BUILDING BRIDGES THROUGH LEADERSHIP TRAINING JUNIOR

Developed and organized by

BYLC

Bangladesh Youth Leadership Center
Bangladesh Youth Leadership Center (BYLC), a registered non-profit leadership institute, works to bridge gaps in society by uniting youth from diverse backgrounds, equipping them with leadership, problem solving and teambuilding skills, and engaging them in community service and active citizenship. Conceptualized at Harvard University in 2008, BYLC has brought the best of global leadership education to Bangladesh. Drawing on concepts of organizing, communication, and leadership taught at Harvard and MIT, BYLC has designed its leadership programs that reach out to diverse segments of youth from different age groups.

The signature program of BYLC is the two-and-a-half-month long leadership course Building Bridges through Leadership Training (BBLT). In addition to the BBLT program, BYLC conducts the Building Bridges through Leadership Training Junior (BBLTJ), the Art and Practice of Leadership (APL), the Youth Leadership Summit (YLS), and the Youth Leadership Bootcamp (YLB).

Over the past seven years, BYLC’s innovative approach to leadership development has been recognized by, among others, the U.S. State Department, the World Bank Group, the British High Commission in Dhaka, the Canadian High Commission in Dhaka, BRAC, the private sector in Bangladesh, the Asia Society, the Washington Post, and the International Youth Foundation.

About BYLC
Vision
Our vision is to create a poverty-free Bangladesh driven by the next generation of home-grown leaders.

Mission
BYLC works to bridge gaps in society by uniting youth from diverse backgrounds, equipping them with leadership, problem solving and teamwork skills, and engaging them in community service and active citizenship.
Values are at the core of our program and we believe that learning leadership is of no use unless it makes positive impact on others. Lessons on theoretical concepts and training are not enough; leadership has to be demonstrated through action. Therefore the third objective of our program is to help participants apply their skills and knowledge by serving their local community through innovative service projects.

Leadership Training

Like a good doctor, a good leader also needs to efficiently diagnose problems to come up with effective solutions. Another objective of our program is to help participants develop diagnostic skills through large class discussions and small group case analyses. Additionally, there are public speaking workshops aimed at developing good speaking and listening skills. The courses are designed to encourage participants to consider their personal leadership journeys, and engage with courage in the outside world.

Community Service

Values are at the core of our program and we believe that learning leadership is of no use unless it makes positive impact on others. Lessons on theoretical concepts and training are not enough; leadership has to be demonstrated through action. Therefore the third objective of our program is to help participants apply their skills and knowledge by serving their local community through innovative service projects.

Building Bridges

There are three divergent education systems in Bangladesh— English and Bangla mediums, and Madrassa. There is little to no interaction between students from these different education systems, separating them into distinct categories. We believe that this divisiveness creates separation and conflict, and threatens progress in our country. Therefore, one objective of the BBLTJ program is to bridge this gap by uniting young people from diverse backgrounds. The program specifically targets students in secondary school to instill positive values at an impressionable age, so that these lessons of leadership and building bridges remain strong throughout their lives.

The Three Components of our Program
Bringing together participants from diverse backgrounds, the Building Bridges through Leadership Training Junior (BBLTJ) program strives to inspire and lead tomorrow’s Bangladesh.

44 of the best and brightest students were competitively selected from over 750 applications. On the first day, the students were instructed on the ground rules and oriented on the purpose behind attending the program. The day ended with a lively ice-breaking activity, which set the tone for the rest of the program.

In the following days, the participants were challenged to examine their own ideas and assumptions about leadership. With no definitive answer, the instructor allowed them room to think critically and reflect. As the week progressed, the intensity in the classroom increased as the participants debated about the concepts of leadership and authority, and assessed their own roles in society. They were divided into small groups and assigned a facilitator, with whom they shared their opinions and experiences. They engaged in different team activities within their small groups, which allowed them to hear different perspectives and further develop their understanding of the concepts.

Over the next few days, the participants learned how to mobilize a group, and considered the challenges they might face while doing so. At the end of the first week, a facilitator presented a leadership failure case in front of the class and used a diagnostic framework to analyze the case systematically. This provided them with the tools to strategically analyze problems and intervene effectively.
Week 2

Week 2 started with a debrief on the lessons from the previous week, where students reviewed their understanding of leadership, followed by a quiz that tested their learning. The class then embarked on their inner leadership journey, where they assessed their values and loyalties. “Who am I?” the participants asked themselves as they reflected on their purpose and roles, and how these defined them as individuals.

