

Quarterly NEWSLETTER

TEACH FOR
BANGLADESH

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Photo: A glimpse from the classroom of our Fellow
Chowdhury Mahrin Tasmin, Cohort 2026, Region: Dhaka

Catalyzing Change Through Collective Leadership

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LEADING TOGETHER, LEARNING TOGETHER

COLLECTIVE LEADERSHIP IN ACTION ACROSS OUR REGIONS

Throughout the second quarter of 2026, Fellows across Teach For Bangladesh strengthened their leadership by turning evidence into action, deepening collaboration, and designing solutions rooted in the realities of their communities. Across Dhaka, Chattogram, Cox's Bazar, and Rangpur, one common thread emerged: collective leadership is most powerful when it is informed by data, driven by reflection, and centered on children's learning.

In Chattogram, the **"Decoding Data and Beyond"** session equipped Fellows to better interpret and use classroom data to inform instruction. Building on this learning, **Fariea Nousin Tripti (Cohort 2025, Chattogram)** developed a student-friendly reading progress tracker that enables children to assess their own reading levels, monitor growth, and set learning goals while allowing instructional decisions to be guided by evidence. In Dhaka, Fellows established systems for collective data management and collaborative learning, with **SM. Rownak Rahman (Cohort 2025, Dhaka)** leading a peer-learning space that encourages Fellows to document and share effective classroom practices.

In Chattogram, Fariea Nousin Tripti (Cohort 2025, Chattogram) designed a community project addressing landslide-related learning disruption, while **Sahria Afrin (Cohort 2026, Chattogram)** is leading initiatives focused on extreme heat and waste management. **Ishrat Zahan Orin (Cohort 2025, Chattogram)** is exploring clean energy solutions to reduce the impact of frequent power outages on learning. In Cox's Bazar, where disaster risks continue to shape children's educational experiences, **Tilak Saha (Cohort 2025, Cox's Bazar)** and **Ariful Islam Talukder (Cohort 2025, Cox's Bazar)** integrated disaster preparedness into everyday classroom learning, while

Fellows launched community projects that promote disaster risk reduction and resilience.

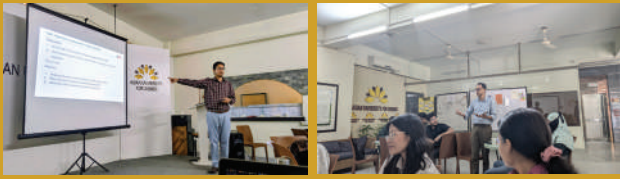
Addressing **foundational learning** also remained a priority throughout the quarter. In Cox's Bazar, **Sumi Akther (Cohort 2026, Cox's Bazar)** and **Rony Ghosh (Cohort 2026, Cox's Bazar)** implemented targeted learning support for students requiring additional assistance, while **Sabrina Jabin Sajuti (Cohort 2026, Cox's Bazar)** introduced blended learning approaches to strengthen foundational numeracy. At the same time, **Md Newas Sharif (Cohort 2026, Cox's Bazar)** and **Bishakha Sengupta (Cohort 2026, Cox's Bazar)** began exploring Community Learning Hubs that would extend learning opportunities beyond school hours, ensuring children continue to access meaningful academic support within their communities.

Cox's Bazar introduced structured reflection to help Fellows better understand and communicate their growth, while Rangpur expanded peer learning through **clinic spaces** on instructional planning and community impact. **Alvi Ahmed (Cohort 2025, Rangpur)** and **Md. Minhajul (Cohort 2026, Rangpur)** further demonstrated collective leadership by facilitating a cross-regional clinic for Grade 8 Fellows, strengthening collaboration and knowledge sharing across all four regions.

Together, these efforts reflect more than individual initiatives. They demonstrate how Fellows are translating **data into action, strengthening collaborative leadership,** and working alongside students and communities to create learning environments where every child has the opportunity to thrive.



STRENGTHENING FOUNDATIONAL LEARNING THROUGH DATA-DRIVEN INSTRUCTION



Photos: Training sessions equipped Fellows with the TaRL methodology, enabling them to use learning data to tailor instruction and help every child build strong foundational skills.

In alignment with the Government of Bangladesh's PEDP 5 priorities, Teach For Bangladesh continues to strengthen Fellows' capacity to improve Foundational Literacy and Numeracy (FLN) outcomes for children.

