

# Quarterly NEWSLETTER

TEACH FOR  
BANGLADESH

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# Learning

Found New Paths, When

# Classrooms Halted.

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# LEARNING BEYOND CLASSROOMS: HOW FELLOWS SUSTAINED EDUCATION THROUGH 38 DAYS OF DISRUPTION

When schools across Bangladesh closed for **38 days** starting in February, the risk was clear: disrupted learning, widening gaps, and students drifting further away from the classroom.

But across Dhaka, Chattogram, Cox's Bazar, and Rangpur, a different story unfolded. Teach For Bangladesh Fellows responded with urgency and intent—reimagining what learning could look like beyond the classroom. Instead of pausing, learning adapted. Through a combination of online classes, community-based sessions, and home visits, **3,101 students** remained engaged in their learning journey through **293 classes and interventions**, even in contexts where internet access was limited.

In Dhaka, Fellows conducted **143 online classes**, ensuring continuity for **866 students** through structured virtual learning spaces. In Chattogram, **69 online classes** reached **825 students**, keeping their curiosity alive and learning on track.

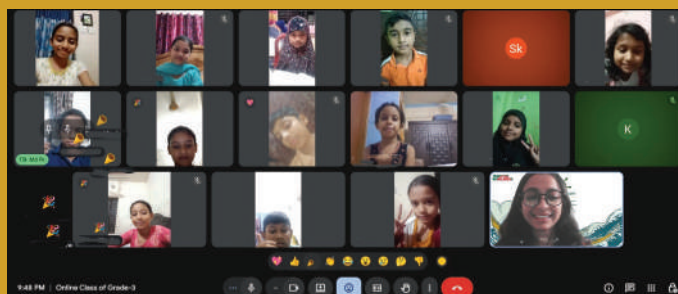
In Cox's Bazar, where access challenges are more pronounced, learning moved beyond digital platforms. Fellows brought education directly to students through

home visits, community classes, and blended approaches, reaching **590 students**. Meanwhile, in Rangpur, Fellows navigated limited connectivity by combining online instruction with extra and community-based classes, engaging **820 students**.

Fellows integrated social-emotional learning, play, and joyful exploration into their approach, ensuring that students remained engaged not just intellectually, but emotionally. Whether through interactive online sessions or small group activities in communities, learning became a source of stability during uncertainty.

What emerged from this period was more than a response to disruption—it was a demonstration of what is possible when leadership meets context. Fellows did not wait for classrooms to reopen. They adapted, innovated, and stayed connected to their students every day. In doing so, they reinforced a critical belief at the heart of Teach For Bangladesh's work:

**Learning is not confined to classrooms—and leadership ensures it never stops.**



## STRENGTHENING CLASSROOMS, EXPANDING IMPACT

As the year began, Teach For Bangladesh's program continued to scale both in reach and depth—strengthening its presence across classrooms, communities, and systems.

In 2026, **102 Fellows** are teaching across **54 government schools**, directly impacting over **5,000 students** nationwide. This includes **36 newly placed Fellows** from Winter Academy 13, who have stepped into classrooms equipped not only with pedagogical skills, but with a deep commitment to addressing educational inequity.

The Fellowship today reflects a balanced and diverse leadership pipeline, with **52% female** and **48% male** Fellows, working across four regions—Dhaka, Chattogram, Cox's Bazar, and Rangpur.

Beyond classroom teaching, Fellows continue to be developed as leaders. This quarter alone, **8 professional development sessions** were conducted, strengthening their ability to respond to both academic and socio-emotional needs of students.

At a systems level, Teach For Bangladesh deepened its engagement with government stakeholders, collaborating closely with District and Upazila Education Offices across all regions, sharing academic progress and inviting officials into school-level experiences.

At the community level, particularly during Ramadan school closures, Fellows extended learning beyond classrooms—engaging across **216 communities** through blended learning and outreach efforts, ensuring continuity for students even in disrupted contexts .



**Fellows strengthened their leadership through 8 PD sessions, enhancing both academic and socio-emotional support for students.**

## ACROSS REGIONS: LEADERSHIP IN ACTION



Across Bangladesh, Fellows are translating leadership into action—adapting to local contexts while contributing to a shared movement for educational equity.

In Dhaka, Fellows are stepping into global conversations. **Khadija Kalam**, a 2025 Fellow, represented Bangladesh in an international platform on girls' education—demonstrating how classroom leadership can extend to influencing global dialogue. Her journey, rooted in early exposure to Teach For Bangladesh through alumni engagement, reflects the long-term pathways of leadership the Fellowship enables.

In Chattogram, partnerships continue to strengthen the ecosystem of support around students. Through renewed **collaboration with BSRM and Hope Foundation**, Fellows are working to improve both academic outcomes and socio-emotional learning, while also contributing to the development of contextual resources for teachers and education offices.

In Cox's Bazar, Fellows are navigating the complexities of education in emergency contexts. Through the work of Fellows like **Rayan Samin**—who also represented Teach For Bangladesh in a global girls' education learning series—the program continues to support both students and parents in the host community, fostering resilience, agency, and opportunity in one of the most challenging environments.

