Building Bridges through Leadership Training Junior (BBLTJ) 9
About BYLC
Bangladesh Youth Leadership Center (BYLC), the country's first leadership institute, exists to build connections among youth from diverse backgrounds, equip them with leadership skills, and enable them to have high impact in public, private, and civil sectors. All our efforts aim to strengthen prosperity, justice, and inclusiveness in societies worldwide.

Vision
A prosperous, just, and inclusive world driven by courageous, compassionate, and competent leaders.

Mission
Our mission is to build connections among youth from diverse backgrounds, equip them with leadership skills, and enable them to have high impact in public, private, and civil sectors.
The Three Components of our Program

**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 BBLT 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.

**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 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.
Orientation

The orientation program was held in ActionAid’s Global Platform House where BBLTJ classes were scheduled to take place for the next five weeks. 43 of the best and brightest students were competitively selected from over 600 applications. Students and their parents were greeted by the BBLTJ teaching team. The event was moderated by Jahedul Islam who is the Project Executive at BYLC, and also an instructor of BBLTJ. Almeer Ahsan Asif, Lead Instructor of BBLTJ, delivered a speech on the importance of leadership at an early age. He then briefed about the activities of the BBLTJ program, and introduced the teaching team to the parents. Ejaj Ahmad, Founder and President, BYLC, also delivered a speech where he appreciated the students for their interest in practicing leadership, and motivated them to aim to help the community. In his speech he addressed the parents, thanking them for their support in promoting youth leadership. Parents were also allowed the floor to place questions and queries which were answered by the authority in an interactive session.
WEEK 1

Participants sat ready in the classroom on December 18, 2017 for the five weeks of transformative leadership training. On the first day, they were instructed on the ground rules and oriented on the purpose behind attending the program. The day ended with high-spirited icebreaking activities for the students to get acquainted with each other.

Over the next few days, participants exchanged their ideas and assumptions about leadership. With no definitive answer from the instructor, participants were allowed the opportunity to compose their thoughts through the extensive interactions in the classroom and reflective home exercises. As a result, participants were seen to share more polished ideas with each progressing day.

In the first week, the distinction between leadership and authority followed by the concept of technical versus adaptive challenges were discussed. This emphasized that leadership is not person centric, it is rather work centric, and that all immediate fixes do not guarantee permanent solution, so long term strategic planning is required.

Participants were divided into small groups and assigned a facilitator, where they explored newer perspectives and strengthened their understanding of leadership. Throughout the week, participants were taught the techniques of mobilizing a group, and the challenges they might face while doing so. In the end of week one, a facilitator presented her own leadership failure case which was followed by the case consultation methodology which examined roles of different stakeholders of a social system.
WEEK 2

The second week started with a debrief of the previous week's learnings whereby participants reviewed their understanding of leadership. They attended a quiz that tested their knowledge. During the course of week two, students learned about the inner and outer leadership journey. They were faced with a stimulating question “Who are you?” which called for them to reflect on the multiple roles they have to play in their life, and how they define themselves. Subsequently, participants compared the different approaches in leading themselves, and in leading others.

Participants later took part in small group case analysis to present their own leadership failure case. Through a diagnostic framework they identified the loopholes, and derived possible solutions. These group studies went on throughout the week with a different case presentation each day.

On December 28, 2016, Osama Bin Noor, a BBLT 5 graduate and Queen's Young Leader, conducted an inspiring session on his leadership journey and the challenges he faced. He attended questions from the students to help them better prepare for the practical implementation of leadership.
WEEK 3

This week held an exciting art competition where the small 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. Week 3 concluded with public speaking workshops where the instructor provided valuable techniques on how to deliver a strong speech in public. Participants drafted their own speech and prepared for the speech which they will deliver the following week.

This week had a refreshing end with a field trip to MJ Holiday Resort, Bikrampur. Participants escaped the humdrums of the city to enjoy each other's company on a typical winter day. This was a great opportunity for the BBLTJ participants to strengthen their interpersonal relations with each other and with their facilitators and instructors.
WEEK 4

On the first two days of this week, participants delivered compelling speeches about the issues they deeply care about. The teaching team shared their feedback to help the students master the art of public speaking.

Halfway down week four, participants were introduced to the community service component of the BBLTJ program. Facilitators conducted sessions on needs assessment, budget planning and fundraising, and project planning. BBLTJ participants went for their first visit to the target community to carry out a needs assessment survey based on which they designed their project. On the last day, each group presented their project proposals which addressed health and hygiene, sanitation, and waste management.
WEEK 5

The first half of the week 5 focused on project implementation. Participants visited the community, interacted with the residents, conveyed the purpose of their visit and mobilized them to follow their cause. They demonstrated educational posters, handed over self-constructed water filters, trash cans, toothbrushes and toothpastes, hosted art competitions, shared home remedies to common waterborne and airborne diseases, and counseled parents and children about the importance of education.