This quarter, Fellows were trained on the Teaching at the Right Level (TaRL) approach, developed by Pratham and widely adopted across UNICEF-supported FLN initiatives globally. Using this methodology, Fellows assess students to identify their current literacy and numeracy competencies, recognizing that learning levels often vary within the same classroom.

The assessment data enables Fellows to design targeted, level-based interventions that respond to each child's individual learning needs, ensuring every student receives the support required to build strong foundational skills and progress with confidence.

BUILDING HEALING CLASSROOMS THROUGH SOCIAL AND EMOTIONAL LEARNING

Teach For Bangladesh continues to strengthen Fellows' capacity to foster safe, supportive, and inclusive classrooms where children can thrive academically and emotionally.

This quarter, Fellows conducted the HALDO Social and Emotional Learning (SEL) Survey to better understand students' social and emotional competencies. Using the survey insights, Fellows are designing intentional classroom experiences that nurture the five core CASEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

To further strengthen this work, Fellows received training on creating healing classrooms based on the globally recognized CASEL framework, an approach also adopted in Social and Emotional Learning research by Harvard University. By integrating SEL into everyday teaching, Fellows are helping children build the emotional skills needed to learn, grow, and succeed both inside and beyond the classroom.

HEAD TEACHER ENGAGEMENT PROGRAM COLLECTIVE ACTION, LASTING IMPACT



Photos: Education leaders, Fellows, students, and government stakeholders collaborate during the Head Teacher Engagement Program to strengthen partnerships for holistic student development.

This quarter, Teach For Bangladesh convened the Head Teacher Engagement Program (HTEP) in Rangpur and Cox's Bazar, bringing together educators, government officials, Fellows, students, and TFB staff under the theme "Collective Action, Lasting Impact."

The program reinforced a shared vision that every child's success is built through strong partnerships between schools, communities, and education stakeholders. Through collaborative discussions, participants aligned on strategies to strengthen both academic achievement and holistic student development while recognizing the collective efforts that drive lasting change.

Across the two regions, the HTEPs engaged 17 schools, 29 Head Teachers and Assistant Head Teachers, 32 Fellows, 17 student representatives, and 10 government education stakeholders, further strengthening collaboration to ensure high-quality learning experiences and create schools where every child can thrive.

WELCOMING THE FELLOWSHIP 2027 COHORT



Photos: The 39 Accepted Fellows of the Fellowship 2027 cohort celebrate the start of their leadership journey, united by a shared commitment to ensuring every child has the opportunity to fulfill their potential.

The second quarter marked a major milestone in the Fellowship 2027 journey as Teach For Bangladesh welcomed 39 Accepted Fellows into the movement following a rigorous four-stage selection process. Representing a diverse group of graduates and young professionals, the new cohort demonstrated strong leadership potential, a commitment to social impact, and alignment with Teach For Bangladesh's mission of advancing educational equity.

To mark the beginning of their leadership journey, Teach For Bangladesh launched the Fellowship 2027 Matriculation Program with a vibrant Welcome Event that brought together Accepted Fellows, Alumni, and staff members.

Through interactive sessions, storytelling, and reflection,

Fellows engaged deeply with Teach For Bangladesh's vision, mission, and core values while exploring the realities of educational inequity in Bangladesh. More than an introduction to the Fellowship, the event served as a call to action—empowering the newest cohort to begin their journey as leaders committed to ensuring every child has the opportunity to fulfill their potential.

Building on this momentum, the Fellowship 2027 recruitment continues as applications for Deadline 2 are now open. Teach For Bangladesh invites passionate graduates and young professionals to take the next step in joining a growing movement of leaders working to ensure every child has the opportunity to fulfill their potential.

DEEPENING UNDERSTANDING THROUGH MENTORSHIP

Following the Welcome Event, Accepted Fellows participated in a month-long Mentorship Program designed to deepen their understanding of the Fellowship journey through the lived experiences of current Fellows.

Through open conversations and guided reflection, Accepted Fellows gained firsthand insights into the opportunities, challenges, and responsibilities of teaching and leading in underserved communities. The program provided a space to ask questions, learn from authentic classroom experiences, and build meaningful connections with mentors who had navigated the Fellowship themselves.

