even in the face of resource constraints, we refused to allow scarcity to limit imagination.

In 2025, Teach For Bangladesh advanced bold future-ready learning innovations, integrating Artificial Intelligence tools, launching a comprehensive Green Curriculum, and expanding

Gender-Inclusive Learning Environments, reaching over 2,200 students in Dhaka and Chattogram. Through our Window to the Mind (W2M) Social-Emotional Learning program, we embedded wellbeing practices in 16 partner schools in Chattogram, with nearly all participating students reporting improved confidence and mental health. These initiatives reflect a simple belief: equity must be paired with excellence, and access must be paired with quality.

As we look ahead to 2026, we do so with humility and hope. The scale of the challenge remains vast, but so does our belief in the potential of every child and in the power of leaders who choose to stand together. Teach For Bangladesh will continue to nurture classrooms where children learn deeply, leaders who act with courage, and a movement rooted in resilience, trust, and shared responsibility.

Thank you for standing with us, especially in the moments when coming together mattered most.

With gratitude and resolve,



Munia Islam Mozumder

Chief Executive Officer
Teach For Bangladesh

“There were moments this year when resilience was not theoretical. It was lived. It was present in teachers who held high expectations for their students despite uncertainty, in teams that adapted quickly in the face of disruption, and in communities that chose collaboration over retreat.”

Munia Islam Mozumder

Chief Executive Officer
Teach For Bangladesh



NOTEWORTHY HIGHLIGHTS 2025



RANGPUR LAUNCH

Expanding Our Impact



Photo: Our Accepted Fellows of Rangpur in Winter Academy 12.

In 2025, Teach For Bangladesh solidified its presence by expanding into its fourth operating region: Rangpur.

With the placement of our first cohort in the region consisting of **9 Fellows**, who began teaching in **5 community schools** in January 2025. Despite the region's severe literacy and numeracy challenges, Fellows are implementing context-specific pedagogies that led to measurable improvements, overcoming systemic barriers to education.

SCALING SOCIO-EMOTIONAL LEARNING IN CHATTOGRAM

From Classrooms to School Culture



Photo: Socio-emotional learning practices in our Fellow classrooms.

2025 marked a major shift in embedding socio-emotional learning beyond individual classrooms. Through the rollout of the Moner Shikkhok framework, 36 Fellows worked across 16 schools in Chattogram, engaging 117 teachers to integrate socio-emotional learning into daily classroom practice. Schools adopted consistent routines such as emotional check-ins, mindful breathing, reflection spaces, and calm corners — embedding student well-being into classroom culture rather than treating SEL as a separate intervention. This transition from Fellow-led practice to school-wide ownership strengthened student support systems and reinforced socio-emotional learning as a shared responsibility.

FELLOWSHIP 2026 RECRUITMENT

Strengthening the Leadership Pipeline

In 2025, Teach For Bangladesh reached a historic milestone in youth engagement and Fellowship recruitment. Over **4,400** young people from **75** universities and 9 countries engaged with TFB through campus outreach, events, and virtual sessions. This resulted in 1,380+ Fellowship applications, exceeding recruitment targets and demonstrating growing youth commitment to educational equity.

To strengthen long-term leadership development, Recruitment formally evolved into Recruitment & Youth Mobilization (RYM), expanding focus beyond selection to sustained youth leadership. The Campus Ambassador Recruitment 2026 cycle received 300+ applications from over 30 universities, building a strong nationwide network of young leaders committed to driving systemic change through education.

WINDOW TO THE MIND Strengthening Student Well-Being



Photo: Yoga Activity by Student Club Dristipoth.

Through the Window to the Mind initiative, Teach For Bangladesh deepened its focus on student mental health and socio-emotional well-being in 2025. Fellows supported schools to integrate trauma-informed practices, reflection routines, and socio-emotional learning strategies that helped students build emotional awareness, resilience, and confidence.

In contexts affected by displacement, climate stress, and economic uncertainty, classrooms increasingly functioned as safe and stabilizing spaces. Regular parent engagement and community visits strengthened trust between schools and families, reinforcing attendance, student well-being, and continuity of learning.

CLIMATE WEEK 2025 Student-Led Climate Action



Photo: Climate Week celebration across our 4 operating region.

Across Dhaka, Chattogram, Cox's Bazar, and Rangpur, Climate Week 2025 highlighted the power of student leadership in addressing environmental challenges. Students led hands-on initiatives including waste-to-art projects, rooftop gardening, plastic reduction efforts, water conservation solutions, and climate exhibitions.

Supported by Fellows, climate education moved beyond awareness into action. Students applied learning through projects, advocacy, and community engagement, demonstrating that climate leadership can begin in any classroom and be driven by young people themselves.

CAREER EDUCATION Connecting Learning to Future Pathways

In 2025, Teach For Bangladesh strengthened career education through strategic corporate partnerships. Through initiatives such as DHL Global Volunteer Day and the DHL-TFB Career Education and Leadership Accelerator, students participated in mentoring sessions, career exploration activities, and future-planning exercises.

These experiences enabled students to reflect on aspirations, explore diverse professions, and build confidence in navigating future pathways—bridging classroom learning with real-world exposure and role models.

STRATEGIC PARTNERSHIPS

Sustaining Learning Amid Uncertainty

Amid funding constraints across the development sector, Teach For Bangladesh deepened long-term partnerships with organizations including Hempel Foundation, Commercial Bank of Ceylon, DHL, United Ayzaz, and BSRM Foundation.

These collaborations supported Fellow placements, training, socio-emotional learning, climate education, and student leadership initiatives. In 2025, partnerships played a critical role in ensuring continuity, stability, and quality education in government schools serving underserved communities.

NETWORK BREAKTHROUGH

Recognition for Climate Leadership



TFB's Climate Education & Leadership (CEL) initiative has been recognized as one of nine breakthrough initiatives globally at Teach For All's 12th Annual Network Breakthrough, selected from 120+ submissions worldwide. What began as a small pilot rooted in the belief that children on the frontlines of climate change deserve knowledge, agency, and leadership has grown into a movement embedded within our Fellowship and organizational DNA. This milestone celebrates our Fellows, Alumni, students, teachers, parents, and partners who are shaping a climate-resilient and sustainable Bangladesh.

ALUMNI LEADERSHIP

Impact Beyond the Classroom

Teach For Bangladesh alumni continued to extend their impact beyond classrooms in 2025. Alumni led and contributed to initiatives across education, community development, early childhood learning, humanitarian response, and youth empowerment at national and global levels.

Through Career Summits, mentorship spaces, and alumni-led platforms, leadership pathways were strengthened while reinforcing a shared commitment to educational equity and long-term systems change.

UNESCO: YOUTH FOR PEACE

Growing Our AI-Led Education Work



Our CEO, Munia Islam Mozumder, has been selected as one of 50 global leaders for the Youth for Peace: UNESCO Intercultural Leadership Programme, representing Bangladesh on a global stage.

Through this recognition, Teach For Bangladesh is advancing Fostering Social Cohesion Through Intercultural Dialogue and AI-Enhanced Learning in Cox's Bazar. Our Fellows are integrating AI into diverse classrooms while creating shared learning spaces for parents and communities to engage with this technological shift. This milestone underscores our commitment to peace, inclusion, and future-ready leadership.

GROUNDING YOUTH IN PURPOSE

FROM MOBILIZATION TO FELLOWSHIP



IGNITING PURPOSE: MOBILIZING YOUTH FOR EDUCATIONAL EQUITY

EXPANDING ACCESS TO LEADERSHIP:

YOUTH MOBILIZATION INITIATIVE

At the heart of Teach For Bangladesh’s work lies a belief that lasting educational change begins when young people recognize their own power to lead. Across campuses, communities, and digital spaces, Teach For Bangladesh continues to mobilize youth not only to care about educational inequity but to act on it with purpose, courage, and conviction.

