

Quarterly NEWSLETTER

TEACH FOR
BANGLADESH

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Photo: A glimpse from the classroom of our Fellow Rony Khan, Cohort 2026, Region: Cox's Bazar

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FROM LEARNING TO LASTING IMPACT

PROGRESS ACROSS OUR CLASSROOMS

Eight months into 2026, we are seeing encouraging signs of progress across Teach For Bangladesh classrooms—not only in what students are learning, but also in the relationships, trust, and leadership that make sustained learning possible.

Nationally, 6.65% of students have already achieved mastery in Bangla, exceeding our mid-year target of 5%. In Rangpur, that figure has reached 15.40%. These results reflect months of focused classroom interventions and the work of Fellows and regional teams to strengthen planning, coaching, and the use of evidence to understand what students need.

That progress is also reflected in the confidence of our partners. 70% of Head Teachers believe Fellows are adding value toward building quality education in their schools, while 91% of Thana Education Officers (TEOs) would recommend having more Fellows in their sub-districts. In Dhaka, Rangpur, and Chattogram, TEO NPS reached 100%, signaling strong trust in the contribution Fellows are making within schools and local education systems.

Behind these outcomes is a continued investment in developing Fellows as teachers and system leaders. Training effectiveness reached 95% among Year 1 Fellows and 97% among Year 2 Fellows, exceeding our respective targets of 94% and 96%. Year 2 Fellow retention also reached 97%, surpassing the national target of 94%.

Yet academic progress is only one part of the story. At the heart of our classrooms is the belief that every child deserves love, dignity, and belonging. This quarter, 94.26% of students described their classroom relationships as caring and encouraging—an important indication that learning is taking place in environments where students feel supported.

Across all four regions, our teams continue to move beyond simply documenting activities toward understanding what those activities mean for students. Through stronger coaching, deeper reflection, and a sustained focus on academic and holistic outcomes, Fellows are building classrooms where children can learn, belong, and grow.



Eight months into 2026, classroom progress is reflected in **6.64%** Bangla mastery nationally and **15.40%** in Rangpur, alongside **70%** Head Teacher and **91%** TEO stakeholder trust. With **95%–97%** training effectiveness and **97%** Year 2 Fellow retention, these milestones signal encouraging momentum in student learning and Fellow leadership across our regions.

SHIFTS, CONTINUATION & INNOVATION



Photos: From child-friendly assessments to Fellow-designed FLN trackers, classrooms are finding more meaningful ways to understand student learning.

This quarter, regional teams continued a shift from “documentation to discovery”—moving beyond tracking what was done to understanding why it matters for student learning.

In classrooms, Fellows are increasingly taking ownership of Foundational Literacy and Numeracy (FLN), developing their own learning trackers and embedding Teaching at the Right Level (TaRL) into daily lessons. Fellows are also experimenting with gamified, child-friendly assessments, creating less stressful ways to understand student progress.

Beyond classrooms, Open Forums have created spaces for Fellows to connect with Program leadership, learn from shared journeys, celebrate collective progress, and reflect on their role within the broader movement for educational equity.

PERSEVERANCE THROUGH DISRUPTION

Severe monsoon weather tested the resilience of our school communities across regions this quarter. Flooding, waterlogging, landslides, and school closures disrupted learning, particularly in Cox’s Bazar, Dhaka, and Chattogram, while Rangpur experienced comparatively fewer disruptions.



Photos: Despite severe monsoon disruptions, Fellows and regional teams adapted to keep students safe and connected to learning.

Throughout these challenges, Fellows, coaches, Head Teachers, and communities worked together to prioritize student safety and sustain learning. From coordinating safe travel and identifying shelters to maintaining communication with families and using digital learning resources when students could not reach school, regional teams adapted to changing circumstances—keeping student learning and wellbeing at the center.

LEARNING, REFLECTING, AND LEADING ACROSS REGIONS



Photos: Across regions, Fellows are turning reflection into stronger practice, creating classrooms where students learn with greater agency, curiosity, and joy.

Across all four regions, Fellows and coaches continued to turn reflection into stronger classroom practice. In Rangpur, Fellows set priorities around foundational learning and student progression while finding creative ways to make rigorous learning joyful. In Dhaka, reflection on student data informed targeted interventions, while SEL and climate education helped students connect self-awareness and classroom learning with meaningful action.

