



Room to Read®

INSTILLING CHANGE IN EDUCATION

Room to Read Bangladesh
Annual Report 2019

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World Change Starts
with Educated Children.®

Dear friends,

2019 has been an exciting year in many aspects. Together, we have braved the highs and lows, and came out at the top of our game. Amidst unfolding of more partnership opportunities and bigger funding commitments coming our way, we equipped outposts in all tiers with skilled and committed people.

We conducted an assessment of early-grade children we support in Government Primary Schools. Report showed, 59% children at the end of Grade 2 were correctly reading more than 40 words per minute (WPM) – an international benchmark. We witnessed the commitments of the local communities and school authorities through initiatives such as launching community-run independent libraries, adopting Room to Read's teaching instruction standards in schools as well as scaling/replicating Program components in non-Program schools.

For strengthening of the national primary school curriculum, we convened in Dhaka and consulted Government, non-profit actors and grassroots practitioners in a conference organized with the Institute of Education and Research (IER) of the University of Dhaka. In this conference of parties, we presented the findings from IER research and Room to Read Bangladesh's decade-long grassroots experience on why and how to strengthen children's reading skill and habit in the early-grade to policy makers, curriculum developers and practitioners.

Our Program focusing adolescent girls in Cox's Bazar, Dhaka, Natore and Sirajganj districts continued schooling braving the inherent challenges of girls living in a patriarchal society. They continued to pass JSC and HSC exams with significant pass rates higher than the national average. Program alumnae pursued their dreams at the tertiary level of education. More than 2 thousand girls joined forces in observing the 'International Day of the Girl' across four program locations. The Hon'ble Deputy Minister of Education rooted for our efforts while explaining how and why #GirlForce is unscripted and unstoppable. Encouraged, we launched program in the host communities of Cox's Bazar.

We offered technical assistance in developing supplementary reading materials as well as contextualizing a survey tool for a baseline to assess the literacy levels in the learning centers operating in the Rohingya camps in Cox's Bazar. We continued to implement the USDA/WFP-funded 3-year project in Ukhiya and Kutubida. With support from USDA/WFP and UNICEF, we developed 20 new children's storybooks.

I am appreciative of the acceptance we received from local communities, and grateful for the Government supports as well as the encouragement our amazing funders offered.



Thank you,

A handwritten signature in black ink that reads "Rakhi Sarkar".

Rakhi Sarkar
Country Director
Room to Read Bangladesh

About Us

Founded in 2000 on the belief that

World Change Starts with Educated Children.®

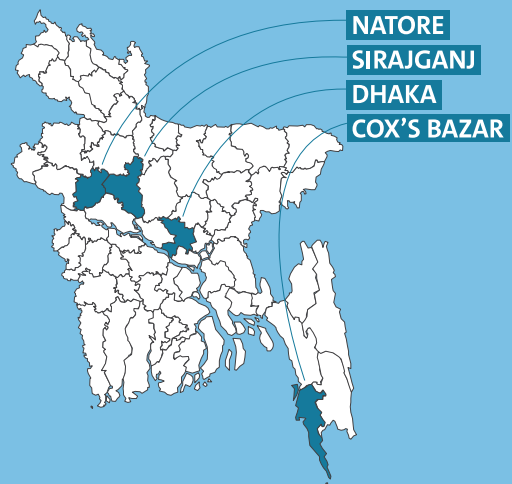
Room to Read is a global organization transforming the lives of millions of children in low-income communities by focusing on literacy and gender equality in education. We envision a world in which all children can pursue a quality education that prepares them to be fulfilled and make positive change – in their families, communities and the world.

We target deep and systemic transformation within schools during two time periods that are most critical in a child's schooling: early primary school for literacy acquisition and secondary school for girls' education. Room to Read has benefited more than 18.7 million children across more than 30,000 communities in 16 countries.

Literacy Program (LP) combines the science of learning to read with the magic of loving to read, and helps develop a generation of independent readers who are breaking the cycle of illiteracy within their own families. And Girls' Education Program (GEP) gives girls the tools to self-advocate and find power in their voices to chart a path that they choose for themselves.

In Bangladesh since 2009, we have directly benefited more than 141 thousand children.