In 2025, this commitment took shape through the launch of a dedicated Youth Mobilization initiative, designed to empower 5,000 marginalized young people through leadership development, training, and skill-building workshops across regions, including Chattogram, Rangpur, and Sylhet. The initiative focuses on building both individual agency and collective responsibility—equipping young people with the tools, confidence, and networks needed to uplift their communities and contribute meaningfully to Bangladesh’s education movement.

Throughout the year, Teach For Bangladesh hosted 19 thematic youth engagement events, reaching over 5,500 university students nationwide. These sessions served as entry points into conversations on leadership, equity, and social responsibility. A standout engagement was SHE IS POWERFUL at the Asian University for Women in Chattogram, a focused dialogue on female leadership in the development sector that inspired young women to envision themselves as leaders shaping Bangladesh’s future. Across campuses, these engagements sparked reflection, dialogue, and a growing sense of ownership among young people eager to create change.

Teach For Bangladesh also strengthened its presence within higher education spaces through participation in the BRAC University Career Fair in December, where 200+ students engaged with the team and expressed strong interest in Fellowship and Staff pathways. Emerging as one of the most impactful outreach moments of the quarter, the fair reaffirmed a powerful truth: when youth are grounded in purpose, they step forward—ready to lead, to serve, and to keep Bangladesh learning, no matter the circumstances.



Through our strategic partnership with CUDS Synergy, Teach For Bangladesh delivered targeted career and leadership workshops, equipping 200+ university students with essential professional skills.

FROM INSPIRATION TO ACTION:

THE CAMPUS AMBASSADOR NETWORK

Campus Ambassadors played a pivotal role in translating this inspiration into action. In 2025, 50 Campus Ambassadors from 20 universities joined the Teach For Bangladesh movement. Their onboarding, marked by a shared Iftar bringing together ambassadors from 6 regions around the country, grounded them in the organization’s mission and prepared them to mobilize peers within their own campus communities. These

ambassadors became catalysts, extending Teach For Bangladesh’s reach while nurturing peer-led leadership ecosystems across universities.

The growing scale and depth of engagement point to a broader shift as the Campus Ambassador Recruitment cycle for 2026 has drawn 300+ applications from over 30 universities, reflecting unprecedented interest in educational leadership and collective action. This surge signals a generation increasingly eager to channel its talent and ambition toward social impact.



In 2025, 50 Campus Ambassadors from 20 universities became catalysts for peer-led leadership, mobilizing campus communities and expanding Teach For Bangladesh’s movement nationwide.

YOUTH-LED INNOVATION IN ACTION: AGENTS OF CHANGE 4.0

Youth energy and innovation came into sharp focus through Agents of Change 4.0, themed “Innovating Social Business for Tackling the Education Crisis.” Even amid economic uncertainty and shrinking donor space, young people refused to remain passive. At Jagannath University, 76 students strengthened skills in professional communication, leadership, and project design. At the University of Dhaka, 55 youth leaders engaged in deep conversations on democracy, responsibility, and civic leadership alongside thought leaders. Beyond physical campuses, 250+ students from 19 universities participated in virtual workshops, while 52 Campus Ambassadors received specialized training to further mobilize their peers.

82 students across 33 teams advanced ideas rooted in sustainability, innovation, and community impact, with the top teams receiving seed funding and mentorship to take their solutions forward.

Team Access4All emerged as the winning team for its innovative activation of underutilized public digital infrastructure, delivering hands-on digital, media, and AI literacy to rural secondary students. Securing 1st Runner-Up, Mindful addressed the often-overlooked challenge of parental disengagement by proposing a scalable, technology-enabled parenting support ecosystem designed to strengthen family relationships and improve learning outcomes. Team 2037 was awarded 2nd Runner-Up recognition for its future-oriented, youth-led vision that seeks to reduce systemic dependence on coaching center-based education while closing long-standing gaps in access and opportunity.

Recognized as a finalist, Protoye advanced an inclusive education model for children with special needs through accessible classrooms, assistive learning tools, and community-driven awareness initiatives. Ungavunga also earned finalist recognition for empowering rural teachers with sustainable, no-cost digital training solutions that contribute to narrowing the rural-urban education divide. Collectively, these young leaders exemplified a generation that is not waiting for change to happen but is actively designing solutions marked by resilience, creativity, and a deep commitment to educational justice.



Agents of Change 4.0 mobilized youth across campuses engaging 460+ students from 33 universities to design bold, sustainable solutions to Bangladesh’s education crisis.

FROM ASPIRATION TO ACTION:

RECRUITMENT OF FELLOWSHIP 2026

REVOLUTION STARTS IN THE CLASSROOM:

THE THEME THAT SPARKED THE JOURNEY

Recognizing the power of youth to drive systemic change, Teach For Bangladesh repositioned Fellowship recruitment as an extension of its broader youth leadership movement. This evolution was reflected in the transition from Recruitment, Selection, and Matriculation (RSM) to Recruitment and Youth Mobilization (RYM).

The Fellowship 2026 recruitment cycle launched with a bold vision: to admit 40 Fellows into Winter Academy 13 and place 35 Fellows in underserved schools across four regions by January 1, 2026. Recruitment messaging emphasised the classroom as the starting point of change, drawing on Fellow and Alumni impact stories to illustrate how individual leadership translates into meaningful student outcomes. By anchoring recruitment in lived classroom realities, Teach For Bangladesh invited young people not only to aspire toward impact—but to act on it.



BREAKING BOUNDARIES: RECRUITMENT ACROSS BANGLADESH

This vision translated into the most expansive recruitment outreach in Teach For Bangladesh’s history. Through dynamic online and offline campaigns across 17 target campuses, complemented by international outreach efforts, the movement reached young people across geography, discipline, and background.

In this cycle, over 4,400 registrations were recorded from 75 universities across Bangladesh and 9 countries, with 1,380+ Fellowship applications submitted—exceeding recruitment targets by 107%. Engagement extended beyond applications through 16 outreach events, 5 campus booths, in-class announcements, and thematic sessions on Women’s Empowerment, Professional Communication, and Diversity & Inclusion. To support candidates holistically, the team conducted 300+ one-on-one career consultations, helping young people navigate purpose-driven career pathways in education and social impact.



This year our recruitment outreach engaged youth across 17 campuses, 75 universities, and 9 countries. With 4,400+ registrations, 1,380 applications, and 300+ career consultations, the cycle underscored rising youth commitment to purpose-driven leadership in education.

SELECTING CHANGEMAKERS: A RIGOROUS AND INCLUSIVE PROCESS

4400
REGISTRATIONS

1380+
APPLICATIONS

70+
ACCEPTED

At the heart of the Fellowship lies a carefully designed selection process—one that balances rigor with inclusion, and excellence with equity. In 2025, Teach For Bangladesh hosted seven dynamic Assessment Centers, engaging 200 candidates from diverse academic, socioeconomic, and regional backgrounds. Each stage of the process was intentionally structured to assess leadership potential, critical thinking, collaboration, and alignment with Teach For Bangladesh’s mission—ensuring that selection decisions went beyond academic credentials to capture values, mindset, and long-term commitment to educational equity.

This rigorous approach resulted in 70+ Fellowship offers extended to individuals poised to lead in underserved classrooms across the country. Alongside assessment, the Recruitment & Youth Mobilization (RYM) team facilitated capacity-building sessions on gender equity, inclusive leadership, and effective communication, reinforcing the belief that the selection process itself should be developmental. These sessions helped cultivate social consciousness and leadership readiness—benefiting not only those selected, but also the wider pool of engaged youth leaders.

Competition was intense, with an acceptance rate of just **1.6%**—narrowing thousands of applicants to **70+** future leaders.



Teach For Bangladesh hosted **7** dynamic Assessment Centers—on-campus and virtual—engaging **200** candidates in a rigorous selection process. Focused on leadership, critical thinking, and mission alignment, this cycle has led to **70+** Fellowship offers for individuals poised to drive change in underserved classrooms. Beyond recruitment, the team facilitated capacity-building sessions on gender equity, inclusive leadership, and effective communication—cultivating youth leadership and strengthening social consciousness across campuses.

