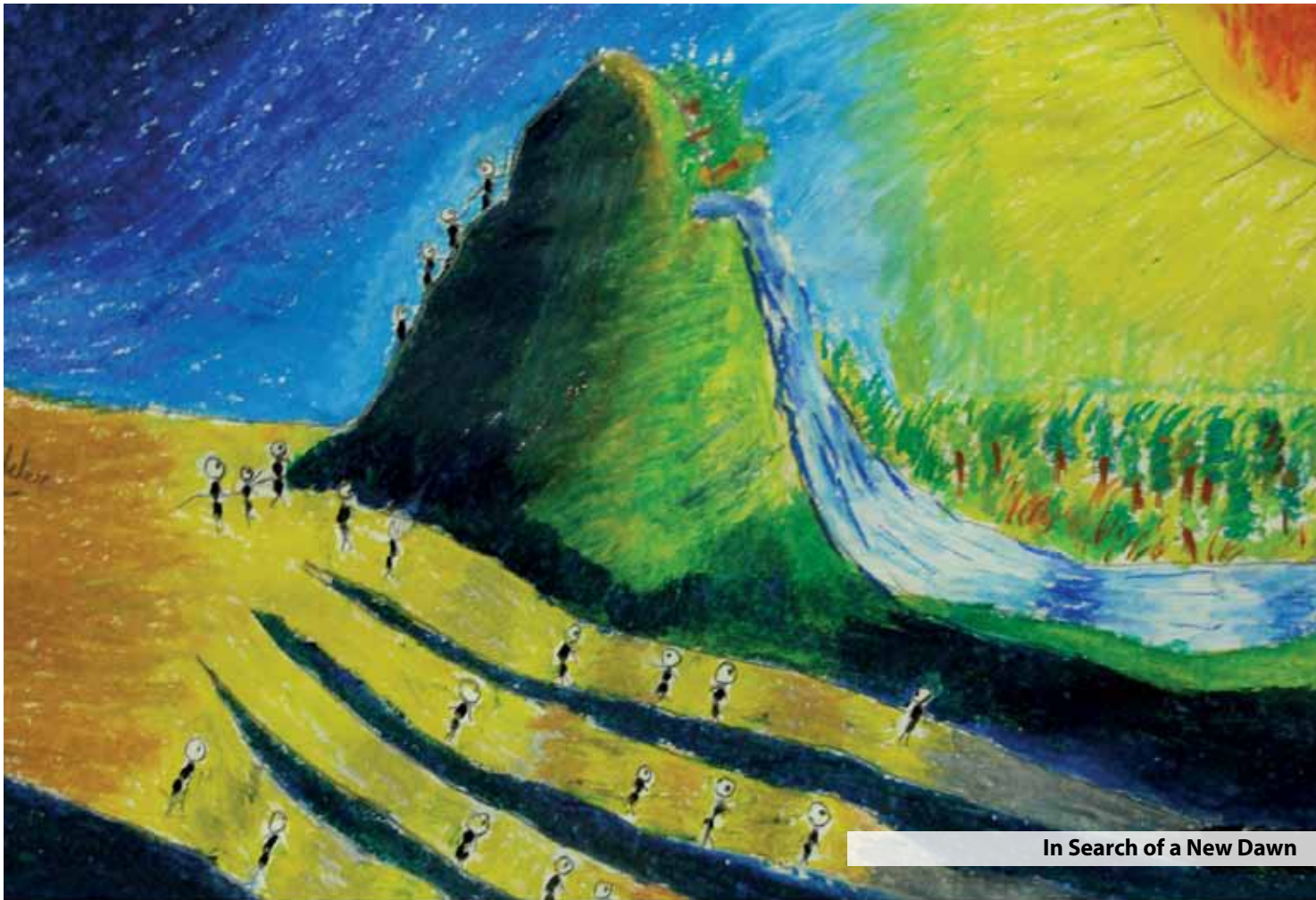


promises and progress



In Search of a New Dawn

We see that there is a central path on the left, signifying that everyone starts out from the same position. Most people choose the easy flat roads that look bright and appealing, because there is no immediate loss from taking them. However, these people don't possess the vision and analytical ability to understand that these paths can only end in darkness. There is another option for everyone to take - a giant challenging mountain. A few people can be seen climbing the mountain courageously. They are all leaders, and are helping each other climb, while inspiring some viewers at the base. Both the sky and the mountain soil are dark, signifying that these valiant souls are enduring tough times. But we see that once the mountain is conquered, the weather changes, and there is a beautiful landscape on the other side with a waterfall, numerous trees and an overall cheerful atmosphere where the sun shines brightly to provide warmth and comfort. This side of the painting is completely open, meaning that there is no limit once the mountain is crossed, and one can reach one's fullest potential. Overall, the picture tells us that we all ought to work hard and find that inner resolve in us to lead ourselves against the negatives that hinder our own growth, if we are to truly reach a better state.

Tonima Tasnim Ananna, Hashi Akhter, Jahedul Islam, Mira Khatun & Risalat Khan (BBLT 2)



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FOREWORD

DEAR FRIENDS,

I write this foreword to BYLC's first annual report with pleasure, humility and a profound sense of satisfaction. The year 2009 was a defining one for us in many ways. For one, we were faced with the challenge of establishing a new organization as well as reaching out to youth with programs that aid their own personal growth as well as Bangladesh's development. I am pleased to report that we have made considerable progress in the past year on both fronts. We have been able to put in place strong financial and management policies as the building blocks of a growing, sustainable and learning organization. We have also been able to successfully implement, among others, two of our signature Building Bridges through Leadership Training (BBLT) programs that brought together students from diverse educational and socio-economic backgrounds for a month-long journey of self-discovery, leadership development, and service.

Leadership development and service are at the heart of our organization. Bangladesh lacks institutions that provide a platform for young people to develop leadership skills and participate in the country's development process. BYLC was founded to bridge this gap. Closely related to exercising effective leadership is also the capacity to embrace diversity and to construct a broad narrative, respecting diverse values and viewpoints. A root cause of the divisiveness and tension in Bangladesh today is the divided educational system, which has fragmented the young generation. Another core aspect of our work, therefore, is to unite youth from the three different educational systems in Bangladesh - namely English medium, Bengali medium and Madrassa. Through this three-pronged approach we aspire to create a more inclusive, tolerant and just society.

So far, 102 students have gone through our BBLT training, 72 in 2009 alone. The trend in acceptance rates for our program, 31.3% for the first BBLT in 2008 and 7.2% for the third, clearly shows its rising popularity among youth. To recruit our students, in 2009 we reached out to more than 150 schools and Madrassas, with our qualifying participants coming from 45 of these. Our students have completed over 2100 hours of community service where they designed and executed exciting, scalable and sustainable projects for slum-dwellers. Early indicators of BYLC's impact are two initiatives launched by our graduates in 2009. Roxana Akhter Munni founded *Karushilpo*, a social enterprise that employs female acid-attack survivors to produce handicrafts. Ryan Nabil launched *Youth for the Community*, a voluntary community initiative for young people, which distributed winter clothes to the residents of a refugee camp and street-children in Dhaka as its first project.

I must take this opportunity to thank the US Embassy and the British High Commission for their generous support. I am personally indebted to James F. Moriarty, US Ambassador to Bangladesh, and Stephen Evans, British High Commissioner to Bangladesh, for their guidance and encouragement. My heartfelt gratitude also goes out to the BYLC board, management, interns and all other donors without whom BYLC's work would not be possible.

