

Project Overview:

Empowering of 600 Early Drop-Out & Never-to-School Tribal Girls through Education, a project, implemented by ISRD and supported by the JB Foundation, seeks to foster gender equality and economic empowerment through education. The project was launched in April 2023 and will continue through March 2026, with a clear focus on the empowerment of tribal girls in Manipur, ensuring access to education and improving literacy.

Project Objectives:

- 1. Promote Universalization of Elementary Education:**
 - Establish 4 bridge education centres in targeted villages to reach 600 tribal girls aged 6 to 14 years, providing a platform for education.
 - The bridge education centres will operate as day boarding schools to cater the needs of girls, especially those from remote areas, ensuring that they receive quality education in a safe and supportive environment.
- 2. Community Advocacy for Education Access:**
 - Engage the local community in advocating for the education of poor tribal girls, with a focus on challenging traditional gender norms that may prevent girls from attending school.
 - Hold regular awareness campaigns involving local leaders, parents, and community members to highlight the importance of education for girls, ensuring their active involvement and support.
- 3. Increase Literacy and Educational Outcomes:**
 - Focus on improving literacy rates among tribal girls, incorporating local cultural contexts into the curriculum to make education more relevant and engaging for the girls.
 - Provide capacity building for teachers, ensuring that they are well-equipped to meet the unique challenges faced by tribal girls and offer them personalized support.
- 4. Empowerment through Education and Skill Development:**
 - Foster a sense of self-worth and empowerment in girls by providing opportunities for leadership development and skill-building activities alongside traditional education.
 - Include life skills training as part of the curriculum to promote confidence, critical thinking, and resilience.

EXPECTED OUTCOMES:

- 1. Establishment of Bridge Education Centres:**
 - By **2024-2025**, the project will successfully establish 4 fully operational bridge education centres across different districts, providing access to education for tribal girls aged 6-14 years who are currently out of school or at risk of dropping out.
 - These centres will be equipped with modern learning materials, skilled educators, and a safe, day-boarding environment, fostering a nurturing space for both academic learning and personal growth.
- 2. Mobilization and Enrolment of Drop-Out Students:**
 - The project will mobilize and enrol the maximum number of out-of-school girls from the local communities in the four bridge centres, addressing both school dropout rates and barriers to education.

- Through community outreach, home visits, and awareness campaigns, the project will ensure that as many eligible girls as possible are enrolled and retain their place in the education system.
- 3. Direct Support for 600 Tribal Girls:**
- The project will support the education of 600 poor tribal girls, ensuring they receive comprehensive, context-specific education through the bridge education model. This initiative will help these girls overcome the barriers that prevent them from attending mainstream schools.
 - Day-boarding services will ensure that these girls have access to meals, safe transportation, and emotional support, allowing them to focus on their studies without the distractions or limitations posed by their socio-economic conditions.
- 4. Challenging and Reducing Gender Bias:**
- The project will facilitate a cultural shift by actively working to reduce gender bias within families (especially in male-dominated societies) and across the broader community. This will be achieved through gender-awareness workshops, community dialogues, and advocacy campaigns targeting parents, elders, and local leaders.
 - The goal is to foster an environment where both boys and girls are seen as equally deserving of education, with an emphasis on encouraging families to support their daughters' education without prejudice or discrimination.
- 5. Linking Families to Social Benefit Schemes:**
- By engaging local social welfare departments and community leaders, the project will ensure that at least 70% of the families of enrolled girls are successfully connected to government welfare schemes such as scholarships, healthcare, housing, and food programs.
 - This linkage will not only provide economic relief but will also empower families to prioritize education and ensure that financial constraints do not prevent girls from attending school.
- 6. District-Level Children's Forum and Exposure Visits:**
- The project will organize district-level children's forums where the girls can come together to share their educational experiences, express their challenges, and discuss solutions in a supportive environment.
 - Alongside these forums, exposure visits to educational institutions, cultural centres, and other relevant venues will be arranged to broaden the girls' horizons, inspire their aspirations, and demonstrate the possibilities education opens for them.
 - These events will promote self-confidence, leadership skills, and critical thinking, empowering the girls to envision a brighter future beyond their immediate circumstances.
- 7. Successful Reintegration of Drop-Out Students into Mainstream Education:**
- By early 2025, the project will ensure that all drop-out students are successfully reintegrated into the formal education system, either by transitioning to nearby schools or continuing their education in local community-based learning programs.
 - A sustainable reintegration plan will be developed in collaboration with local educational authorities to ensure a seamless transition, including academic support, mentorship, and capacity building for both the students and their families.