MATRICULATION & MENTORSHIP: BUILDING A COMMUNITY OF LEADERS

Matriculation marks the transition from selection into shared purpose and belonging. Teach For Bangladesh welcomed Accepted Fellows through a dedicated Welcome Event, connecting them to the organization’s vision and the realities of Bangladesh’s education system. Reflections from leaders, current Fellows, and alumni grounded incoming Fellows in a strong sense of responsibility, community, and urgency.

Early mentorship further strengthened this foundation. Through a structured Mentorship Program, Accepted Fellows were paired with current Fellows, receiving peer guidance on classroom realities, leadership challenges, and the Fellowship journey ahead. Across five mentorship sessions, 22 mentors and 11 alumni supported Fellows through authentic conversations—reinforcing a culture of interdependence and continuous learning.

As part of their transition into the Fellowship, all 42 Accepted Fellows completed school visits, immersing themselves in classroom and community contexts and beginning to build purposeful relationships with the schools they will serve. This was followed by a comprehensive Contract Session outlining expectations, responsibilities, and organizational policies, and a joint Pre-Academy Orientation facilitated by the Recruitment & Youth Mobilization and Program teams. Together, these milestones laid a strong foundation for entry into the Pre-Service Winter Academy, preparing a connected and resilient community of leaders ready to serve. In the final stage of this journey, 36 Fellows formally joined their schools and began teaching in front of students.



42 Accepted Fellows completed school visits, contract sessions, and Pre-Academy orientation, grounding them in school and community contexts. These milestones prepared a connected cohort for the Pre-Service Winter Academy and entry into the Fellowship. The journey culminated with **36** Fellows formally joining schools and beginning classroom teaching.

LEADERSHIP IN MOTION

ROOTING CHANGE, GROWING LEADERS



PROGRAM LAUNCH IN RANGPUR

STRENGTHENING IMPACT ACROSS REGIONS

In 2025, Teach For Bangladesh expanded into its fourth operating region, Rangpur—marking a significant step in reaching communities facing some of the country’s most acute literacy and numeracy challenges.

A first cohort of 9 Fellows began teaching in five community schools in January 2025, embedding context-responsive instructional practices tailored to local realities. Despite deep systemic barriers, early evidence points to measurable improvements in student learning, demonstrating the potential of locally grounded leadership to strengthen foundational education outcomes in underserved regions.

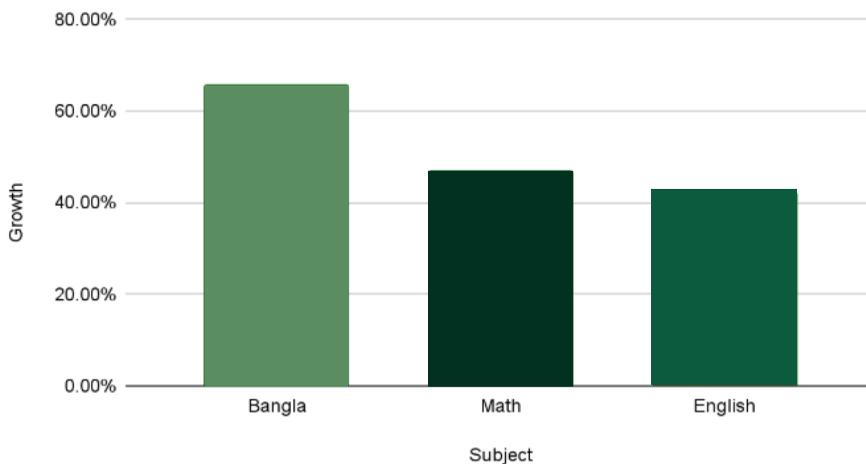


In Rangpur, Fellows bring context-responsive teaching to classrooms where foundational learning matters most.

IMPACT ON STUDENTS

BUILDING STRONG FOUNDATIONS FOR LEARNING

Students With One or More Than One Year Growth



At the start of the year, learning gaps were pronounced—84% of students in Bangla, 97% in English, and 99% in Mathematics were performing one or more grade levels below expectations.

Despite these challenges, students across 4 regions and 58 schools demonstrated measurable progress in all three core subjects, reflecting steady gains in foundational learning.

IMPACT ON COMMUNITY DRIVING CHANGE BEYOND CLASSROOMS

In 2025, Fellows led 79 community-based Capstone projects across Dhaka, Chattogram, Rangpur, and Cox’s Bazar, directly reaching over 132,650 community members. These initiatives addressed critical priorities including girls’ education and gender equity, mental health and psychosocial wellbeing, inclusive learning environments, climate resilience, health and hygiene, digital skills, child protection, economic empowerment, civic awareness, and menstrual health and reproductive rights.

Through structured Parent Circles, Fellows engaged 23,800 parents and caregivers, strengthening home–school partnerships and fostering a supportive learning culture that extends beyond the classroom.



Through Parent Circles, Fellows engaged **23,800** parents and caregivers, strengthening families’ capacity to support children’s academic and emotional development. This initiative fostered a culture of learning at home while encouraging deeper, sustained community engagement.

IMPACT ON FELLOWS BUILDING SKILLS FOR LEADERSHIP AND CHANGE

■ Winter Academy 13

Winter Academy 13 prepared 36 Fellows for classroom leadership across four regions through over 250 hours of training delivered across seven weeks.

The program combined in-person and virtual learning, with a focus on foundational pedagogy, personal and professional development, and community-context understanding. Fellows also designed and implemented 14 community projects and engaged with government stakeholders—including DPEO and ADPEO—strengthening collaboration between schools, communities, and public systems.



Winter Academy 13 prepared 36 Fellows across four regions through 250+ hours of training—building classroom-ready leaders grounded in pedagogy, community, and system collaboration.

■ Fellow Culture & Social Engagement

Fellow culture and social engagement were intentionally cultivated through team-based experiences that emphasized belonging, trust, and collective leadership.

Learning-through-play, cultural activities, and collaborative challenges reinforced communication, shared accountability, and sustained peer connections essential for effective classroom and community leadership.



Designed around collaboration rather than competition, the Fellow Team Social created space for trust, belonging, and shared responsibility.

■ Training and Professional Development

Professional development remained a core priority, with 58 hours of training delivered for the 2025 Cohort and 50 hours for the 2024 Cohort, complemented by the Inspire Speaker Series with Alumni participation.

Post-training feedback reflected strong outcomes, with over 96% of Fellows across cohorts reporting that learning objectives were met and that the training was effective.



Professional development in focus: 108 hours of cohort training, strengthened by the Inspire Speaker Series, with over 96% of Fellows reporting effective learning outcomes.

PARTNERSHIP WITH SCHOOL LEADERS

COLLABORATING FOR SUSTAINABLE IMPACT

Sustained change in schools is rooted in shared leadership. Teach For Bangladesh strengthened collaboration with head teachers and local education officials through Head Teacher Engagement Programs (HTEPs) held across Dhaka, Chattogram, Rangpur, and Cox's Bazar. These engagements brought together 450+ stakeholders—including DPEOs, TEOs, head teachers, assistant teachers, and Fellows—as collaborative learning spaces to align around a shared vision of quality education for every child.



Deepening our partnership with public education leaders—our shared commitment to equity grows stronger through conversation and collaboration.

Guided by the theme “Building Stronger Schools Together,” discussions focused on co-learning, collective action, and unlocking students’ potential as 21st-century learners. In Rangpur, participants explored partnership-driven approaches to improving classroom practice, while in Cox’s Bazar, educators and officials reflected on keeping schools safe, inclusive, and resilient amid displacement, climate stress, and resource constraints. Across regions, these partnerships reinforced schools as anchors of stability and progress—demonstrating how collective leadership strengthens school culture and sustains long-term change.



From Rangpur to Cox’s Bazar, Head Teacher Engagement Program united educators to strengthen collaboration and create safe, inclusive, and resilient classrooms where every child can thrive.