We implemented Programs focusing literacy and girls' education in Cox's Bazar, Dhaka, Natore and Sirajganj. In Cox's Bazar, Dhaka and Natore, the Program was carried out directly by us. In Sirajganj, Program was implemented in partnership with a local NGO. Also in Cox's Bazar, 2 custom projects focusing literacy were carried out with support and cooperation from USDA/WFP and UNICEF separately.





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Theory of Change

An updated, robust theory that is global and yet accommodates rural context was at the heart of our thinking and action throughout 2018. It helped us reflect on the relationship between our Programs and the implementation strategy. Following inputs that range from building skills of teachers to sharing teaching-learning resources, working with the school management, family and community to instill a zeal for education as well as informing and empowering adolescent girls, we inform policy makers about what more can be done.



Innovation and Demonstration Approach

Room to Read partners with governments and other stakeholders to test and implement innovative models that help children succeed in school by achieving positive literacy outcomes and gender-transformative life skills.

Informed policy uptake for early-grade literacy and gender-transformative life skill outcomes create an enabling environment for wider and stronger education and its management. In this design, children and their families from direct Program support acquire the necessary skills and attitude toward positive change. Alongside the teachers and education sector officials of the Government, they contribute to developing and accessing equitable solutions to the most pressing challenges the communities face in the longer term.



All children are fulfilled and have the necessary skills to make positive change and contribute equitable solutions to the most pressing challenges—in their families, communities and the world.

Collaboration and Expansion Approach

Through targeted technical assistance and increased cost-share, Room to Read leverages our practical experience and operational excellence to partner with governments and other stakeholders, integrating best practices into the education system in order to maximize positive outcomes for children at scale.

Program Numbers

Early-grade literacy program
in Government Primary Schools



571 SCHOOLS AND
MADRASAHS SUPPORTED



513 CLASSROOM LIBRARIES
ESTABLISHED IN SCHOOLS



142,750 CHILDREN SUPPORTED
ON LITERACY & READING



5,988 STUDENTS WERE INDUCTED
AS BOOK CAPTAINS



4,453 SCHOOL TEACHERS RECEIVED
TRAINING ON QUALITY INSTRUCTION



20 STORYBOOKS WERE PRINTED,
400,581 COPIES DISTRIBUTED

Education and life-skills for girls in Government Secondary Schools



4,358 ADOLESCENT GIRLS SUPPORTED THROUGH PROGRAM



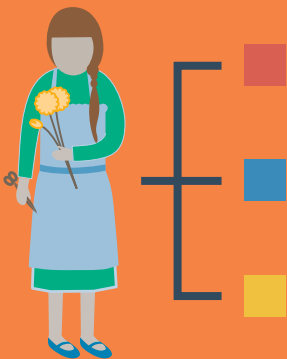
2,056 GIRLS WERE GIVEN 1:1 MENTORING SUPPORT



3,416 GIRLS RECEIVED NEED-BASED EDUCATION MATERIALS



796 GIRLS RECEIVED NEED-BASED COACHING FOR EXAM



3,758 GIRLS ATTENDED LIFE-SKILLS EDUCATION SESSIONS



97 CASES OF CHILD MARRIAGE WAS STOPPED LOCALLY

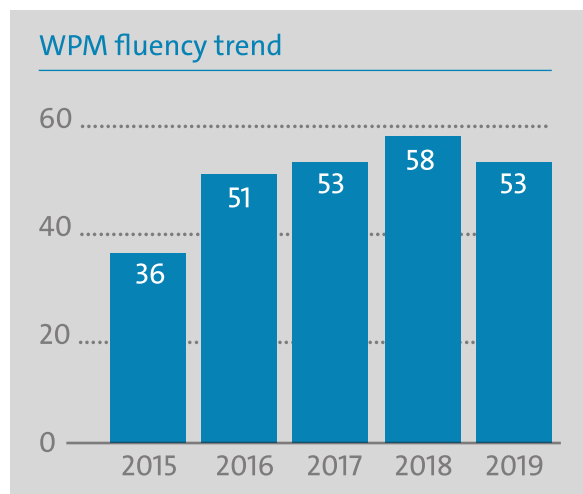
Progress Assessment

Evidence suggests that when coupled with a supportive environment, initiatives focusing both reading skills and the habit of reading can result in significant and sustained improvement in children's reading levels. Moreover, international research shows that children with more advanced reading skills read more frequently.

