



Half Yearly Report

Education Support to Kawra Children for Schooling Project

Funded by: AFMR Foundation, Dhaka

Project Duration: January 2023 - December 2025





Six-Month Report: January - June 2025

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Date of Submission: July 9, 2025

EXECUTIVE SUMMARY

From January to June 2025, the *Education Support to Kawra Children for Schooling (ESKCS)* project, implemented by Nice Foundation, achieved meaningful progress in supporting the education of marginalized children from the Kawra community. The project also extends its support to children from extremely poor families, including some from the Muslim community, who face severe financial hardship and limited access to basic educational resources. For these children, the project's services—such as coaching classes, school supplies, and nutritional support are crucial to ensuring continued learning and well-being. During this reporting period, the project prioritized regular access to education through structured coaching classes, joyful pre-primary Kajoli sessions, and distribution of educational materials, active parental engagement, nutrition assistance, and awareness-raising within the community.

A total of 88 children regularly participated in coaching classes held six days a week. Creative and joyful Kajoli sessions were also conducted for pre-primary learners to enhance early learning. The average attendance across sessions remained high, between 97% and 98%, a reflection of the children's motivation and the project's consistent support. Monthly examinations and regular teacher guidance helped track and improve student performance.

Motivational messages on social issues such as early marriage prevention, adolescent health, and gender rights were delivered to students and their mothers, helping raise awareness and build responsible behavior in the community. Parents' meetings and home visits played a crucial role in addressing irregular attendance, especially among students burdened with family responsibilities.

Despite facing serious challenges particularly due to heavy rainfall in May that caused classroom flooding and affected children's ability to travel to school, the project team remained proactive. With limited resources, they worked hard to keep learning going and showed commitment to improving conditions moving forward.

The first half of 2025 was marked by strong collaboration among students, teachers, parents, and the project team. This united effort led to improved learning outcomes, higher attendance, and a stronger connection between the school and the community. As the project moves into the second half of the year, it aims to build on these gains, address infrastructure needs, and further strengthen community support to ensure all children in the Kawra community continue learning in a safe, inclusive, and nurturing environment.

During the first half of 2025, the Education Support to Kawra Children for Schooling (ESKCS) project implemented a wide range of activities to support children's learning, well-being, and community involvement. Below is a summary of key activities and achievements:

EDUCATION ACTIVITY REPORT

From January to June 2025, the education program at Nice Shishu Shikkha Kendro was successfully implemented through three daily sessions:

- **Classes One to Five:** 50 students received lessons from 4:00 PM to 6:30 PM. In addition, 12 more students have attended and are being encouraged to participate regularly.
- **Classes Six to Ten:** Another group of 50 students attended morning classes from 6:30 AM to 8:30 AM.
- **Pre-primary:** 26 children aged 3 to 5 participated in daily pre-primary sessions from 4:00 PM to 5:00 PM.

In total, 138 students are currently enrolled and actively participating in the program, guided by 10 committed Community Educators. The additional 12 students are showing growing interest and have been motivated to join regularly.

COMMUNITY MOTIVATION

Throughout the reporting period, the project conducted regular motivational and awareness-raising sessions for students and their mothers. These sessions served as an important platform to discuss and reflect on a range of critical social issues that directly impact the lives of children and families in the Kawra community.

Key topics included the prevention of early marriage, adolescent health and hygiene, reproductive and mental well-being, leadership and women's rights, and the importance of standing up against gender-based violence and protecting human rights. These interactive discussions helped participants understand the negative consequences of harmful practices and inspired them to take positive action within their families and communities.

Mothers expressed a deeper understanding of their roles in guiding their children, especially girls, through adolescence with care and awareness. Students, in turn, became more confident in expressing their thoughts and concerns, showing early signs of leadership and critical thinking. These sessions not only increased knowledge but also encouraged responsible behavior and a rights-based outlook among participants, strengthening the foundation for long-term social change.

LEARNING SUPPORT THROUGH COACHING AND KAJOLI SESSIONS

From January to June 2025, the ESKCS project ensured that children from the Kawra community received consistent academic support through structured coaching classes and engaging Kajoli sessions. Coaching classes for school-going children were held six days a week in two shifts, morning (6:30 AM to 8:30 AM) and evening (4:00 PM to 6:30 PM). These sessions focused on

improving students' understanding of core subjects, helping them with homework, and preparing them for school examinations. The average attendance remained impressively high at 97–98%, demonstrating the children's interest and commitment. Special care was taken to assist slower learners, with teachers providing extra guidance in reading, writing, and numeracy, ensuring that no child fell behind.

Alongside this, Kajoli sessions for pre-primary children aged 3 to 5 were conducted every evening from 4:00 PM to 5:00 PM. These sessions used playful, creative methods such as word cards, drawing, and games to promote early learning and cognitive development. The child-friendly, joyful environment made learning fun and encouraged regular attendance among the youngest learners.

Together, the coaching and Kajoli sessions played a vital role in nurturing a love for learning, strengthening academic foundations, and building the confidence of children across all age groups within the community.

DISTRIBUTION OF EDUCATIONAL MATERIALS

From January to June 2025, the project distributed essential educational materials, including notebooks, pens, and other learning supplies, to all 76 enrolled students, as well as 12 additional children. This timely support helped reduce the financial burden on low-income families and ensured that each child had the basic tools needed to participate confidently and regularly in their studies. By meeting this fundamental need, the project played a key role in creating a more inclusive, equitable, and encouraging learning environment for all children.