Participants spent a day to prepare posters about their projects and presented them to the class. On their posters, they highlighted their activities, beneficiaries' responses, the challenges they faced and the successes they achieved. Their projects were evaluated by the facilitators who shared their feedbacks. Teams also exchanged feedbacks to help each other learn better. On the final day, instructors Almeer Ahsan Asif and Jahedul Islam expressed their thoughts about the program and shared their experiences as the faculty. Facilitators delivered their concluding remarks where they encouraged the participants to continue their leadership journeys and practice what they learned in the BBLT program.
এই ছবিতে দেখা যাচ্ছে সাতজন মূর্তিযুক্ত শিক্ষক যারা প্রচারের জন্য একটি দুইঘাটার প্রলেপন মোডেল বিষয়বস্তু এবং সমস্ত মারুতা কাঠামোয় পুলিশ করেছেন। এই প্লেনের মধ্যে উল্লেখযোগ্য বিষয়গুলি নিয়ে প্রচারের জন্য এই মূর্তিযুক্ত শিক্ষকরা ব্যবহার করেছেন। এই প্লেনের মোডেল সহজের জন্য প্রচার করা হয়।
GRADUATION

The program came to an end with a graduation ceremony at the BYLC Headquarters. Participants each received certificates from Ejaj Ahmad, Founder and President of BYLC, and Almeer Ahsan Asif, Lead Instructor, BBLTJ. Three participants, each representing English, Bangla, and Madressa systems, spoke of their journeys, newfound friendships, and desire to lead change in their communities.
Leadership in Action

**Team Shanjer Kandari**

Team Shanjer Kandari addressed the poor hygiene in the target community. They arranged a cartoon show for the kids on proper hygiene which demonstrated the right way to wash hands. Due to a shortage of gas supply, the community residents could not boil water, so the team built a water filter using pots, cobblestone, and coal.

**Team Anirban**

Team Anirban worked to meet two goals. One of the goals was to create awareness among the underprivileged children about their future prospects and the importance of receiving proper education. Secondly, they encouraged maintenance of proper hygiene and sanitation, and helped install hand taps in the community.

**Team Shopnobaj**

Team Shopnobaj worked with hygiene and vaccinations. They distributed free toothbrushes and educated the beneficiaries about the importance of brushing teeth regularly. They also organized a community cleaning competition for the kids who reside there.
Leadership in Action

Team Shoptoborna
Team Shoptoborna explained to the children the importance of cleanliness. To set an example, they worked with the children to clean the area. They distributed trash cans for waste management, and plants to promote plantation. They even arranged interactive sessions where the children of the community participated to create posters encouraging cleanliness. Lastly, the team members counseled the children about the importance of unity in maintaining a peaceful environment at the community.

Team Agropothik
Team Agropothik worked for the sectors of health-hygiene and education. They familiarized the community residents with home remedies for common diseases like common cold, dysentery, diarrhea. An art competition was held and later, gifts were distributed to the children for their participation. Lastly, the team tried to explain to the parents the importance of education for their children.

Team Shopnochura
Team Shopnochura focused on the hygiene issues in the community. They aimed to implement a long term plan, so they demonstrated techniques to avail clean, drinking water in an economic way. They encouraged the children of the community to regularly wash hands with soap, and provided two trash cans for waste disposal.
Team Shanjer Kandari illustrated the idea of exercising leadership and also the situation where leadership is missing. The comparison of these two situations helps us to comprehend the importance of exercising leadership.
Profiles

Amit Hasan
Class: 9
Institution: Tamirul Millat Kamil Madrasha

Kishoara Jannat
Class: 9
Institution: Viqarunnisa Noon School & College

H. M. Jonayedul Islam
Class: 7
Institution: Darun Najat Siddiqia Kamil Madrasa

Labiba Ibnat
Class: 8
Institution: Maple Leaf International School

Samiya Afrin
Class: 7
Institution: Madinatul ulum Model Int. Mohila Kamil Madrasah

Tajreen Tabassum Nushba
Class: 7
Institution: Viqarunnisa Noon School & College

Sandip Kumar Paul
Class: 9
Institution: Rajshahi Education Board Model School and College

Arunima Chowdhury
Class: 7
Institution: Viqarunnisa Noon School & College
In the art competition, group Anirban painted a picture that demonstrates the four player model. Reflecting on their individual roles during the marshmallow challenge, they showed the collaboration between a mover, an opposer, a follower, and a bystander.
Profiles