Room to Read Bangladesh continuously monitored and assessed the oral reading fluency and reading comprehension skills of early-grade students. In 2019, the end-line assessment shows:

59% of the students completing Grade 2 in Program schools reached the international benchmark of oral reading fluency, which is correctly reading 45 or more words per minute (WPM). The highest reading fluency recorded was 53.3 WPM.

Additionally, children with good reading fluency can also improve their reading comprehension skills as a result. By the end of Grade 2, 63% could answer at least 80% comprehension questions correctly, which is four or more of the five comprehension questions tested.



Girls graduating from the Secondary school level is one of the milestones we celebrate. In 2019, they secured significant success in both SSC and HSC exams. The SSC (Secondary School Certificate) pass rate among Program participants was 96.11% with the national rate being 82.20%. In HSC (Higher Secondary Certificate), our pass rate was 79.53% - higher than the national rate 73.93%.

We also brought together Program alumnae in an alumnae-only forum and encouraged them toward tertiary education. Data from a 2019 survey on these alumnae showed that all of the girls were continuing with education and employing their life-skills in making key life decisions. Among them, 20% were found to have landed part-time jobs.

I enjoy going to school. I can read lots of books here. I love the pictures in the books. My teacher helps me learn words and read books. Classroom library is my most favorite spot. I issue book from there every week. I read out stories to my parents.

– Nasif, Grade 2, Natore



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I am thankful to my mentor [Room to Read's Social Mobilizer]. Her study-hour support greatly helped me to prepare for my exam. She always cared for my wellbeing and success. With her as a mentor in the life-skill sessions, I grew active, attentive and confident. I practice my learnings whenever I can.

– Sheela, A+ in JSC exam, Natore

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LITERACY PROGRAM



Literacy Program

Our literacy program is intended to contribute to improved reading fluency. We design classroom instruction packages that help teachers to deliver lessons scientifically and help children to learn systematically. Our work on developing quality reading materials, publishing children's storybooks, supporting teachers, enabling child-friendly learning environment and engaging communities help children become independent readers.

We reviewed the impact of the Literacy Program - specifically Grade 1 instruction, Library Management & Activity helping the packages to develop a school sustainability plan. Toward the sustainability of the program indicators, we trained more than 4 thousand teachers on Bangla reading instructions and library management. We also equipped them with teaching resources (5) and guides.

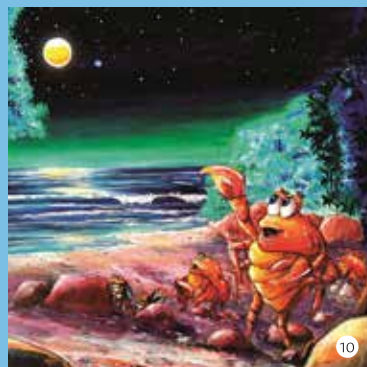
We extended Program coverage to 100 new schools in 2019 and formalized the endeavor by signing Memorandum of Understanding (MoU) with these schools. We established 513 classroom libraries and distributed 400,581 copies of storybooks (6) to help develop reading skills. Honorable Member of Parliament and high value Government delegates launched our classroom libraries (7). Children were excited about classroom libraries. Students inducted as Book Captains played key roles during everyday library management activity and reading hours. We trained a total of 4,083 book captains across our Program locations.

Besides, creation of a child-friendly learning environment in the school was a major agenda. Government officials led the inauguration of Wall Magazine in all the schools we worked with. These artsy pieces comprised of creative writings of various genres as well as decorative elements helped raise a print-rich experience.



Like previous years, our innovative annual literacy event Read-Play festival (8) was the center of community interaction. In Cox's Bazar, Natore and Dhaka last year, we organized this open-field sports festival in 518 schools. Rich with a variety of games that embed literacy skills and a habit for reading, the festival attracted a lot of interest locally. The Members of Parliament from respective constituencies, the Director General of NGO Affairs Bureau and other delegates attended the festival in separate schools.