- This will ensure that the girls have a clear pathway for continuing their education and do not fall back into the cycle of exclusion.

PROJECT DURATION:

The project will span **3 years**, from **April 2023 to March 2026**, with a phased approach designed to ensure steady progress, effective implementation, and long-term sustainability. The three-year timeline has been structured to address immediate educational needs, build lasting community engagement, and create pathways for continued impact beyond the project period.

WORKPLAN:

[illegible]

13.	District level children forum cum Children Event with exposure visit									√			
-----	--	--	--	--	--	--	--	--	--	---	--	--	--

1. **Operationalization of 4 Bridge Education Centres**

- **Timeline:** April – May 2024
- **Activities:** Establish 4 Bridge Education Centre in Leimaram, Konthoujam, Sekmai and Awng Potshangbam, recruit and train staff, and set up the necessary educational resources. Ensure the centres are fully operational by the beginning of the school year.
- Begin classes with the enrolment of **223 tribal girls** in each of the four centres. Provide day-boarding services and ensure a strong focus on literacy and numeracy.

2. **Baseline Assessment of Families to Develop a Database**

- **Timeline:** May – June 2024
- **Activities:** Conduct baseline surveys of the families of enrolled girls to collect demographic data, education background, and information on social and economic challenges. This database will guide future interventions.

3. **Monthly Meetings with Educators (PIMC)**

- **Timeline:** Ongoing (Monthly)
- **Activities:** Hold regular meetings with the **Project Implementation and Monitoring Committee (PIMC)** to ensure smooth operations, discuss challenges, and review progress. Focus on quality of education, teacher training, and support.

4. **Parent Meetings for 4 Bridge Education Centres**

- **Timeline:** Ongoing (Quarterly)
- **Activities:** Organize **quarterly parent meetings** to engage families, address concerns, and foster active support for their children's education. Discuss the importance of education and gender equality.

5. **Student Assessments – 1st Periodic Test / Half-Yearly Exam / Yearly Exam**

- **Timeline:** Periodic (Quarterly, Half-Yearly, Annually)
- **Activities:** Conduct **1st periodic tests, half-yearly examinations, and year-end exams** to assess student learning and track progress. Share results with parents to keep them informed and engaged.

6. **Referral and Linkages of Families to Social Benefit Schemes**

- **Timeline:** Ongoing (Throughout Year 2)
- **Activities:** Facilitate the linkage of at least 70% of enrolled families to relevant social benefit schemes (e.g., scholarships, healthcare programs, and pension scheme etc). Ensure that families have access to additional resources to support the education of their children.

7. **Community Sensitization Program on Gender Issues and Education (Target: 200 People)**

- **Timeline:** 4 times in a year
- **Activities:** Organize **community sensitization programs**, including sessions at religious institutions and local gatherings, focusing on the importance of girls' education and challenging gender biases. Engage at least 200 community members per session.

8. **Meeting with Elected Members and Legislators**

Organize with local elected officials and legislators to discuss the progress of the project, advocate for policy changes, and secure additional support for the education of tribal girls.

9. Meeting with Education Department and Different Government

Engage with the **Education Department and different government** quarterly to review project progress, align on educational policies, and discuss possible collaboration to ensure long-term sustainability.

10. District-Level Children's Forum and Exposure Visit

- **Timeline:** Annual (Early 2025)
- **Activities:** Organize a **district-level forum** where girls can share their experiences, meet with peers, and discuss the importance of education. Plan **exposure visits** to educational institutions or cultural sites to inspire students and broaden their horizons.

11. Impact Assessment and Focus Group Discussion

- **Timeline:** Annually
- **Activities:** The impact assessment involves creating groups of 7 members, with each group discussing a set of questions related to the project, which were initially answered by 5 parents. These questions focus on the project's impact, areas for improvement, and any concerns or challenges parents might have. The group discussions aim to brainstorm ideas for enhancing the project, addressing issues, and suggesting strategies for improvement. Afterward, each group presents their findings, highlighting strengths, weaknesses, and specific recommendations. The feedback is then consolidated to identify common themes and actionable steps to enhance the project's effectiveness, ensuring the parents' input is effectively incorporated into future planning.