Hasan Mahmud Abdullah
Class: 7
Institution: Cardiff International School Dhaka

Mahiba Nafia
Class: 9
Institution: Viqarunnisa Noon School & College

Jahidul Islam
Class: 9
Institution: Tamrul Millat Kamil Madrasha

Sumaiya Akter
Class: 8
Institution: Shahazadpur Najar Mahmud Alia Madrasah

Sabrina Akter
Class:
Institution: Viqarunnisa Noon School & College

Zuhan Kabeer
Class: 6
Institution: Lakehead Grammar School

Md. Maruf Ahmed Zishan Dewan
Class: 6
Institution: Dynamic School and College
Group Shopnobaj tried to show the relationship between authority and leadership in their art. The issue they focused on was regarding the protests against Bangladesh government’s imposition of VAT on education. They tried to display how the authorities of private universities of Bangladesh could hardly take any action in this regard, thus referring to the fact that authorities, the ones we previously believed to have the power to do everything, also face constraints in their action. The picture showed a huge banner that says “No VAT on education” held by thousands of people who did not wait for a direction and went to the streets to stand against something they believed to be unjust. As was seen in reality, such an action brought rewarding results too, where the imposed VAT was withdrawn.
Profiles

Amira Reza Dewan
Class: 8
Institution: Maple Leaf International School

Md. Mahmudur Rahman Mahi
Class: 6
Institution: Dynamic School and College

Prajna Paromita Shome
Class: 6
Institution: Viqarunnisa Noon School & College

Fariha Mehzabin
Class: 9
Institution: Viqarunnisa Noon School & College

Ha-mim Shafiq Hossain
Class: 10
Institution: Dhaka International School
There are three paths in the drawing which represent the three education mediums— Bangla and English mediums and Madrassa. The group of people, on the first path, are representing the team dynamics. There is a mover, a follower, an opposer, and an observer. On the second path, there is a colorful human figure. These colors represent the different roles of that human. On the third path is a classroom. The authority of this class is the teacher who is inside his/her boundaries or limits. The three students in the class practice the adaptive leadership process which is to observe, interpret, and intervene. There are small ponds between these paths which represent varying perspectives. An outside view only shows the ponds but a deeper look into it reveal the fishes within. The three paths finally unite to become one path. At the end of the path everyone is contributing and cleaning the area and thus, practicing leadership. They are all practicing leadership and changing the world positively, which is symbolized by the rainbow.
Profiles

Tanisha Tanzia
Class: 7
Institution: Viqarunnisa Noon School & College

Fairooz Abdullah Lamisa
Class: 8
Institution: Maple Leaf International School

Mohammed Ahnaf Tazware Abbas
Class: 6
Institution: Seabreeze International School

Rushmila Moonjarin Prerona
Class: 7
Institution: Viqarunnisa Noon School & College

Md. Rakibul Islam
Class: 9
Institution: Tamirul Millat Kamil Madrasha

Fatema Jannat Mou
Class: 9
Institution: Viqarunnisa Noon School & College

Md. Ruhul Amin Khan
Class: 7
Institution: Darun Najat Siddiqia Kamil Madrasa
The idea of their drawing was to spread light in the dark. The fire was the solution and the darkness represented the problems. The people who were lighting the torch were the ones who were practicing leadership.
Profiles

Taki Tahmid
Class: 9
Institution: Tamirul Millat Kamil Madrasha

Tamirul Millat Kamil Madrasha
Class: 7
Institution: Viqarunnisa Noon School & College

Russel
Class: 9
Institution: Dynamic School and College

Fatima Anannya Chowdhury Rishta
Class: 8
Institution: Manipur High School

Tammanna Akter
Class: 10
Institution: Shahazadpur Najar Mahmud Alia madrasah

Md. Waezul Hoque
Class: 6
Institution: The Aga Khan School

Sifat Tabassum
Class: 9
Institution: Viqarunnisa Noon School & College

Faiza Fairooz Rimjhim
Class: 7
Institution: Viqarunnisa Noon School & College
The picture shows a cohort of enthusiastic and curious young people. They face a big wall which symbolizes a hurdle. The young people want to cross the wall to discover what lies beyond, so one of them starts to break it down. Light shines through as the wall is diminished which represents a new hope or a new beginning that one experiences after overcoming an obstacle.
Profiles