School Management Committee (SMC) – the representative body from community and school – was supportive of our Program. A total of 1,699 SMC meetings were held where we talked about Program and its challenges as well as the sustainability plan. Thanks to persuasion from the head-teacher (9), Paar Saoil Government Primary School that phased-out last year in Natore secured BDT 1.53 lac from community to establish an independent library within school premises - creating a bright example of how our mandate can sustain beyond Program timeline. Local Government officials, community people and journalists were present during the inauguration of this library.



We also engaged teachers and guardians in 979 meetings throughout the year. This enabled us to share the student tracking results and students' performance. A Grade 3 student Toha endorses our findings: "I have learned to read the tough conjunct letters from my *Porte Shikhi* book. My teacher taught me how to segment the letter first and then blend. I feel very comfortable to read out any passage in Bangla spontaneously."

Illustrations from one of our children's storybook (10) *Ding and Titing* made it to 'Book Illustrators Gallery' – popularly known as BIG exhibition, the Asian Festival of Children's Content (AFCC), which is an annual festival in Singapore that celebrates and aims to promote the creation and development of quality Asian contents for children and young adults. This was very encouraging for Room to Read and the illustrators/artists we worked with.

We renewed MoU with Barind Media (Duronto TV) to produce Season 2 of *Rong Beronger Golpo* comprised of 80 children's titles. Unique to this Season, 50 titles will be selected from other Room to Read countries.



“Training resources from Room to Read has helped me immensely. My lesson delivery capacity has improved. I can conduct SRM classes with ease. That day I was speaking with my colleagues about how much the students look forward to the reading classes. They are a testimony to the fact that teachers’ ways have changed for the better.”

– Ms. Latifa, Grade 2 teacher, Natore



“I sometimes read more storybooks than textbooks. My parents always appreciate my reading adventures. They sit by me and I read stories to them. I also show books to my friends in our small neighborhood. They like it.”

– Madina, Grade 2 student, Dhaka



“I am extremely happy to perform my responsibility as Book Captain of my class. I display and reorganize the storybooks in library. I also help my friends to checkout books once in a week. Sometimes they seek reading support from me, which I gladly extend. I am an avid reader myself.”

– Arafat (first from right), Grade 4 student, Natore



“Room to Read has made our work easier. They constantly bring innovation. I got the opportunity to observe teacher training. Techniques showed were unique and helpful. School teachers gladly accepted and employed them. I can compare outcome with other schools: students’ performed well because of these trained teachers.”

– Md. Faisul Islam, Upazila Education Officer (UEO), Natore

GIRLS' EDUCATION PROGRAM



Girls' Education Program

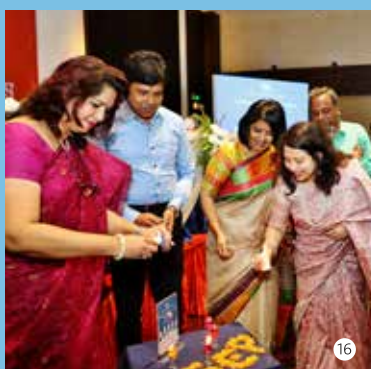
Our education program focusing adolescent girls ensures that they complete secondary school and have the skills to negotiate key life decisions. We monitor risk factors associated with school dropout. To continue secondary education for girls, we offer girls life skills training. We also provide need-based material support while increasing advocacy for girls' education among parents, teachers and communities.

One of the major milestones in 2019 was launch of Program in Cox's Bazar with 500 girls in 5 secondary schools located in the host community. Program was formally launched (16) in presence of senior delegates from the Directorate of Secondary and Higher Education (DSHE), donors, local education sector officials, teachers, students, SMC members, I/NGO representatives and a few national as well as local media outlets.

Working with District Education Office (DEO) in Cox's Bazar, we succeeded in placing LSE & group mentoring sessions in the schools' weekly class routine. We were able to secure a classroom in Program schools to facilitate life skill club activities.

Fields offices were involved in a variety of activities. GEP girls made their presence felt in several competitions at both sub-district and district levels. In Natore, a total of 7 GEP schools participated in the inter-school level football competition with one Program-school becoming District champion (17). Deputy Commissioner of Natore Mr. Md. Shahriar highly appreciated the program that promoted girls' participation and empowerment.