In Chattogram, Fellows demonstrated growing ownership by independently developing FLN progress trackers and using reflection to better understand student needs. In Cox’s Bazar, the focus remained on ownership, strategic planning, and keeping students at the center—even as Fellows successfully navigated mid-year assessments amid challenging weather conditions.

Across regions, these moments reflect a shared direction: Fellows growing as reflective leaders while creating classrooms where students can learn with curiosity, agency, and joy.

FROM STUDENT VOICE TO SYSTEM-LEVEL ADVOCACY



Photos: Students in Rangpur took climate leadership beyond the classroom, using their voice and agency to advocate for a cleaner, healthier community.

In Rangpur, students from Konka Apa's classroom took climate leadership beyond the school by advocating for a more sustainable waste management system in their community. Supported by their Head Teacher, Md. Iqbal, the student leadership team presented their community waste management initiative to Rangpur City Corporation, sharing local challenges and their vision for a cleaner, healthier environment.

Their appeal was forwarded to the relevant department for further action—demonstrating how student voice, agency, and advocacy can reach beyond the classroom and contribute to systemic change.

REGIONAL PROGRESS: LEARNING OUTCOMES AND STAKEHOLDER TRUST

Across regions, this quarter reflected progress in both student learning and stakeholder confidence. Rangpur led nationally with 15.40% Bangla mastery and 100% trust among both Head Teachers and TEOs. Dhaka recorded strong learning growth, with 63.50% growth in Bangla and 48.03% in Math, alongside 100% TEO trust. Chattogram reached 90% Head Teacher trust while strengthening lesson planning, observation, and student-level tracking. In Cox's Bazar, Head Teacher trust reached 92%, alongside stronger alignment between TFB assessments and the national curriculum and more structured remedial learning cycles.

HEAD TEACHER ENGAGEMENT PROGRAM COLLECTIVE ACTION, LASTING IMPACT

Teach For Bangladesh brought together Head Teachers and government education leaders across Dhaka, Chattogram, and Cox's Bazar through the Head Teacher Engagement Program. Guided by the theme "Collective Effort, Prosperous Bangladesh," the gatherings strengthened collaboration around a shared commitment to quality, safe, and inclusive education.

Across the three regions, participants exchanged learning on Foundational Literacy and Numeracy (FLN), student attendance and parent engagement, well-being, inclusive learning environments, and student leadership. Student voices, Golpo Jatra, and collaborative discussions enabled school leaders to reflect on challenges, share promising practices, and identify opportunities to strengthen learning outcomes together.

The participation of district, upazila, and thana-level education officials across the regions further reinforced the collective effort needed among schools, government, families, and communities to help every child learn and thrive.



Photos: Head Teachers and education leaders across Dhaka, Chattogram, and Cox's Bazar came together to strengthen collective leadership and collaboration for quality, safe, and inclusive education.

BUILDING THE NEXT COHORT OF LEADERS



Second deadline of recruitment for Fellowship 2027 gained strong momentum with around **2,400** registrations, **1,000** applications, and **18** offers, while Approved Fellows continued preparing for their Fellowship journey through structured matriculation support.

Recruitment for the second deadline of the 2027 Fellowship concluded with approximately 2,400 registrations and 1,000 applications, resulting in 18 offers extended to promising candidates.

Alongside recruitment, matriculation continued to support Approved Fellows as they prepared for the Fellowship. Across the first two deadlines, 46 Approved Fellows joined Welcome Events, while school visits, mentorship, regional orientation, and contract sessions helped Fellows build a stronger understanding of the journey ahead. For the first deadline cohort, 38 Fellows confirmed their school visits, with contract signing underway, while mentorship continues for the second deadline cohort.

ENGAGING YOUTH TO LEAD CHANGE

During Q3, Teach For Bangladesh engaged approximately 1,000 university students through campus-based youth mobilization initiatives. Across leading universities including BUET, AUW, ULAB, and NSU, sessions explored pathways into the development sector, women's leadership, storytelling, and the Teach For Bangladesh Fellowship—encouraging young people to see their skills and leadership as a force for meaningful change.

EXPANDING ALUMNI PATHWAYS THROUGH TFB × BRAC KUMON



Photo: Through our partnership with BRAC Kumon Limited, TFB Alumni explored the Kumon Method, self-learning, and exclusive pathways to become Kumon Instructors in Bangladesh.