Participants each presented their own leadership failure cases to their small groups, and examined the adaptive solutions that could be adopted in the future. The groups engaged in critical analyses of their problems and strategically inspected the stakeholders, their loyalties, values, and the losses they would have to negotiate.

Week 2 concluded with an exciting art competition where the groups illustrated their understanding of leadership through paintings, and presented them in front of the class. The teaching team provided critical feedback, and awarded the winning group a prize.

During the weekend, the class was taken on a field trip to Narandi village in Monohardi, Narshingdi, allowing participants to interact with each other beyond the classroom. A day of fun activities and team-building games strengthened their bond as a group, and helped them become better team players.
Week 3 began with review sessions to refresh the participants’ comprehension of the lessons and concepts taught so far. This week held public speaking workshops, where the instructor provided guidelines on how to deliver a powerful speech. On the following days, participants presented compelling speeches on their chosen topic, utilizing the tips and directions given to them. The facilitators gave feedback and grades based on their body language, emotional appeal, credibility, and structure.

The week ended with an introduction to the community service component of the BBLTJ program, during which the participants apply their in-class training in serving the community.
Week 4

The final week focused on ‘Leadership in Action’, during which the participants applied their in-class training in the real world. They were taken to the Vatara area in Dhaka to speak to the local residents, assess their needs, and brainstorm possible interventions. Each group decided to design projects addressing issues of hygiene, environmental awareness and cleanliness, sanitation, and morality. Their aim was to advocate the adoption of adaptive solutions in the community in order to create positive long term change. A whole day was spent on planning the strategy and execution and the third and fourth days of the week were spent working in the community.

On the final day, the participants presented posters on their experience and month-long journey in front of the class. They talked about the successes and challenges faced, and gave each other constructive feedback. The course concluded with a final leadership lecture, which reviewed the core concepts taught in the BBLTJ program. The facilitators delivered their inspiring farewell speeches, encouraging participants to continue their leadership journeys, and practice what they learned from the program in their daily lives.

The program came to an end with a graduation ceremony, where participants each received certificates from Ejaj Ahmad, Founder and President of BYLC. Three participants, each representing English, Bangla Madrassa systems, spoke of their journeys, newfound friendships, and desire to lead change in their communities.
Leadership in Action

Team Kiron
Team Kiron focused on morality. On the first day, they demonstrated the proper techniques of hand-washing, and the next day they performed plays (the young shepherd and the tiger) and encouraged children to be honest, and avoid violence. They also played games and sang songs for the children.

Team Oporajoy
Team Oporajoy introduced and installed Tipitaps in 10-12 different houses which utilizes used plastic bottles to work as a portable basin for homes that don't have proper water management systems.

Team Arohi
Team Arohi took action to promote cleanliness surrounding roads and environment. They cleared the area and mobilized the community people to continue to keep the area clean.
Leadership in Action

Team Visionaries

Team Visionaries introduced and installed the Bandhuchula which is an environmentally friendly stove, which uses bio compost for fuel.

Team Noboprovat

Team Noboprovat focused on environmental issues, and planted five trees in the area. They also worked to fill out a huge puddle of water, which was the result of poor drainage. The puddle over time had turned dirty and was an ideal breeding space for mosquitoes. The group raised awareness in the community on the importance of cleaning out such spaces to avoid certain diseases.

Team Duranto

Team Duranto worked on sanitation and cleanliness. They showed Sakibul Hasan's lifebuoy video, and Meena cartoons to children to women and children in the area. Then demonstrated the proper technique of washing hands using soap. They talked about covering food, cutting nails, brushing teeth and keeping their surroundings clean. They also removed some of the containers that had become breeding grounds for mosquitoes. At the end, they distributed soap and nailcutters to the children.
Ruhani Khandoker Sweety studies in class 10 at Cambrian School and College. She was a champion in the National Programming Contest. She has a keen interest in computer programming and likes to listen to the radio. She aspires to be a politician, and hopes that Bangladesh will be a corruption free and fair country.

Jannat Fatema Chompaboti studies in class 8 at Baitul Fazal Islamia Madrassa. She likes traveling and listening to music. She aspires to become a doctor in the future and hopes Bangladesh will be a peaceful and inclusive country.