GEP girls went on an exposure visit to the District Women Affairs and District Administration offices (18) in Natore. They received an insight into career possibilities. This career counselling field-day came as a unique take on GEP's regular 'group mentoring' tailored to inspire the girls to dream big.



Testimonies to how education was changing lives were stated by GEP girls at a half-yearly progress sharing meeting (19) in Dhaka. Education sector officials of the Government, head teachers, focal teachers, and members of the SMC as well as community people attended the meeting, which was organized as a follow-up to the recommendations received from the same community last year.



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Prevalence of child marriage still challenges development initiatives. To counter this social ill, secondary schools organized community-level conference (20) in Natore. GEP girls led the discussion that engaged their parents, local elites, teachers and SMC expressing determination to stop child marriage. In 2019, we stopped 97 cases of child marriage and prevented 383 cases of dropout.

From strategic partner BNSB Eye Hospital in Sirajganj, 119 girls consulted doctor and 35 of them received spectacles free of cost (21). In Natore, a clinical phycologist held session on how to control emotion during adolescent period. A total of 245 girls attended it. The session will help girls motivated to practice learning in their day to day life and strive toward achieving their goal.

All of our GEP schools successfully established Life Skill Club and are equipped with adequate resources. In Dhaka, girls in 13 schools were very excited to receive new supplementary books and play materials (22). Girls checked out the new books. Besides, a total of 47 girls from 7 Government Secondary Schools joined an independent storytelling exercise in Dhaka.



20



21



22

The SMC in Matuail Girls High School located in Dhaka contributed 400 books to LSE club. The books donated cover a wide range of topics – from biography to poems, from arts and literature to computer and comics. Girls were excited about these new books and are expected to be highly benefited.



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To create change-makers in boys who would envision gender equality and co-create an enabling environment for adolescent girls, we included boys in Life Skill sessions. To scale up the initiative and include more boys and girls beyond GEP coverage, we trained 18 teachers of GEP schools. As a unique milestone, this initiative envisioned sustainability of GEP activities beyond Program timeline.



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GEP alumnae Hawa Khatun (second from right) now studying in Sirajganj Government College, traveled from Sirajganj to Tokyo and addressed Room to Read supporters at the 8th annual gala. She shared her journey and inspiring story with the supporter. This gala event helped raise \$1.7 million for GEP programs.



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“I like how... [GEP] manages LSE club and the book checkout system. Room to Read highly motivates me and my colleagues. Our book donation comes from that motivation. We also believe that world change starts with educated children.”

— Hasina Begum, Head Teacher at Matuail Girls High School, Dhaka



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“Something amazing happened. I was introduced to my mentor the Social Mobilizer and got to know about Room to Read’s work in my school. Right away, I was interested about their life-skill education. The sessions gave me tips about how to solve life’s challenges and grow as a team.”

- Reshmi, Grade 6 student, Cox’s Bazar

Collaboration & Innovation

To address changing needs of communities, we partner with development actors toward scaling Programs. In the form of technical inputs, these short-term projects also address education gaps created because of unforeseen events. We share expertise and resources with local partners that help optimize coverage and leverage on local insights. In 2019, we implemented 2 such projects funded by USDA/WFP and UNICEF respectively.

2019 was the 2nd year of the 3-year project funded by USDA/WFP targeting more than 44 thousand children in all 135 Government Primary Schools (27) and 11 Ebtedayee Madrasahs. Also in Cox's Bazar, we implemented a second project with funding support from UNICEF. This year-long literacy project was for Rohingya children in the camps.

On the coastline, Cox's Bazar community suffers from poverty which take heavy tolls on children's education. Moreover, its socio-economic condition became saturated with the fresh influx of the Rohingya populace that added to the existing overall burdens of the host community.

For the 'McGovern-Dole International Food for Education and Child Nutrition Program' with USDA/WFP, we helped strengthen the capacity of teachers on classroom-based instructions, and supported head teachers and the local government officials with the governance, transparency and management practices through evidence-based trainings both in Ukhiya, and Kutubdia – a remote island. We also developed 10 storybooks for students and organized national-level launch event in Dhaka (28).

To help children, who speak a local dialect, transition to the standard Bangla, we also developed Oral Language resources. Moreover, with support from the Directorate of Madrasah Education (DME) board, we contextualized instruction and library activity packages for 11 Ebtedayee Madrasahs, and distributed 8,393 copies of 38 new and approved children's titles – a rarity in Madrasahs (29).