Looking forward, in 2010 we hope to reach out to more bright and promising young people and help them find the confidence to lead social change by expanding our programs, launching new initiatives and incorporating the lessons that we have learned in 2009 into future endeavors. I invite you to look through our annual report, which narrates the founding promises of BYLC, the progress that we have made in 2009 and the stories of our students: their hopes and aspirations, their commitment and idealism, and how these were put into action.

Sincerely,



Ejaj Ahmad
Founder & President, 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.



OUR FOUNDING STORY

The concept of a youth leadership center was originally developed at Harvard University's Kennedy School of Government in January 2008. The proposal for a month-long leadership program, Building Bridges through Leadership Training (BBLT), was jointly developed by Ejaj Ahmad, then a graduate student at Harvard, and Shammi S. Quddus, an undergraduate student at Massachusetts Institute of Technology (MIT). The proposal won the Kathryn Davis Projects for Peace Prize in March 2008.

Ejaj and Shammi jointly ran the pilot phase of BBLT in Chittagong in the summer of 2008 with technical and financial support from MIT Public Service Center. Building on the success and lessons learned from the pilot, the BBLT program was encapsulated within the framework of a non-profit organization, the Bangladesh Youth Leadership Center (BYLC). In October 2008, BYLC formed its Governing Board. In early 2009, it was registered with the Registrar of Joint Stock Companies and Firms in Bangladesh as a non-partisan social venture committed to creating an inclusive, tolerant and just society by training the next generation of leaders.

Subsequently, BYLC developed relationships with several leading organizations such as BRAC and City Year, and expanded its programs. It has since received support from the US Embassy and the British High Commission in Bangladesh for two of its programs. BYLC is currently holding talks with several local and international organizations to further enhance its programming efforts.

YEAR IN REVIEW

January 5, 2009 seems like only yesterday, the day when BYLC received its legal status. Although it has been only one year, we have made significant progress on our programmatic efforts. We have completed two BBLT programs, organized several leadership workshops at both private and public universities, and participated actively in the community. Please find below some of our defining moments from 2009.

January 5, 2009

BYLC is registered as a non-profit with the Registrar of Joint Stock Companies and Firms in Bangladesh under the Societies Act of 1860.



March 18, 2009

BYLC and Entrepreneurship Development Forum of BRAC University organize a public lecture on "Leadership for the 21st Century".



April 9, 2009

BYLC hosts a workshop on "Exercising Leadership" at the Institute of Business Administration, University of Dhaka.



June 19, 2009

Professor A.A.M.S. Arefin Siddique, Vice Chancellor, University of Dhaka, inaugurates BBLT 2, BYLC's second month-long leadership program, at the BIAM Foundation in Dhaka.



July 23, 2009

Zafar Sobhan, Chairperson of BYLC, addresses students at the graduation ceremony of BBLT 2.



July 23, 2009

James F. Moriarty, US Ambassador to Bangladesh, inaugurates Karushilpo, a social enterprise founded by a BBLT 1 graduate.



August 12, 2009

BBLT 2 students organize a health camp to provide free medical services in an underprivileged neighborhood in Dhaka on August 12, the International Youth Day.



August 17, 2009

BYLC organizes the annual leadership review of BBLT 1 graduates in Chittagong.



November 27, 2009

BYLC initiates an emergency winter clothes collection campaign for the residents of Malibag slum, who were left homeless after a devastating fire breakout.



December 5, 2009

Manzoor Hasan, Governing Board Member of BYLC, speaks at the inaugural ceremony of BBLT 3, BYLC's third month-long leadership program.



December 16, 2009

Ejaj Ahmad, President of BYLC, speaks to BBLT 3 students at the BYLC Victory Day Rally in Mohakhali, Dhaka.



January 9, 2010

His Excellency Stephen Evans, British High Commissioner to Bangladesh, distributes certificates among participants at the BBLT 3 graduation ceremony.



Leadership is a role. The giant roll is a role with a nice gourmet-filling of leadership and all the little creatures around the role are working together to construct the role, pulling it forward, giving it life. The old man is contributing his good listening skills which can be seen by his enlarged right ear. The boy on the ladder is giving the whole group a sense of higher calling towards which they work in harmony, with a purpose. The lion is the source of wisdom for everyone and his nose, which is the area of intersection of all three circles which make his face, is a symbol of common ground, which is necessary for any group of people to work together. Love and compassion, which are very important elements for any process in life are also depicted. Lastly, there is a toothpaste tube, an alien, a turtle and a very fat sumo wrestler sitting on the roll. They are acting as barriers to the process, with the weight of their bodies. This is what the ideal face of leadership looks like: organized chaos (with love).

Kazi Ziyad Ansari, Easmin Akhter, Marjuk Ahmad, Niyonta Chowdhury, Nuhash Humayun & Yashna Islam (BBLT 2)

GOVERNING BOARD



Zafar Sobhan

Zafar Sobhan, Chairperson of BYLC & Editor, Editorial and Op Ed, *The Daily Star*, is a 2009 Yale World Fellow and a 2005 Young Global Leader of the World Economic Forum.



Ejaj Ahmad

Ejaj Ahmad, Founder & President of BYLC, is a social entrepreneur with extensive professional and academic training in leadership.



Syed M Sajjad

Syed M Sajjad, Treasurer of BYLC, is the Marketing Director of Majumder Group.



Manzoor Hasan OBE

Manzoor Hasan OBE, a barrister, is presently the Director of BRAC University's Institute of Governance Studies (IGS), and was previously the Founding Executive Director of Transparency International Bangladesh (TIB).



Sara Hossain

Sara Hossain, a barrister, practices at the Supreme Court of Bangladesh, and is a member of the law firm of Dr. Kamal Hossain & Associates.



Pial Islam

Pial Islam, Founder and Managing Partner, pi Strategy Consulting, was previously a Global Leadership Fellow at the World Economic Forum.



Homayara Ahmed

Homayara Ahmed, Assistant Professor, Institute of Business Administration (IBA), University of Dhaka, is an expert on human resource management.

INTERNATIONAL ADVISORY BOARD



Gowher Rizvi

Gowher Rizvi, Honorable Advisor to the Prime Minister of Bangladesh, is the immediate past Director of the Ash Institute for Democratic Governance and Innovation at Harvard University's John F. Kennedy School of Government.



Mijarul Quayes

Mijarul Quayes, career diplomat and homme de lettres; presently the Bangladesh Foreign Secretary.



Barbara Kellerman

Barbara Kellerman, James McGregor Burns Lecturer in Public Leadership at Harvard University's John F. Kennedy School of Government, was the Founding Executive Director of the Kennedy School's Center for Public Leadership.



Sultana Afroz

Sultana Afroz, career bureaucrat; presently the Economic Counselor in Bangladesh Embassy, Rome.



Ronald Heifetz

Ronald Heifetz, King Hussein bin Talal Senior Lecturer in Public Leadership at Harvard University's John F. Kennedy School of Government, was the Founding Director of the Kennedy School's Center for Public Leadership.



Max Klau

Max Klau, developmental psychologist with an expertise in leadership in complex systems; presently the Director of Leadership Development at City Year, a national service and leadership development program headquartered in Boston, Massachusetts.