GLOBAL CONNECTIONS

SHOWCASING LEADERSHIP ON THE WORLD STAGE

In 2025, this global connection came to life when Redwan Jakir, a 2024 Fellow of Teach For Bangladesh, represented Bangladesh at the Teach For All Global Forum for Shaping a Better Future in Singapore. The forum convened 190+ changemakers—including educators, policymakers, funders, and social entrepreneurs— from across the world to reflect on the purpose of education and the role of collective leadership in shaping more equitable systems.

Over three days, Redwan engaged in cross-country dialogues on educational equity and explored how everyday classroom practices can align with deeper purpose. On the final day, he hosted a session at the forum, amplifying the perspectives of Bangladesh within a global conversation on collective progress. His experience underscored a powerful truth shared across the network: education is not only a profession, but a promise—one that grows stronger when built together across borders.



In 2025, Redwan Jakir represented Bangladesh at the Teach For All Global Forum in Singapore; amplifying classroom-rooted perspectives within a global dialogue on educational equity.

Over 3 days, the forum convened 190+ changemakers from across the world to advance dialogue on educational equity and collective leadership.

VOICES FROM THE FIELD

STORIES OF IMPACT AND INSPIRATION



“স্কুল পরিদর্শনে গিয়ে দেখেছি টিচ ফর বাংলাদেশের শিক্ষকরা অত্যন্ত মনোযোগ ও আন্তরিকতার সাথে পাঠদান করছে—এমনভাবে যে আমার উপস্থিতিও শিক্ষার্থীদের মনোযোগ নষ্ট করতে পারেনি। বিশেষ করে ভাসমান শিক্ষার্থীদের জন্য ‘এক টাকায় এক স্বপ্ন’ উদ্যোগের মাধ্যমে সেভিংসের অভ্যাস গড়ে তোলা ও অভিভাবকদের যুক্ত করার প্রচেষ্টা আমাকে গভীরভাবে মুগ্ধ করেছে।”

লতিফা আক্তার

সহকারী উপজেলা শিক্ষা কর্মকর্তা,
কেরাণীগঞ্জ, ঢাকা।

“ফেলো শিক্ষকরা বাচ্চাদের সাথে খুবই বন্ধুসুলভ—তাই তারা বাড়-বৃষ্টি উপেক্ষা করেও ক্লাসে আসতে চায়। পড়াশোনা, উপস্থিতি থেকে শুরু করে গার্ডিয়ান মিটিং ও হোয়াটসঅ্যাপ আপডেট—সবকিছুতেই নিয়মিত সহযোগিতা পাই। শিক্ষক ও শিক্ষার্থীদের এই সুন্দর বন্ডিং আমাকে সত্যিই খুব খুশি করেছে।”

জয়া শ্রী পাল

অভিভাবক,
জয়া শ্রী পাল, অভিভাবক, জে বটতলী সরকারী প্রাথমিক বিদ্যালয়,
পাঁচলাইশ, চট্টগ্রাম।



“ফেলো শিক্ষকেরা শিক্ষার্থীদের দলীয় কাজে অংশ নিতে উৎসাহিত করেন, নিজস্ব মত প্রকাশের সুযোগ দেন এবং পাঠে বিভিন্ন উপকরণ ব্যবহার করেন। শ্রেণিকক্ষের বাইরেও সহ-শিক্ষা কার্যক্রমে সক্রিয়ভাবে যুক্ত থেকে তারা শিক্ষার সার্বিক প্রসারে গুরুত্বপূর্ণ ভূমিকা রাখছেন।”

শাহিনা আক্তার

প্রধান শিক্ষক,
চেইন্দা সরকারী প্রাথমিক বিদ্যালয়,
রামু, কক্সবাজার।

“আমাদের স্কুলের দুইজন ফেলো শিক্ষক ছুটির সময়েও নিয়মিত ক্লাস ও অনলাইন সেশন নিয়েছেন এবং সবসময় আমাদের পাশে থেকেছেন। খেলার মাধ্যমে শেখানো, আমাদের অনুভূতি বোঝা ও কথা বলার সাহস গড়ে তোলায় তারা বড় ভূমিকা রেখেছেন। অতিরিক্ত ক্লাস ও অভিভাবকদের যুক্ত করার ফলে দুর্বল শিক্ষার্থীরাও এখন অনেক ভালোভাবে পড়াশোনা করতে পারছে।”

মোহাম্মদ মাসুম বেলাল

শিক্ষার্থী,
রতিরামপুর বানিয়াপাড়া সরকারী প্রাথমিক বিদ্যালয়,
রংপুর সদর, রংপুর



“At the beginning of the year, I was very shy. I did not like reading aloud and I was not serious about homework. Now I feel very different. Through AP partners and group reflection, I teach my friends and explain answers, which helps me understand better and build confidence. I read aloud without fear and can clearly express my thoughts. I have learned many English words and understand what I read. When the Head Teacher asked me the meanings of English words from our textbook, I answered them all—and he was surprised.”

Israt Jahan

Student,
Baluchara GPS,
Chattogram.

“In Grade 8, I was performing at a Grade 6 level and scored only 9 out of 100 in Math. I was shy and felt like I was falling behind. With support from TFB Fellows—extra classes in Math and English, structured assignments, online learning, and encouragement at home—my results improved from 9 to 37, and I later passed the Grade 7 competency level with 51. More importantly, I found my confidence. Now in Grade 10, I lead 60 peers and have won second place in an extempore speech competition. I am no longer hiding—I am leading.”

Ananya Barua

Student,
Muktijoddha Smriti Girls' High School,
Cox's Bazar.



BEYOND THE FELLOWSHIP

ALUMNI DRIVING LONG-TERM SYSTEMIC CHANGE



ALUMNI INSIGHTS AND DATA

DRIVING IMPACT ACROSS SECTORS

342 Alumni of Teach For Bangladesh continue to drive meaningful impact across education, public service, and social innovation. A strong majority—**72%**—are engaged in education and the broader development sector, either working or pursuing further studies, contributing directly to efforts that address systemic inequities.

Beyond classrooms, **6%** are working in Education in Emergency, supporting children and communities affected by crisis and displacement. **4%** are leading change through social innovation and entrepreneurship, developing solutions to persistent social challenges. Additionally, **2%** are serving in public service roles, influencing policy and governance, while another **2%** are strengthening systems as school leaders, shaping learning environments for long-term impact.

Together, this growing and diverse alumni community reflects Teach For Bangladesh’s continued commitment to cultivating leaders who drive change across sectors and systems.