MEETINGS WITH PARENTS AND GUARDIANS

From January to June 2025, a total of 12 meetings were held with parents and guardians to review student progress, discuss attendance issues, and explore how families could support learning at home. These sessions addressed key challenges such as children's involvement in household work, financial struggles, and lack of study materials. As a result, parental awareness and involvement increased, leading to improved student attendance and a stronger home-school connection.

MONTHLY EXAMINATIONS

From January to June 2025, two examinations were conducted each month to regularly assess the academic progress of the students. These exams helped teachers identify individual learning needs, monitor improvements, and provide targeted support where needed. Regular assessments also encouraged students to stay focused in their studies and gave parents a clearer understanding of their children's performance.

NUTRITION SUPPLY

From January to June 2025, the *Education Support to Kawra Children for Schooling (ESKCS)* project played a vital role in promoting the health and well-being of students and staff through the regular provision of nutritious meals. A total of 95 individuals, including 76 regular students, 12 additional students, 6 teachers, and 1 caretaker, benefited from this support. Meals were distributed consistently throughout the six months, which totals 140 days, averaging about 23 days per month, a remarkable achievement given seasonal challenges, including heavy rains.

The meals were thoughtfully planned to meet the nutritional needs of the children. Daily menus included eggs, cakes, bananas, mangoes, jackfruit, bread and other seasonal fruit items that are both nourishing and familiar to the community. In addition, twice a week, students enjoyed a hot meal of khichuri enriched with chicken, eggs, and mixed vegetables. These special meals not only provided added nutrition but also variety, making mealtimes something children looked forward to.

This consistent and balanced nutrition support made a clear impact: students showed improved energy, better focus in class, and increased attendance. For many of these children, especially those from extremely poor families, these meals were a critical source of daily nutrition. By addressing food insecurity and promoting healthy growth, the ESKCS project strengthened the foundation for learning and created a more caring, inclusive, and child-friendly environment.

FIELD VISITS AND MONITORING

From January to June 2025, the *Education Support to Kawra Children for Schooling (ESKCS)* project maintained a strong focus on regular field visits and close monitoring to ensure quality education and overall child well-being. Project Manager Rabeya Sultana personally conducted several visits to observe classroom activities, engage with students and teachers, and assess how well the program was supporting children's learning, health, and development. Her presence also provided moral support and motivation for both educators and students.

In addition to the Project Manager's visits, a three-member vigilance team was assigned to carry out rotational daily monitoring of the education centre. Their responsibilities included:

- Supervising classroom activities and student participation
- Monitoring hygiene and cleanliness standards and the classroom
- Ensuring proper nutrition distribution
- Assessing the performance, punctuality, and engagement of Community Educators

These regular observations provided real-time feedback and helped quickly address any challenges on the ground. This hands-on, responsive approach ensured that the education center operated efficiently, maintained a safe and supportive environment, and remained aligned with the project's goals of inclusive and quality learning.

OTHER ACTIVITIES

From January to June 2025, several joyful events were celebrated at the learning center. On 1st January, the Founding Anniversary of Nice Foundation was observed with pride. 26th March marked Independence Day with patriotic activities. On 1st May, the birthday of Executive Director

M. Mujibur Rahman was celebrated with songs, dances, and cake-cutting. The term also featured a lively Annual Sports and Gathering, promoting fun, unity, and student participation. These events created memorable experiences for the children.

CHALLENGE AND OVERCOMING CHALLENGES

Throughout the first half of 2025, the ESKCS project encountered several challenges that affected regular student attendance. Many children were required to assist with household chores, join local cultural programs, or participate in religious events such as pujas. In some cases, a lack of guidance or awareness at home led to carelessness about attending school regularly.

In addition, frequent heavy rainfall in May caused further disruption classrooms were flooded, and many students got wet on their way to and from school due to the lack of umbrellas and damaged infrastructure.

To address these issues, Project Manager Rabeya Sultana and the field team conducted home visits and held discussions with parents, emphasizing the importance of regular attendance and the long-term benefits of education. As a result, many families became more supportive, and attendance gradually improved.

Though challenges remain, the project team has committed to strengthening parental engagement, improving infrastructure, and taking preventive steps, ensuring that children can continue learning in a safe, stable, and encouraging environment.

CONCLUSION

From January to June 2025, the *Education Support to Kawra Children for Schooling (ESKCS)* project made steady and meaningful progress. Teachers (community educators) provided consistent academic support, especially to children who faced difficulties in reading, writing, and core subjects. This focused attention helped boost students' confidence, improved their learning outcomes, and encouraged more regular attendance.

All planned educational activities, including coaching classes, Kajoli sessions, material distribution, nutrition support, and parental engagement, were effectively implemented. Despite challenges such as heavy rainfall and irregular attendance due to family responsibilities or cultural events, the project team responded proactively, resulting in improved student participation and community involvement.

Looking ahead, the project aims to continue and strengthen these efforts. Greater collaboration with families and community stakeholders will be prioritized to overcome new barriers and ensure that children continue to learn and grow in a safe, inclusive, and nurturing environment.

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Activities Pictures :