PROMISE ONE

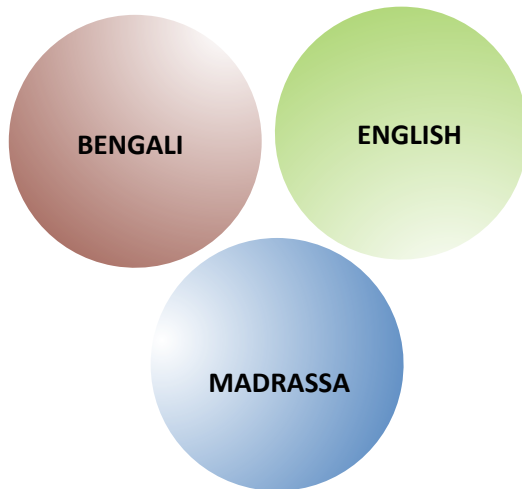
Uniting a Divided Young Generation



BBLT 2 participants and the BYLC team pose at BRAC's training facility in Rajendrapur during a field trip.

Diversity, a catalyst for progress, helps combine voices from many varied positions to generate a broad and inclusive perspective. However, when there are gaps in communication and different groups of people fail to interact with each other, diversity can turn into divisiveness. This is the scenario in Bangladesh, where there are three types of educational systems: English medium, Bengali medium and Madrassa. Students from these three backgrounds rarely come together as a team.

This divisiveness poses the biggest threat to Bangladesh's future: if future leaders, in whatever field, cannot understand where the other parts of the population are coming from, they will not be able to exercise correct judgment and leadership. To address this challenge, BYLC embarked on its journey with the promise of creating a common platform for the voices and values of the different factions in society.



(From left) Asha, Niyonta and Sabahat, BBLT 2 students, work on a leadership assignment, outside the training center.

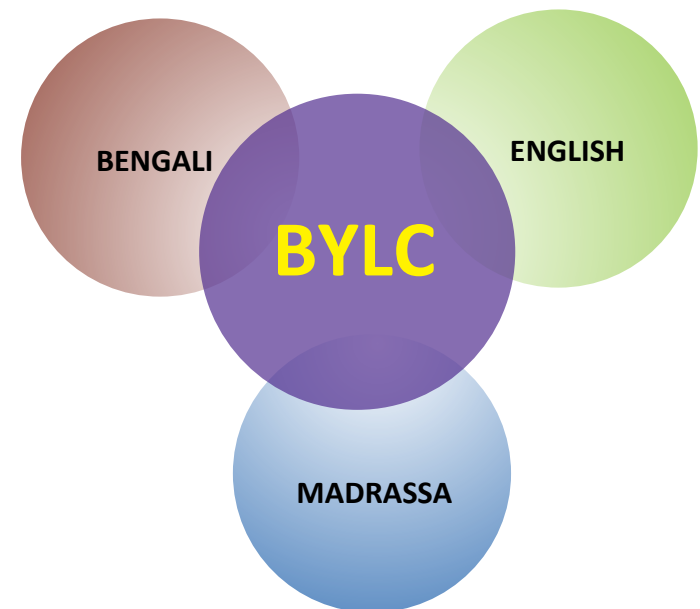
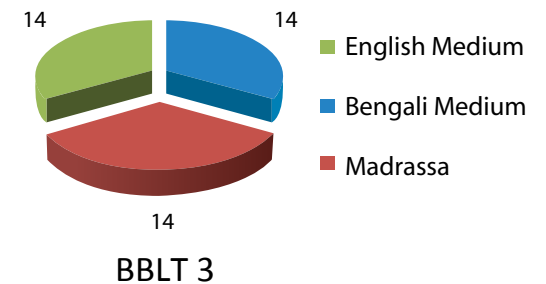
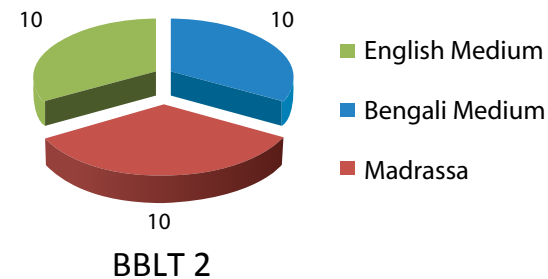


Members of Onirban, a small group in BBLT 3, enjoy themselves during an outing.

PROGRESS

In 2009, BYLC's signature project, Building Bridges through Leadership Training (BBLT), reached out to more than 150 schools and Madrassas in Dhaka and successfully recruited 72 strong candidates representing 45 different institutions. Prior to this, BYLC brought together 30 students from diverse backgrounds in summer 2008 during its pilot project in Chittagong, Bangladesh.

During the recruitment process, we learned that there is a perceived difference of opinion among the three factions. We saw that Madrassa students tend to consider English medium students as those following the Western culture and lifestyle while English medium students tend to believe that Madrassa students are fundamentalists who vouch for religious extremism in our society. When the students were asked to reflect on their experience at BYLC after a month-long leadership training, they said that the training had broadened their perspectives.



"I used to be really scared of students from Madrassas; I was very judgmental and biased. During my training at BYLC, I came across 14 Madrassa students and after interacting with them, I realized how wrong I was. They are as aspiring, exuberant and passionate as we are. They also share the same dream as us."

SUMAIYA TABASSUM AHMED
BBLT 3 Graduate, Mastermind College & Class of 2014, BRAC University

To address the challenges of the 21st century, it is imperative for the young generation to develop a capacity to interact with people from diverse backgrounds and appreciate the nuanced differences in viewpoints. Therefore, we promote a culture that fosters a strong relationship between different educational systems. As a nation, we cannot march forward unless we create an inclusive and tolerant society. Through our two youth leadership programs in 2009, students have learned how to set aside the differences and work collectively towards a common goal. Not only did they form life-long friendships but also they developed compassion and tolerance.

"The amazing month with BYLC brought me to the real world. Being an English medium student, I had never met a Madrassa student before, nor had a proper conversation with anyone from a Bengali medium background. As I will pursue my undergraduate studies in the USA, I might not have gotten these chances without BYLC. Here, we were all thrown together. Our class of 30 was a reflection of Bangladesh: its different voices, feelings and needs. Over the first two weeks, we learned how to understand each other so that we could work together for a cause, and not just for ourselves."

ALAKA DHARA HALDER

BBLT 2 Graduate, European Standard School & Class of 2014, Yale University



Homayara Ahmed, Governing Board Member of BYLC & Assistant Professor at IBA, conducts a session with BBLT 2 students.



Quazi M. Ahmed, Motivational Speaker & CEO of FutureLeaders, shares his thoughts on personal development with BBLT 3 students.

SPOTLIGHT | MOBAS SHIRIN [BBLT 3 Graduate, Shahazadpur Nazar Mahmud Madrassa]



Before coming to BYLC, my world was confined to a very small circle - the girls Madrassa in which I study. None of my peers had any exposure to the world outside.

I first heard of BYLC from my friend Hashi, a participant in the BBLT 2 program. She told me how BYLC's leadership training had positively changed her life. The confidence in her voice inspired me and I decided to try for the BBLT 3 program. After passing three stages of assessment, I finally became a participant.