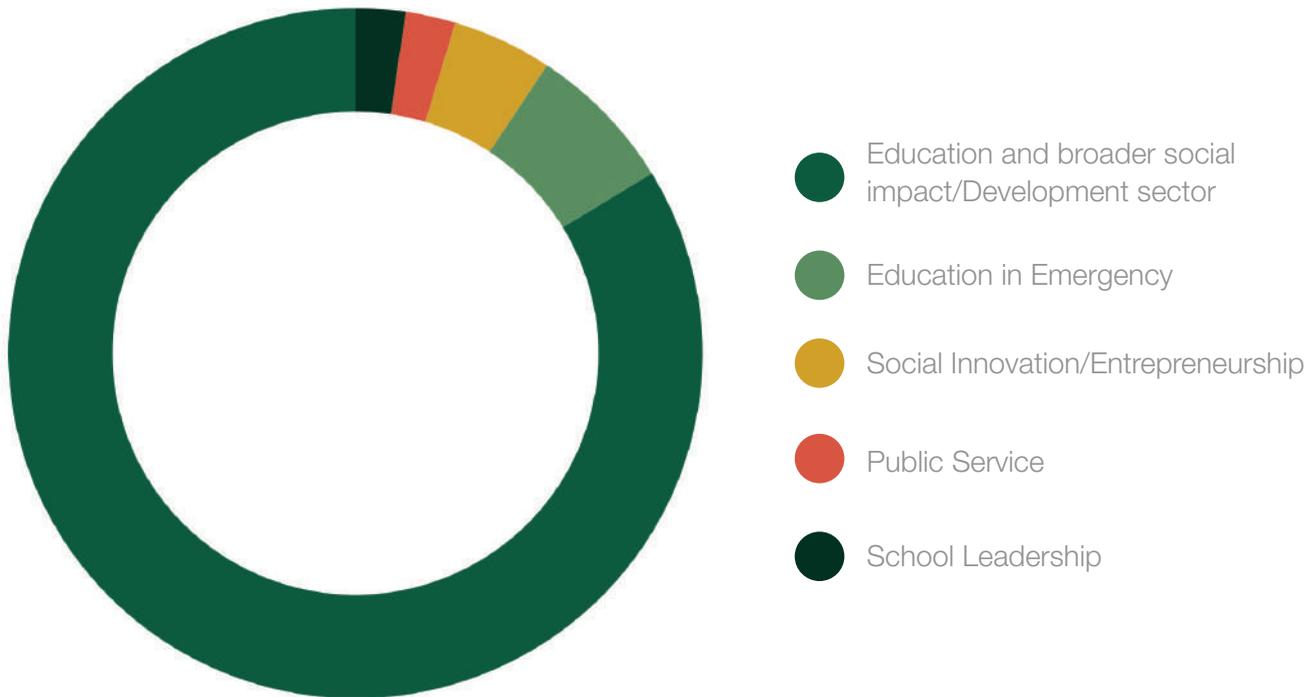


Figure: Graphical Representation of our Alumni Footprint in Diverse Sectors.

ALUMNI INDUCTION 2025

WELCOMING THE NEXT CHAPTER

On February 8, Teach For Bangladesh welcomed 52 new Alumni from the 2023 Cohort at Alumni Induction 2025, held at The Daily Star Centre. Guided by the theme “Embracing the Future, Nurturing Change,” the induction marked the Fellows’ transition into a lifelong movement of leaders, reinforcing continuity of purpose beyond the Fellowship.

The program featured reflections from leaders across the education and development ecosystem. Sujan Daring, Senior Manager, Alumni Impact, Teach For Bangladesh, emphasized that induction signifies a beginning rather than an end. Md. Abdullah Al Mamun, Education Officer, Directorate of Primary Education, encouraged alumni to persevere amid systemic challenges. Shoaib Alam, Regional Director, Teach For All, highlighted the strength of youth-led movements across the global network.

Munia Islam Mozumder, Chief Executive Officer, Teach For Bangladesh, underscored the collective responsibility required to drive lasting change.

A panel discussion featuring alumni currently working at ATEC Global, BRAC, 10 Minute School, and the Government of Bangladesh illustrated how the Fellowship’s leadership, problem-solving, and adaptability competencies translate across sectors. The induction concluded with a collective oath-taking ceremony, where alumni reaffirmed their commitment to shaping a more just and equitable Bangladesh. With this milestone, Teach For Bangladesh’s alumni network expanded to 342 leaders, strengthening a movement that sustains impact well beyond the classroom.



Teach For Bangladesh welcomed **52** Alumni from the 2023 Cohort, marking their transition into a lifelong movement of leaders. Guided by “Embracing the Future, Nurturing Change,” the induction reaffirmed a shared commitment to driving educational equity—expanding the alumni network to **342** leaders across Bangladesh.

STRENGTHENING BONDS: COX'S BAZAR ALUMNI MEETUP

In Cox's Bazar—home to nearly one million displaced Rohingya people—Teach For Bangladesh convened a powerful gathering of 60+ Fellows and Alumni working at the frontlines of Education in Emergencies (EiE). The first-ever Cox's Bazar Fellow–Alumni Meet-Up created a rare space for inter-cohort dialogue, reflection, and collective visioning in one of the world's most complex humanitarian contexts.

With 30+ active Fellows and 20+ Alumni embedded across the region's EiE ecosystem, the convening highlighted the critical role of locally rooted leadership. Through storytelling, peer mentorship, and collaborative planning, participants reflected on the realities of teaching amid displacement, climate stress, and resource constraints—reaffirming that education in crisis is

not only about access, but about resilience, innovation, and community-led change.

The gathering concluded with a shared commitment to deepen collaboration and sustain impact—standing alongside educators who continue to reimagine education in crisis, beginning in classrooms and extending far beyond.



In one of the world's most complex humanitarian contexts, **60+** Teach For Bangladesh Fellows and Alumni working in Education in Emergencies came together to reflect, learn, and reimagine education amid displacement. Rooted in local leadership, the gathering reaffirmed a shared commitment to resilience, collaboration, and community-led change—inside classrooms and beyond.

BUILDING PURPOSE-DRIVEN CAREER

TEACH FOR BANGLADESH CAREER SUMMIT 2025

Held on 24–25 October 2025, the Teach For Bangladesh Career Summit 2025, guided by the theme Rooted in Purpose, Driving Impact, brought together Fellows, Alumni, staff, and sector leaders to explore meaningful career pathways across education and development. Designed as a two-day blended experience, the Summit created space for reflection on leadership journeys, career choices, and a shared commitment to educational equity—reinforcing how purpose-driven careers can extend impact far beyond the classroom.

For the first time, Day 1 was hosted simultaneously in Dhaka, Chattogram, and Cox’s Bazar, strengthening regional inclusion and connection across the network. Fellows engaged in Teach For Bangladesh team showcases and Alumni–Fellow Career Dialogues, where 14

Alumni shared honest insights from their professional journeys. These conversations deepened Fellows’ understanding of how values, adaptability, and long-term commitment shape careers rooted in impact.

Day 2 expanded sector exposure through participation from 12 external organizations, an Alumni-led panel on career preparedness, and mentorship circles facilitated by 9 Alumni mentors and 1 external expert. With over 120 participants, the Summit was rated effective by 93% of Fellows and 100% of Alumni—reaffirming its role as a collective space to build resilient leadership pathways that continue to serve children and communities across Bangladesh.



Guided by Rooted in Purpose, Driving Impact, the two-day blended Summit brought together 120+ Fellows, Alumni, and partners across Dhaka, Chattogram, and Cox’s Bazar to explore purpose-driven career pathways in education and development. With 14 Alumni speakers, 12 partner organizations, and a 93–100% effectiveness rating, the Summit reinforced how leadership and impact extend far beyond the classroom.

ALUMNI EXCELLENCE IN EDUCATIONAL LEADERSHIP

Teach For Bangladesh proudly celebrates the academic achievements of two alumni whose journeys reflect the organization’s long-term commitment to developing leaders in education. Nadia Afrin, a 2019 Teach For Bangladesh Alumna, was awarded the Vice Chancellor’s Medal at BRAC University’s 16th Convocation on 25 February 2025 for her outstanding performance in the Master of Education in Educational Leadership and School Improvement program at BRAC IED. From aspiring to become a teacher at a young age to joining Teach For Bangladesh in 2019, Nadia’s journey reflects perseverance, academic excellence, and a deep commitment to strengthening classrooms and school systems. Her recognition, under the convocation theme “Excellence in You,” underscores the role of sustained effort and purpose-driven leadership in driving meaningful change.

Continuing this momentum, Rechel Audity Rema, also a Teach For Bangladesh Alumna from Cohort 2019, received the Vice Chancellor’s Medal for Academic Excellence and Outstanding Achievements at BRAC University’s 17th Convocation after completing her second Master’s degree in Education with a perfect CGPA of 4.00 out of 4.00. Her achievement marked the second consecutive year that a Teach For Bangladesh alumna received this prestigious recognition, following Nadia Afrin’s award the previous year. Together, these milestones highlight the strength of the Teach For Bangladesh Alumni Movement and its role in nurturing educators and system leaders whose impact extends from classrooms to institutions, reinforcing a culture of excellence, learning, and long-term leadership in education.



Teach For Bangladesh celebrates the academic excellence of Nadia Afrin and Rechel Audity Rema (Cohort 2019), both recipients of the Vice Chancellor’s Medal at BRAC University for outstanding achievements in

FROM CLASSROOM TO THE UNITED NATIONS: ALUMNI LEADERSHIP ON THE GLOBAL STAGE

In 2025, Teach For Bangladesh alumnus Abdullah Al Hasan Dipto represented youth voices from Bangladesh at the United Nations Economic and Social Council Youth Forum (ECOSOC Youth Forum) at the United Nations Headquarters. A Fellow from Cohort 2023 and co-founder of Pathchola Bangladesh, Dipto was selected as one of only three panelists globally—an opportunity that positioned grassroots leadership from Bangladesh within high-level international policy dialogue. His participation reflected Teach For Bangladesh’s commitment to developing leaders whose influence extends far beyond classrooms and into national and global systems.