Shuhrat Jahan Bhuiyan studies in class 10 at Shahid Bir Uttam Lt. Anwar Girl’s College. She received an award for recitation and drama at the “Marks All-Rounder” competition. Her hobbies include cooking and reading. She is determined to work as a journalist in the future.

Raisa Rahman studies in class 10 at Rajuk Uttara Model College. She received third prize in a dance competition and loves to read books, and travel. She aspires to become a doctor in the future and build a poverty free Bangladesh.

Hridoy Hosen Molla studies in class 8 at Dynamic School and College. He stood first in a debating competition and enjoys playing cricket, writing, and reading poetry. He wants to be a BCS cadre in the future, and envisions Bangladesh as a corruption free and developed country.

Shish Muhammed Soyaib is a student of class 8 at International Turkish Hope School. He loves to play football, and has won several awards for sports. He aspires to be a doctor in the future and hopes to play an active role in creating poverty free country.

Umaina Safeyah is a student of class 8 at Sunnydale School. She has won several awards for sports, and loves to watch movies. She aspires to become a doctor in the future and hopes to provide free health care to poor areas in Bangladesh.

Md. Saifur Rahman Saif is a student of class 8 at Misbahul Ulum Kamil Madrassa. He has a keen interest in calligraphy, graphic designing, traveling, and reading the Quran, and stood first at a calligraphy competition. He wants to be a businessman in the future and hopes to see citizens of Bangladesh being happy and healthy.

Facilitator: Tasnia Fatema

Noboprobhat
This artwork illustrates the adaptive challenge faced by people every day—traffic jam. It creates stress and inefficiency, but the people stuck in the traffic are also part of the problem as many don't follow the rules. The cycle is a symbol of our consciousness, representing a possible solution to alleviate traffic. The sun represents the group “Noboprobhat” who are enlightened leaders, spreading knowledge and practicing leadership.
Oporajeyo

Facilitator: M.A. Maswood Alim (Amrito)

Ashimur Rahman studies in class 10 at Hermann Gmeiner College. He has won several prizes in sports and also has a keen interest in reading books, working on the computer, and gardening. He aspires to join the Bangladesh army and hopes Bangladesh will be superstition free one day.

Sakibul Hasan studies in class 9 at Dynamic School and College. He has participated in debate and poetry recitation competitions. He likes to play cricket and aspires to be an engineer. He wants to see Bangladesh as a developed country.

Imam Hasan studies in class 7 at Darunnajat Siddiquia Kamil Madrassa. He received a talent pool scholarship in class 5. He likes reading books and aspires to be a professor. He wants Bangladesh to be free of corruption and poverty.

Oporajeyo

Leadership is a continuous process that one has to practice to confront adaptive challenges. In the picture, three men from prehistoric times are gathered around a fire. The first one has two stones in his hand while the others are gathering and stacking firewood. The use of fire was an adaptive challenge for them, since they did not know how to light a fire or keep warm. Their collective goal is to light a fire for survival. Neither of them are in positions of authority, as they are working together. In this art, we want to highlight the fact that people can solve any problem by working together.

Sonia Akter studies in class 8 at Madinatul Ulum Mohila Kamil Madrassa. She has a keen interest in sports and music. She aspires to be a doctor and wants to build a corruption free Bangladesh.

Shreya Shomoyeeta studies in class 8 at Sunnydale. She stood fourth at DELF C (French exam under cultural ministry of France) in 2015. Her hobbies include reading, collecting stamps, and listening to music. She aspires to be an architect and wants to contribute to the planning of Dhaka city.

Ihita Ishrar studies in class 8 at Viqarunnisa Noon School and College. She won the second prize for Anime Artwork at Tribune Fest 0.1. Her hobbies include arts and crafts, music, and anime. She wants to contribute to her country and hopes that all the people of Bangladesh can live in peace.

Sumaya Sultana studies in class 9 at International Turkish Hope School. She stood first in a poetry recitation competition, and second in Turkish Olympiad. Her interests include traveling and learning to play new musical instruments. She aspires to be an engineer and hopes that Bangladesh will become pollution free in the future.
Khandoker Ishmam Mustakim studies in class 7 at Sunnydale School. He is a certified First Aider from Bangladesh Red Crescent Society, and participated in 5th and 6th Scout Camp. He loves playing cricket and listening to music. He aspires to be successful in everything he attempts to take on, and hopes to see a developed and poverty free Bangladesh.

Mahmuda Akter studies in class 10 at Sheikhdi Abdullah Mollah High School. She has participated in various singing and drawing competitions and would like to be an English teacher in the future.