At BYLC, for the first time in my life, I interacted with English and Bengali medium students and also met male students from Madrassas. Being the typical Madrassa girl, I was initially a bit anxious. By the end of second week, I felt more confident and was able to comfortably interact with students from other backgrounds. During the field trip to Proshika HRDC in Manikganj, I befriended both boys and girls. I never thought that I would be able to mix with students from the Bengali medium, let alone the English medium! BYLC has taught me that irrespective of the different small circles we represent in life, we are all part of a larger circle - the circle of humanity.

"The future of Bangladesh does not just belong to English medium students, or Bengali medium students, or Madrassa students. It belongs to all of you. All of you together will decide what you want the future to hold."

JAMES F. MORIARTY
US Ambassador to Bangladesh



James F. Moriarty, US Ambassador to Bangladesh, speaks at the graduation ceremony of BBLT 2 in BRAC Center Inn, Dhaka.



Crossroads

Crossroads is divided into two distinct parts. In the lower part of the picture, we see three roads from different directions crossing at a terminal point. People coming from different directions represent individuals from different walks of life. In the lower left corner we see a university; and in the right corner, we see a hospital. Around these locations are green fields which are used as a comfort zone to put our minds at ease. However, despite being in our comfort zone, problems do arise. Therefore, we are required to walk our respective ways in life and reach each of our goals. People will come across crossroads in their lives, and usually, this signifies a turning point. In the upper part we see a wall which symbolizes risk and obstacles. Since most people do not even realize that there are a number of ways to penetrate the wall, they do not risk it. Only those who come with a shared vision and courage find the path to leadership and get to the other side. While this path is dark and risky, they can see light coming through the door, which gives them hope and inspiration to overcome the obstacles.

Abu Saleh Md. Yahiya, Fajjul Haque, Tasfia Zaman, Md. Sadekur Rahman, Syeda Lammim Ahad, Md. Abdullah Al Fahad & Tiasha Ayumi Shafiq (BBLT 3)

PROMISE TWO

Training the Next Generation of Leaders



(From behind) Sabahat, Nuhash and Marjuk, BBLT 2 students, listen to the instructor (not in picture) in the class.

Leadership is a heavily discussed and widely misunderstood concept in Bangladesh today. While the dearth of leadership in our community is certainly felt, the right perspective and the right knowledge for exercising leadership are equally scarce.

BYLC seeks to work with the nation's bright and gifted youth and instill value-driven leadership ideas within them. While our youth are shown great historic figures as role models of leadership, BYLC makes the crucial distinction between authority and leadership - that the latter is not about the person, but rather about the work that needs to be done. Participants also learn to distinguish between technical solutions, which are the most commonly demanded and prescribed fixes in our society, and adaptive solutions, which involve working with people's values, voices, habits and priorities.

Keeping the status quo in mind, BYLC promises to change the preconceived notion of leadership and catalyze positive social change through a unique curriculum modeled after leadership courses taught at Harvard University's Kennedy School of Government.



Ziyad, BBLT 2 student, shares an opinion with the class.



Arif, BBLT 2 student, makes a point to Catherine Hallock, Cultural Affairs Officer, American Center, who was present as a special guest in the class.

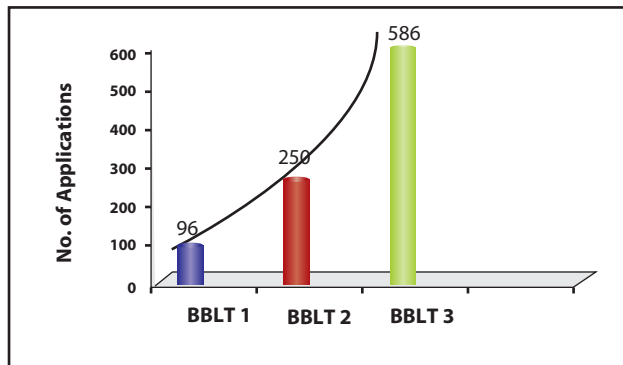


BYLC 3 participants stand with banners and Bangladeshi flag at the BYLC Victory Day Rally.

PROGRESS

There is no single theory of leadership. This is perhaps why there is so much confusion about the term. At BYLC, leadership is taught to be an activity that helps improve the human condition by mobilizing people. Real leadership is about being responsible and compassionate. Real leadership is about serving others.

BYLC's motto is to catalyze change by instilling leadership qualities into today's youth. Statistics show a growing demand for our program since the pilot project in Chittagong. With an increasing number of applications, the admissions process has become highly competitive. The acceptance rate for the last season of BBLT was 7.2%.



Program	Number of Applications	Enrolled	Acceptance Rate	Male	Female
BBLT 1 *	96	30	31.3%	12	18
BBLT 2	250	30	12%	17	13
BBLT 3	586	42	7.2%	27	15

* BBLT 1 was the pilot project which took place in June 2008 in Chittagong.

BYLC is primarily a leadership center whose strength lies in its innovative and interactive curriculum. It builds on the importance of having a diagnostic, tolerant and inclusive mindset through large classes and small group reflection sessions. Leadership is taught in real time, the classroom itself acting as the laboratory. Following a distinct model of case-in-point teaching, the courses are intensive and require deep observational skills. Students are pushed out of their comfort zones and are taught the importance of caring deeply about an issue in order to exercise effective leadership. The small group sessions assist students in analyzing group dynamics to seek ways to collaborate on a common ground and carry a task forward.

"Although my primary purpose of applying to this program was to learn about leadership and community service, I managed to learn much more. Never before was I compelled to observe things so deeply and analyze real life scenarios to identify the core problems and adaptive challenges. Now I can analyze myself and my surroundings better. Engaging in constructive activities, like working with students from different backgrounds and learning to use few words to communicate my message more clearly, have made me more confident to plan and work towards my purpose in life."

*SYEDA LAMMIM AHAD
BBLT 3 Graduate, Rajuk College & Class of 2014, BUET*

"Look before you leap - although I heard this proverb long ago, it was at BYLC that I really learned to apply it. I learned to plan before action, to evaluate others' values and to be more tolerant towards people whose values are different from mine."

KHALILULLAH MOHAMMAD BAYEZID
BBLT 3 Graduate, Tanjimul Ummah Cadet Madrassa



Members of Rongdhonu, a small group in BBLT 3, present their community projects through a poster display in the class.



Salman Hossain, BBLT 3 facilitator, conducts a small group session outside the training center.

"BYLC made me evaluate myself: it made me realize why I had failed to make differences in society, and how shutting down after one failure is one of our natural work avoidance tendencies. After analyzing my personal leadership failure case in the small group with five other students, I learned to see things from different perspectives. I have now become more responsible."

TONIMA TASNIM ANANNA
BBLT 2 Graduate, Manarat Dhaka International College & Class of 2014, Bryn Mawr College

In 2009, in addition to serving the BBLT students, BYLC conducted leadership workshops in five different private and public universities in Dhaka to develop the leadership capacity of over 500 university students.



Salman Hossain conducts a session on community service in the large class.

SPOTLIGHT | MARJUK AHMAD [BBLT 2 Graduate, Class of 2014, University of Dhaka & BBLT 3 Facilitator]



My life has changed drastically since I joined BYLC. Previously, I was just another teenager, indulging in life's pleasures while caring little about my surroundings. I hardly looked into how I led my own life, let alone how others led theirs. But then again, I was only seventeen. Eight months down the line, I have now rediscovered myself. I am no longer that lazy boy. And yes, I am still seventeen.