Through our new partnership with BRAC Kumon Limited, we explored opportunities for collaboration and established a shared space for our Alumni community. On 26 June, BRAC Kumon hosted an exclusive seminar for TFB Alumni, where participants learned about the Kumon Method and its global impact, how it helps children develop strong self-learning abilities, the Kumon franchise opportunities available in Bangladesh, the process of becoming a Kumon Instructor, and the exclusive opportunities created specifically for the Teach For Bangladesh Alumni community.

NAVIGATING GROWTH AND IMPACT BEYOND THE FELLOWSHIP

Teach For Bangladesh recently hosted an exclusive seminar with Shamresh Saha (2015 Cohort Alumnus), who shared his "5 Unwritten Rules for Growth in the Education Sector." Drawing on 12 years of experience, he offered practical

career insights and guidance on creating long-term impact. The session brought together 66 Fellows and 15 Alumni for an engaging discussion on purposeful growth beyond the Fellowship.



Photo: 66 Fellows and 15 Alumni explored practical insights on purposeful career growth and long-term impact in the education sector with TFB Alumnus Shamresh Saha.

STRENGTHENING THE FELLOW-ALUMNI COMMUNITY IN COX'S BAZAR



Photo: Nearly 40 Fellows and Alumni came together in Cox's Bazar to strengthen community, explore Education in Emergencies and climate resilience, and deepen collaboration beyond the Fellowship.

BUILDING ALUMNI CAREER PATHWAYS WITH BRAC EDUCATION PROGRAMME



Photo: With 60+ TFB Alumni working across BRAC programmes, the BEP career session strengthened Alumni-to-Alumni learning and pathways to career opportunities at BRAC.

On 1 September 2026, TFB Alumni Impact hosted an exclusive career information session on BRAC's Education Programme (BEP) at the TFB Banani Office, featuring Md. Faqur Islam (TFB Alumni 2017), Manager, Capacity Development & Planning at BRAC.

Leveraging the strong TFB-BRAC connection, with 60+ TFB Alumni currently working across BRAC programmes, the session provided practical guidance on the BEP application process, CV do's and don'ts, written test and interview preparation, and the Trainer role, followed by an open Q&A. The session offered Alumni valuable insights into career pathways within BRAC Education while highlighting the value of Alumni-to-Alumni career learning and connection.

On 19 September 2026, TFB Alumni Impact hosted the Cox's Bazar Fellow-Alumni Meet Up 2026, bringing together nearly 40 Fellows and Alumni for a full-day gathering in Cox's Bazar.

The first half of the day focused on team connection and fun social activities, creating a relaxed space for Fellows and Alumni to build relationships and strengthen their sense of community. The afternoon shifted toward deeper conversations on the future of Education in Emergencies (EiE) in Cox's Bazar and Bangladesh, exploring emerging challenges, opportunities, and the evolving role of education in crisis-affected communities. Fellows and Alumni also discussed ways to strengthen ongoing mentorship, peer learning, knowledge sharing, and collaboration beyond the Fellowship, including how they can collectively contribute to one another's growth and advancement.

The gathering further created a space to connect Fellows and Alumni interested in climate resilience, climate education, and locally led responses to climate challenges in Cox's Bazar, laying the foundation for a connected CXB Climate Community. A key reflection from the session was the idea of taking responsibility beyond Fellowship completion—moving from seeing the Fellowship as an endpoint to recognizing the role Fellows and Alumni can play in supporting each other and contributing to the broader education movement together.

SPEAKER SERIES SEASON 4: CLIMATE FUTURES – THINK, LEAD, ACT

Teach For Bangladesh hosted the first session of Inspire Speaker Series Season 4: Climate Futures – Think, Lead, Act on 23 August 2026, bringing together Fellows and Alumni to explore climate action, education, youth engagement, conservation, and emerging career pathways. The session featured three TFB Alumni- S. M. R. Arfanul Alam, Md. Faqrul Islam, and Amir Hamza—who shared insights from their work in conservation, climate education, curriculum development, and nature-based learning. Through a panel discussion, Q&A, and reflection, participants explored how education and young people can contribute to climate action and considered climate-related leadership and career opportunities.