To incite creativity in children and, in so doing, enable a space to express their thoughts and ideas, we encouraged written and painted pieces from them and published *Pora* magazine that featured short stories, poems, rhymes, riddles, jokes and illustrations.

Throughout 2019, we built the capacity of 737 teachers and head teachers. We also oriented 14 government officials (30) on monitoring, supervision & management practices, and shared about the project's progress with Government. Teachers spoke highly about how the project was helping them improve on teaching skills & capacity.

Mr. Mohiuddin Ahmed Talukder, Deputy Director of the Directorate of Primary Education (DPE), witnessed teacher training as well as Bangla class and classroom library activities at a Project school (31). He appreciated project inputs and advised teachers to replicate the training learning regularly in the classrooms.

Mr. Nikaruzzaman Chowdhury, Upazila Nirbahi Officer (UNO) of Ukhiya sub-district endorsed project inputs: "Room to Read's support is helping teachers improve their skill. They also distribute storybooks that children take interest in (32). Schools are taking on newer teaching and education management approaches."



As the Government decided to provide Rohingya children with basic education, a 'Learning Competency Framework and Approach' (LCFA) was developed to align teaching-learning materials. As Education Sector partner, Room to Read conducted a survey among 180 thousand Rohingya children testing their knowledge of Myanmar and English as well as Mathematics skill. A total of 57 Master Trainers were trained on the survey ASER Plus. They trained nearly 5 thousand teachers who carried out the survey. Preliminary findings from the survey was shared in Cox's Bazar (33) to help formulate appropriate education intervention.

Our partnership with UNICEF stems from these first steps. We then took initiative of reaching 203 thousand Rohingya children living in the camps with literacy interventions. We consulted children, their parents and teachers to capture their realities and aspiration in 10 children's fictions developed in two language versions - Myanmar and English.



For a comprehensive education intervention to take shape, the next step was to assess the competencies of teachers who were teaching in the learning centers inside the camps. We employed 25 data collectors and 25 language interpreters to collect data from 774 teachers. After necessary data cleaning, data of 710 teachers was analyzed and reported upon with a set of recommendations. Concept note for a classroom-based assessment was developed and shared with UNICEF for review. To help break the language barrier in people who spoke various dialects, we developed unique teaching aids such as activity sheets on numeracy, teacher guides and conversation charts. We believe, our oral language intervention package would prove instrumental to helping these children keep up with their education.

Working with Government

We partner with Government and other stakeholders to test and implement innovative models that help children succeed by achieving positive literacy outcomes within school and gender-transformative life skills beyond school premises.

In the national level, we engaged renowned policy makers on issues relating early-grade literacy and girls' education. We also collaborated with government's regulatory body as well as advocacy forums for wider awareness around our Programs as well as to press for coalition action and recommendations. Locally, we engaged with Members of Parliament.

We continued advocacy with the Central and Local Government throughout the year in several capacities. We presented effective alternatives to regular education management, and also engaged policy makers in dialogues that connected national views with grassroots'.

We signed an MoU with Institute of Education and Research (IER) of Dhaka University (34), to first carry out a research on existing educational policies & practices. At a conference organized in Dhaka, we brought decade long experience of program implementation and consulted stakeholders.

With guidance from Mr. Md. Zakir Hossain, hon'ble State Minister for the Ministry of Primary and Mass Education, and in presence of delegates from the Directorate of Primary Education (DPE), National Academy for Primary Education (NAPE) and National Curriculum and Textbook Board (NCTB), the conference (35) led to a consolidation of a set of recommendation for the Government to consider toward a national strategy reform. After the conference, we formalized our partnership with IER for further collaboration in education research.



We also liaised with the NCTB and the NAPE for adopting comprehensive reading instruction as a national approach, and get the classroom library model endorsed by Government. We met Mr. Md. Shahriar Alam, MP, hon'ble State Minister, Ministry of Foreign Affairs and shared about our child-friendly storybooks. The Minister showed interest in our program.