I had the preconceived impression that leaders were born, not made. This notion was tested when I heard about BYLC. Its promotion program at my campus inspired me to learn more about leadership, which is how I found myself applying for the month-long leadership program. Little did I know that this month would mark the beginning of my new era.

BYLC's program developed my capacity for diversified thinking. I learned to analyze myself better and make decisions more confidently. Sessions with my small group helped me to reflect hard on my own failures. BYLC's diagnostic approach towards addressing problems developed my capacity to evaluate. BYLC also taught me to connect to a greater purpose and link it to my intrinsic motivations.

The program's distinctive curriculum helped me develop my presentation skills and I can now discern the significance of effective intervention. On a larger level, my values and beliefs have been positively influenced. I understand how living for selfish reasons cannot provide a sense of purpose, and that there are bigger successes in life to consider.

I am now motivated to exercise leadership, to my fullest capacity, in all potential circumstances. I feel proud to say that I am now a leadership facilitator at BYLC. It amazes me to think that just six months ago I was a student, and that I am now facilitating students of my own age. But as I have learned from BYLC, age does not matter. What matters is the depth of understanding, which is not a function of age.



(From left) Bayezid, Jobaer and Fahim paint as a part of their team building exercise.



Stephen Evans, British High Commissioner to Bangladesh, speaks at the graduation ceremony of BBLT 3 while Eaj Ahmad looks on.

"Mahatma Gandhi once said, 'Leadership at one time meant muscles, but today it means getting along with people.' That is where the success of this program really lies. It has brought together young people from different backgrounds and different education systems and given them the opportunity to work together and learn from one another."

*HIS EXCELLENCY STEPHEN EVANS
British High Commissioner to Bangladesh*



This picture depicts the process of leadership. Many people have a vision but leadership requires people to step out of their comfort zone to make a difference. Change can only occur through a collective effort of the different members in society. The black scribbles tied to the foot of the leader show the many barriers and challenges that people face. The different colored patches in the quilt represent the different types of people that exist within the world who must work together to achieve harmony. Some people in society might be barriers or might be allies but the leadership activity must continue. The leader's white feet symbolize the fact that the aim is to bring peace to the people. The yellow path tells us that we should have a strong, unwavering vision.

Alaka Dhara Halder, Muhammad Muhibullah, Raihan Ferdous, Rakshanda Zihan, Sabahat Iqbal & Tanzina Tareq Nitol (BBLT 2)

PROMISE THREE

Promoting Active Citizenship



BBLT 2 participants impart knowledge to the class 9 girls of a local school in Narandi village in Monohardi, Narsingdi, as a part of their day-long community service project.



BBLT 3 students organize a free medical camp to serve the impoverished families in the Korail slum, Dhaka.



"There is a need for a redefinition of the term community service. Today's generation needs to view community service as an activity that merits innovation and entrepreneurship in empowering others. It is as much a tool for self development as it is for community development. A socially engaged youth forms the foundation for an active citizenry that works towards democracy, equality and economic emancipation."

SHAMMI S. QUDDUS

Cofounder, Building Bridges through Leadership Training (BBLT) program & Senior at MIT

Bangladesh is a developing country with large income disparities. Despite currently having a much greater growth rate than 10 years ago, 36% of the country's population still live below the poverty line. With the growing difficulties of maintaining one's standard of living, and an ever-widening chasm between the wealthy and the poor, there are countless avenues for Bangladeshis to initiate positive change.

With this in mind, BYLC pledges to inculcate the concept of active citizenship among its students. At BYLC, we do not use the word 'leadership' in a value-free manner; values are at the core of our program. Just as authority alone is of no use unless it can be used to yield positive results, training in itself holds no significance unless it is followed by action. Hence, BYLC's third promise is to help the participants apply their leadership skills and knowledge in a real world setting by serving their local communities.



(From left) Risalat, Hashi, Jahedul, Mira and Tonima, BBLT 2 participants, plant a tree in Narandi village in Monohardi, Narsingdi.

PROGRESS

The final component of the BBLT program was community service which provided participants the opportunity to understand and empathize with the actual plight of the underprivileged. Many of our participants, despite having the desire to help the less fortunate, had never had the opportunity of firsthand interaction with the groups concerned. The community service component aimed to bridge this gap in understanding and also inculcate in our students the initiative and confidence to undertake future projects after the BBLT program. During the service phase, each small group applied their creativity and the leadership and critical thinking skills gained in the classroom by solving real-world problems. They designed and executed community-based projects in slums over a two-week span.



Tasfia, BBLT 3 English medium student, teaches an alphabet to a woman in Korail slum, Dhaka.



Members of Ochinpur, a small group in BBLT 2, pose for a photo with the children of a local school in Narandi village in Monohardi, Narsingdi.



Ashek, BBLT 3 Madrasa student, distributes free medicine to impoverished families in the Korail slum, Dhaka.

"The community service project was my first experience in working for the underprivileged. When I saw the inhabitants of the cramped, dilapidated and reeking Mirpur T-block slum, I realized how insignificant my own problems were compared to these peoples' and this spurred me to try my best to help them. I got to apply the communication, leadership and critical thinking skills that I had learned in the BBLT course to make an actual difference. My small group, Nakshikatha, faced a lot of difficulties in trying to reach out to the community. Some men refused to participate in surveys if a girl asked the questions. When we tried to install a main public waste bin in front of the slum, we faced vehement opposition from the owners of nearby flats. They feared that the slum-dwellers would fail to maintain a sanitary public waste bin and that the refuse-buildup would drive away rentees. Adapting to these difficulties taught me how to speak appropriately and persuasively to different people and help them reach a common ground. I am now confident that I can truly make a difference and hope to work to improve educational and awareness opportunities for underprivileged children."

TANZINA TAREQ NITOL
BBLT 2 Graduate, Viqarunnisa Noon College

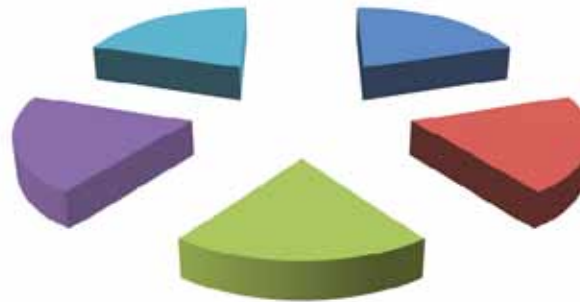
"Before joining BYLC, I had volunteered at a few NGOs. It was not challenging as I only had to do light, voluntary service at a hospital or so for a few hours. There were fixed rules and regulations and no scope for exercising creativity. However with BYLC, things were different. We went to the Mirpur T-block slum and carried out surveys. Using this information, we designed projects aiming to solve a problem by addressing its root cause. I learned a valuable set of problem solving skills which helps me a lot when I now take on social service projects in my community. In 2009, I launched Youth for the Community, a voluntary community service organization for young people."

RYAN NABIL
BBLT 2 Graduate, Mastermind College

BOHUMATRIK: Provided training and necessary equipment to 14 women from some of the destitute families in Mirpur T-block slum, developing their skills in 'Karchoopi', a process of embellishing clothing items. This skill enhancement is expected to propagate within the slum, and boost individual income per month by Tk. 2000 or more. In Monohardi, Narsingdi, they carried out awareness campaigns on gender bias, marriage of underaged girls, acid violence and payment of dowry. They also planted fifty trees in Narandi village as part of their community service project.