12. Reintegration of students:

- **Timeline:** Annually
- **Activities:** Dropout children are engaged in bridge education classes, which serve as a transitional program to help them catch up on missed learning and develop the necessary skills to rejoin formal schooling. These classes provide a supportive environment where children can address academic gaps, receive tailored instruction, and build confidence. After completing the bridge education program, the children are reintegrated into the formal education system, ensuring they are better prepared to succeed in mainstream classrooms. This approach helps reduce dropout rates and promotes educational inclusion by offering a second chance for children to continue their education.

13. Progress Report

- **Timeline:** Yearly
- **Activities:** Prepare **annual progress reports** to provide updates on the project's achievements, challenges, and lessons learned. These reports will be shared with stakeholders, donors, and partners to ensure transparency and continued support.

14. Finance Report

- **Timeline:** Yearly
- **Activities:** Maintain and submit **yearly finance reports** to ensure effective use of funds, track spending against the budget, and ensure that the project remains financially sustainable.

SECTION B:**Activities carried out during the reporting period as per workplan.**

Sl. No.	Activities conducted	Timeline/ Date/ Month	Number of people/beneficiaries reach out	Expected outcomes
1.	Mobilization of dropout children	March-April'2024	223 beneficiaries	200 drop out children to be mobilized and enrolled in Bridge Education Centre
2.	Operational of Education Centre	April-May'2024	4 Bridge Education Centre	50 drop out children to be enrolled in each Bridge Education Centre
3.	Baseline Assessment of families to develop a database	May'2024	Reached out 202 Parents	Successfully conduct baseline assessment of families to develop a database.
4.	Monthly meeting with educators, PIMC	April'2024 to March'2025		To improve the education centre facilities and educator quality and to assess the student's knowledge
5.	Meeting with Elected members and legislature	June, August, October, December, February	A total of 8 meetings with local elected member were conducted throughout 2024, with 4 meetings held in June, 2 meeting in August, 1 meeting in October and 1 meeting in December.	These policies focus on addressing local challenges and creating an environment that support girl's continued education through tailored solutions.
6.	Meeting with Education Department and Different Government.	May, June, August, October, December, January, February	Between May '2024 and January'2025, a total of 4 meetings were conducted with official from the	The initiative will ensure the seamless continuation of children's education as

			education department along with 7 meetings with various government officials from different departments. These discussions aim at addressing key issues and fostering collaboration for effective solution.	they transition into formal schooling when the new academic session begins. By addressing key challenges and providing support, it aims to facilitate smooth enrolment and sustained participation in the education system
7.	Parents Meeting for 4 centres.	April, May, August, November and January'2025.	Maximum number of parents were attended at the meeting along with educators and staff.	Successfully conducted for 4 Centres.
8.	Community Sensitization Program	24 th July- Leimaram 20 th August- Sekmai 19 th September- Konthoujam 28 th September- Awang Potshangbam	45 participants were present at Leimaram Centre 32 participants were present at Sekmai 48 participants were present at Konthoujam 36 participants were present at Awang Potshangbam	Community Sensitization program have been successfully conducted for 161 participants at 4 centres.
9.	Assessment of Students	2 nos. of assessment were conducted till October'2024. 1 st Assessment on June'2024 and 2 nd Assessment on October'2024 Final Assessment will be conducted on 1 st week of March'2025	Number of students appeared for 1 st assessment is 177. Number of students appeared for 2 nd assessment is 185.	To ensure that 100% dropout children are reintegrate to normal education centre

10.	Referral and Linkages of families to social benefit scheme	June'2024 to January'2025	Out of 202 parents, 143 nos. (70.79%) of family members are linked to social benefit scheme.	70.79% of family members were linked to different social benefit scheme.
11.	Centre Inspection	Every month	Maximum number of students were present at the bridge education classes	To ensure smooth running of classes and monitor the quality of facilitator.
12.	Children event with exposure visit and district level children forum	Conducted on 22 nd December'2024	A total of 189 participants were present at the event.	Conducted successfully at Awang Potshangbam Bridge Education Centre.
13.	Impact Assessment, Focus Group Discussion and documentation learning	1 st Phase – December'2024 (Date- 3,4,5 &11) 2 nd Phase – December'2024 (16,17,18&19)	In the 1 st and 2 nd phase of Impact Assessment a total of 40 beneficiaries were present and In the FGD a total of 56 beneficiaries were present.	Successfully conducted in the month of December'2024
14.	Students Reintegrate	January'2025	Out of 223 children, 85.20% i.e.190 number of children are back to formal schooling.	To reintegrate 100% children back to formal schooling