Amit Kumar Chaki
Class: 7
Institution: Ebenezer International School

Nirvana Haque
Class: 7
Institution: Viqarunnisa Noon School & College

Noor E Shabah
Class: 9
Institution: Viqarunnisa Noon School & College

Asraful Islam Samim
Class: 7
Institution: Gausia Islamia Kamil Madrasha

Fabliha Khan Mahima
Class: 9
Institution: Viqarunnisa Noon School & College

Tabassum Binte Siraj
Class: 6
Institution: Madinatul ulum Model Int. Mohila Kamil Madrasah

Md. Ashikur Rahman
Class: 9
Institution: Tamirul Millat Kamil Madrasha
Teaching team

Lead Instructor
Almeer is currently working as an Assistant Manager in Curriculum Development, and is also a leadership instructor at BYLC. His core responsibilities include developing and modifying the leadership content of BYLC's existing and new programs. He is a graduate of the first Art and Practice of Leadership (APL) workshop of BYLC. He was nominated by the Government of Bangladesh on October 2016, to participate in a Study Visit in Australia organized by IIEP-UNESCO. Ministry level officials of 7 different countries participated in this visit. Prior to joining BYLC, he worked for Teach For Bangladesh, which is a global movement to end inequity in education. As a Fellow, he taught in a government primary school called Amtoli Staff Welfare GPS in Mohakhali, for 2 years. He catalyzed the transformation of 60 students in a limited resourced school, by improving their quality of education, and enabling them to work in leadership roles inside and outside school. He is the co-founder of a program called Literacy Through Leadership, started in collaboration with IEEE AIUB SB and his wife, Maliha Ahsan. It enables university students to spend time teaching and improving the English literacy of the school students.

Almeer has completed his Masters of Education (MEd) in Educational Leadership & School Improvement from BRAC Institute of Educational Development with distinction. He did his Bachelor’s in Electrical and Electronics Engineering from American International University-Bangladesh. At AIUB, he acted as the Chairperson of IEEE AIUB Student branch. IEEE is a global platform for Engineering students. He received the ‘Chancellors Award for Leadership’ in the 14th Convocation of AIUB. He was also awarded ‘Certificate for Excellence’ on his O and A levels results.

Almeer Ahsan Asif
Teaching team

Instructor
Jahedul Islam, the founding President of BYLC Graduate Network (BGN), is currently working as a Project Executive at BYLC. He is also an instructor for 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.
Teaching team

Facilitator
Nafiur Rashid is a social and environmental activist. He attended Earth championship program (ECP) and South Asian Youth Environmental Meet (SAYEM), and initiated Govt Science College Environment club (GSCEC). He is also involved in several youth based initiatives, such as Shadhin Bangladesh foundation, and children communication network. Nafiur is an ECP fellow of Bangladesh Youth Environmental Initiative (BYEI) and a BBLT graduate. Currently, he is studying Computer Science and Engineering at Ahsanullah University of Science and Technology.
Teaching team

Facilitator
Farah Naz Aditi is currently studying Business Administration at Institute of Business Administration, Dhaka University. Before joining as a facilitator of BBLTJ 9, she graduated from Building bridges through Leadership Training (BBLT) 14.
Teaching team

**Facilitator**

Rafiq Islam is currently pursuing his bachelor’s degree in business administration, majoring in marketing, from Bangladesh University of Professionals (BUP). He loves listening to stories. Reading books, watching inspirational talks, and conversing with people are some of his ways of listening to stories. Rafiq cares about children’s education, and he has worked in several projects related to this field. Prior to working at BYLC, Rafiq has worked with two kindergarten schools as an adjunct teacher.

![Rafiq Islam](image-url)
Teaching team

Facilitator
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 BBLTJ program and went on to become the founding general board member of BYLC's alumni association, BGN. She also 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 a certified French speaker and is currently learning Turkish. In the future, she wants to dedicate herself to the development of Bangladesh.

Tasnia Fatema
Facilitator
M.A. Maswood Alim is currently studying business in Bangladesh University of Professionals (BUP). He is the Senior Vice President of BUP Business & Communication Club (BCC). Alim aspires to be an entrepreneur and work to positively change the society.
Teaching team

Facilitator
Kazi Raiyan is pursuing his bachelor’s degree in business administration from East West University. He completed his S.S.C. from Ideal School & College and H.S.C. from Notre Dame College. Apart from his studies, he holds the position of press and communication secretary in East West University Business Club. Before he worked as a facilitator, Kazi graduated from the BBLT 14 program. Kazi is passionate for social work and has been actively engaged in volunteerism and community work. He loves to travel and has traveled 37 districts of Bangladesh. Positive attitude, diligence, teamwork, patience and honesty are his key attributes.

Kazi Raiyan