LIGHTHOUSE: Carried out a health awareness program on Hepatitis-B in Monohardi, Narsingdi. The team prepared posters on the issue and ran the awareness campaign in six classes, from Class 5 to Class 10 of a local school which had around 300 students. Leaflets were also distributed, both among the students and teachers so that they could later teach other students about this disease. In Mirpur T-block, the team arranged for 10 doctors to provide free medical services to around 500 people. Medicines worth Tk. 60,000 were collected from BioPharma Limited, Renata Limited and Globe Pharmaceuticals Limited. The health camp was held on August 12, 2009, the International Youth Day.

OCHINPUR: Set up four toilets and a proper shower (with proper bathing privacy for women) catering to the needs of up to 35 families living in the T-block slum. The team also carried out a campaign in Monohardi, Narsingdi, informing children about sanitation and hygiene through an original puppet show before 285 students. A poster presentation and interactive discussion followed, where the group members tried to maximize the effectiveness of their sanitation and hygiene awareness campaign.



NAKSHIKATHA: Ran first aid awareness campaign in a high school in Monohardi, Narsingdi. They worked with 100 girls from class 9 and 10 explaining to them about basic first aid and personal hygiene, waste disposal and management as well as food safety. Each of the 100 girls were given first aid kits as presents. Furthermore 5 dustbins and 12 brooms were donated to the classrooms. They also repaired dilapidated bamboo pathways in the T-block slum in Mirpur for a safer habitat.

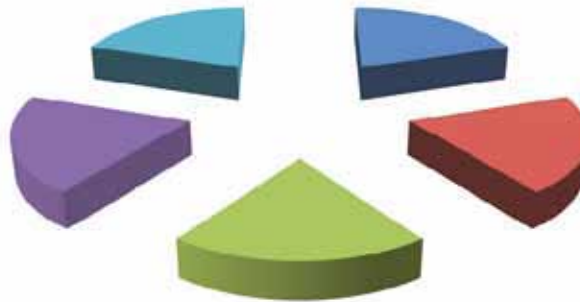
BBLT 2 Community Service Projects

DHRUBOTARA: Developed domestic water filtration system after surveying 22 families in Mirpur T-block slum. They carried out research assisted by Department of Public Health Engineering and Wateraid Bangladesh. The team also built two filters costing less than Tk. 450 each for demonstration in Mirpur T-block slum. They also conducted sessions in a school in Monohardi, Narsingdi, informing 90 children of classes 5 to 8 about waterborne diseases, importance of clean water, and five different sources of clean water (boiling, rain, deep tube well, chemically treated, and filtered). Finally, Dhrobotara hosted a presentation in front of 180 primary and secondary school students in the auditorium presented the two filters to illustrate how young people in rural areas could easily make similar filters for getting arsenic-free water.

TORONGO: Ran charity fundraisers at different strategic places of Dhaka, raised Tk. 7400 and used it to purchase stationeries for 41 adults in the Korail slum. They established *Jiboner Jonno Shikkha O Unnayan Kendro*, a community learning and development center where learning and social development work will be carried out. Over the next three months, in collaboration with Ahsania Mission, they will promote the importance of education among the adults in the community. Moreover, the group also used the surplus fund to procure books and school bags for the class five students of the community school.

RONGDHONU: Provided 13 public garbage bins covering the entire Bou-Bazaar area of Korail slum, in partnership with Dustho Shastho Kendra (DSK), who would collect the garbage on a weekly basis. Bins were provided at strategic crossroads to cover roughly 260 households and stores. A follow-up awareness campaign on proper waste disposal was launched by going door to door to 371 families. Afterwards, they carried out an event at a local school where children were given souvenirs to communicate the message of environmental cleanliness to their families. Over the next three months, the team will work on finding sustainable alternatives to dumping waste on the lake.

SHOPTORSHEE: Provided training on home mushroom cultivation to 25 women from the Jamai-Bazaar section of the Korail slum. The three-day training included theoretical discussions on mushrooms, a practical session where the women learned the basics of preparing mushroom dishes. Each of the women was given five mushroom spawns at the end of the training. The training will help these women earn a minimum of Tk.1600 every two months with an investment of Tk. 600. Shoptorshee will help them identify their initial clients and monitor the progress over the next three months.



OGROPOTHIK: Carried out a training program to inform the people of Korail slum about common health problems. The program contained two sessions of training. Participants included both men and women from 30 different families across the locality. While the first training session addressed the primary health related issues, the second session focused more on issues pertaining to women and children. Later, Ogropothik organized a health camp, titled Sochaton Thakun, Rogmukto Thakun. Here, they brought two doctors to provide free medical services to 60 families and also distributed 30 first aid boxes along with other medicines and vitamins among the training course attendees.

BBLT 3 Community Service Projects

AVIJATTRI: Designed a three-stage awareness campaign which included poster presentations in schools for both children and parents that mostly focused on low cost filter systems such as Solar Disinfection. Through Focus Group Discussions (FGDs) in the community, they raised awareness on water borne diseases. The team further presented short stories to the children, demonstrated filter systems such as charcoal filters and designed cartoon posters for classrooms, carrying interesting slogans on water solutions. The team also distributed three water filters to three community schools in the area. Over the following three months, the team will mobilize a strong campaign with Community Based Organizations (CBOs) facilitated by WaterAid Bangladesh.

ONIRBAN: Ran a campaign on personal hygiene in the Bou-Bazaar area of the Korail slum. The first phase involved over 85 students from the local schools, mostly between six to ten years of age. Afterwards, they created awareness about the Global Hand Wash Day and taught them various aspects of personal hygiene including: the 8 steps of hand washing; proper methods of brushing teeth; washing clothes and showering with soap. They also informed them about the problems associated with spitting in public areas and walking barefoot. Later, a practical hand washing campaign was carried out over three days with a total of 55 students. In total, 140 students were reached. Finally, 130 pieces of Dettol soap, 25 nail cutters and 6 brooms were given out to the five classrooms in the locality to promote cleanliness.

SPOTLIGHT | ROXANA AKHTER MUNNI [BBLT 1 Graduate, Social Entrepreneur]



The thing that hurts me the most about Bangladesh is its poverty. Although I was used to seeing poverty around me everyday, I could not do much about it. Occasionally, I tried to quell my spirit by donating some money, but it was not enough. It could never be enough. To be honest, I never had the confidence and courage to initiate a positive change in my community. I was just too shy. Thus, my desire to give back to the community seemed destined to remain only in my dreams.

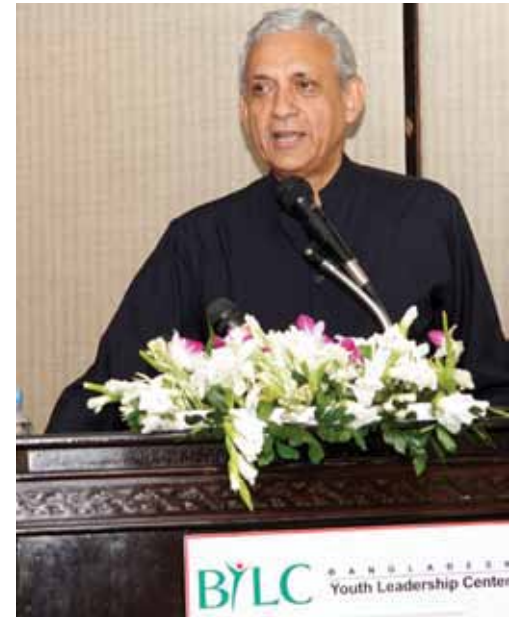
The first thing that touched my heart about BYLC was its bold vision: to create a poverty-free Bangladesh driven by the next generation of leaders. Upon hearing about BYLC's novel concept to train young leaders, I rushed to apply for the program. Soon, I found myself sitting for my first ever interview and I am glad to say that it was a successful one. This marked the beginning of my month-long journey of leadership.