In Rangpur, the program has expanded significantly—**growing from 7 schools in 2025 to 12 in 2026**, and nearly doubling the number of Fellows in the region. With a focused emphasis on foundational literacy and numeracy, this expansion reflects a deepened commitment to addressing early learning gaps where they are most critical .

# RECRUITMENT STARTS FOR THE FELLOWSHIP 2027:

## MOBILIZING A GENERATION OF LEADERS FOR EDUCATIONAL EQUITY

As the classrooms of Bangladesh continue to face deep and persistent inequities, the Recruitment & Youth Mobilization team is working at the frontlines of building a pipeline of leaders ready to respond.

This quarter marked strong momentum in the Fellowship 2027 recruitment cycle, driven by a deliberate focus on reaching high-potential young leaders and grounding them in the realities of the education system. With an ambition to bring **2,500 registrations** and **925 applications** into the Fellowship pipeline, outreach efforts were activated across campuses, partnerships, and peer-led engagement spaces.

Across universities such as Asian University for Women, University of Chittagong, and BRAC University, the team directly engaged nearly 200 final-year students and graduates, introducing them not just to the Fellowship, but to the role they can play in addressing educational inequity in Bangladesh.

## WHERE LEADERSHIP BEGINS: THE CAMPUS AMBASSADOR PROGRAM

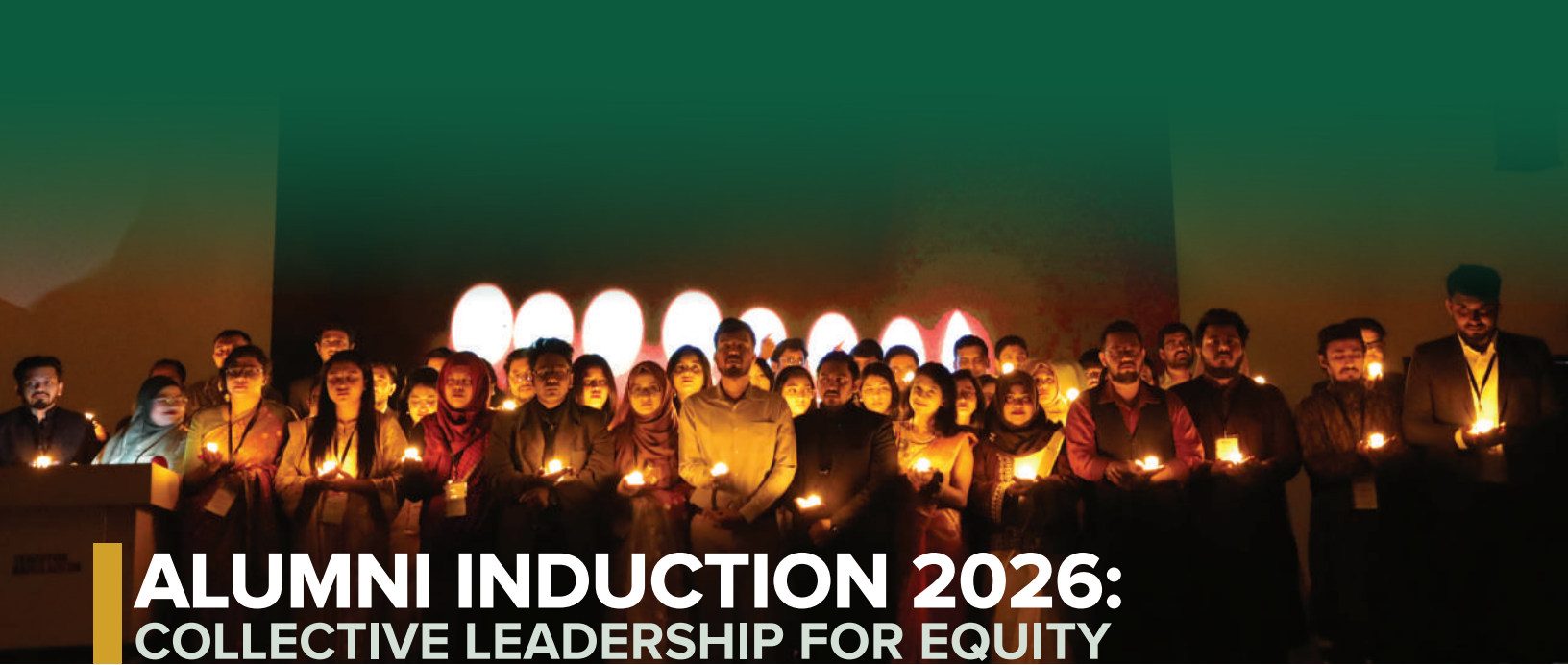
The continued expansion of the Campus Ambassador (CA) program is redefining how leadership for educational equity begins.

This year, the program saw over **200 applications**, with **17 ambassadors** selected to lead outreach across campuses, representing **13 universities** nationwide. Together, they are strengthening Teach For Bangladesh's presence within universities and creating spaces where conversations around educational inequity can take root.