More than an orientation, the Mentorship Program strengthened Fellows' sense of belonging within the Teach For Bangladesh community while preparing them to begin their leadership journey with greater confidence, purpose, and commitment to advancing educational equity.



Photos: Accepted Fellows engage with current Fellows during the month-long Mentorship Program, gaining firsthand insights into the leadership, challenges, and impact of the Fellowship journey.

ENGAGING YOUTH TO LEAD CHANGE

A.C.E. (AMPLIFY COMPETENCE FOR EMPLOYABILITY)

This quarter, Teach For Bangladesh strengthened its youth engagement efforts through A.C.E. (Amplify Competence for Employability), bringing together university students and young graduates from across Bangladesh. In partnership with Commercial Bank of Ceylon PLC. and in collaboration with student-led organizations—including the University of Dhaka Career Club (UDCC), Jahangirnagar University Debating Society (JUDS), University of Chittagong Debating Society (CUDS), Jagannath University Rover Scout Group, and Begum Rokeya University Debating Club (BRUDC)—the initiative created meaningful spaces for learning, collaboration, and leadership development.

A.C.E. is designed to equip young people with the competencies, confidence, and ethical leadership needed

to successfully transition from education to employment. Through interactive sessions on professional communication, leadership, financial literacy, and civic engagement, participants explored how they can become purpose-driven leaders capable of addressing complex social challenges.

Over the course of the quarter, the initiative engaged more than 1,000 university students and recent graduates across the country. Beyond strengthening employability skills, A.C.E. inspired participants to think critically about their role in advancing educational equity and contributing to a more equitable, resilient, and future-ready Bangladesh.



Photos: More than **1,000** university students and recent graduates participated in the A.C.E. initiative, delivered in partnership with the University of Dhaka Career Club (UDCC), Jahangirnagar University Debating Society (JUDS), University of Chittagong Debating Society (CUDS), Jagannath University Rover Scout Group, and Begum Rokeya University Debating Club (BRUDC). Sessions focused on professional communication, leadership, financial literacy, and civic engagement.

BRAC KUMON LIMITED AND TEACH FOR BANGLADESH SIGN MOU FOR TRANSFORMATIVE EDUCATION COLLABORATION



Photo: The MoU between Teach For Bangladesh and BRAC Kumon Limited establishes a shared commitment to developing education leaders and creating new opportunities for Alumni to continue driving impact through the Kumon Method.

BRAC Kumon Limited and Teach For Bangladesh have signed an MoU to explore a meaningful partnership aimed at strengthening Bangladesh's education ecosystem.

Through this collaboration, both organizations will work to empower passionate educators and leaders to expand their impact and help build a capable generation through the Kumon Method.

The partnership will also create new opportunities for Teach For Bangladesh alumni to continue their journey in education through leadership and franchise initiatives. Together, BKL and TFB look forward to promoting impactful educational initiatives across Bangladesh.

TRACKING LEARNING ACROSS PROFESSIONAL DEVELOPMENT

This quarter, the Alumni Impact team conducted a comprehensive analysis of the learning progress of 66 Year 2 Fellows across all four regions, measuring performance across five Professional Development sessions held between January and April 2026.

The findings highlighted strong learning outcomes across the cohort. Sixteen Fellows consistently achieved an average score of 9 or above (out of 10), while 46 Fellows—nearly 70% of the cohort—demonstrated solid performance throughout the sessions. The analysis also identified seven Fellows who showed significant improvement over time, reflecting meaningful growth in their learning journey.

These insights are informing targeted coaching and support, with six Fellows receiving additional guidance to ensure every Fellow is well-prepared to transition into alumnihood with the skills and confidence to continue leading for educational equity.

ALUMNI SPOTLIGHT: TANVIR HASAN JOINS THE COMMUNITY ENGAGEMENT EXCHANGE PROGRAM



Photo: Representing Bangladesh at the CEE Welcome Orientation in Chicago, 2024 alumnus Tanvir Hasan begins a transformative journey of cross-cultural learning, leadership, and community engagement.

Teach For Bangladesh proudly celebrates Tanvir Hasan, a 2024 cohort alumnus, on being selected for the Community Engagement Exchange (CEE) Program 2026.