Tasmima Rahin studies in class 10 at Rajuk Uttara Model College. She has won prizes for recitation and drawing, and participated in the nature fest of Notre Dame College. She loves reading, debating, and playing basketball. She aspires to have a meaningful life, and hopes to see a discrimination free Bangladesh in the future.

Kazi Mohaiminul Islam studies in class 10 at Tamirul Millat Kamil Madrassa. He loves to travel. Mohaiminul aspires to be the Prime Minister of Bangladesh some day, and hopes to create a corruption free country.

Md. Sabbir Hosen studies in class 8 at Dynamic School and College. He loves reading and playing cricket, and has won several awards for sports. He would like to join the Bangladesh Army and hopes to see a developed and corruption free Bangladesh.

Malika Binte Hasan studies in class 8 at International Turkish Hope School. She has participated in physics Olympiad and table tennis tournament. She loves drawing and solving puzzles, and aspires to be an architect. She envisions Bangladesh as a developed nation.

Tasin Tasnia Noboni studies in class 10 at Viqarunnisa Noon School and College. She won several championship titles in debate and art, and has a keen interest in recitation. She aspires to be a politician in the future. Noboni hopes brain drain will stop, and the smartest minds will remain to develop Bangladesh.

Md. Rafikul Islam studies in class 7 at Gausia Islamia Fajil Madrassa. He has received the first prize in poetry recitation competition. He aspires to be an engineer in the future, and hopes to serve the country through his work.

Facilitator: Humayra Mustafa Anita

Duranto
This picture has two parts. The first part depicts a school which represents the daily life. The school authority rings bells to notify when classes start. This is a technical scenario, and we do not need to exercise leadership here. On the other hand, sometimes we face problems whose solutions are not known to us – to solve these kind of problems we need to change our existing values or habits. These problems are known as “adaptive challenge” and these are the scope of leadership. Our second picture represents that perspective. The black background represents “adaptive challenge” and “moshal” represents leadership. Someone who moves the work forward with the moshal is doing the work of leadership.
Visionaries

Facilitator: Afra Anika Moitree

Chowdhury Nuzhat Tahseen studies in class 10 at Rajuk Uttara Model College. She achieved golden in P.S.C. and GPA 5 in J.S.C. She has a keen interest in reading, cooking, and traveling. She aspires to be an architect in the future, and hopes to see Bangladesh as a developed country, and the best place in the world to live in.

Md. Mohotasim Rahman Khan studies in class 7 at Sunnydale School. He is passionate about debate and sports, and has received several prizes for basketball and handball. He aspires to be the Prime Minister of Bangladesh and rehabilitate all poor and disabled people through employment opportunities.

Shamima Sultana studies in class 9 at Dynamic School and College. She received several prizes for debate, recitation, and singing. She has a keen interest in sports, music, and debate and aspires to be a teacher in the future.

Eshrat Jahan Wsno studies in class 8 at International Turkish Hope School. She participated in the Turkish Olympiad in 2014, and has also received several prizes for singing, dancing, and poetry writing. She aspires to become a lawyer and wants to establish a lawful Bangladesh.

Niloy Haq studies in class 10 at SOS Herman Gmeiner School. He received the “Udhbhashito Mukh” Award in 2014. He loves watching movies and reading books. He aspires to become the head of the anti-corruption commission and wants to see a corruption free Bangladesh.

Md. Ismail Hossain is a Madrassa student of class 10. He won prizes in cricket and has a keen interest in sports. He aspires to be a good businessman, and wants to do something good for Bangladesh.
Naila Tasnia Rahman studies in class 10 at Shaheed Bir Uttam Lt. Anwar Girls School. She was a runners up in the ALOHA Mental Arithmetic course, and won prizes for extempore speech, and art competitions. She loves reading, listening to music, and traveling. She aspires to be a philanthropist in the future. She hopes that one day everyone in Bangladesh will have equal education, employment, and living standards.

Ummi Darimi Reza studies in class 9 at Aga Khan School. She won third prize in science fair 2014 and second position in 2015. She also completed the bronze level of “Duke of Edinburgh” award program in 2014. She loves baking, skating, dancing, and traveling. Ummi aspires to work as a psychologist, and hopes that in the future, everyone in Bangladesh will be treated equally.