Nearly 400 program participants met the Hon'ble Deputy Minister Mr. Mohibul Hassan Chowdhury, MP, during International Day of the Girl Child 2019 observance (36) in Dhaka. Mr. Mohibul explained how and why #GirlForce is 'Unscripted and Unstoppable':



“Women are normally shown as airhostess, not as the pilot – even though I know for a fact that women are in the cockpit. We should not limit girls’ vista of dreams. Woman can do anything and everything..”

Ms. Najmun Nahar, the first woman to visit 135 countries carrying the flag of Bangladesh joined the celebration alongside other guests and celebrities who inspired girls with stories of dedication, confidence and forbearance (37). We maintained strong liaison with the National Girl Child Advocacy Forum (NGCAF) and helped present their activities to this large audience. Together, we pushed girls’ mandate as an agenda nationally one step further.

To bring child protection priority to local communities, we organized workshop (38) and convened on Child Protection Policy in Natore that engaged 230 stakeholders. They gave opinions and reached general agreement on enhancing collaborative efforts to ensure this safeguard for girls. Appreciative of the initiative (39), Mr. Md. Shahriaj, the District Commissioner (DC) of Natore, said:

“It has been a privilege to know about Room to Read’s child protection standards and policies developed to establish effective protection mechanisms for girl-child. I will do everything I can to enforce it.”



Donor Visits

One of our institutional donors Target invited 25 program participants to their Dhaka office and delivered a session on adolescent health safety issues for these girls (40). Lively group discussion followed. Target donated 143 storybooks to the Life Skill Education clubs we set up for the girls at their school premises and gave free health kits.



Ms. Tomoko, respected individual donor from Kokoroya of Japan, met children in Natore (41-42). She witnessed components of our Programs: standard classroom instruction and reading hour of Literacy Program, and life skills education and mentoring, which are part of the Girls' Education Program. She paid visit to the Thana Education Officer (TEO), teachers and members of the school management committee to get into the context and the challenges that we are addressing together.

Donors from STUDY FOR TWO, a Japan-based group of university students who fund for our Program, visited us to know about how we were doing (43-46) and also help promote education for children. Their participation in the annual 'Read-Play' festival was an exciting point of celebration for the local community in Natore.

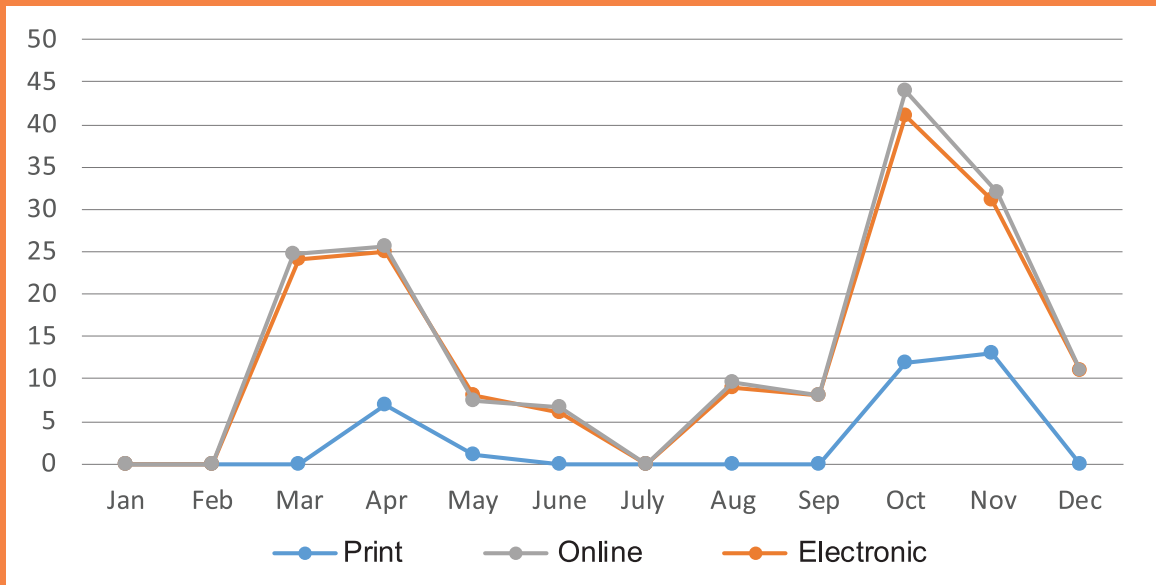
Two representatives from the Switzerland-based institutional donor Cartier Philanthropy visited girls at a secondary school (47-49) in old Dhaka. On a mission to collect stories so they could raise further funds for us, they met and interviewed girls. Later on, they talked to SMC and traveled to our Country Office to speak with our Country Director and the Program people.