BYLC defined leadership as an activity that helped improve the human condition. BYLC's distinctive approach to push people out of their comfort zone to take up own initiatives worked wonders for my cause. It stimulated me to channel my deeply rooted values, and I found myself thoroughly refreshed. During the community service phase, I had my first opportunity to visit the slums. This exposure gave me a firsthand feel of the lives of the underprivileged. Equipped with leadership skills, we actively delivered our community service projects, taking care to focus on the meaning of real leadership and on improving the human condition. Among many other things, BYLC instilled the values of active citizenship in me.

At the end of the program, I reflected on the month and I found my answer in Mr. Ejaj Ahmad's closing speech on the eve of our graduation. He reminded us that the graduation was not a farewell, but a welcome for the road ahead. I felt confident to hear those words and decided to continue exercising leadership. Since my forte was making handicrafts, I thought it would be best to apply my leadership skills in that area.

With the support of Farzana, Imam, and Hakim, my BBLT classmates, I developed a plan for a social venture that would employ poor women who had survived acid attacks. In our society, acid victims are stigmatized and I wanted to change this. I had received training on handicrafts, and thought of recruiting and training acid victim women to make handicrafts, hoping to make a difference in their lives. Thus began my journey of social entrepreneurship. I could finally give back to my community in a way I have always dreamt of.

We started Karushilpo, a social venture with 20 acid victim women, who we trained for nearly three months. We taught them how to make sarees, kameezes, fatuas, handbags, bedsheets, blankets, ornaments, and panjabis. On July 23, 2009, in the closing ceremony of BBLT 2 in Dhaka, US Ambassador James F. Moriarty officially inaugurated our small enterprise. With time we hope to scale up and transform Karushilpo into a successful enterprise.



Dr. Gowher Rizvi, Honorable Advisor to the Prime Minister of Bangladesh, speaks at the graduation ceremony of BBLT 2 at BRAC Center Inn, Dhaka.

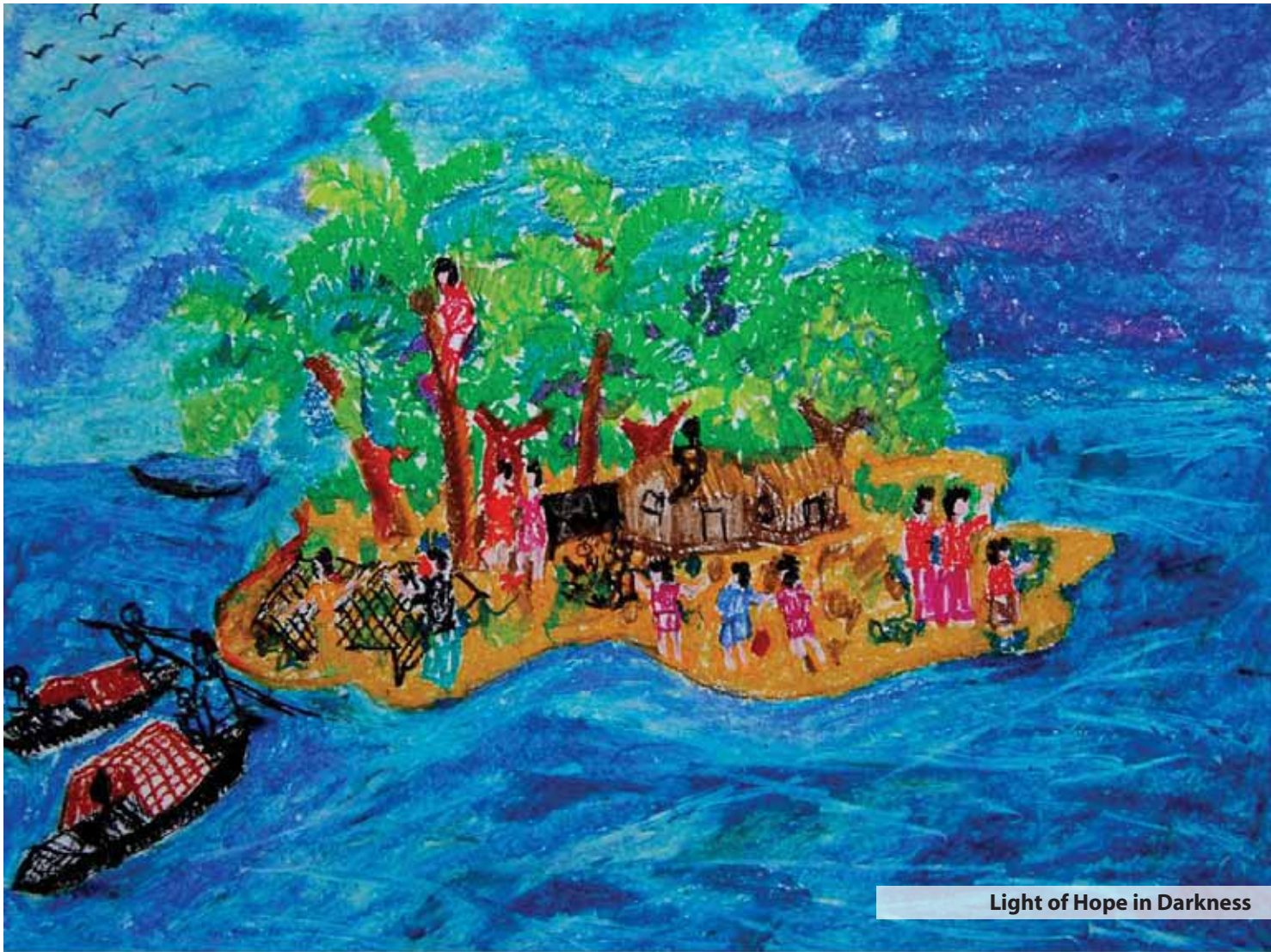
"Contrary to the popular belief, real leadership is not about position or authority - it is about creating change in society by positively impacting the lives of others. BYLC's leadership program is a brave attempt to raise awareness and promote real leadership among Bangladeshi youth."

DR. GOWHER RIZVI

Honorable Advisor to the Prime Minister of Bangladesh



(From right) Imam, Munni and Farzana show their handicraft collection to Mijarul Quayes, Foreign Secretary of Bangladesh, at a fair organized by the Foreign Office Wives' Association (FOWA), Bangladesh.



Light of Hope in Darkness

This picture portrays the idea that within the vastness of this universe, Earth is a small planet where life exists. The storm on the right represents the hard times in our lives and its bitter reality. A group of experienced meteorologists can tell that the storm is coming and thus duly notify their community. Upon hearing this news, the fishermen set sail in the opposite direction. The workers start mending their homes to save themselves from the wrath of the storm. The farmers harvest coconuts and vegetables to store them for rainy days. The teachers in the community are running the school in full swing as the schools will be closed during the storm. All across the community, acts of leadership are shown, helping people survive in times of hardship.