Monirul Haque studies in class 10. He has received certificate of participation in Bd Pho-2015 and astronaut training in Kennedy Space Center in 2013. He loves astronomy, observing the night sky, watching documentaries about astrophysics, aviation, and engineering. He aspires to be an astrophysicist in the future. He hopes everyone in Bangladesh will receive high quality education.

Anannya Bhuiyan studies in class 8 at Sunnydale School. She was the final winner of state Optiminds Challenge, and participated in The Daily Star’s Spelling Bee contest in 2013. She loves programming and writing. She aspires to be a cancer researcher in the future, and hopes Bangladesh will be poverty free country where everyone will enjoy equal rights.

Abdullah Al Ahad studies in class 10 at Rajuk Uttara Model College. He won several award for sports, and was a part of selected team from Rajuk in Notre Dame College’s 34th science fair. He enjoys playing guitar, sketching, and collecting foreign coins. He wants to study business, and hopes Bangladesh will be a poverty free country with a low unemployment rate.

Noor Mohammad studies in class 8 at Gawsia Islamia Fazil Madrassa. He received prizes in karate competitions, and loves reading and gardening. He aspires to be a banker in the future and hopes to see a crime free Bangladesh.

Kiron

Group: Kiron | Facilitator: Jaima Rahman Khan Tisha

In this picture, the tree symbolizes people. When one has the right support and direction in life, they are able to grow and thrive. Leadership is work-centric, and through effective interventions, one can excel in exercising leadership. When one envisions what they want to accomplish, and works toward it with determination and grit, they will be successful in their endeavours.
Rudmila Shehrin Khan studies in class 7 at Sunnydale School. She has won several awards for sports, and first and second prize in basketball tournaments at AISD and BKSP respectively. She is a sports enthusiast, and has a keen interest in art, music, and poetry. She aspires to be a successful businesswoman.

Tofa Hossain Moon studies in class 10 at Viqarunnisa Noon School. She won prizes for painting and participated in singing and book reading competitions. She has a keen interest in sketching, reading, singing, and traveling. She plans to be a computer programmer and wants to see a peaceful Bangladesh.

sonia Akter Pakhi studies in class 8 at Dynamic School and College. She aspires to be a teacher in the future and wants to be a successful person.

Khandaker Navid Reza studies in class 8 at Scholastica School. Navid has previously participated in the STEM Innovation Fair in 2015, and reached quarter finals at JDC-Pre Worlds 2015. He has a keen interest in gaming, debating, and sports. He aspires to be a particle physicist in the future. Navid hopes to see a poverty free Bangladesh.

Md. Jahid Hosen Joy studies in class 8 at Kalachandpur Dakhil Madrassa. He has a keen interest in playing cricket and aspires to be a businessman. He hopes Bangladesh will be a poverty free country in the future.

Maria Nizami is a student of class 7 at Nibras International Madrassa. She has a keen interest in singing, reading, and drawing. She aspires to be a teacher and wants to see a corruption free Bangladesh.

Shaficul Islam Shanto is a student of class 10 at Sheikhdi Abdullah Mollah High School. He loves to fly kites and play sports, and aspires to become an engineer. He hopes everyone in this country will work together to make Bangladesh a developed country.
Teaching Team

Co-Instructor

Jahedul Islam, the founding President of BYLC Graduate Network (BGN), is currently working as a Project Executive at BYLC. He is also serving as the co-instructor of the eighth Building Bridges through Leadership Training Junior program. Jahed has been working at BYLC in different capacities, from teaching to project management. His passion for teaching and mentorship drove him to work as a Leadership Facilitator for four leadership programs and act as Lead Instructor in three BBLTJ programs. In addition to teaching, Jahed has worked in the core organizing teams of the BYLC Youth Leadership Summit and the Youth Leadership Bootcamp. Jahed completed his Dakhil and Alim exam from Tamirul Millat Kamil Madrassa. He completed the Alim exam with a full scholarship from Sajida Foundation. His enterprising mind and tenacity to work for the betterment of society led him to start a social initiative called Bangladesh Center for Initiative (BCI). He aspires to bring about positive change in Bangladesh and help the country move towards being a more inclusive and tolerant nation.