Through an in-person onboarding at the Teach For Bangladesh Dhaka Office, ambassadors engaged deeply with the realities of classrooms in Bangladesh, the Fellowship model, and the role they can play in mobilizing their peers. The experience moved beyond recruitment—shifting perspectives from awareness to ownership.

At the same time, the closing of the previous cohort marked the continued growth of a network of young leaders who remain connected to the movement, carrying forward their commitment to educational equity beyond the program.





# ALUMNI INDUCTION 2026: COLLECTIVE LEADERSHIP FOR EQUITY

Teach For Bangladesh (TFB) inducted its 2024 Fellows into alumnihood at Alumni Induction 2026 on 31 January at the Ismaili Jamatkhana and Centre.

The event, themed “Collective Leadership for Equity,” marked Fellows’ transition into a nationwide network of leaders advancing educational equity. Bringing together leadership, alumni, Fellows, students, and partners, the programme featured reflections, performances, an alumni panel on collective leadership, and concluded with an oath and certificate ceremony.

As Sujan Daring, Lead, Alumni Impact, noted, alumnihood signals a deeper commitment to collective leadership. CEO Munia Islam Mozumder emphasized alumni’s role in influencing systems and driving long-term change. With this induction, TFB’s alumni network has grown to 399 leaders across Bangladesh.

## TEACH FOR BANGLADESH AND ORANGE CORNERS BANGLADESH PARTNER TO EXPAND PATHWAYS FOR SOCIAL INNOVATION AND ENTREPRENEURSHIP.

On 9 February 2026, Teach For Bangladesh (TFB) and Orange Corners Bangladesh signed a Memorandum of Understanding (MoU), marking the start of a strategic partnership grounded in shared values and a common vision for impact.

Through this collaboration, both organizations will expand access to resources, training, mentorship, and networks for TFB Fellows and Alumni—creating pathways for leadership development and entrepreneurship.

The partnership will focus on co-creating initiatives, knowledge sharing, mentorship, and ecosystem-building to support innovation and sustainable growth. The MoU was signed by Sujan Daring, Lead, Alumni Impact (TFB), and Osman Dhali, Project Lead (Orange Corners Bangladesh).

This collaboration reflects a shared belief in the power of education, entrepreneurship, and collective action to drive long-term change.



**TFB and Orange Corners Bangladesh partner to unlock leadership and entrepreneurship pathways for future changemakers.**

# TFB AND UNITED AYGAZ RENEW PARTNERSHIP

## EXPANDING COMMUNITY-DRIVEN CLIMATE EDUCATION IN DHAKA AND COX'S BAZAR

Teach For Bangladesh has renewed its partnership with United Ayzaz for 2026–2027, building on a first year recognized globally at the Teach For All Network Breakthrough 2025. This year, the initiative expands to Dhaka and Cox's Bazar, reflecting both urban and coastal climate realities. Moving beyond classroom-based learning, the programme will engage parents and communities through approaches such as Parent-Teacher Meetings, Uthan Boithoks, and home visits—positioning climate action as a shared responsibility. United Ayzaz employees will also participate in Climate Week, facilitating interactive sessions with students and families. Together, the partnership aims to foster climate-resilient communities where sustainability is embedded in everyday life.

### TFB AND ZAHRA'S HOPE FOUNDATION EXPAND SEL INITIATIVE TO REACH 6,000+ STUDENTS ACROSS TWO REGIONS

Teach For Bangladesh has renewed its partnership with Zahra's Hope Foundation to strengthen Social-Emotional Learning (SEL) in classrooms. Building on last year's work in Chattogram, the initiative now expands to Dhaka, reaching over 6,000 students through 54 Fellows.

The programme supports Fellows with training and ongoing guidance to integrate SEL into daily teaching—fostering skills such as self-awareness, empathy, and responsible decision-making. By expanding across regions, the partnership advances a shared vision of holistic education that nurtures both academic growth and students' emotional well-being.

### PARTNERSHIP WITH COMMERCIAL BANK OF CEYLON RENEWED.

Teach For Bangladesh renewed its partnership with Commercial Bank of Ceylon PLC for the A.C.E. (Amplify Competence for Employability) initiative.

Building on the success of the previous collaboration, the renewed partnership aimed to equip university students with essential employability skills through structured workshops on professional communication, financial literacy, community engagement, and conscious leadership across six public universities.

### BRIDGES FOR EDUCATION: A Japan–Bangladesh Partnership Evening

On 12 January, Teach For Bangladesh hosted a Roundtable Dinner with senior leaders from Japanese corporations, financial institutions, and partner organizations.

The gathering created an intimate space for dialogue on education equity, leadership, and the private sector's role in shaping opportunities for young people. Through reflections, student voices, and shared perspectives, the evening fostered meaningful relationships and explored pathways for long-term collaboration in strengthening Bangladesh's education ecosystem.



Photo: The evening brought together partners across Japan and Bangladesh to deepen collaboration, share stories of impact, and advance a collective vision for education equity.

# TEACH FOR BANGLADESH

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.

## OUR SUPPORTERS OVER THE YEARS, LOCAL AND INTERNATIONAL



## HOW WE PRIORITIZE THE SUSTAINABLE DEVELOPMENT GOALS



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