Outcomes:

- A total of 223 beneficiaries were successfully mobilized and enrolled in the Bridge Education program, marking a significant milestone in our efforts to provide accessible and impactful education.
- We were able to open four Bridge Education Centres, providing enhanced access to quality education and essential skills for beneficiaries.
- We successfully conducted a baseline assessment, reaching out to 202 parents, gathering valuable insights to inform the development and effectiveness of our programs.
- A total of 8 meetings with local elected members were conducted throughout the year, fostering collaboration and engagement on key community initiatives
- From May 2024 to January 2025, 4 meetings with education officials and 7 with other government representatives were held to address key issues and promote collaboration.



The meeting was successfully conducted with a strong turnout, featuring maximum participation from parents, educators, and staff, fostering meaningful engagement and collaboration.



The Community Sensitization program successfully reached 263 participants across 4 centres, enhancing awareness and fostering community engagement.



- We successfully conducted assessments for 177 students in the 1st assessment and 185 students in the 2nd assessment, with a total of 362 students participating across both assessments.

- We were able to link

70.79% of family members to various social benefit schemes, demonstrating a significant connection to these initiatives.

- The outcome of the monthly centre inspections resulted in well-organized classes and consistent monitoring of facilitator quality, leading to improved educational standards and enhanced student experiences.



The children's event, exposure visit, and district-level forum were a heightened sense of awareness and engagement among the children. It fostered learning, encouraged social interaction, and provided them with the opportunity to voice their opinions and idea contributing to their overall personal and

educational growth



- The 1st and 2nd phases of the Impact Assessment, along with the Focus Group Discussion (FGD), was a strong level of beneficiary engagement, with 40 participants in the assessment and 56 in the FGD. This active involvement provided valuable insights and feedback, helping to shape future initiatives and improve overall program effectiveness.

- We successfully reintegrated 85.20% of children (190 out of 233) into formal schooling, demonstrating the program's strong impact on educational restoration.

Findings:

- The findings show that 223 beneficiaries were successfully enrolled in the Bridge Education program, highlighting its effectiveness in providing accessible education.
- It shows that the establishment of four Bridge Education Centres has significantly enhanced access to quality education and essential skills for beneficiaries.
- Indicate that the baseline assessment, involving 202 parents, provided valuable insights that will help inform and improve the development and effectiveness of our programs.
- The findings show that conducting 8 meetings with local elected members throughout the year fostered strong collaboration and engagement, contributing to the success of key community initiatives.
- The findings indicate that the 4 meetings with education officials and 7 with other government representatives effectively addressed key issues and strengthened collaboration, contributing to the advancement of important initiatives.
- The meeting saw strong turnout and maximum participation from parents, educators, and staff, leading to meaningful engagement and enhanced collaboration.
- The Community Sensitization program reached 161 participants across 4 centres, significantly enhancing awareness and fostering community engagement.
- The outcome of the results from both the 1st and 2nd assessments shows that the Bridge Education Program has had a significant positive impact on children's education.
- A total of 70.79% of family members were successfully linked to various social benefit schemes, highlighting a significant level of engagement with these initiatives.
- The monthly centre inspections resulted in well-organized classes and consistent monitoring of facilitator quality, contributing to improved educational standards and enhanced student experiences.
- The children's event, exposure visit, and district-level forum boosted awareness, learning, and social interaction, supporting their personal and educational growth.
- The Impact Assessment and Focus Group Discussion (FGD) saw strong beneficiary engagement, with 40 participants in the assessment and 56 in the FGD. This active involvement provided valuable insights to enhance future initiatives and improve program effectiveness.
- It resulted in children who were previously school dropouts being able to rejoin formal schooling through the Bridge Education Centre, demonstrating the program's effectiveness in providing educational opportunities.