Chosen from thousands of applicants worldwide, Tanvir is representing Bangladesh on this prestigious global platform, beginning his journey with the CEE Welcome Orientation in Chicago. His selection reflects his commitment to leadership, community engagement, and creating meaningful social impact.

As part of a global network of emerging changemakers, Tanvir will engage in cross-cultural learning and collaboration, further strengthening his capacity to drive positive change in communities both in Bangladesh and beyond.

ADVANCING SOCIAL-EMOTIONAL LEARNING FOR EVERY CHILD

Teach For Bangladesh is strengthening its commitment to Social-Emotional Learning (SEL) to ensure children develop not only academically, but also emotionally and socially.

Across government primary schools in Dhaka, Chattogram, Cox's Bazar, and Rangpur, Fellows are embedding SEL into everyday classroom practice while working closely with parents, teachers, school leaders, and local education officials to promote a more holistic understanding of quality education. By nurturing children's emotional well-being, resilience, communication, and relationship-building skills, Fellows are helping create safe and supportive learning environments where every child can thrive.

As this work continues to expand, Teach For Bangladesh looks forward to deepening its impact and sharing insights from classrooms and communities across Bangladesh.

CONTINUING THE JOURNEY TO ADVANCE GIRLS' EDUCATION

Teach For Bangladesh has renewed its partnership with Teach For All under the Let Girls Thrive initiative, reaffirming its commitment to advancing girls' education and gender equity.

Through this continued collaboration, Teach For Bangladesh will strengthen efforts to ensure girls have equitable opportunities to learn, lead, and fulfill their potential. The partnership reflects a shared commitment to fostering inclusive learning environments where girls can thrive and develop as future leaders.

As the partnership continues, Teach For Bangladesh looks forward to deepening its impact, advancing gender-responsive practices, and contributing to more equitable education systems for girls across Bangladesh.



Photo: Students from the classroom of our LGT Fellow Khalida Kalam.

CHAMPIONING SAFER CLASSROOMS:

A NEW PARTNERSHIP WITH COMMERCIAL BANK OF CEYLON



Photo: Through this partnership, Teach For Bangladesh and the Commercial Bank of Ceylon PLC will support over 25 Fellows, 2,750 students, 5,500 parents and caregivers, and 15,000 community members in creating safer, more inclusive learning environments.

Teach For Bangladesh has partnered with the Commercial Bank of Ceylon PLC to launch the Gender and Safeguarding Awareness (GSA) Initiative, strengthening efforts to create safer, more inclusive learning environments for children across Bangladesh.

Through this partnership, the initiative will support more than 25 Fellows, directly reach 2,750 students, engage 5,500 parents and caregivers, and positively influence over 15,000 community members across Dhaka, Chattogram, Rangpur, and Cox's Bazar. Fellows will be equipped as Gender and Safeguarding Champions, while students, families, and communities will participate in activities that promote gender equity, child protection, and shared responsibility for children's well-being.

The initiative will also strengthen Fellows' capacity to identify safeguarding risks, foster respectful and inclusive classroom cultures, and engage communities in meaningful conversations around child protection. By embedding gender-responsive and safeguarding practices into schools and communities, the partnership aims to create lasting systemic change that extends well beyond the classroom.

Through this collaboration with the Commercial Bank of Ceylon PLC, Teach For Bangladesh is advancing its commitment to ensuring every child learns in an environment where they feel safe, supported, and empowered to fulfill their potential.

EXPANDING THE MOVEMENT THROUGH STRATEGIC PARTNERSHIPS

This quarter, Teach For Bangladesh continued to strengthen its movement by engaging with leaders across the corporate and philanthropic sectors who share a commitment to advancing educational equity. Through school visits and strategic conversations, these engagements created opportunities to showcase the impact of Fellows, deepen understanding of the realities faced by children and communities, and explore avenues for long-term collaboration.

By building relationships with mission-aligned partners, Teach For Bangladesh is expanding a collective movement that brings together diverse expertise, resources, and leadership to create lasting opportunities for children and move closer to a future where every child can fulfill their potential.



With only **5** years left to achieve **SDG 4**, the time to act is **Now**.



Are you ready to champion SDG 4 with us?

Join our movement.



partnerships@teachforbangladesh.org

Together, let's ensure every child in Bangladesh has access to quality education.



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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