Rasel Hossen, Ashraful Islam, Bushra Ahmed, Md. Ansar Uddin Anas, Md. Gofran Chowdhury, Fabiha Farzin Ahmed & Syed Md. Sakib (BBLT 3)

Financial Statements



Rahman Rahman Huq
Chartered Accountants
9 Mohakhali C/A (11th & 12th Floors)
Dhaka 1212
Bangladesh

Telephone +880 (2) 988 6450-2
Fax +880 (2) 988 6449
E-mail kpmg-rrh@citech-bd.com
Internet www.rahman-rahman-huq.com

Auditors' Report to the Governing Board of Bangladesh Youth Leadership Center

We have audited the accompanying balance sheet of Bangladesh Youth Leadership Center as at December 31, 2009 and the related income and expenditure account and receipts and payments account for the period then ended and a summary of significant accounting policies and explanatory notes thereto. These statements of accounts are the responsibility of the Center's management. Our responsibility is to express an independent opinion on these statements of accounts based on our audit.

We conducted our audit in accordance with procedures we considered appropriate for this purpose. In such procedures we plan and perform the audit to obtain reasonable assurance whether the information is free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the statements of accounts. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall statements of accounts presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the statements of accounts prepared in accordance with generally accepted accounting principles of Bangladesh give a true and fair view of the state of the Center's affairs as at December 31, 2009 and of the results of its operations for the period then ended.

Dhaka, March 1, 2010

Rahman Rahman Huq, a Bangladesh partnership, is a member firm of KPMG International, a Swiss cooperative

Chittagong office address :
102 Agrabad C/A (3rd Floor)
Chittagong, Bangladesh

Tel +880 (31) 710704, 710996
Fax +880 (31) 2520795
E-mail kpmgrrh@globalctg.net
Internet www.rahman-rahman-huq.com

Extract from Balance Sheet

as at December 31, 2009

ASSETS	TAKA
Non-Current Assets	
Furniture, fixture and office equipments	472,926
Security deposit	2,000
	474,926
Current Assets	
Cash and cash equivalent	2,284,875
	2,759,801
FUND AND LIABILITIES	
Excess of income over expenditure	2,356,448
Current Liabilities	
Short term loan	64,818
Accounts payable	338,535
	403,353
	2,759,801

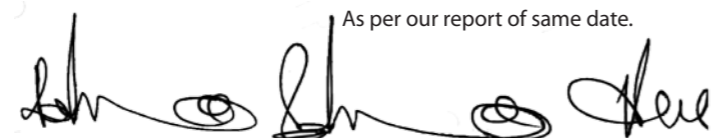

Chairperson


President


Treasurer

Dhaka, March 1, 2010



As per our report of same date.

Auditors
Rahman Rahman Huq
Chartered Accountants

Extract from Income and Expenditure Account

for the period ended December 31, 2009

INCOME	TAKA
Donations - cash	4,740,412
Donations - others	1,275,000
Total income	6,015,412
EXPENDITURE	
Program service expenses	2,651,167
Fundraising expenses	316,050
General and administrative expenses	520,913
Preliminary expenses	170,834
	3,658,964
Excess of income over expenditure	2,356,448
Total expenditure	6,015,412

Donations- cash (individuals)
Syed M Sajjad
ASM Mainuddin Monem
Shah M Reaz
Quazi M Ahmed
Khalid Quadir
Ejaj Ahmad

Donations - cash (organizations)
US Embassy
British High Commission
Foreign Office Wives' Association
Times Securities Limited

Donations - others
Rahman Rahman Huq
Ejaj Ahmad



Chairperson


President


Treasurer

Dhaka, March 1, 2010



As per our report of same date.

Auditors
Rahman Rahman Huq
Chartered Accountants

SUPPORT OUR WORK

Dear Readers,

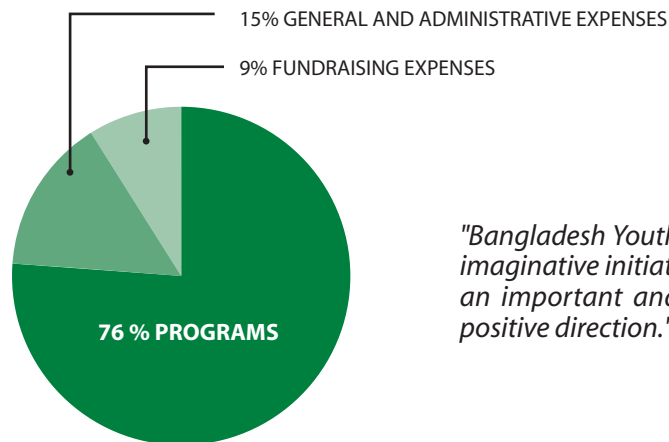
I hope that our annual report has given you a sense of the work that we do at BYLC to lead social change by training the next generation of leaders. In 2009, we developed our first three-year strategic plan and we are currently preparing a framework for assessing the impact of our projects. In 2010, we hope to launch four new programs: executive programs on leadership for young professionals; BBLT junior program for secondary school students; a scholarship program for underprivileged students; and an annual leadership summit to bring together diverse stakeholders to let them share ideas and knowledge. Our work is largely dependent on the support that we receive from generous individuals like you. I would, therefore, request you to consider being involved. You could contribute to our endowment fund (which we are creating this year) to ensure the long-term sustainability of BYLC, or you could fund a specific program. If you share our vision of improving leadership in Bangladesh, then please e-mail me at ivdad@bylc.org and I will tell you more about our exciting upcoming programs.

Sincerely,



Ivdad Ahmed Khan Mojlsh
Project Manager, BYLC
www.bylc.org

2009 EXPENDITURES



Ejaj Ahmad with Amartya Sen at Harvard University during the concept development stage of BYLC.

"Bangladesh Youth Leadership Center's program is clearly a highly imaginative initiative and one that could be, if rightly implemented, an important and effective attempt to change things in a very positive direction."

AMARTYA SEN
1998 Nobel Laureate in Economics
and Professor at Harvard University

Management

Ejaj Ahmad

President

Ivdad Ahmed Khan Mojlsh

Project Manager

Mirza Salman Hossain Beg

Project Coordinator

Faria Rashid

Assistant Program Officer

Muktadir Shubhro Jinnah

Public Relations Officer

Shariful Islam Uzzal

Accountant

Yaseer Musharraf

Intern



In Search of Nirvana

In Search of Nirvana depicts the goals and challenges in life with the help of a maze. We see that there are different routes that can be taken, but only one would take a person to his/her ultimate goal. This is signified by the rising sun. The group of people working together represents teamwork - an essential part of leadership. Two different roads on either side of the picture suggest either divisiveness or a one-man show. However, even though the road to success is fraught with difficulties as illustrated in the artwork, a unified approach makes the journey to the final destination possible. The motto for this artwork can be simply put in one word: TEAM - Together Everyone Achieves More.

Prema Laboni Siddiqui, Ashek Elahi, Mobas Shirin, Akif Ahmed, Sumaiya Tabassum Ahmed & Adnan Bin Haque (BBLT 3)



BYLC B A N G L A D E S H
Youth Leadership Center

11F Jahanara Apartments, 42-43 Siddeshwari Circular Road
Dhaka 1217, Bangladesh
Phone: +880 2 8333854 • Fax: +880 2 8333853
Email: info@bylc.org • www.bylc.org