Next Year's Plan Activities:

1. Mobilize Dropout Children & Expand Bridge Education Centres:

- **Target Areas:** Focus on mobilizing children who have dropped out in the districts of Imphal-West, Imphal-East, Thoubal, and Bishnupur. Collaborate with local leaders and communities to raise awareness and encourage re-enrolment.

2. Establish Bridge Education Centres for Displaced Students in Relief Camps:

Psychosocial Support: Integrate counselling and trauma-informed teaching to support students affected by the ongoing conflict.

- **Collaborative Efforts:** Work closely with humanitarian organizations to connect with displaced families and provide additional resources.

3. Reintegration of Students Unable to Reintegrate in 2024-25:

- **Personalized Action Plans:** Identify the barriers preventing reintegration for each student (e.g., financial, emotional, logistical) and create individualized support plans.
- **Catch-Up Programs:** Offer intensive short-term classes to help these students regain academic ground and adjust to school life.
- **Community Support:** Mobilize community resources and networks to provide encouragement, ensuring these students feel welcomed and supported.

4. Implement Co-Educational Facilities:

- **Promote Gender Equality:** Ensure equal opportunities for both boys and girls in academics, leadership, and extracurricular activities.
- **Safe Learning Environment:** Create a space free from discrimination or harassment, fostering respect and inclusion.
- **Curriculum Enhancement:** Incorporate themes of gender equality, respect, and empowerment into the curriculum to further promote positive attitudes.

5. Operationalize Bridge Education Centres (April-May):

- **Timeline and Preparation:** Ensure a clear, well-defined timeline leading up to the April-May launch, covering key milestones like securing locations, recruiting staff, and preparing materials.
- **Training for Staff:** Offer early training for teachers, focusing on addressing gaps in learning and using trauma-sensitive teaching practices.
- **Community Launch:** Organize an inclusive launch event to engage the community, invite volunteers, and raise awareness.

6. PIMC Monthly Meetings:

- **Structured Meetings:** Hold monthly meetings with a clear agenda, action items, and deadlines to ensure progress.
- **Ongoing Evaluation:** Use meetings to assess project status, resolve challenges, and adjust strategies as needed.
- **Inclusive Stakeholder Involvement:** Include local leaders, educators, and other relevant stakeholders in the meetings to ensure broad support.

7. Parents' Engagement:

- **Regular Communication:** Hold regular parent meetings to discuss student progress, address concerns, and build strong partnerships between parents and the educational community.
- **Workshops and Support:** Offer workshops for parents on supporting their children's learning at home, understanding trauma, and navigating current challenges.
- **Feedback Mechanism:** Establish a system for gathering feedback from parents to continuously improve the quality of education and support.

Gaps and Challenges:

The project has faced significant disruptions due to the ongoing ethnic conflict between two communities in Manipur, which erupted on May 3rd 2023. As a result, several project timelines have been impacted, including delays in children's regular class attendance and the postponement of planned events. These unforeseen circumstances have led to frequent changes in meeting with government officials, field activities, and outdoor events, making it difficult to adhere to the initial project schedule. Moreover, due to flood and heavy rain, normal classes were disturbed. Given the current instability, it has become necessary to adjust the project timelines and reevaluate the approach to ensure the safety and wellbeing of all involved, while continuing to engage stakeholders and beneficiaries respectively. The project will prioritize flexibility, safety, and communication in order to navigate these challenges and fulfil its objectives under the prevailing conditions.

Mitigation Measures:

1. Conduct awareness campaign to challenge and shift negative cultural attitudes about girls' education.
2. Promote the benefits of education to both parents and students to highlight its importance.
3. Reduced gender bias within the community to create a more inclusive environment for girls.
4. Engage parents and guardian from the start through informational session, highlighting the value of education for their daughter future.
5. Setting up more temporary education centre
6. Providing menstrual hygiene kit e.g. sanitary pads, soap etc.

Conclusion:

The 3 years project supported by **JB Foundation** can significantly impact the live of early drop out and girl who never attended to school. By focusing on holistic empowerment, educational opportunities, economic support and personal development, enabling girls to break the cycle of poverty and marginalization.

The project sustainability will depend on a building strong partnership with local organization, schools and community leader will help in creating a supportive ecosystem that encourages continued educational and economic opportunities for girls. This ongoing commitment to local capacity building and sustainability development is crucial to the project success and its lasting legacy.