We also hosted a visit of Ms. Tanzil – one of Room to Read's partners from Indonesia. We introduced her to both of our Programs. This visit gave her exposure to Bangladesh context (50) as well as to how we were changing the education landscape for the better.



In the Media

In 2019, our advocacy events and Program mandates focusing both literacy and girls' education were featured in local and national media. We earned 156 mentions in the mainstream media. Following is an analysis of mentions as per the type of media outlets:



On Facebook, our 'organic' reach was 152 thousand people, which is 24 thousand more than in 2018. One-fourth of the total people we reached 'engaged' on the stories and visual contents (74 photo stories and 15 video stories) that we shared throughout 2019.

10 in-house videos and 1 outsourced video performed well online. Nearly 6.5 thousand minutes (+108 hours) were watched online – marking a 300% growth since 2018.



Hawa - GEP alumnae and aspiring policymaker: bit.ly/19HAWA



Sumaiya on In'l Girl Child Day: bit.ly/IGCD19



Five-year honor roll for colleagues: bit.ly/5YEAR19



Donors wish us Int'l Literacy Day: bit.ly/SFT19LD



Country Director on World Refugee Day: bit.ly/CD19WRD



Sumaiya on In'l Children's Book Day: bit.ly/ICBD19S



#SuperPower on Int'l Women's Day: bit.ly/SP19IWD



Teacher training on reading instruction: bit.ly/T19TRAIN



Country Director on Int'l Mother Language Day: bit.ly/19IMLD



Checking out books from classroom library: bit.ly/19IMLD2

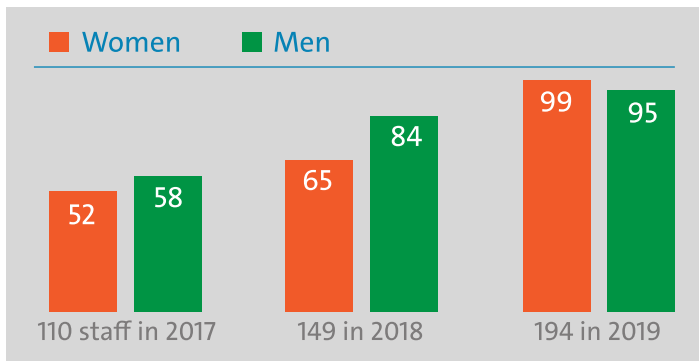


One of the 5,630 teachers we trained in 2019: bit.ly/LESSON19

Bangladesh Team

Our commitment to creating a gender-sensitive organization is based on decades of experience implementing our Girls' Education Program and on the inherent respect for women and girls as well as for their freedom and voice. Globally, we have published culturally relevant books that feature strong female protagonists and men in nontraditional gender roles across compelling stories and genres.

Bangladesh team carried out gender-sensitive policies as well as Program design. We always make active efforts in achieving gender balance in the number of staff members we have. In 2019, our recruitment exercise showed a commendable move toward the balance in numbers. The 3-year comparison also captures our growth as an organization:



Room to Read Bangladesh's Country Management Team (CMT) is comprised of 7 members who are veterans in their respective fields with experience of leading international organizations as well as developing national strategies connecting the grassroots.



Rakhi Sarkar
Country Director



Badruzzaman Khan
Director – Program Operations



Zillur Rahman Siddiki
Director - Literacy



Moinul Haque
Director – Accounting and Finance



Ruksana Sultana
Senior Manager – Girls' Education Program



Mazhar Alam
Senior Manager – People Operations



Zakir Hossain
Senior Manager – Research, Monitoring & Evaluation

CORE VALUES AT WORK

Collaboration:

We value partnership.

Action:

We take ownership
to achieve positive outcomes.

Respect:

We find joy in celebrating
accomplishments together.

Education:

We are a learning organization
with a passion for education.

Scale:

We focus on benefiting
the most children possible,
as quickly as possible.







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