Drawing from his lived experiences as an educator and youth organizer, Dipto spoke about inclusive policy-making grounded in classroom realities and community contexts. He emphasized the importance of co-creating solutions with young people, particularly those from marginalized and vulnerable backgrounds, and challenged conventional notions of expertise by centering voices often excluded from global platforms. Sharing the stage with senior UN leaders, he highlighted that meaningful leadership and innovation frequently emerge from local contexts when young people are trusted and empowered.

Dipto also reflected on the growth of Pathchola Bangladesh, which he co-founded in 2019 to support youth from marginalized communities. What began as a small local initiative has since expanded across five divisions of the country and received nearly 70 awards. Beyond recognition, Dipto emphasized that the most meaningful impact lies in seeing young people from remote areas build confidence and lead change within their own communities—demonstrating how local action can inform and enrich global conversations.



Teach For Bangladesh alumnus Abdullah Al Hasan Dipto (Cohort 2023) represented Bangladesh’s youth at the UN ECOSOC Youth Forum as one of only three global panelists. Drawing from Pathchola Bangladesh and classroom leadership, his voice highlighted how locally rooted youth leadership can shape national and global policy.

ALUMNI LEADING GLOBAL CITIZENSHIP THROUGH TECHNOLOGY AND STORYTELLING

On 29 April 2025, the Project Inception and Dissemination Ceremony of Tech Connect: Empowering Youth to Become Global Citizens was held at the International Mother Language Institute, marking a significant milestone in youth-led global collaboration. The event brought together educators, policymakers, and development partners to celebrate the intersection of youth leadership, technology, and intercultural learning.

This global initiative was co-led by three Teach For Bangladesh Alumni—Sadia Jafrin Khan, Md. Shadman Islam, and Nusrat Jahan Priya—whose leadership helped bring Tech Connect to life across eight countries and three continents. Supported by the Bangladesh National Commission for UNESCO and organized by Grow Your Reader Foundation, the project uses storytelling, technology, and art to foster empathy, intercultural understanding, and global citizenship among young learners, contributing directly to SDG 4 (Quality Education) and SDG 17 (Partnerships for the Goals).

A key highlight of the ceremony was the launch of the Learning Bangladesh Module, a creative educational resource authored by Sadia Jafrin Khan and Md. Shadman Islam, and edited by Elita Karim. The module introduces global learners to Bangladesh's history, art, culture, and sports, positioning national identity as a foundation for global awareness and connection. The presence of senior government and UNESCO representatives, including officials from the Ministry of Education and BNCU, underscored the significance of this youth-led, cross-border initiative.



Tech Connect was launched as a youth-led global initiative co-led by Teach For Bangladesh Alumni, connecting classrooms across eight countries through technology, storytelling, and intercultural learning to advance global citizenship.

OUR PROJECTS

DRIVING EDUCATIONAL EQUITY FOR
A SUSTAINABLE FUTURE



FOUNDATIONAL LITERACY AND RANGPUR EXPANSION

PROJECT NAME

EMPOWERING TOMORROW: BUILDING FUTURE LEADERS TO PROVIDE QUALITY EDUCATION

DONOR NAME

HEMPEL FOUNDATION



In Rangpur, the project strengthened classroom practice through blended learning approaches, structured literacy and numeracy tools, diagnostic assessments, and student-led SEL routines—supporting both engagement and learning continuity. By September 2025, 9 Fellows working across 5 schools reached 648 primary students, with a majority attending school on more than 80% of instructional days. Instruction was further reinforced through graded learning clinics, student workbooks, and capstone-linked classroom practices, alongside Fellows’ continued postgraduate studies and ongoing professional development.

Beyond classrooms, the project prioritized collective leadership and system alignment through sustained engagement with schools,

communities, and local authorities. Fellows and staff conducted 30 school visits, 21 one-on-one head teacher meetings, 13 education office visits, and engaged 5 communities through approximately 180 visits, reaching over 2,004 community members by September 2025. Community-facing initiatives—including health fairs, nutrition awareness, environmental advocacy, and creative learning projects—strengthened student leadership and local ownership of education outcomes. While challenges such as limited digital access and low rural relocation interest among female candidates persisted, adaptive strategies—enhanced mentorship, targeted skill-building workshops, and increased on-ground technical support—helped sustain momentum toward long-term, system-level change.



By September 2025, 9 Teach For Bangladesh Fellows across 5 schools supported 648 primary students through blended learning and student-led SEL, while engaging 2,004+ community members through 30 school visits, 21 head teacher meetings, and 180 community visits—strengthening learning and local leadership beyond the classroom.

CLIMATE EDUCATION

PROJECT NAME

CLIMATE EDUCATION & LEADERSHIP FUND

DONOR NAME

TEACH FOR ALL

Teach For All

A Global Network

In 2025, the Climate Education and Leadership initiative reached approximately 3,528 students across 41 schools in Dhaka, Chattogram, Cox's Bazar, and Rangpur, supported by 60 Fellows. Students engaged in climate-integrated lesson plans, environmental clubs, and inter-school collaborations, while Fellows conducted baseline and endline surveys to measure shifts in awareness and leadership.

Major milestones included Climate Week celebrations in four regions, inter-school collaboration across 15 clusters, and the engagement of 885 students in endline surveys. The initiative was also featured at

the Teach For All Network Breakthrough 2026, highlighting TFB's leadership in climate education across the global network.

Beyond classrooms, Fellows trained approximately 460 Head Teachers and Assistant Teachers, embedding climate education into broader school practices. While logistical delays and protests posed challenges, CEL continued to generate strong student voice, leadership, and systems-level learning for future cycles.



Across 41 schools in four regions, the initiative reached 3,528 students through climate-integrated lessons and clubs, supported by 60 Fellows, while training 460+ teachers to embed climate leadership into school practices—positioning Teach For Bangladesh as a global voice at the Teach For All Network Breakthrough 2026.

CLIMATE EDUCATION

PROJECT NAME

CLIMATE RESILIENT CLASSROOMS FOR STUDENTS FOR A GREENER TOMORROW

DONOR NAME

UNITED AYGAZ LPG LTD.



This initiative focused on translating climate awareness into everyday classroom and school practices. Operating in Dhaka and Chattogram, the project supported student-led greening initiatives, climate corners, and sustainable school routines, alongside employee engagement activities with United Aygaz.

In 2025, Fellows and students redesigned classroom environments, integrated climate themes into lessons, and developed sustainable practices at school and community levels. The project also laid the groundwork for a video documentary

capturing employee engagement and student leadership stories.

Despite challenges related to academic schedules and coordination, Climate Resilient Classrooms strengthened practical climate action at the school level—bridging environmental awareness with behavior change and collective responsibility.



Operating in Dhaka and Chattogram, the initiative translated climate awareness into everyday practice through student-led greening efforts, climate corners, and sustainable school routines, engaging Fellows, students, and United Aygaz employees.

DIGITAL LITERACY AND BLENDED LEARNING

PROJECT NAME

BRIDGING ONLINE LEARNING DIVIDE (BOLD)

DONOR NAME

INTERNET SOCIETY FOUNDATION



BRIDGE remained a flagship digital inclusion initiative in 2025, reaching 6,968 students, 3,363 parents, and 138 Fellows across Dhaka, Chattogram, Cox’s Bazar, and Rangpur. Through structured internet stipends, student and parent manuals, and LMS-based interventions, the project strengthened access to blended learning and digital self-learning practices.

A redesigned Student Self-Learning Manual and targeted professional development sessions enabled Fellows to conduct student workshops across all regions, building habits of independent learning. Endline surveys with Fellows, students, and parents provided evidence of improved digital confidence,

learning continuity, and parental engagement in children’s education.