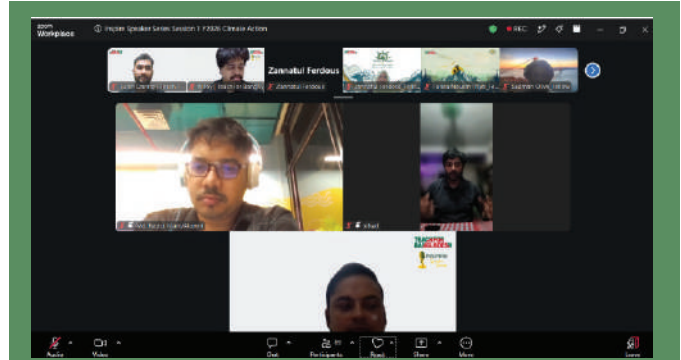


Photo: Fellows and Alumni came together to explore how education, youth leadership, and emerging career pathways can contribute to meaningful climate action.

ALUMNI IN ACTION: FROM LOCAL SOIL TO CLIMATE-RESILIENT SCHOOLS

TFB Alumni Sadia Jafrin (2016) and Nusrat Jahan Priya (2023) are demonstrating how local knowledge can shape climate-resilient education through their work with Grow Your Reader Foundation (GYRF). Their Pahariapara Agamir School in Mymensingh, recently featured in The Daily Star, was built largely with locally sourced mud and bamboo—helping keep the space around 3°C cooler, reduce construction costs by nearly 70%, and avoid an estimated 2,000 tonnes of carbon emissions.

Rooted in community ownership, indigenous knowledge, and local resources, the initiative offers a compelling example of how schools can be designed with both learning and climate resilience in mind.



Photo: TFB Alumni are showing how local knowledge, community ownership, and sustainable materials can shape more climate-resilient learning spaces. [Photo Credit: The Daily Prothom Alo]

BUILDING FUTURE-READY SKILLS WITH GRAPHICS TEXTILES LIMITED

Teach For Bangladesh entered its first partnership with a textiles company to support the Future Ready Education project with Graphics Textiles Limited. The partnership will reach more than 2,000 students across five campuses, equipping them with essential readiness and leadership skills for their future pathways while creating a foundation for deeper private-sector collaboration.



Photo: Through its first textiles-sector partnership, TFB will equip 2,000+ students across five campuses with essential readiness and leadership skills for the future.

STRENGTHENING AI CAPACITY WITH GEORGETOWN GLOBAL CONSULTING

Teach For Bangladesh finalized a strategic partnership with Georgetown Global Consulting (GGC) to strengthen the PDRM team's capacity to integrate AI tools and approaches into partnership development and resource mobilization—supporting more effective and future-ready ways of working.

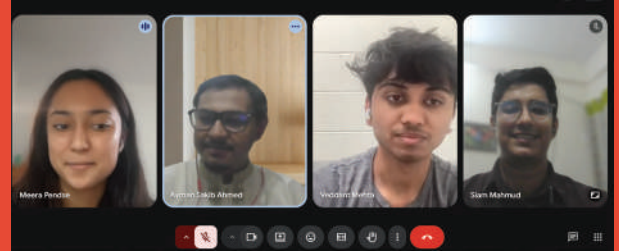


Photo: Through a strategic partnership with Georgetown Global Consulting, TFB is strengthening its capacity to use AI for more effective, future-ready partnership development and resource mobilization.

BUILDING EMPLOYABILITY THROUGH LEADERSHIP WITH DHL BANGLADESH

Through the TFBxDHL partnership, students engaged directly with DHL Bangladesh team members to explore leadership, employability, and future opportunities. The session connected classroom learning with the world of work, giving students practical perspectives on the skills, confidence, and qualities that can support their future academic and professional journeys.



Photo: Through DHLxTFB, students explored leadership, employability, and future opportunities, gaining practical insights to support their academic and professional journeys.

ADVANCING CLIMATE EDUCATION LEADERSHIP ACROSS ASIA PACIFIC

Teach For Bangladesh joined the Climate Education Action Summit in Ulaanbaatar, Mongolia, organized by Teach For All and hosted by Teach For Mongolia. Representing TFB, Md. Faqru Islam, Sabahun Jajiba Haque, Mowmita Khan, and Irfan Farid exchanged experiences with climate education leaders from across the Asia Pacific region, building connections and gathering insights to further strengthen climate education and leadership at TFB.



Photo: TFB connected with climate education leaders across the Asia Pacific, exchanging insights to strengthen climate education and leadership across our movement.



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



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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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