Co-Instructor

Mutasim Billah is the president of the BYLC Graduate Network, the alumni network of Bangladesh Youth Leadership Center, and a graduate of the fifth Building Bridges through Leadership Training (BBLT) program. He is also currently serving as the co-instructor of the eighth Building Bridges through Leadership Training Junior Program (BBLTJ 8) and has previously worked as a leadership facilitator at BYLC for the past few years. Prior to this, he worked as a sub editor for Dhaka Tribune and as the press coordinator for the Youth Leadership Summit in 2014. He is a member of the United Nations Youth Advisory Panel in Bangladesh, and an executive member of the International Youth Council Bangladesh. He co-founded Youth Opportunities with three of his friends in 2011. Mutasim studies Media Studies and Journalism at University of Liberal Arts Bangladesh. He enjoys photography and graphic design. He is inspired by the teachings of Prophet Muhammad (PBUH) and aspires to be a positive change maker in society.
Teaching Team

Humayra Mostafa Anita, a graduate of BYLC's Art and Practice of Leadership (APL), was formerly a program intern at BYLC. She has completed her bachelor's in Mathematics from University of Dhaka and prior to that, she completed her S.S.C. and H.S.C. from Viqarunnisa Noon School and College. Currently, she is working for Khan Academy under AGAMI Education Foundation. Humayra has been involved with different youth organizations, such as Volunteer for Bangladesh where she is a Committee Member of Dhaka district. She is passionate about development and women's empowerment, and thus aspires to pursue her career in the development and research sector. Humayra strongly believes that there is no shortcut to success and only by working hard, can one achieve their desired goal.

M.A. Maswood Alim is a third year undergraduate student of Business Administration at Bangladesh University of Professionals (BUP). He is a graduate of the twelfth Building Bridges through Leadership Training (BBLT) program and is currently working as a facilitator at BYLC. Alim is a Certified Supply Chain Analyst (CSCA) and also works as an executive member of BUP Business & Communication Club. He has experience in organizing many national and international events. Cinematography is one of his many interests and he loves Manchester United. Alim aspires to be an entrepreneur and bring about positive change in the mindset of youths of Bangladesh.

Jamia Rahman Khan Tisa, a graduate student of the thirteenth Building Bridges through Leadership Training (BBLT) program, is working as a Facilitator at BYLC. Tisa is currently an undergraduate student of Child Development & Social Relationship at the College of Home Economics. She has been working with BRAC (BEP-BRAC Education Program & ADP- Adolescence Development Program) and is also a member of Bishwa Sahitto Kendro. Tisa believes that leadership can create wonderful impact on society and is passionate about working to ensure safe childhood for all children. Tisa also loves to read books, recite poetry, draw, and listen to classical music. In the future, she wants to work with UNICEF.
Teaching Team

**Tasnia Fatema** is currently pursuing her bachelor's in Business Administration from Bangladesh University of Professionals (BUP). She completed her S.S.C. and H.S.C. from Viqarunnisa Noon School and College. She aspires to become an entrepreneur. In 2012, she participated in the fourth Building Bridges through Leadership Training Junior (BBLTJ) program and went on to become the founding general board member of BYLC’s alumni association, BGN. She facilitated during BBLTJ 7. Her love for BYLC and passion to learn more about leadership has inspired her to facilitate in BBLTJ 8. One of her notable hobbies is learning new languages. She is already a certified French speaker and is currently learning Turkish. In the future, she wants to dedicate herself to the development of Bangladesh.

**Bushra Humaira Sadaf** is studying Economics at North South University. Apart from facilitating Building Bridges through Leadership Training Junior, she has also been a program intern at BYLC. Being a BBLT 9 graduate, she believes that leadership among youth is critical to the development of Bangladesh. She has previously worked at Dhaka Tribune and enjoys writing. Her other interests include psychology and game theory. She aspires to be an entrepreneur and promote women entrepreneurship in Bangladesh.

**Afra Anika Moitree** is a graduate of the twelfth Building Bridges through Leadership program, and is pursuing a bachelor’s degree in Marketing from University of Dhaka. She completed her S.S.C. from Dr. Khastagir Govt. Girls’ High School and H.S.C. from Govt. Hazi Mohammad Mohsin College, Chittagong. Moitree has worked in several social organizations such as ‘Ahoron’ and ‘Doridro’. She has also worked as a theater artist for Tijak Nattya Goshthy in Chittagong. She believes in celebrating diversity and learning from differences, and has worked as a co-researcher in the ‘International Research Opportunity Program’ at Grameen Bank. Her desire to understand different perspectives and mentor young people motivated her to work as a facilitator in BBLTJ 8. In the future, she aspires to be an industrial psychologist and bring about positive change in the working culture of organizations in Bangladesh.