Despite challenges caused by the pause in internet stipends after September, BRIDGE maintained learning momentum through structured LMS interventions and strong coordination with partners, including the Internet Society Foundation. By the end of 2025, the project demonstrated how targeted digital access—paired with human support—can meaningfully reduce learning gaps and empower families to navigate online education ecosystems.



BRIDGE reached 6,968 students, 3,363 parents, and 138 Fellows across four regions, strengthening blended learning through internet support, self-learning manuals, and LMS-based intervention. The initiative sustained learning momentum and demonstrated how targeted digital access—paired with strong human support—can reduce learning gaps and empower families.

ARTIFICIAL INTELLIGENCE (AI)

PROJECT NAME

FUTURE-READY EDUCATION: NURTURING SELF-LEARNERS THROUGH AI

DONOR NAME

U.S. EMBASSY



This project equipped students and educators to use AI responsibly for self-learning, reaching 3,265 students directly and over 5,400 community members indirectly. A total of 30 Fellows across Dhaka and Chattogram supported students through AI-adaptation frameworks, helping teachers identify learning needs and guide the ethical use of AI.

While device access and sustainability remain challenges, the project generated strong evidence that structured guidance—rather than unrestricted exposure—is key to leveraging AI for equitable, student-centered learning.

By the end of 2025, 44% of non-Fellow teachers had exhibited positive behavioral shifts toward AI-supported learning, while 52% of parents had committed to supporting their children’s learning through AI. Students demonstrated increased agency, reasoning, and ethical awareness when using AI tools.



Across Dhaka and Chattogram, 30 Fellows supported 3,265 students and indirectly reached 5,400+ community members, building ethical, student-centered AI use. By year-end, 44% of teachers and 52% of parents showed positive shifts—reinforcing that guided AI adoption drives equitable learning outcomes.

GIRLS' EDUCATION

PROJECT NAME

LET GIRLS THRIVE

DONOR NAME

TEACH FOR ALL

Teach For All

A Global Network

Let Girls Thrive continued to advance gender equity across Dhaka, Chattogram, and Cox's Bazar, engaging 23 Fellows and reaching over 3,500 students, more than 60% of whom were girls. In 2025, 100% of Fellows reported increased confidence in embedding gender-sensitive pedagogy, while dropout risk in LGT classrooms dropped from 4 to 0 between January and September.

The project strengthened community engagement, with 1,000 parents improving awareness of gender equity and child rights and 169 parents participating directly in dialogues. Girls' leadership outcomes also

improved, with 500 female students reporting increased confidence, agency, and self-advocacy through Girls' Advisory Councils.

Alumni leadership amplified impact beyond classrooms, with highlighted alumni initiatives reaching 5,500+ girls nationally. Together, these outcomes demonstrate LGT's success in combining classroom practice, community engagement, and alumni leadership for sustained gender equity.



Across three regions, 23 Fellows reached 3,500+ students—over 60% girls—reducing dropout risk to zero and strengthening gender equity through classrooms, communities, and alumni leadership reaching 5,500+ girls nationwide.

GIRLS' EDUCATION

PROJECT NAME

GENDER-INCLUSIVE LEARNING ENVIRONMENTS FOR STUDENTS

DONOR NAME

COMMERCIAL BANK OF CEYLON



This short-term initiative engaged 20 Fellows and approximately 2,200 students in Dhaka and Chattogram, focusing on gender-sensitive pedagogy, Girls' Advisory Councils, and parent engagement. By mid-2025, 17 Fellow-led projects were implemented, with 8 directly focused on gender-inclusive practices.

Students demonstrated improved attendance, leadership, and confidence, while schools institutionalized inclusive practices such as shared responsibilities, inclusive seating, and menstrual hygiene awareness. Fellows rated training

effectiveness at 95–96%, indicating strong capacity development.

The project showed that even time-bound interventions can catalyze lasting cultural and behavioral shifts when student leadership and community engagement are intentionally centered.



In Dhaka and Chattogram, 20 Fellows engaged 2,200 students through gender-sensitive pedagogy, Girls' Advisory Councils, and parent engagement. With 17 Fellow-led projects, 95–96% training effectiveness, and schools adopting inclusive practices, the initiative demonstrated how time-bound interventions can drive lasting cultural and behavioral change.

EDUCATION IN EMERGENCY

PROJECT NAME

LEADERSHIP FOR LEARNING THROUGH DISPLACEMENT

DONOR NAME

TEACH FOR ALL

Teach For All

A Global Network

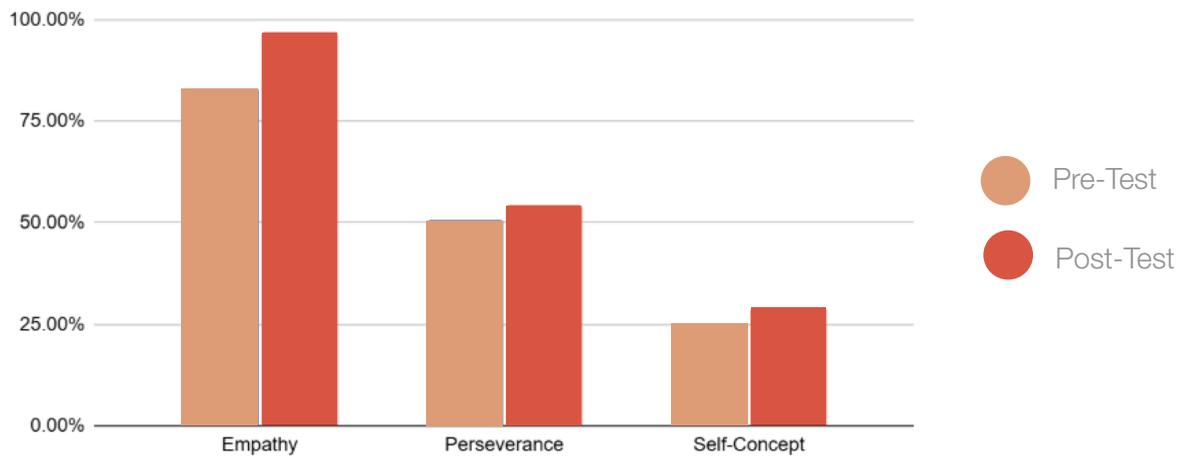
LLTD continued to support education in one of the most complex humanitarian contexts, with 24 Fellows working in Cox’s Bazar to strengthen learning continuity, SEL, and teacher leadership in displacement-affected communities. In 2025, the project advanced its second phase, completing student SEL post-surveys using the HALDO Framework and submitting the Phase 2 Year-1 final report. The survey shows that empathy, perseverance and self-concept of students have increased after intervention.

The project placed strong emphasis on whole-school improvement through healing classrooms, conflict-sensitive pedagogy, and

disaster risk reduction. Over 30 teachers (including Head Teachers and Assistant Teachers) engaged in structured training, with 80% showing improved post-training scores, and Fellows completing multiple professional development sessions.

Despite disruptions caused by school strikes, floods, and student mobility, LLTD maintained steady progress by adapting schedules and reinforcing SEL routines. The project continues to demonstrate the critical role of local leadership in sustaining education quality and student wellbeing in crisis-affected regions.

SEL HALDO Survey 2025



SCHOOL EMPOWERMENT

PROJECT NAME

PARTNERSHIP WITH BSRM

DONOR NAME

BSRM FOUNDATION



Through the BSRM partnership, one Fellow supported 35 students in Chattogram with a holistic focus on academic excellence, attendance, leadership, and community engagement. In 2025, student attendance remained above 90%, and classroom strategies—including experiential learning and alternative assessments—supported consistent academic progress.

Students engaged in debate competitions, leadership activities, and community problem-solving, while climate education and SEL practices were integrated through collaboration with local organizations. The project demonstrated how targeted

corporate partnerships can enable deep, high-quality impact at the school level.

Despite constraints related to exam schedules and extracurricular time, the partnership achieved its core academic and leadership goals while strengthening school–community relationships.



In Chattogram, 1 Fellow supported 35 students, sustaining 90%+ attendance while strengthening academics, leadership, and community engagement. Through experiential learning, debates, and integrated SEL and climate practices, the partnership demonstrated how targeted corporate collaboration can drive deep, school-level impact.

SOCIAL-EMOTIONAL LEARNING

PROJECT NAME

WINDOW TO THE MIND

DONOR NAME

FROBEL ACADEMY



Window to the Mind addressed student mental health and wellbeing across Chattogram, engaging 36–40 Fellows and approximately 2,478 students. Through daily SEL routines, emotional literacy activities, and safe classroom spaces, students demonstrated increased emotional awareness, self-regulation, and peer support.

Parent engagement was a core pillar, with 86–81 PTMs per quarter and 480+ families reached, while 75% of students reported feeling supported by adults in school. The piloting of the SEL Handbook (Moner Shikkhok) engaged 117 teachers across 16 schools, laying the foundation for

system-wide SEL integration.

Despite exam pressure and uneven parental participation, the project made strong progress toward embedding mental health awareness into everyday school culture—positioning SEL as a sustained, system-level priority.



Across Chattogram, 36–40 Fellows reached 2,478 students, strengthening mental health through daily SEL routines, emotional literacy, and safe classroom spaces. With 480+ families engaged and 117 teachers across 16 schools piloting the Moner Shikkhok SEL Handbook, the initiative advanced wellbeing as a sustained, system-level priority.

FINANCIAL OVERVIEW

AN INSIGHT INTO OUR FINANCIAL SNAPSHOT



AN INSIGHT INTO OUR FINANCIAL SNAPSHOT

IN THE FISCAL YEAR 2024-25

Teach For Bangladesh remains committed to strong financial stewardship, ensuring that resources entrusted to us translate into meaningful and measurable outcomes for students and communities. For the financial period ending 30 September 2025, our income and expenditure were fully balanced, reflecting disciplined planning, accountability, and sustainability.

INCOME & REVENUE BREAKDOWN

In FY2024-25, Teach For Bangladesh recorded a total income of BDT 133.05 million, reflecting steady year-on-year growth from BDT 132.93 million in FY2023-24. Grant income remained the primary source of funding at BDT 132.73 million, demonstrating continued trust from institutional donors, foundations, corporate partners, and global grant-makers. Other and interest income contributed modestly, reflecting prudent cash management rather than reliance on non-core revenue.

Table: Our Income in FY2024-25 vs FY2023-24

PARTICULARS	Amount in Taka	
	30.09.2025	30.09.2024
Income		
Grant Income	132,734,987	130,577,021
Other Income	270,500	558,952
Interest Income	47,714	102,212
Net Exchange Rate Gain	-	1,688,360
Total Income	133,053,201	132,926,546

EXPENDITURE OVERVIEW

In FY2024-25, total expenditure stood at BDT 133.05 million, fully aligned with income, reflecting disciplined financial management with no operating deficit, though with limited room for short-term financial shocks. Program and classroom-related costs accounted for approximately 78% of total expenditure, indicating a strong prioritisation of direct student impact through Fellow stipends, training, and leadership development. This concentration aligns well with the Fellowship model, but also underscores reliance on sustained funding to protect classroom continuity.

Operations and administration represented about 17% of spending, signalling a lean backbone that supports efficiency but requires careful monitoring to ensure critical systems—finance, safeguarding, people, and compliance—remain adequately resourced as the organisation scales. The remaining 5% was invested in system-enabling functions, including alumni impact, partnerships, communications, and MEL, reflecting an intentional but still modest investment in long-term sustainability and systems change.

Overall, Teach For Bangladesh’s spending profile demonstrates a clear impact-first approach, with strategic trade-offs between immediate classroom delivery and the gradual strengthening of system-level influence.

Table: Our Expenditure in FY2024-25 vs FY2023-24

PARTICULARS	Amount in Taka	
	30.09.2025	30.09.2024
Expenditures		
Fellow Stipends and Benefits	53,856,704	49,337,333
Fellow Post Graduate Diploma Training	4,791,273	10,417,047
Leadership Development	35,763,178	34,586,721
Recruitment, Selection and Matriculation	9,017,353	10,752,829
Partnership Development	4,678,175	4,701,836
Administration	22,872,528	22,383,242
Alumni Impact	2,718,587	1,962,960
Communications and MEL	723,830	1,130,626
Interest Expense	96,120	103,781
Depreciation of Fixed Assets	255,619	267,372
Net Exchange Rate Loss	22,833	
Unrealised FX Gain for Consolidation Purposes	(1,743,000)	(2,717,200)
Total Expenditure	133,053,201	132,926,546

OUR STRATEGIC PRIORITIES

DRIVING IMPACT IN 2026 AND BEYOND



RE-ANCHORING OUR PATH

STRATEGIC CLARITY FOR THE YEARS AHEAD

From 1–6 December, TFB Board, Senior Leadership and Staff Members came together for a Strategic Clarity Session to re-anchor the organization in its Theory of Problem and Theory of Change, and align around a shared long-term vision. Through reflection on participant journeys, functional progress, and lived experiences of students, Fellows, Alumni, and teachers, the sessions grounded strategic thinking in real leadership outcomes while surfacing key questions for the future.

Building on this foundation, the team collectively envisioned Teach For Bangladesh in years ahead and identified priority focus areas for the coming year—spanning leadership recruitment, student learning, collective leadership, organizational health, and community-rooted partnerships. These priorities were stress-tested through cross-functional dialogue, translated into concrete plans and indicators of progress, and paired with conversations on workability norms, core values, conscious leadership, power, privilege, and work culture. Together, the sessions reinforced a shared commitment to clarity, accountability, and inclusive leadership as Teach For Bangladesh continues advancing educational equity with purpose and coherence.



Teach For Bangladesh's leadership and full team came together to re-anchor in the Theory of Change, reflect on lived impact, and align on a shared long-term vision. Through cross-functional dialogue, the sessions clarified priorities for the year ahead and reinforced a collective commitment to purpose-driven, inclusive leadership. [In photo; The Board Members and Staff Panel of Teach For Bangladesh]

GOALS FOR 2026

1. FINDING EXCEPTIONAL AND DIVERSE FUTURE LEADERS

Teach For Bangladesh is shifting recruitment from a focus on application volume to candidate quality, with intentional outreach to top-tier and underrepresented talent pools. New strategies will pilot access to elite universities and English-medium graduates, while 12 years of organizational data will be leveraged to refine the selection model and identify leadership traits most predictive of classroom effectiveness and long-term alumni impact.

2. DRIVING MEASURABLE AND MEANINGFUL STUDENT PROGRESS

The Fellowship is being recentred on stronger classroom-level student outcomes aligned with TFB's Theory of Change. Academic and non-academic outcomes are being revisited and clarified for today's context, alongside strengthened measurement systems. Targeted interventions will be piloted on a small number of priority indicators to deepen evidence-based learning and impact.

3. DEVELOPING THE COLLECTIVE LEADERSHIP OF FELLOWS AND ALUMNI

TFB will articulate a clear Theory of Leadership Development for Fellows, defining desired leadership outcomes, intervention strategies, and measures of progress. In parallel, a focused alumni impact strategy will be developed to align alumni leadership with current system-level needs.

4. BUILDING A HEALTHY, THRIVING, AND ENDURING ORGANIZATION

Organizational priorities include strengthening culture rooted in shared values, trust, and accountability, aligned with TFB's Theory of Change. Following recent disruption, TFB will rebuild capacity and morale, address team health and effectiveness, fill key leadership roles, and invest in middle and senior management development to ensure long-term sustainability.

5. BUILDING PURPOSEFUL NATIONAL AND LOCAL PARTNERSHIPS

TFB will pursue a diversified, multi-year funding strategy aligned with mission and impact, while deepening partnerships across foundations, government, local business, and the diaspora. Internal fundraising capacity will be strengthened in close collaboration with the CEO and Board to support sustainable growth.



OUR PARTNERS IN 2025





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REPORT
2025

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